

Hamtramck Public Schools

A Special Edition of the Hamtramck Horizon

Fall 2009



***Our results are exciting,
Our enthusiasm is high,
Our possibilities are endless...***

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Hamtramck Public Schools has been in operation for 129 years. We have graduated many students that have gone on to make significant contributions to our community and to society in general. As the world changes and evolves we take great pride in preparing students to be successful in our complex world. Our annual report is a detailed snapshot of the previous year's data. Once again, we are pleased to announce that Hamtramck Public Schools has continued to make Adequate Yearly Progress (AYP) for the 2008-2009 school year. Although the data is important and necessary, rest assured we are far more than data. We are a dynamic school community with many exciting new offerings, programs, and opportunities for Hamtramck families in the 2009-2010 school year. We are committed to serving the community for another 129 years, and beyond.



Thomas Niczay
Superintendent

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Superintendent

Our Mission

The mission of the Hamtramck Public Schools, in partnership with families and the community, is to be a model center of lifelong learning and recreation, while serving its multicultural population by achieving excellence in education, maximizing each individual's potential in a safe, nurturing environment.

Demographics

Located on the southeast side of Wayne County, the City of Hamtramck encompasses an area of just over two square miles and is surrounded by the cities of Detroit and Highland Park. It is an urban community with a population of 22,976 people, according to the 2000 Census.

The Hamtramck Public School students represent twenty-three countries of origin. Next to English, the top five primary languages are Bengali (21.8%); Arabic (18.8%); Bosnian (7.5%); Polish (2.4%) and Albanian, Shqip, (1.5%). Eleven other languages are considered primary languages by the rest of the student body. Eighty-five percent of the students receive free or reduced lunch.

2008-2009 Enrollment

The Hamtramck Public Schools served 2,873 students K-12 during the 2008-2009 school year. In addition, the district served 69 pre-school children as well as 281 students that were enrolled in adult/community education programs.

Status of the School Improvement Plan

School Improvement Plans for all Hamtramck Schools have been completed and submitted to the State of Michigan for approval.

Core Curriculum

Mathematics

The goal of mathematics is to link intellectual communities with mathematical inquiry. Students will develop, apply and generalize problem-solving approaches to investigate, understand and resolve problems. In order to prepare students for the world of work they will acquire the skills necessary to interact with others in learning and problem-solving situations. They will become competent in the selection and application of appropriate technological tools. Students will also have the opportunity to recognize the connections among mathematical topics, other disciplines, and everyday experiences. They will interpret algebraic concepts and methods to solve real life problems.

English Language Arts

English Language Arts are the vehicles of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past and imagine the future. We learn to appreciate, integrate and apply what is learned for real purposes in our homes, schools, communities, and workplaces. The ultimate goal of the English Language Arts Curriculum is to produce effective communicators who listen actively, respond appropriately and are analytical.

Science

The focus of science is on investigation and experimentation to allow students to make a concrete association between science and the study of nature as well as prove them with many opportunities to use their basic mathematical skills. This content is taught so that students have the opportunity to build connections that link science to technology and societal impacts. Inquiry based science provides all students with the opportunity to increase their scientific literacy and become knowledgeable, caring, contributing citizens.

Social Studies

The purpose of social studies is to develop social understanding and civic efficacy. Students learn to use social studies concepts and principles to communicate effectively regarding public policy questions and issues. They participate and effectively act on social and public policy issues important to their own lives. The social studies curriculum builds four capacities in students: disciplinary knowledge, thinking skills, commitment to democratic values and citizen participation.

Accreditation

Accreditation is a process of collaboration among school staff, district administrators, and the Board of Education to maintain standards necessary for achieving excellence in education. These standards have been identified by North Central Association and by the State of Michigan. Hamtramck High School, Kosciuszko Middle School, Dickinson East Elementary School, Dickinson West Elementary School, Holbrook Elementary School and the Early Childhood Elementary School are all accredited by the North Central Association.

	<i>2008-2009 Education Yes State Accreditation Status</i>	<i>NCA Accreditation Status (Yes / No)</i>
<i>Dickinson East Elementary School</i>	<i>B</i>	<i>Yes</i>
<i>Dickinson West Elementary School</i>	<i>B</i>	<i>Yes</i>
<i>Holbrook Elementary School</i>	<i>B</i>	<i>Yes</i>
<i>Kosciuszko Middle School</i>	<i>C</i>	<i>Yes</i>
<i>Hamtramck High School</i>	<i>D-Alert</i>	<i>Yes</i>
<i>The Early Childhood Elementary School is not graded.</i>		

Adequate Yearly Progress (AYP)

Achievement

The Hamtramck Public School District receives funding from many sources, one of which is Title I, Part A, a grant provided by the federal government through recent legislation, No Child Left Behind. As a requirement for receiving funds under this program, each school must meet the guidelines for “Adequate Yearly Progress” (AYP) in each subject area using a system developed and approved by the Michigan State Board of Education.

School Name & Number	Grades	School AYP Status 2008-2009	School Phase 2008-2009
Dickinson East Elementary (7474)	3-6	Met AYP	0
Dickinson West Elementary (0916)	3-6	Met AYP	6
Hamtramck High School (1554)	9-12	Did not make AYP	5
Holbrook Elementary (1689)	3-6	Met AYP	0
Kosciuszko Middle School (2055)	7-8	Met AYP	0
Hamtramck Public School District		Met AYP	

The above chart reflects the AYP Status and Improvement Phase under the No Child Left Behind Act. The official AYP for a school for the 2008-2009 school year comes from the grade levels stated above. Five of the six schools in Hamtramck met AYP requirements (83%), with two schools identified for improvement (33%).

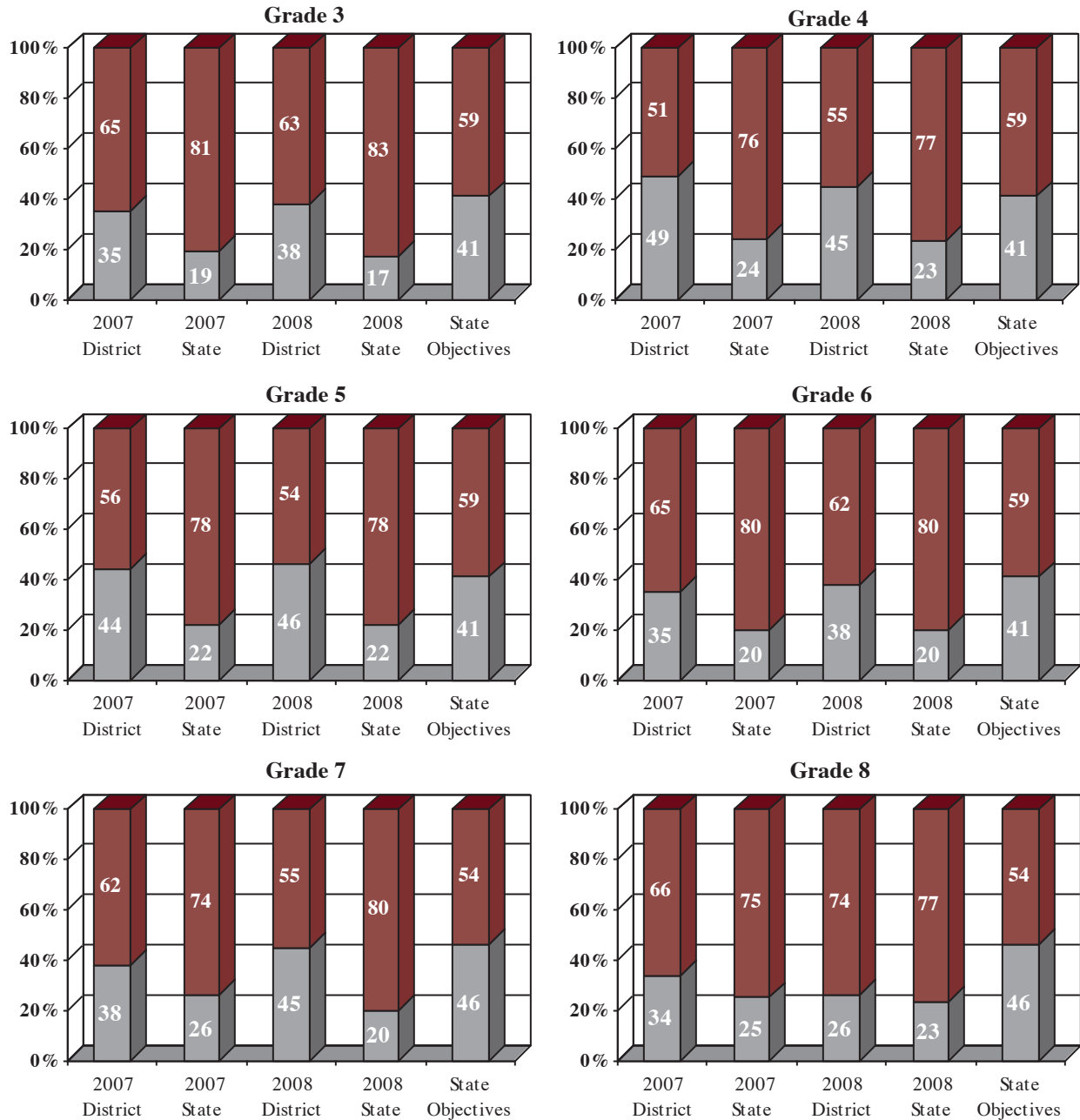
The improvement phases are:

- 0—The school is not identified for improvement.
- 1—School Improvement— school must offer choice and transportation.
- 2—Continuing School Improvement—school must offer choice, transportation, and supplemental services.
- 3—Corrective Action—school must continue choice, transportation, and supplemental services and take further corrective action.
- 4—Restructuring—school must continue choice, transportation, and supplemental services.
- 5—Implement Restructuring Plan—school must continue choice, transportation, and supplemental services and implement restructuring plan.
- 6—Comprehensive School Audit by external team; mandatory assignment of coach; limited to no decision on technical assistance funding options.

District & Statewide Testing Results

District MEAP Scores

Subject: ELA (Reading & Writing)



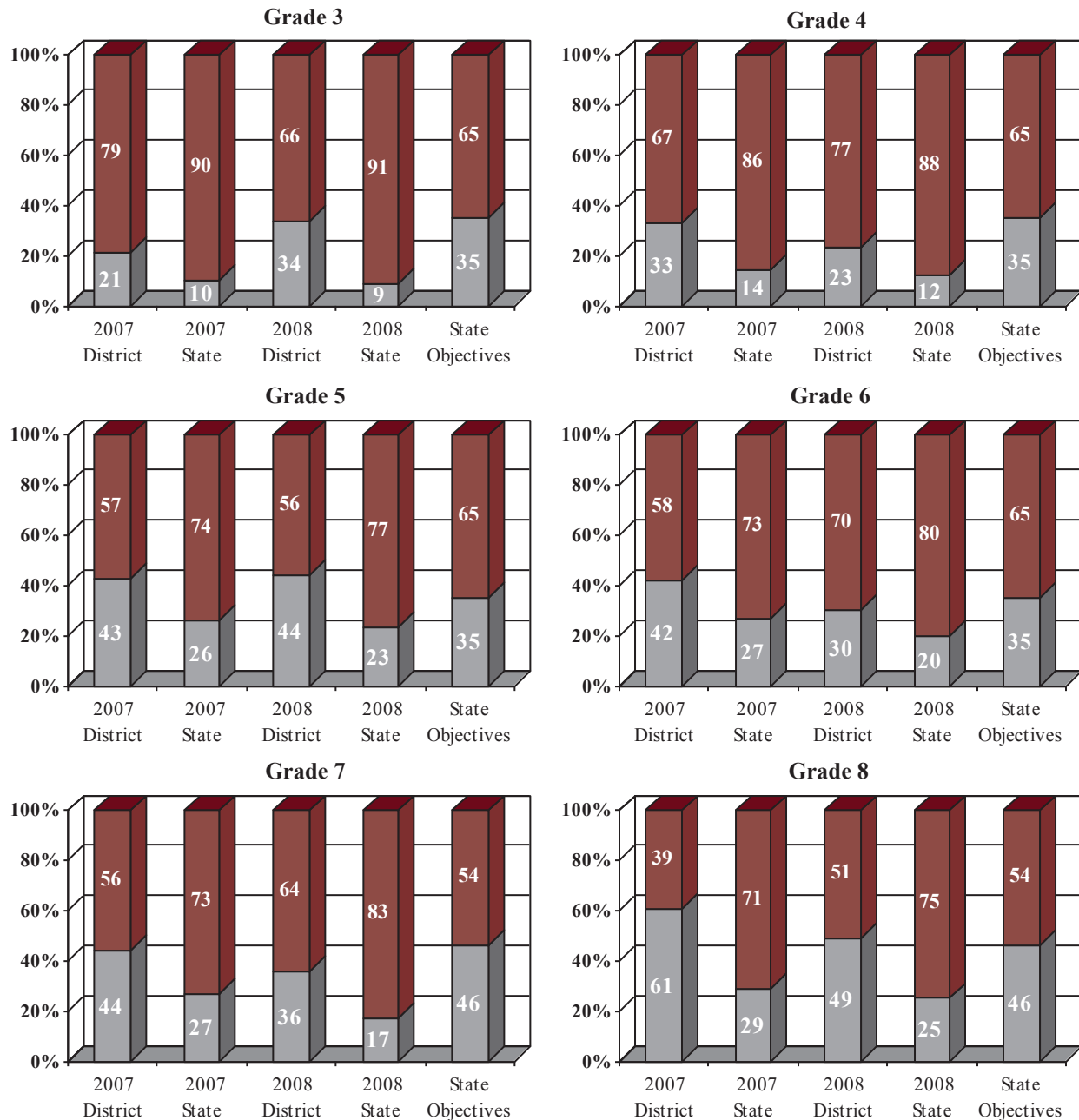
The two-year trend data indicates the district continues to demonstrate student achievement gains in English language arts at the 4th and 8th grade levels. Level 1 and 2 performance standards reflect the percentage of students who exceeded or met the State of Michigan standards. Students testing for MI-Access represent less than 10% of the student population.

KEY: ■ Level 1-Exceeds MI Standards & Level 2-Meets MI Standards □ Level 3 & 4-Did not meet MI Standards

District & Statewide Testing Results

District MEAP Scores (continued)

Subject: MATH



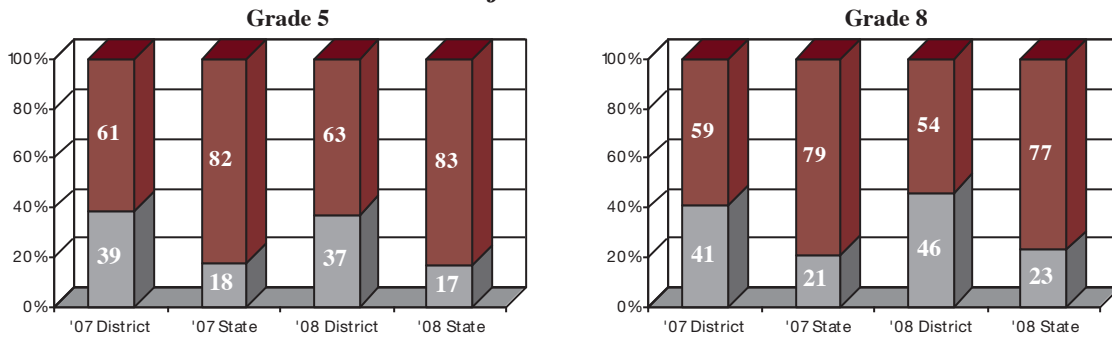
The two-year trend data indicates the district continues to demonstrate student achievement gains in Math at the 4th, 6th, 7th and 8th grade levels. Level 1 and 2 performance standards reflect the percentage of students who exceeded or met the State of Michigan standards.

Students testing for MI-Access represent less than 10% of the student population.

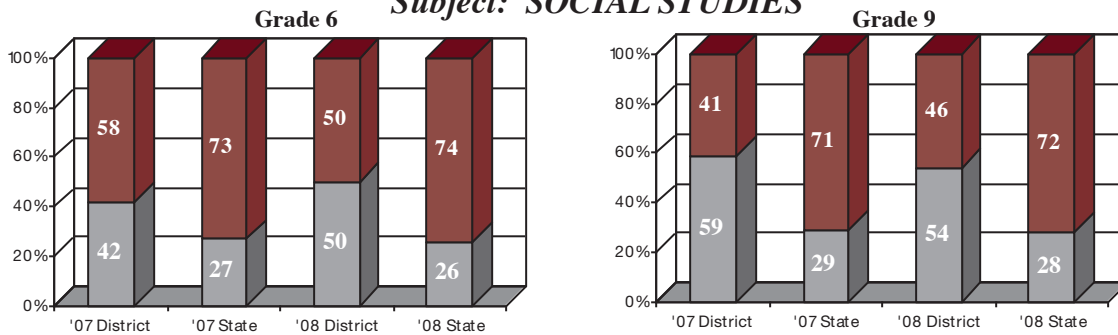
KEY: ■ Level 1-Exceeds MI Standards & Level 2-Meets MI Standards ■ Level 3 & 4-Did not meet MI Standards

District MEAP Scores (continued)

Subject: SCIENCE

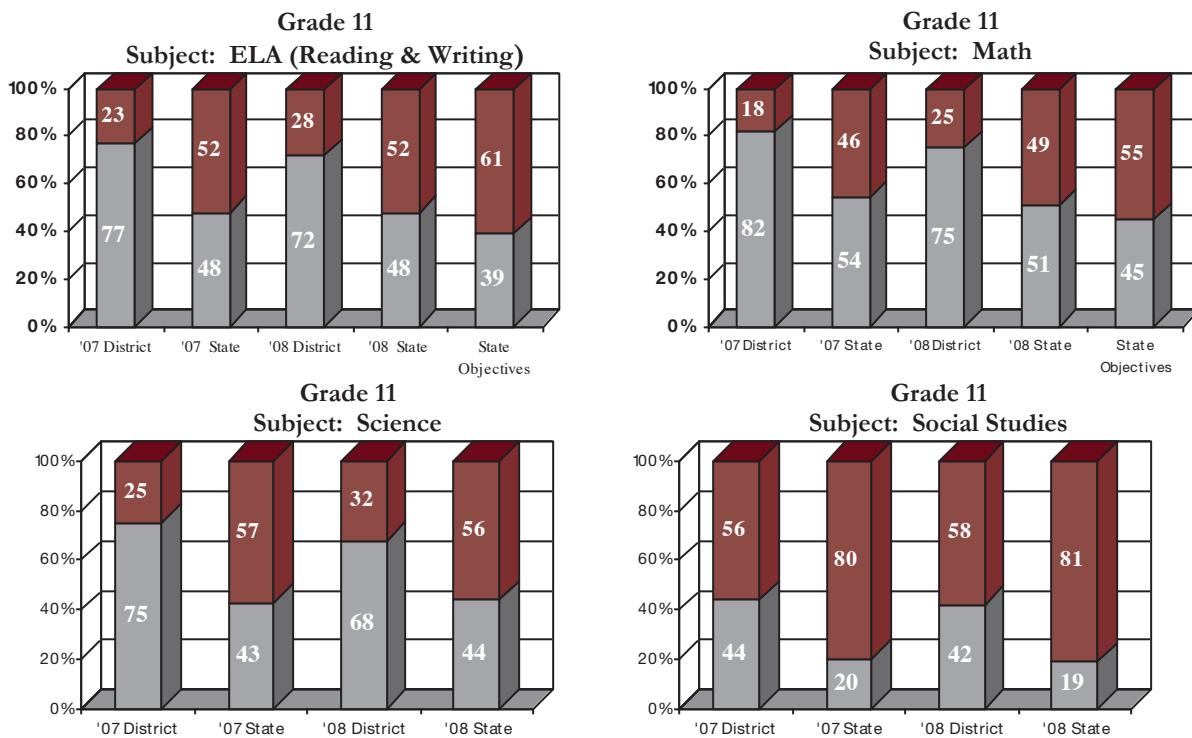


Subject: SOCIAL STUDIES



The two-year-trend data indicates the district continues to demonstrate student achievement gains in Science at the 5th grade level and in Social Studies at the 9th grade level. Level 1 and 2 performance standards reflect the percentage of students who exceeded or met the State of Michigan standards. Students testing for MI-Access are <10% of total tested.

District MME Scores



The two-year trend data indicates the district continues to demonstrate student achievement gains in ELA, Math, Science and Social Studies at the 11th grade level on the Michigan Merit Exam (MME).

KEY: ■ Level 1-Exceeds MI Standards & Level 2-Meets MI Standards □ Level 3 & 4-Did not meet MI Standards

District MEAP Scores

Sub Populations (data based upon gender, race, disability, language and economic status)

GRADE 3	2007-08 Level				2008-09 Level				% Students Tested
	1	2	3	4	1	2	3	4	
Subject: ELA (Reading & Writing)									
Male	8	56	33	3	6	58	36	1	100.0%
Female	10	56	28	6	11	51	35	3	99.0%
African American	4	49	40	7	6	51	40	3	100.0%
Asian	12	67	18	3	18	57	25	0	98.2%
Caucasian	9	52	34	4	4	55	39	2	100.0%
Limited English Proficient	0	38	54	8	1	65	33	1	98.9%
Special Education	0	36	57	7	4	46	46	4	< 30
Economically Disadvantaged	8	56	32	3	7	55	36	2	99.0%
Subject: MATH									
Male	31	49	20	0	28	45	25	2	100.0%
Female	25	52	23	0	25	52	23	0	100.0%
African American	11	46	43	0	10	38	51	1	100.0%
Asian	38	57	5	0	42	40	18	0	100.0%
Caucasian	29	49	22	0	20	48	31	1	100.0%
Limited English Proficient	21	46	33	0	19	55	26	0	98.9%
Special Education	14	50	36	0	19	42	35	4	< 30
Economically Disadvantaged	28	51	21	0	23	43	34	1	100.0%
GRADE 4									
Subject: ELA (Reading & Writing)									
Male	3	48	42	7	1	55	40	4	98.1%
Female	9	43	41	7	2	51	43	4	99.1%
African American	4	18	65	13	0	48	50	2	98.0%
Asian	9	68	24	0	4	70	26	0	94.6%
Caucasian	5	47	40	9	1	47	45	7	100.0%
Limited English Proficient	0	16	61	23	0	20	71	8	98.0%
Special Education	14	5	64	18	0	63	31	6	< 30
Economically Disadvantaged	6	45	42	7	2	51	43	4	96.8%
Subject: MATH									
Male	26	44	24	7	31	47	18	4	99.0%
Female	15	48	28	9	26	50	24	0	100.0%
African American	5	38	39	18	19	54	27	0	98.0%
Asian	35	57	6	1	42	44	15	0	98.2%
Caucasian	21	43	31	6	27	47	22	4	100.0%
Limited English Proficient	0	32	55	13	8	50	36	6	100.0%
Special Education	9	30	30	30	6	69	19	6	< 30
Economically Disadvantaged	24	44	24	8	27	49	21	2	97.8%
GRADE 5									
Subject: ELA									
Male	6	43	34	18	6	51	35	7	93.2%
Female	6	58	25	11	5	44	44	7	100.0%
African American	0	38	45	18	2	31	56	11	93.2%
Asian	12	61	20	7	10	67	23	0	100.0%
Caucasian	5	49	29	18	6	46	39	9	96.5%
Limited English Proficient	0	6	35	58	3	24	62	11	97.4%
Special Education	0	25	44	31	11	32	37	21	< 30
Economically Disadvantaged	5	50	28	16	5	48	40	7	95.2%
Subject: MATH									
Male	18	35	37	10	31	31	29	8	93.2%
Female	23	38	32	7	25	26	35	14	100.0%
African American	5	20	63	13	11	21	45	23	94.9%
Asian	32	45	17	7	51	34	15	0	98.3%
Caucasian	20	38	34	8	24	30	35	12	97.3%
Limited English Proficient	6	13	53	28	19	16	51	14	97.4%
Special Education	6	13	69	13	30	20	25	25	< 30
Economically Disadvantaged	22	35	35	9	27	31	31	12	95.7%

2008-09 Level 1 and 2 numbers in RED indicate improvement of percentages of students exceeding and/or meeting the State of Michigan standards.

District MEAP Scores

Sub Populations (data based upon gender, race, disability, language and economic status)

GRADE 5 (cont.) Subject: SCIENCE	2007-08 Level				2008-09 Level				% Students Tested
	1	2	3	4	1	2	3	4	
Male	15	40	31	13	24	47	18	11	93.2%
Female	19	49	20	13	17	38	34	10	100.0%
African American	14	30	41	14	5	38	42	15	93.2%
Asian	29	51	12	8	40	43	12	5	100.0%
Caucasian	12	45	28	15	17	44	27	12	96.5%
Limited English Proficient	0	10	32	58	8	27	51	14	97.4%
Special Education	13	40	40	7	16	47	26	11	< 30
Economically Disadvantaged	16	44	25	15	20	42	28	10	95.2%
GRADE 6 Subject: ELA (Reading & Writing)	2007-08 Level				2008-09 Level				% Students Tested
	1	2	3	4	1	2	3	4	
Male	7	52	32	9	7	53	36	4	96.2%
Female	4	67	26	3	11	54	29	6	100.0%
African American	1	48	47	4	10	36	55	0	100.0%
Asian	13	75	10	2	20	57	18	6	96.2%
Caucasian	5	60	27	9	4	58	31	6	95.6%
Limited English Proficient	0	43	43	14	0	31	52	17	100.0%
Special Education	0	39	43	17	0	42	58	0	< 30
Economically Disadvantaged	7	58	30	5	10	52	34	4	96.0%
Subject: MATH	2007-08 Level				2008-09 Level				% Students Tested
	1	2	3	4	1	2	3	4	
Male	27	34	30	9	36	36	25	2	96.2%
Female	18	38	35	9	34	33	29	4	100.0%
African American	4	38	45	12	17	40	43	0	100.0%
Asian	49	38	13	0	59	24	14	4	96.2%
Caucasian	21	33	35	12	31	37	28	4	95.6%
Limited English Proficient	7	36	36	21	17	24	52	7	100.0%
Special Education	25	21	33	21	0	75	25	0	< 30
Economically Disadvantaged	25	37	28	10	38	34	25	3	96.0%
Subject: SOCIAL STUDIES	2007-08 Level				2008-09 Level				% Students Tested
	1	2	3	4	1	2	3	4	
Male	27	31	17	24	26	24	26	24	96.2%
Female	15	43	19	23	18	31	22	29	100.0%
African American	8	33	25	34	17	24	26	33	100.0%
Asian	38	46	11	5	29	31	22	18	96.2%
Caucasian	21	35	16	28	21	27	24	28	95.6%
Limited English Proficient	4	25	25	46	7	10	14	69	100.0%
Special Education	13	38	21	29	17	17	33	33	< 30
Economically Disadvantaged	23	37	17	23	22	27	25	27	96.0%
GRADE 7 Subject: ELA (Reading & Writing)	2007-08 Level				2008-09 Level				% Students Tested
	1	2	3	4	1	2	3	4	
Male	8	48	30	14	5	43	42	11	96.3%
Female	13	56	26	5	2	64	29	5	100.0%
African American	2	39	37	23	1	36	54	9	94.8%
Asian	26	65	4	4	8	76	11	5	100.0%
Caucasian	8	52	35	5	4	58	30	8	100.0%
Limited English Proficient	0	27	53	20	0	37	37	26	100.0%
Special Education	0	63	26	11	4	50	35	12	< 30
Economically Disadvantaged	12	51	28	10	4	52	36	8	96.7%

2008-09 Level 1 and 2 numbers in RED indicate improvement of percentages of students exceeding and/or meeting the State of Michigan standards.

District MEAP Scores

Sub Populations (data based upon gender, race, disability, language and economic status)

GRADE 7 (cont.)	2007-08 Level				2008-09 Level				% Students Tested
	1	2	3	4	1	2	3	4	
Subject: MATH									
Male	17	35	39	8	29	37	30	4	97.1%
Female	29	32	32	7	20	42	32	6	100.0%
African American	3	21	60	16	5	43	43	9	95.9%
Asian	50	35	15	0	58	29	13	0	100.0%
Caucasian	21	41	32	6	31	39	26	3	100.0%
Limited English Proficient	6	38	44	13	11	58	21	11	100.0%
Special Education	0	21	68	11	8	42	50	0	< 30
Economically Disadvantaged	23	34	36	7	25	38	32	5	97.1%
GRADE 8	2007-08 Level				2008-09 Level				% Students Tested
Subject: ELA (Reading & Writing)	1	2	3	4	1	2	3	4	
Male	7	57	25	11	9	66	18	7	93.4%
Female	15	53	23	10	16	57	20	7	98.7%
African American	5	43	32	21	4	54	37	6	92.9%
Asian	23	65	5	8	19	74	7	0	97.7%
Caucasian	9	59	27	5	13	62	14	11	97.5%
Limited English Proficient	0	18	41	41	9	73	9	9	91.7%
Special Education	7	71	14	7	0	94	0	6	< 30
Economically Disadvantaged	11	54	24	11	12	63	17	7	95.1%
Subject: MATH	2007-08 Level				2008-09 Level				
Male	8	35	33	24	16	43	31	11	95.3%
Female	8	28	38	25	21	20	43	16	98.7%
African American	5	13	38	44	6	26	49	19	94.6%
Asian	10	38	43	10	36	40	17	7	97.7%
Caucasian	9	44	29	18	18	34	38	11	98.8%
Limited English Proficient	0	18	53	29	17	22	43	17	95.8%
Special Education	0	0	36	64	6	39	50	6	< 30
Economically Disadvantaged	8	29	37	26	20	32	36	11	95.7%
Subject: SCIENCE	2007-08 Level				2008-09 Level				
Male	9	55	22	13	11	45	30	15	95.3%
Female	16	38	28	18	7	45	39	9	98.7%
African American	3	38	30	30	2	34	45	19	94.6%
Asian	33	48	18	3	26	55	17	2	97.7%
Caucasian	9	52	27	12	4	48	35	14	98.8%
Limited English Proficient	0	12	53	35	4	22	57	17	95.8%
Special Education	0	50	21	29	0	61	28	11	< 30
Economically Disadvantaged	12	45	27	15	8	47	33	11	95.7%
GRADE 9	2007-08 Level				2008-09 Level				% Students Tested
Subject: SOCIAL STUDIES	1	2	3	4	1	2	3	4	
Male	12	28	35	24	11	37	34	18	88.3%
Female	6	37	39	18	7	37	38	18	95.8%
African American	2	24	47	27	3	28	45	24	85.1%
Asian	13	45	28	13	12	45	33	10	97.7%
Caucasian	14	34	31	21	14	41	29	16	95.8%
Limited English Proficient	0	8	53	40	4	21	38	38	88.9%
Special Education	0	3	50	47	3	11	53	33	< 30
Economically Disadvantaged	10	33	36	21	11	33	39	17	90.7%

2008-09 Level 1 and 2 numbers in RED indicate improvement of percentages of students exceeding and/or meeting the State of Michigan standards.

District MME Scores

Sub Populations (data based upon gender, race, disability, language, and economic status)

Grade 11	Spring 2008 Level				Spring 2009 Level				% Students Tested
Subject: ELA (Reading & Writing)	1	2	3	4	1	2	3	4	
Male	0	20	45	35	0	24	41	34	86.2%
Female	0	29	47	24	0	34	42	25	100.0%
African American	0	26	48	26	0	21	44	36	92.9%
Asian	0	22	51	27	0	32	34	34	88.7%
Caucasian	0	23	42	35	0	28	43	28	94.1%
Limited English Proficient	0	0	31	69	0	2	28	70	90.2%
Special Education					0	0	32	68	< 30
Economically Disadvantaged	0	21	48	31	0	28	41	31	90.6%
Grade 11	Spring 2008 Level				Spring 2009 Level				% Students Tested
Subject: Mathematics	1	2	3	4	1	2	3	4	
Male	0	16	20	64	4	20	21	55	86.2%
Female	0	22	7	71	0	26	9	65	100.0%
African American	0	22	17	61	0	21	10	69	92.9%
Asian	0	22	14	65	6	23	15	55	88.7%
Caucasian	0	15	15	69	2	22	21	55	94.1%
Limited English Proficient	0	5	3	92	0	2	17	80	90.2%
Special Education					0	0	0	100	< 30
Economically Disadvantaged	0	19	12	69	3	24	19	55	90.6%
Grade 11	Spring 2008 Level				Spring 2009 Level				% Students Tested
Subject: Social Studies	1	2	3	4	1	2	3	4	
Male	19	37	19	26	24	36	17	23	86.2%
Female	10	47	22	21	20	33	26	21	100.0%
African American	13	40	23	23	15	30	28	28	95.2%
Asian	21	45	13	21	28	30	21	21	88.7%
Caucasian	13	36	24	27	24	39	16	21	94.1%
Limited English Proficient	3	15	30	53	0	30	26	43	90.2%
Special Education	0	7	43	50	0	16	42	42	< 30
Economically Disadvantaged	14	43	17	25	24	34	21	22	90.6%
Grade 11	Spring 2008 Level				Spring 2009 Level				% Students Tested
Subject: Science	1	2	3	4	1	2	3	4	
Male	0	25	12	63	0	35	6	59	86.2%
Female	0	24	27	49	0	26	15	58	100.0%
African American	0	17	30	52	0	28	8	64	92.9%
Asian	0	29	20	51	0	34	9	57	88.7%
Caucasian	0	24	11	65	0	34	9	57	94.1%
Limited English Proficient	0	3	0	97	0	4	2	93	90.2%
Special Education	0	13	0	87	0	0	0	95	< 30
Economically Disadvantaged	0	26	15	59	0	33	8	58	90.6%

2009 Level 1 and 2 numbers in RED indicate improvement of percentages of students exceeding and/or meeting the State of Michigan standards.
 Level 1-Exceeds MI Standards & Level 2-Meets MI standards.
 Level 3 & 4-Did not meet MI standards.

District Wide Testing Results

English Language Proficiency Assessment

Spring 2008

Grade	# of Students Assessed	Percentage of Students at Each Proficiency Level				
		% Basic	% Low Intermediate	% High Intermediate	% Proficient	% Advanced Proficient
K	139	10	19	18	30	23
1	113	5	32	54	8	1
2	119	3	10	52	27	7
3	67	1	13	67	15	3
4	46	2	13	69	4	11
5	45	7	16	58	19	0
6	40	15	23	50	10	3
7	32	6	19	50	22	3
8	25	17	38	38	4	4
9	75	14	27	40	13	6
10	68	9	36	50	3	2
11	36	9	46	40	6	0
12	41	2	63	32	2	0

Spring 2009

Grade	# of Students Assessed	Percentage of Students at Each Proficiency Level				
		% Basic	% Low Intermediate	% High Intermediate	% Proficient	% Advanced Proficient
K	159	4	23	32	25	15
1	125	11	29	42	11	7
2	105	2	7	49	30	12
3	114	3	12	71	14	1
4	80	4	14	53	27	1
5	59	10	15	51	15	8
6	51	14	32	38	16	0
7	33	19	26	52	3	0
8	30	18	29	36	14	4
9	67	24	29	34	12	0
10	53	10	24	39	16	10
11	54	10	47	35	8	0
12	45	7	59	27	7	0

These charts indicate percentage of students in the basic, low intermediate, and high intermediate levels. These students receive English Language Learner Support. Percentages in RED indicate an increase of English Language Learners that are proficient.

Attendance Rates by Subgroup

		All Students	African American	Asian	White	Students with Disabilities	Limited English Proficient	Economically Dis-advantaged
ECE	2007-08	89.3	85.2	87.5	91.9	89.8	90.7	89.5
	2008-09	89.5	82.5	89.6	92.1	88.5	86.7	89.8
Dickinson East	2007-08	95	91.9	96.1	95.5	94.3	95.7	94.9
	2008-09	95.3	92.9	94.6	96.6	93.7	95.4	95.2
Dickinson West	2007-08	94.5	90.8	95.8	96.6	94	96.5	94.5
	2008-09	94.6	91.3	95.8	96.3	95.4	96.4	94.6
Holbrook	2007-08	95.5	91.2	97.6	96.4	91.7	96.4	95.4
	2008-09	94.3	88.3	96.6	96.2	89.5	96.4	94.3
KMS	2007-08	93.4	88.2	97	95.4	91.1	94.9	93.5
	2008-09	93.4	88	97.9	95.7	93.3	97.7	93.5
High School	2007-08	94.2	89.9	97.1	95.4	89.3	95.9	95.1
	2008-09	95.2	91.8	97.4	96.1	91.6	97.4	95.5
DISTRICT	2007-08	94.1	90	95.9	95.5	91.6	95	94.4
	2008-09	94.3	90.4	95.5	95.9	92.7	96.5	94.4
STATE	2007-08	94.5						
	2008-09	94.3						

Retention Rates

	2007-08	2008-09
DISTRICT	97.2%	97.1%
Early Childhood Elementary	97.1%	98.3%
Dickinson East Elementary	97.9%	98.1%
Dickinson West Elementary	98.4%	97.7%
Holbrook Elementary	95.4%	94.7%
Kosciuszko Middle School	95.4%	95.4%
Hamtramck High School	94.0%	93.5%

Graduation Rates

2008 Cohort 4-Year Graduation & Dropout Rate Report by Subgroup

Subgroup	Cohort	On-Track Graduated	Dropout (Reported & MER)	Off-Track Continuing	Other Completer (GED, etc.)	Graduation Rate		Dropout Rate	
						District	State	District	State
All Students	220	145	41	34	< 10	65.91%	75.50%	18.64%	14.19%
Male	114	64	28	22	< 10	56.14%	71.21%	24.56%	16.65%
Female	106	81	13	12	< 10	76.42%	79.98%	12.26%	11.62%
Asian	65	55	< 10	< 10	< 10	84.62%	87.73%	9.23%	6.90%
Black	45	16	15	14	< 10	35.56%	56.29%	33.33%	26.17%
White	108	74	19	15	< 10	68.52%	81.82%	17.59%	10.13%
Econ. Dis.	132	90	24	18	< 10	68.18%	60.51%	18.18%	22.88%
LEP	41	23	< 10	< 10	< 10	56.10%	67.14%	21.95%	20.49%
Stu. w/Disability	18	< 10	< 10	< 10	< 10	33.33%	57.96%	50.00%	19.96%

Highly Qualified Teachers

All Hamtramck Public School teachers hold the state required certifications and are highly qualified for their teaching positions for the 2008-2009 school year.

	Total Teachers	B.A.	M.A.	M.A. + 30 credit hours	Ph.D.
District	176	21.6%	72.2%	4.5%	1.7%
Early Childhood Elementary	14	7.1%	85.7%	0.0%	7.1%
Dickinson East Elementary	39	17.9%	79.5%	0.0%	2.6%
Dickinson West Elementary	33	36.4%	60.6%	3.0%	0.0%
Holbrook Elementary	20	5.0%	85.0%	10.0%	0.0%
Kosciuszko Middle School	30	36.7%	46.7%	10.0%	6.7%
Hamtramck High School	51	13.7%	76.5%	7.8%	2.0%
Percentage of Public Elementary and Secondary School Teachers with Emergency Certifications					0.0%
Percentage of Public Elementary and Secondary School Teachers with Provisional Certifications					10.2%
Percentage of core academic classes NOT taught by highly qualified teachers (in all economic levels):					0.0%

In compliance with No Child Left Behind (NCLB) requirements, Hamtramck Schools will inform parents in writing when their children are taught for four or more consecutive weeks by a teacher that doesn't meet the state's definition of "highly qualified." In accordance with the NCLB right-to-know provisions, Hamtramck Schools will honor any request from parents for information on the qualifications of our teachers.

Parent-Teacher Conference Attendance Rates

	Year	Fall % Attended	Winter % Attended	Spring % Attended
Early Childhood Elementary	2007-08	74%	24%	44%
	2008-09	66%	32%	23%
Dickinson East Elementary	2007-08	77%	61%	73%
	2008-09	70%	57%	69%
Dickinson West Elementary	2007-08	75%	51%	62%
	2008-09	84%	61%	78%
Holbrook Elementary	2007-08	84%	61%	78%
	2008-09	82%	81%	72%
Kosciuszko Middle School	2007-08			
	2008-09	53%		46%
Hamtramck High School	2007-08			
	2008-09			

Attendance rates do not include the many additional meetings and conferences held between parents and teachers throughout the year outside of the formally scheduled conferences.

POLICY 2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A: Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes.
- B: Providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school.

The Board is committed to communicating to parents at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

- A: Hold an annual meeting to inform first time parents of the District parent involvement plan. A positive invitation in language understandable to the parents will be given to explain the District's commitment and the parent's right to be involved in the educational process of their child;
- B: Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences;
- D: Post PTA/PTO meetings, and parent involvement meetings on the District website and via-e-mail;
- E: Publish District and School Newsletter(s) informing parents about the parent involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents to participate in various activities while providing parents information at a glance about scheduled District and school meetings and activities;
- F: Schedule regular meetings and brainstorming sessions at least once monthly to provide parents the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- G: Maintain a consistent, District wide effort to communicate regularly with parents. Teachers contact new students by mailing welcome notes;
- H: Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress;
- I: Encourage continued positive partnerships involvement throughout the community by staff and administrators;
- J: Have students perform at various functions throughout the community;
- K: Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A: Participating in school functions, organization and committees;
- B: Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C: Requiring their child to observe all school rules and regulations;
- D: Supporting or enforcing consequences for their child's willful misbehavior in school;
- E: Sending their children to school with proper attention to his / her health, personal cleanliness and dress;
- F: Maintaining an active interest in their child's daily work, monitoring and making it possible for him / her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G: Reading all communications from the school, signing and returning them promptly when required;
- H: Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

POLICY 2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education
- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 - 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 - 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 - 3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

POLICY 2261.02 - PARENTS' RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching;
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived;
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned;
- D. the qualifications of any paraprofessionals providing services to their child(ren);

In addition, the parents **shall** be provided:

- E. information on the level of achievement of their child(ren) on the required State academic assessments;
- F. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

It is the policy of Hamtramck Public Schools that no person shall on the basis of sex, race, color, national origin, or handicap be excluded from the participation in, be denied benefits of, or be subjected to discrimination, in employment or any of its programs or activities.

All Hamtramck Public Schools bylaws and policies are available to the public via the district website:

www.hamtramck.k12.mi.us

Hamtramck Public Schools Directory

Administrative/Business Office—872-9270

3201 Roosevelt
Hamtramck, MI 48212

Thomas Niczay, Superintendent—x.2012
Sharalene Charns, Federal Programs Manager/Curriculum Director—x.2025
Glenn Pasternak, Director of Finance—x.2013
Denise Litterio, Director of Special Services—x.2037
Terrence George, Director of Pupil Services—x.2035

Recreation/HHS Community Center—893-5520

Craig Daniels, Recreation Director

Building and Grounds—366-1187

Carl Sikula, Director

Early Childhood Elementary—891-3200

Christine Salata, Principal

Holbrook Elementary—872-3203

Michael Zygmuntowicz, Principal

Dickinson-East Elementary—873-9437

Nayal Maktari, Principal

Dickinson-West Elementary—873-0177

Corey Pitts, Principal

Kosciuszko Middle School—365-4625

Nuo Ivezaj, Principal

Hamtramck High School—892-7505

Dr. Kirk Goodlow, Principal

Jeremy Cartwright, Assistant Principal

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The Hamtramck Horizon is published to better acquaint you with the extensive operations of the school system.