

2007-2008

Hoover Annual Report



GREAT FUTURES START RIGHT HERE!

Gregory J. Baracy, Ed.D., Superintendent

Welcome to Hoover!

Hoover Elementary School continues to be a great place for children to learn. Our students were taught by 11 classroom teachers, 5 Expressive Arts teachers covering the areas of: Art, Music, Physical Education, Life Skills, and Media / Technology. Numerous support staff included: a Resource Room / Teacher Consultant, Psychologist, Social Worker, Speech and Language specialist, Reading First Coach and a Reading Recovery / Literacy Leader. Further support was provided by Paraprofessionals, Custodians, Lunch Supervisors, Media Clerks, Secretary, and Principal.



Supportive parents and an enthusiastic PTO, along with extended community support are important ingredients in the success of Hoover School. Students continue to be encouraged to establish responsible and caring behaviors as they pursue their academic goals. Our federally funded Reading First Grant continues to establish the solid commitment to academic excellence and has shown student gains in select areas of academic related achievement.

We are all proud of the Hoover Elementary School Community. We are increasingly aware of the needs of our students and I am encouraged by the support and dedication of the staff to meet these needs. A revision of our goals over the past school year reinforces that dedication and commitment. With your support we will continue to work together to develop in our students those skills necessary to make them successful, contributing members to an ever-changing society. I welcome your input and ideas as together we strive to meet these goals.

Sincerely,
Jennifer Curry
Principal

Mission Statement

Hoover Elementary School is dedicated to providing a safe, stable and engaging environment where all members can become confident, successful learners. Our vision will be accomplished through the teamwork of the staff, students, and community.

Points of Pride



- Scholastic Book Fairs
- Open House
- MEAP night
- Reading First Grant
- Fire Prevention Assembly
- Fire Department Pizza Party
- School and District Spelling Bee
- Wayne Rotary Dictionary Donation
- Authors Visit
- PTO funded Field Trips
- Spring Music Concert
- Plymouth Symphony visits
- Brownies and Girl Scouts
- Holiday Shoppe (PTO)
- Kindergarten Round - Up
- Wild Swan Theatre Presentation
- State Representative Corriveau visits
- Pajama and Genre Day
- Spirit Days
- Literacy Nights
- Weekly Math T.I.P.S
- Book and Blanket Night
- YAK Visit
- Reading Month
- Green Eggs and Ham Lunch
- Spring Fair
- Campbell's Soup Labels and Box Tops
- Morning announcements on Broadcast Carts
- "Rooting for the Rouge" (4th grade)
- Project 180 Participation
- 5th grade Camp
- Safety and Service Squad (accident free year)
- Safety and Service Squad celebration
- All School Swim @ Aquatic Center
- Field Day



Points of Pride (continued)

- Picnic and Hat Day
- Awards Assembly
- Presidential Academic Fitness Awards
- Kindergarten Graduation
- I Dent A Kid Participants
- Butterfly Metamorphosis
- Students of the Month
- Hands on Science Kits
- Reading Recovery successes
- Fall Fun Fest
- 4th Grade Arbor Day Celebration



Building Goals

All students will become more proficient in Math.

- Focus on: Geometry, Problem Solving and Measurement.

All students will become more proficient in Writing across the curriculum

- Focus on: Adding Details and Grammar Usage.

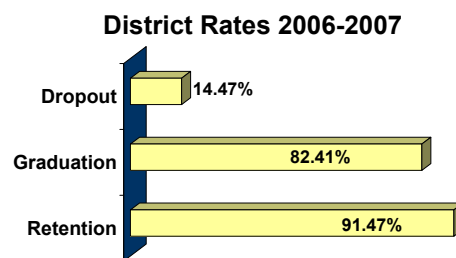
All students will become more proficient in Reading Comprehension Skills across the curriculum.

- Focus on: Comprehension, Word Study and Informational Text.

Parent-Teacher Conference Representation

267 or 95% of students had parent/guardian representation at parent /teacher conferences.

Hoover Attendance
2007-2008 – 94%



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.



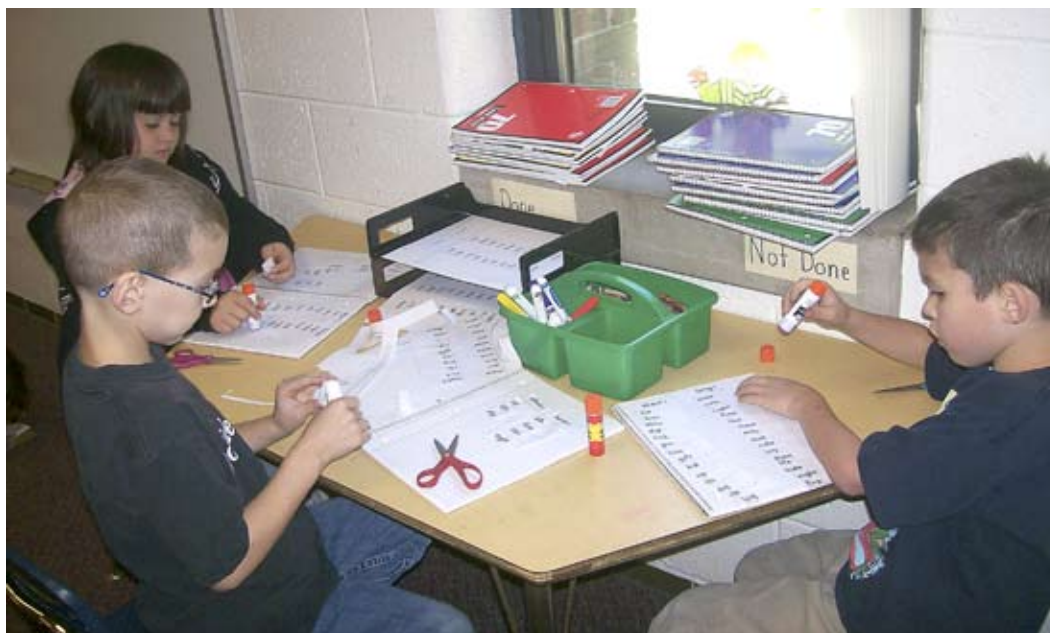
Core Curriculum

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.

HOOVER 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	98.6		90.1		98.6		87.6		93.8	
Black or African American	<		<		<		<		<	
American Indian or Alaskan Native	<		<		<		<		<	
Asian, Native Hawaiian or Pacific Islander	<		<		<		<		<	
Hispanic or Latino	<		<		<		<		<	
White	99.1		90.7		99.1		87.9		94	
Multiracial	<		<		<		<		<	
Students with Disabilities	<		<		<		<		<	
Limited English Proficient	<		<		<		<		<	
Economically Disadvantaged	91.1		85.7		91.1		87.1		92.9	

< 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

HOOVER 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	9	70	14	7
	2006-07	93	79	79	0	14	79	5	2
	2007-08	80	79	81	0	17	63	17	3
Male	2005-06	79	72	75	0	8	71	13	8
	2006-07	90	72	75	0	11	79	11	0
	2007-08	88	76	78	0	6	81	13	0
Female	2005-06	80	83	81	0	10	70	15	5
	2006-07	96	86	84	0	17	79	0	4
	2007-08	74	82	84	0	26	47	21	5
American Indian / Native Alaskan	2005-06	NA	<	74					
	2006-07	NA	<	76					
	2007-08	NA	<	79					
Asian/Pacific Islander	2005-06	NA	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	NA	69	65					
	2006-07	NA	74	66					
	2007-08	NA	56	71					
White, Not of Hispanic Origin	2005-06	82	80	83	0	11	71	14	3
	2006-07	94	82	84	0	16	78	3	3
	2007-08	76	82	85	0	17	59	21	3
Economically Disadvantaged	2005-06	72	71	66	0	0	72	11	17
	2006-07	87	72	68	0	8	79	8	4
	2007-08	81	74	71	0	13	69	19	0
English Language Learners	2005-06	NA	39	60					
	2006-07	<	41	59					
	2007-08	NA	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

HOOVER 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	93	90	87	0	59	34	2	5
	2006-07	85	89	88	0	67	28	5	0
	2007-08	86	91	90	0	28	58	14	0
Male	2005-06	96	91	87	0	67	29	0	4
	2006-07	100	90	88	0	79	21	0	0
	2007-08	100	91	90	0	29	71	0	0
Female	2005-06	90	89	87	0	50	40	5	5
	2006-07	91	89	88	0	58	33	8	0
	2007-08	74	90	90	0	26	47	26	0
American Indian / Native Alaskan	2005-06	NA	<	87					
	2006-07	NA	<	87					
	2007-08	NA	<	90					
Asian/Pacific Islander	2005-06	NA	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	NA	86	79					
	2006-07	NA	84	80					
	2007-08	NA	97	85					
White, Not of Hispanic Origin	2005-06	97	93	92	0	63	34	3	0
	2006-07	95	92	92	0	68	27	5	0
	2007-08	83	93	94	0	20	63	17	0
Economically Disadvantaged	2005-06	88	85	79	0	44	44	0	11
	2006-07	96	85	80	0	67	29	4	0
	2007-08	94	87	84	0	24	71	6	0
English Language Learners	2005-06	NA	74	78					
	2006-07	NA	86	78					
	2007-08	NA	88	83					
Migrant	2005-06	<	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

HOOVER 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	59	72	76	0	7	52	41	0
	2006-07	78	78	78	0	6	72	17	4
	2007-08	88	76	76	0	6	82	12	0
Male	2005-06	54	67	72	0	4	50	46	0
	2006-07	85	74	74	0	4	81	12	4
	2007-08	80	71	73	0	10	70	20	0
Female	2005-06	67	77	80	0	11	56	33	0
	2006-07	72	82	81	0	10	62	24	5
	2007-08	93	82	80	0	3	90	7	0
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	NA	67	88					
	2007-08	<	82	86					
Black, Not of Hispanic Origin	2005-06	NA	64	59					
	2006-07	<	70	61					
	2007-08	<	66	56					
Hispanic	2005-06	<	48	62					
	2006-07	NA	69	66					
	2007-08	NA	65	64					
White, Not of Hispanic Origin	2005-06	61	75	81	0	7	54	39	0
	2006-07	84	81	83	0	8	76	16	0
	2007-08	90	81	82	0	5	85	10	0
Economically Disadvantaged	2005-06	50	64	63	0	10	40	50	0
	2006-07	61	72	65	0	0	61	28	11
	2007-08	86	71	63	0	4	82	14	0
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

HOOVER 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	79	81	82	0	27	52	20	0
	2006-07	77	82	85	0	22	55	20	4
	2007-08	90	85	86	0	33	57	10	0
Male	2005-06	77	81	82	0	23	54	23	0
	2006-07	83	82	85	0	24	59	17	0
	2007-08	85	85	86	0	30	55	15	0
Female	2005-06	83	82	82	0	33	50	17	0
	2006-07	68	81	85	0	18	50	23	9
	2007-08	93	84	86	0	34	59	7	0
American Indian / Native Alaskan	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	<	92	95					
Black, Not of Hispanic Origin	2005-06	<	67	60					
	2006-07	91	72	67	0	64	27	9	0
	2007-08	<	77	69					
Hispanic	2005-06	NA	70	71					
	2006-07	NA	73	76					
	2007-08	NA	73	79					
White, Not of Hispanic Origin	2005-06	78	85	88	0	27	51	22	0
	2006-07	81	85	90	0	28	53	18	3
	2007-08	90	88	91	0	37	54	10	0
Economically Disadvantaged	2005-06	65	73	70	0	20	45	35	0
	2006-07	62	74	85	0	10	52	33	5
	2007-08	89	79	77	0	29	61	11	0
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

HOOVER 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	78	79	75	0	2	76	20	2
	2006-07	71	78	78	0	14	57	26	2
	2007-08	90	80	78	0	15	75	8	2
Male	2005-06	68	75	71	0	0	68	27	5
	2006-07	57	73	74	0	9	48	69	4
	2007-08	89	76	75	0	14	75	7	4
Female	2005-06	87	83	79	0	4	83	13	0
	2006-07	89	83	82	0	21	68	11	0
	2007-08	90	84	81	0	15	75	10	0
American Indian / Native Alaskan	2005-06	NA	70	69					
	2006-07	NA	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	<	71	56					
	2006-07	<	70	61					
	2007-08	<	71	58					
Hispanic	2005-06	<	66	63					
	2006-07	NA	60	65					
	2007-08	<	77	63					
White, Not of Hispanic Origin	2005-06	79	82	81	0	3	76	18	3
	2006-07	74	81	83	0	16	58	24	3
	2007-08	90	82	84	0	15	74	8	3
Economically Disadvantaged	2005-06	77	71	61	0	6	71	18	6
	2006-07	69	71	65	0	14	55	27	5
	2007-08	86	72	65	0	14	71	10	5
English Language Learners	2005-06	<	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

HOOVER 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	76	77	77	0	27	49	18	7
	2006-07	73	78	76	0	30	43	23	7
	2007-08	75	76	74	0	27	48	25	0
Male	2005-06	72	78	78	0	27	45	14	14
	2006-07	65	80	77	0	30	35	26	9
	2007-08	79	77	75	0	34	45	21	0
Female	2005-06	78	76	76	0	26	52	22	0
	2006-07	75	76	75	0	30	45	30	5
	2007-08	68	75	73	0	16	53	32	0
American Indian / Native Alaskan	2005-06	NA	90	75					
	2006-07	NA	<	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	<	61	50					
	2006-07	<	64	52					
	2007-08	<	61	51					
Hispanic	2005-06	<	60	62					
	2006-07	NA	68	64					
	2007-08	<	73	62					
White, Not of Hispanic Origin	2005-06	79	82	85	0	30	49	16	5
	2006-07	71	81	83	0	34	37	21	8
	2007-08	77	80	81	0	31	46	23	0
Economically Disadvantaged	2005-06	70	68	62	0	29	41	24	6
	2006-07	68	69	62	0	23	45	23	9
	2007-08	67	68	60	0	14	52	33	0
English Language Learners	2005-06	<	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					