

2007-2008

Hamilton Annual Report



GREAT FUTURES START RIGHT HERE!

Gregory J. Baracy, Ed.D., Superintendent

Welcome to Hamilton!

Welcome to Hamilton Elementary. We service a population of 334 students in grades K-5. In addition to the classroom teachers, we have support staff providing special programs in the areas of Art, Vocal Music, Physical Education, Life Skills, Media and Special Education.

It is our goal to provide a wide variety of academic opportunities for all of our students and to help them to achieve to the best of their abilities. We have created an atmosphere within the school of cooperation and mutual respect that helps promote positive self-esteem. Samples of student work are on display throughout the building. We are committed to making our school attractive and a place that makes everyone feel safe and secure.

Our very active Parent Teacher Association and other community members provide us with support for our academic programs and allow us the opportunity to offer many enrichment programs and activities at Hamilton. Parents comprise the membership of our various volunteer programs. They also serve as computer assistants, classroom helpers, and as chaperones on field trips, assemblies, and at our many special after-school activities.

Our School Improvement Team provides leadership and coordinates our efforts to carry out our school mission. We are accredited by North Central Accreditation and have completed the school profile as prescribed. Our school improvement goals are in the areas of math, reading and writing. We have devoted much time and attention towards improving the educational offerings for our students, both on a building and district level. By working as a team with our teachers, staff, parents, community and students, the attainment of these goals is assured.



Your partner in education,
April Quasarano, Ed.S.
Principal

Mission Statement

In cooperation with our families and community, the Hamilton staff is committed to making “STARS” out of all of our children.

Points of Pride

- Active Parent Teacher Association
- North Central Accreditation
- Collaborative curriculum planning by grade levels
- Anti-Bullying Program
- Apple Core Club and Kid Writing parent volunteer programs
- Monthly assembly programs
- Open House
- Resource room and teacher consultant services
 - Small group and individual conferencing with our Social Worker and Psychologist
- Learning center for At Risk students
- Speech/language and bilingual services
- Latchkey before and after school
- Reading Month celebration activities
- Math Month celebration activities
- 100's day activities
- Earth Day
- Reading buddies
- PTA sponsored Book Fairs
- Spelling Bee participation
- Black History Month activities
 - Kindergarten Round-up
- Courtyard clean up
- School Beautification Activities
- Student awards in a variety of district and community competitions
- Service Squad/Safety Patrol
- RIF program supported by our PTA
- Field trips to theaters, Greenfield Village, museums, businesses and other educational locations
- D.A.R.E. program
- All school field day
- Staff involvement at in-services and on district committees
- Student teachers
- Pre-student teachers
- Participation in a variety of collections and fund-raisers for charities



Points of Pride (continued)

- Adoption of 10 acres of tropical rainforest
- Ice Cream Social, Fun Night and Family Roller-skating parties
- Decorated Christmas trees in our courtyard
- Thematic hallway decorations
- Regular display of student work throughout the school building
- End of the year Student Recognition Assembly
- President's Education Award participation
- Michigan Week observance / Michigan Breakfast
- MEAP recognition
- Santa's Secret Shop
- Routing for the Rouge Service Learning project
- "STAR" recognition board
- Teacher Websites
- Choral concerts
- Before School tutoring



Building Goals

Goal 1: Mathematics

Students will improve in mathematics in a variety of contexts.

Goal 2: English Language Arts

Students will improve in English Language Arts across the curriculum. Students will improve in Narrative text and Comprehension skills.

Goal 3: Writing

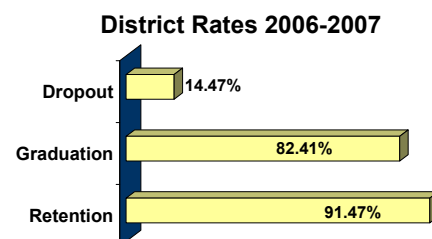
Students will use more details and examples to develop their ideas and content in writing.

Parent-Teacher Conference Representation

325 or 97.3 % of students had parent/guardian representation.

Hamilton Attendance

2007-2008 – 95%



The 2007-2008 Wayne-Westland District graduation and dropout rates were not available at time of printing.

District Level School Improvement

During the 2007-2008 school year the Wayne-Westland Community School District continued the school improvement process in accordance with Public Acts 25, 335 and 339. The District Mission Statement guided the work of the District School Improvement Team.

The District School Improvement Goals for 2007-2008 were as follows:

- Goal 1: All Wayne-Westland students will increase their academic achievement in reading and writing (ELA) as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 2: All Wayne-Westland students will increase their academic achievement in mathematics as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 3: All Wayne-Westland students will increase their academic achievement in science as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 4: All Wayne-Westland students will increase their academic achievement in social studies as defined in the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).

District Accreditation

All seventeen elementary schools, four middle schools and four district high schools (two comprehensive high schools, a career-technical center, and an alternative high school) are fully accredited by the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). All schools within the Wayne-Westland District are also accredited through the Michigan Accreditation Plan as indicated in the Education Yes! School Report Card.



Core Curriculum

The Wayne-Westland Community Schools' Board of Education has adopted a K-12 curriculum in all content areas. Each curriculum reflects the Michigan Curriculum Framework. At the elementary and middle school levels, Mathematics and English Language Arts have been adjusted to address the Grade Level Content Expectations. Science and Social Studies have been adjusted to address the Grade Level Content Expectations finalized by the Michigan Department of Education (MDE) during the 2007-2008 school year.

District Parent Involvement

Extensive parent involvement is a hallmark of all Wayne-Westland Community Schools. Board policy is in place to support volunteers, parent organizations, and other parent and school partnerships. Parent support is a key component of every student's success. Parents and community volunteers help students at home and also support school events, special projects, and assist in classrooms.

Parents and community members are encouraged to participate in school programs and activities. Parent organizations include PTA and PTO groups, parent advisory councils, and extra-curricular booster organizations. To promote communication between school and home, parents can contact all teachers through voice mail and email. Parents may also access their student's data via the internet through a web-based service known as ParentConnect.



Highly Qualified Staff

The Wayne-Westland Community School District is committed to making sure that all of its teachers are Highly Qualified in accordance with the No Child Left Behind (NCLB) Act of 2001. Currently each of the District's teachers holds a valid State of Michigan teaching certificate, permit or vocational authorization valid for the position to which he or she is assigned. During the 2007/2008 school year, all of the District's 850+ teachers were teaching in their endorsed area. NCLB states that parents must be informed of their right to know a teacher's qualifications. According to information submitted to the Michigan Department of Education's Registry of Educational Personnel (REP), 100% of the District's high school, middle school and elementary teachers met the highly qualified standards for the courses and classes they taught for the 2007/2008 school year.

Student Achievement Information

Adequate Yearly Progress (AYP)

The No Child Left Behind Act of 2001 (NCLB) requires that Title I schools make Adequate Yearly Progress (AYP) in reading and mathematics. AYP is measured by State achievement targets. Schools must disaggregate test results by sub-groups of thirty (30) or more students. Examples of sub-group populations may include ethnicity, economically disadvantaged, limited English proficient, and special education.

Every Wayne-Westland elementary and middle school obtained Adequate Yearly Progress (AYP) in the 2007–2008 school year. At the time of printing this annual report, the Michigan Department of Education has not released AYP status for high schools in the district.

HAMILTON ELEMENTARY AYP										
Student Group	English Language Arts				Mathematics				Additional Academic Indicator	
	Percent Tested Target: 95%		Percent Proficient Target: 59%		Percent Tested Target: 95%		Percent Proficient Target: 65%		Attendance Rate Target: 85%	
	School	State *	School	State *	School	State *	School	State *	School	State *
All Students	100.6		89.7		100.6		90.7		95.2	
Black or African American	<		<		<		<		<	
American Indian or Alaskan Native	<		<		<		<		<	
Asian, Native Hawaiian or Pacific Islander	<		<		<		<		<	
Hispanic or Latino	<		<		<		<		<	
White	99.3		89.4		99.3		90.6		95.4	
Multiracial	<		<		<		<		<	
Students with Disabilities	<		56.3		<		59.4		<	
Limited English Proficient	<		<		<		<		<	
Economically Disadvantaged	104.4		85.5		104.4		90.3		94.6	

< indicates that fewer than 30 students were enrolled in the building

* indicates that the 2007-2008 State Data is not available at this time.

MEAP Information

Under the provisions of No Child Left Behind (NCLB), the MEAP tests are designed to measure student performance in English language arts (ELA) and mathematics. Test results report how well students and schools in Michigan are performing in comparison to curriculum standards established by the Michigan State Board of Education.

The categories below represent the percentage of students whose MEAP scores were classified as: Level 1 (Advanced); Level 2 (Proficient); Level 3 (Partially Proficient); Level 4 (Not Proficient). The state has deemed levels 1 and 2 to meet proficiency.

MEAP GRADE 3

HAMILTON ELEMENTARY English Language Arts - Grade 3

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	75	77	78	0	10	65	26	0
	2006-07	82	79	79	0	18	64	13	5
	2007-08	82	79	81	0	18	64	18	0
Male	2005-06	55	72	75	0	7	48	44	0
	2006-07	72	72	75	0	20	52	20	8
	2007-08	81	76	78	0	14	68	19	0
Female	2005-06	88	83	81	0	11	77	11	0
	2006-07	90	86	84	0	17	73	7	3
	2007-08	84	82	84	0	26	58	16	0
American Indian/ Native Alaskan	2005-06	NA	<	74					
	2006-07	NA	<	76					
	2007-08	NA	<	79					
Asian/Pacific Islander	2005-06	<	79	87					
	2006-07	<	85	88					
	2007-08	<	90	90					
Black, Not of Hispanic Origin	2005-06	<	69	62					
	2006-07	<	70	65					
	2007-08	<	72	67					
Hispanic	2005-06	<	69	65					
	2006-07	<	74	66					
	2007-08	<	56	71					
White, Not of Hispanic Origin	2005-06	75	80	83	0	8	67	25	0
	2006-07	80	82	84	0	20	60	13	7
	2007-08	82	82	85	0	16	67	18	0
Economically Disadvantaged	2005-06	74	71	66	0	7	67	27	0
	2006-07	<	72	68					
	2007-08	80	74	71	0	0	80	20	0
English Language Learners	2005-06	NA	39	60					
	2006-07	NA	41	59					
	2007-08	<	48	63					
Migrant	2005-06	NA	NA	59					
	2006-07	NA	NA	55					
	2007-08	NA	NA	64					
Students with Disabilities	2005-06	<	50	51					
	2006-07	<	49	50					
	2007-08	<	53	53					

MEAP GRADE 3

HAMILTON ELEMENTARY Mathematics - Grade 3

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	97	90	87	0	63	34	3	0
	2006-07	84	89	88	0	53	31	16	0
	2007-08	88	91	90	0	47	41	12	0
Male	2005-06	92	91	87	0	48	44	7	0
	2006-07	80	90	88	0	56	24	20	0
	2007-08	90	91	90	0	49	41	10	0
Female	2005-06	100	89	87	0	74	26	0	0
	2006-07	87	89	88	0	50	37	13	0
	2007-08	84	90	90	0	42	42	16	0
American Indian/ Native Alaskan	2005-06	NA	<	87					
	2006-07	NA	<	87					
	2007-08	NA	<	90					
Asian/Pacific Islander	2005-06	<	93	94					
	2006-07	<	93	95					
	2007-08	<	100	97					
Black, Not of Hispanic Origin	2005-06	<	81	71					
	2006-07	<	82	73					
	2007-08	<	81	76					
Hispanic	2005-06	<	86	79					
	2006-07	<	84	80					
	2007-08	<	97	85					
White, Not of Hispanic Origin	2005-06	100	93	92	0	65	35	0	0
	2006-07	84	92	92	0	51	33	16	0
	2007-08	89	93	94	0	49	40	11	0
Economically Disadvantaged	2005-06	94	85	79	0	47	47	7	0
	2006-07	<	85	80					
	2007-08	88	87	84	0	31	56	13	0
English Language Learners	2005-06	NA	74	78					
	2006-07	NA	86	78					
	2007-08	<	88	83					
Migrant	2005-06	NA	NA	76					
	2006-07	NA	NA	81					
	2007-08	NA	NA	85					
Students with Disabilities	2005-06	<	76	72					
	2006-07	<	75	73					
	2007-08	<	76	77					

MEAP GRADE 4

HAMILTON ELEMENTARY English Language Arts - Grade 4

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	70	72	76	0	5	65	2	8
	2006-07	86	78	78	0	19	67	12	2
	2007-08	74	76	76	0	17	57	22	4
Male	2005-06	62	67	72	0	6	56	39	0
	2006-07	75	74	74	0	19	56	22	4
	2007-08	65	71	73	0	17	48	30	4
Female	2005-06	78	77	80	0	5	73	9	14
	2006-07	96	82	81	0	19	77	3	0
	2007-08	81	82	80	0	16	65	16	3
American Indian/ Native Alaskan	2005-06	NA	<	71					
	2006-07	NA	<	69					
	2007-08	NA	<	74					
Asian/Pacific Islander	2005-06	<	71	86					
	2006-07	<	67	88					
	2007-08	NA	82	86					
Black, Not of Hispanic Origin	2005-06	<	64	59					
	2006-07	<	70	61					
	2007-08	<	66	56					
Hispanic	2005-06	<	48	62					
	2006-07	NA	69	66					
	2007-08	<	65	64					
White, Not of Hispanic Origin	2005-06	69	75	81	0	6	63	26	6
	2006-07	90	81	83	0	21	69	8	2
	2007-08	73	81	82	0	14	59	25	2
Economically Disadvantaged	2005-06	41	64	63	0	8	33	33	25
	2006-07	80	72	65	0	7	73	20	0
	2007-08	54	71	63	0	15	38	31	15
English Language Learners	2005-06	<	23	55					
	2006-07	NA	36	56					
	2007-08	NA	36	49					
Migrant	2005-06	NA	NA	54					
	2006-07	NA	NA	57					
	2007-08	NA	NA	58					
Students with Disabilities	2005-06	<	56	43					
	2006-07	<	51	45					
	2007-08	<	52	43					

MEAP GRADE 4

HAMILTON ELEMENTARY Mathematics - Grade 4

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	78	81	82	0	40	38	13	10
	2006-07	92	82	85	0	39	53	8	0
	2007-08	82	85	86	0	38	44	16	2
Male	2005-06	83	81	82	0	44	39	11	6
	2006-07	82	82	85	0	25	57	18	0
	2007-08	83	85	86	0	43	39	17	0
Female	2005-06	72	82	82	0	36	36	14	14
	2006-07	100	81	85	0	52	48	0	0
	2007-08	81	84	86	0	34	47	16	3
American Indian/ Native Alaskan	2005-06	NA	<	82					
	2006-07	NA	<	82					
	2007-08	NA	<	85					
Asian/Pacific Islander	2005-06	<	94	92					
	2006-07	<	100	93					
	2007-08	NA	92	95					
Black, Not of Hispanic Origin	2005-06	<	67	60					
	2006-07	<	72	67					
	2007-08	<	77	69					
Hispanic	2005-06	<	70	71					
	2006-07	NA	73	76					
	2007-08	<	73	79					
White, Not of Hispanic Origin	2005-06	77	85	88	0	40	37	14	9
	2006-07	92	85	90	0	39	53	8	0
	2007-08	82	88	91	0	38	44	18	0
Economically Disadvantaged	2005-06	42	73	70	0	17	25	33	25
	2006-07	87	74	85	0	40	47	13	0
	2007-08	69	79	77	0	23	46	23	8
English Language Learners	2005-06	<	88	68					
	2006-07	NA	64	75					
	2007-08	NA	70	74					
Migrant	2005-06	NA	NA	70					
	2006-07	NA	NA	69					
	2007-08	NA	NA	81					
Students with Disabilities	2005-06	<	81	59					
	2006-07	<	70	64					
	2007-08	<	70	65					

MEAP GRADE 5

HAMILTON ELEMENTARY English Language Arts - Grade 5

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	76	79	75	0	6	70	22	2
	2006-07	78	78	78	0	14	64	14	9
	2007-08	80	80	78	0	22	57	20	0
Male	2005-06	85	75	71	0	4	81	15	0
	2006-07	69	73	74	0	16	53	16	16
	2007-08	60	76	75	0	20	40	40	0
Female	2005-06	68	83	79	0	7	61	29	4
	2006-07	84	83	82	0	12	72	12	4
	2007-08	97	84	81	0	24	72	3	0
American Indian/ Native Alaskan	2005-06	NA	70	69					
	2006-07	NA	NA	72					
	2007-08	NA	<	73					
Asian/Pacific Islander	2005-06	<	88	86					
	2006-07	<	100	88					
	2007-08	<	80	86					
Black, Not of Hispanic Origin	2005-06	<	71	56					
	2006-07	<	70	61					
	2007-08	<	71	58					
Hispanic	2005-06	<	66	63					
	2006-07	<	60	65					
	2007-08	NA	77	63					
White, Not of Hispanic Origin	2005-06	82	82	81	0	7	75	16	2
	2006-07	77	81	83	0	16	61	13	11
	2007-08	84	82	84	0	22	62	16	0
Economically Disadvantaged	2005-06	75	71	61	0	0	75	25	0
	2006-07	65	71	65	0	12	53	29	6
	2007-08	73	72	65	0	7	67	27	0
English Language Learners	2005-06	<	85	56					
	2006-07	<	46	54					
	2007-08	NA	53	44					
Migrant	2005-06	NA	NA	52					
	2006-07	NA	NA	60					
	2007-08	NA	NA	45					
Students with Disabilities	2005-06	<	58	40					
	2006-07	<	47	42					
	2007-08	<	47	42					

MEAP GRADE 5

HAMILTON ELEMENTARY Mathematics - Grade 5

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	80	77	77	0	39	41	15	6
	2006-07	80	78	76	0	51	29	20	0
	2007-08	87	76	74	0	52	35	13	0
Male	2005-06	92	78	78	0	46	46	8	0
	2006-07	79	80	77	0	63	16	21	0
	2007-08	76	77	75	0	44	32	24	0
Female	2005-06	68	76	76	0	32	36	21	11
	2006-07	80	76	75	0	42	38	19	0
	2007-08	97	75	73	0	59	38	3	0
American Indian/ Native Alaskan	2005-06	NA	90	75					
	2006-07	NA	<	74					
	2007-08	NA	<	68					
Asian/Pacific Islander	2005-06	<	94	85					
	2006-07	<	100	90					
	2007-08	<	100	90					
Black, Not of Hispanic Origin	2005-06	<	61	50					
	2006-07	<	64	52					
	2007-08	<	61	51					
Hispanic	2005-06	<	60	62					
	2006-07	<	68	64					
	2007-08	NA	73	62					
White, Not of Hispanic Origin	2005-06	86	82	85	0	45	41	7	7
	2006-07	80	81	83	0	54	26	21	0
	2007-08	89	80	81	0	51	38	11	0
Economically Disadvantaged	2005-06	84	68	62	0	17	67	8	8
	2006-07	64	69	62	0	35	29	35	0
	2007-08	80	68	60	0	47	33	20	0
English Language Learners	2005-06	<	39	54					
	2006-07	<	46	57					
	2007-08	NA	84	54					
Migrant	2005-06	NA	NA	51					
	2006-07	NA	NA	61					
	2007-08	NA	NA	58					
Students with Disabilities	2005-06	<	69	46					
	2006-07	<	57	46					
	2007-08	<	52	44					