

2007-2008

Hicks Annual Report



GREAT FUTURES START RIGHT HERE!

Gregory J. Baracy, Ed.D., Superintendent

Welcome to Hicks!

The David Hicks Elementary team was very pleased to provide a quality educational experience to our two hundred and ninety seven students and their families, during the 2007-2008 academic school year. The entire community was supportive of our goals and committed to cultivating students who are successful life-long learners. The David Hicks community worked diligently to establish a safe, orderly, cooperative and student-centered learning environment. In our school, high academic and behavioral expectations foster and perpetuate a culture where academic excellence is the ultimate goal. Again this year, our school community has serviced our students through comprehensive academic and athletic programs. We have provided our students with a Positive Behavior Support, Reading First, Writing Workshop, Everyday Mathematics and a host of other proven research based instructional methods. In addition, we have established after-school writing and math programs, which enhanced our students' performance on various high-stakes assessments. Additionally, select students were afforded the opportunity to meet with our school social worker and psychologist, as needed, to expand and enhance their daily social skills. More importantly, our staff has demonstrated they are committed to our students' academic and social success. The staff often arrived to school early and stayed beyond the regular school hours to work collaboratively with parents and enhance students' skills. Furthermore, David Hicks Elementary School enjoys wonderful family support as shown by our parent group -The Principals Advisory Committee. Our parents have supported our students' efforts though providing additional supplies for the classrooms, volunteering in various capacities, and attending numerous student and community activities both at school and within the community. Lastly, working as a cohesive unit, the David Hicks staff, students, parents and community, joined as a team to immerse our students in the very best educational environment. In short, it has been a very exciting and fulfilling year at David Hicks Elementary!



Akeya Murphy

Mission Statement

With the assistance and cooperation of staff, parents and the community, we will instill confidence and self-worth in children by empowering them with responsibility. Each day, we, the staff and Hicks Elementary School, will offer a productive learning environment conducive to meeting the individual needs of our diverse student population.

Points of Pride

- After School Math and Writing Program
- Family Math and Writing Workshops
- Parent Literacy Workshops
- Weekly Building-Wide Community Meetings
- After School Tutoring
- Newspaper Club
- School-Wide Positive Support Program
- Participation in Federal Reading First Program
- Plymouth Symphony Project
- Comprehensive Basketball Program
- Second Step Violence Prevention Program
- North Central Association Accredited
- Black History Month Activities
- District-Wide Black History Month Award Recipient
- Class Field Trips: Lansing State Capital, Marquise Theater, Inkster Fire Department, University of Michigan - Museum of Natural History, Greenfield Village, Domino's Farm, Detroit Institute of Arts
- Student-of-the-Month Awards
- Honors Assembly
- Presidential Excellence Awards
- Presidential Achievement Awards
- Academic Excellence Awards
- Kindergarten Year-End Celebration
- Fifth Grade Graduation Ceremony
- Second Grade Year-End Picnic
- Third Grade Winter Feast
- Bake Sales
- Kindergarten Round-up
- Child Support Team
- Collaborative Parent-Teacher School Improvement Team
- District Parent Liaison
- All-Day Kindergarten
- Reading Recovery
- Weekly Parent Communication via "Hornet Hotline"
- The Principal's Advisory Committee (parent group)



Building Goals

All students will improve their ability to comprehend and synthesize narrative and expository texts.

All students will improve in their writing proficiency.

All students will become proficient in math computation.

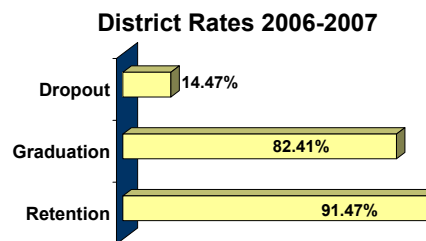


Parent-Teacher Conference Representation

94% of the total student population, had parent/guardian representation.

Hicks 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.

HICKS 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		81.4		100.6		84.6		94.2	
Black or African American	100		81.4		99.1		81.9		94.1	
American Indian or Alaskan Native	<		<		<		<		<	
Asian, Native Hawaiian or Pacific Islander	<		<		<		<		<	
Hispanic or Latino	<		<		<		<		<	
White	102.4		81		107.3		90.5		94.4	
Multiracial	<		<		<		<		<	
Students with Disabilities	<		<		<		<		<	
Limited English Proficient	<		<		<		<		<	
Economically Disadvantaged	98.1		77.7		99		81.9		93.5	

< 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

HICKS 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	79	77	78	0	6	73	16	4
	2006-07	75	79	79	0	5	70	23	2
	2007-08	61	79	81	0	15	46	29	10
Male	2005-06	83	72	75	0	0	83	8	8
	2006-07	65	72	75	0	3	62	31	3
	2007-08	59	76	78	0	14	45	34	7
Female	2005-06	76	83	81	0	12	64	24	0
	2006-07	83	86	84	0	6	77	16	0
	2007-08	63	82	84	0	17	47	23	13
American Indian / Alaskan Native	2005-06	NA	<	74					
	2006-07	NA	<	76					
	2007-08	NA	<	79					
Asian/Pacific Islander	2005-06	NA	79	87					
	2006-07	NA	85	88					
	2007-08	<	90	90					
Black, Not of Hispanic Origin	2005-06	73	69	62	0	3	70	20	7
	2006-07	97	70	65	0	71	26	3	0
	2007-08	54	72	67	0	17	37	32	15
Hispanic	2005-06	<	69	65					
	2006-07	<	74	66					
	2007-08	NA	56	71					
White, Not of Hispanic Origin	2005-06	89	80	83	0	11	78	11	0
	2006-07	81	82	84	0	14	67	19	0
	2007-08	76	82	85	0	6	71	24	0
Economically Disadvantaged	2005-06	76	71	66	0	3	73	17	7
	2006-07	68	72	68	0	0	68	30	3
	2007-08	56	74	71	0	6	50	32	12
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

HICKS 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	88	90	87	0	31	57	12	0
	2006-07	74	89	88	0	32	42	25	0
	2007-08	82	91	90	0	35	47	18	0
Male	2005-06	91	91	87	0	33	58	8	0
	2006-07	76	90	88	0	31	45	24	0
	2007-08	87	91	90	0	40	47	13	0
Female	2005-06	84	89	87	0	28	56	16	0
	2006-07	73	89	88	0	33	40	27	0
	2007-08	77	90	90	0	30	47	23	0
American Indian / Alaskan Native	2005-06	NA	<	87					
	2006-07	NA	<	87					
	2007-08	NA	<	90					
Asian/Pacific Islander	2005-06	NA	93	94					
	2006-07	NA	93	95					
	2007-08	<	100	97					
Black, Not of Hispanic Origin	2005-06	80	81	71	0	20	60	20	0
	2006-07	70	82	73	0	16	54	30	0
	2007-08	78	81	76	0	37	41	22	0
Hispanic	2005-06	<	86	79					
	2006-07	<	84	80					
	2007-08	NA	97	85					
White, Not of Hispanic Origin	2005-06	100	93	92	0	50	50	0	0
	2006-07	81	92	92	0	57	24	19	0
	2007-08	89	93	94	0	28	61	11	0
Economically Disadvantaged	2005-06	90	85	79	0	30	60	10	0
	2006-07	67	85	80	0	23	44	33	0
	2007-08	77	87	84	0	20	57	23	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

HICKS 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	71	72	76	0	0	71	23	6
	2006-07	59	78	78	0	10	49	39	2
	2007-08	66	76	76	0	2	64	32	2
Male	2005-06	68	67	72	0	0	68	32	0
	2006-07	67	74	74	0	0	67	29	5
	2007-08	55	71	73	0	0	55	41	5
Female	2005-06	73	77	80	0	0	73	15	12
	2006-07	54	82	81	0	18	36	46	0
	2007-08	76	82	80	0	4	72	24	0
American Indian / Alaskan Native	2005-06	<	<	71					
	2006-07	NA	<	69					
	2007-08	NA	<	74					
Asian/Pacific Islander	2005-06	NA	71	86					
	2006-07	NA	67	88					
	2007-08	NA	82	86					
Black, Not of Hispanic Origin	2005-06	58	64	59	0	0	58	33	8
	2006-07	53	70	61	0	6	47	47	0
	2007-08	62	66	56	0	0	62	35	3
Hispanic	2005-06	NA	48	62					
	2006-07	<	69	66					
	2007-08	<	65	64					
White, Not of Hispanic Origin	2005-06	81	75	81	0	0	81	14	5
	2006-07	77	81	83	0	23	54	15	8
	2007-08	75	81	82	0	8	67	25	0
Economically Disadvantaged	2005-06	70	64	63	0	0	70	22	9
	2006-07	62	72	65	0	6	56	34	3
	2007-08	58	71	63	0	3	55	39	3
English Language Learners	2005-06	NA	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

HICKS 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	69	81	82	0	20	49	20	10
	2006-07	67	82	85	0	18	49	31	2
	2007-08	64	85	86	0	17	47	34	2
Male	2005-06	65	81	82	0	26	39	22	13
	2006-07	72	82	85	0	10	62	29	0
	2007-08	57	85	86	0	17	39	39	4
Female	2005-06	73	82	82	0	15	58	19	8
	2006-07	64	81	85	0	25	39	32	4
	2007-08	71	84	86	0	17	54	29	0
American Indian / Alaskan Native	2005-06	<	<	82					
	2006-07	NA	<	82					
	2007-08	NA	<	85					
Asian/Pacific Islander	2005-06	NA	94	92					
	2006-07	NA	100	93					
	2007-08	NA	92	95					
Black, Not of Hispanic Origin	2005-06	64	67	60	0	12	52	24	12
	2006-07	65	72	67	0	12	53	32	3
	2007-08	64	77	69	0	18	45	33	3
Hispanic	2005-06	NA	70	71					
	2006-07	<	73	76					
	2007-08	<	73	79					
White, Not of Hispanic Origin	2005-06	81	85	88	0	33	48	10	10
	2006-07	78	85	90	0	38	38	23	0
	2007-08	62	88	91	0	15	46	38	0
Economically Disadvantaged	2005-06	67	73	70	0	17	50	21	13
	2006-07	69	74	85	0	16	53	28	3
	2007-08	52	79	77	0	13	39	45	3
English Language Learners	2005-06	NA	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

HICKS 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	75	79	75	0	6	69	22	3
	2006-07	56	78	78	0	9	47	43	2
	2007-08	67	80	78	0	10	56	27	6
Male	2005-06	66	75	71	0	3	63	28	6
	2006-07	45	73	74	0	3	42	52	3
	2007-08	52	76	75	0	0	52	39	9
Female	2005-06	83	83	79	0	8	75	18	0
	2006-07	67	83	82	0	15	52	33	0
	2007-08	80	84	81	0	20	60	16	4
American Indian / Alaskan Native	2005-06	<	70	69					
	2006-07	<	NA	72					
	2007-08	NA	<	73					
Asian/Pacific Islander	2005-06	NA	88	86					
	2006-07	NA	100	88					
	2007-08	NA	80	86					
Black, Not of Hispanic Origin	2005-06	70	71	56	0	2	68	25	5
	2006-07	52	70	61	0	5	47	45	3
	2007-08	65	71	58	0	9	56	29	6
Hispanic	2005-06	<	66	63					
	2006-07	<	60	65					
	2007-08	<	77	63					
White, Not of Hispanic Origin	2005-06	85	82	81	0	12	73	15	0
	2006-07	71	81	83	0	18	53	29	0
	2007-08	67	82	84	0	17	50	25	8
Economically Disadvantaged	2005-06	65	71	61	0	5	60	33	3
	2006-07	51	71	65	0	11	40	46	3
	2007-08	62	72	65	0	9	53	29	9
English Language Learners	2005-06	NA	85	56					
	2006-07	NA	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

HICKS 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	57	77	77	0	17	40	35	8
	2006-07	57	78	76	0	16	41	34	9
	2007-08	58	76	74	0	21	38	42	0
Male	2005-06	50	78	78	0	16	34	38	13
	2006-07	61	80	77	0	13	48	32	6
	2007-08	52	77	75	0	13	39	48	0
Female	2005-06	63	76	76	0	18	45	33	5
	2006-07	52	76	75	0	19	33	37	11
	2007-08	64	75	73	0	28	36	36	0
American Indian / Alaskan Native	2005-06	<	90	75					
	2006-07	<	<	74					
	2007-08	NA	<	68					
Asian/Pacific Islander	2005-06	NA	94	85					
	2006-07	NA	100	90					
	2007-08	NA	100	90					
Black, Not of Hispanic Origin	2005-06	50	61	50	0	11	39	39	11
	2006-07	52	64	52	0	13	39	39	8
	2007-08	44	61	51	0	18	26	56	0
Hispanic	2005-06	NA	60	62					
	2006-07	<	68	64					
	2007-08	<	73	62					
White, Not of Hispanic Origin	2005-06	69	82	85	0	23	46	27	4
	2006-07	77	81	83	0	24	53	24	0
	2007-08	92	80	81	0	33	58	8	0
Economically Disadvantaged	2005-06	43	68	62	0	13	30	43	15
	2006-07	57	69	62	0	11	46	31	11
	2007-08	62	68	60	0	15	47	38	0
English Language Learners	2005-06	NA	39	54					
	2006-07	NA	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					