

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009 – 2010 educational progress for Utica High School. The AER demonstrates our progress toward implementing our district's vision of student achievement and meets all of the federal and state reporting guidelines for Michigan schools. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the school principal for assistance.

The AER is available for you to review electronically by visiting the following web site [http://www.uticak12.org/schools/sc\\_utica.asp](http://www.uticak12.org/schools/sc_utica.asp) or you may review a copy at your child's school.

For 2009 – 2010, Utica High School made Adequate Yearly Progress (AYP) in English language arts and mathematics. Our school enjoyed a very successful year and we greatly appreciate the support from our school community. The reports below demonstrate our commitment to student achievement and the continuous improvement in our planning efforts.

### **School Improvement Plan**

#### **WRITING**

The English Language Arts (ELA) writing score for 11<sup>th</sup> grade students will increase by 8% as measured by the *Michigan Merit Exam* administered in March 2010.

- Juniors participated in an online writing assessment offered by Glencoe and Holt Publishers which provided immediate feedback for improving writing skills.
- During the first semester of 2009-2010, all students participated in a writing assignment in all subject areas, following a predetermined schedule, to offer students additional practice in preparing for the ACT Plus Writing exam.
- Additional writing assignments were incorporated in science and social studies' classes.

#### **MATHEMATICS**

The mathematics score for 11<sup>th</sup> grade students will increase by 8% as measured by the *Michigan Merit Exam* administered in March of 2010.

- Teachers in all subject areas incorporated the use of graphs, charts, tables and diagrams as a means of presenting data for students to analyze.
- Extracurricular activities were developed by teachers and administrators to challenge students' ability to solve multiple step math problems and analyze data in various formats/venues.

- Math teachers participated in training to improve their instructional program, utilizing technology, while being exposed to best practice and project-based learning.
- UHS math teachers continued their work with the K-12 vertical team, in addition to creating an 8<sup>th</sup> and 9<sup>th</sup> grade junior high vertical math team to coordinate efforts and improve communication.
- A math club was created for all students to challenge their skills in analyzing data and improve problem-solving skills.

Building a “college culture” is a theme that permeates all that we do at UHS. During the 2009-2010 school year, UHS had approximately 754 student enrollments in advanced placement courses. Students recognize the value in increasing the rigor in their coursework which will prepare them for postsecondary studies, and assist them in earning college credit.

UHS teachers continued with the implementation of the writing across the curriculum activity which involved teachers in all core and elective courses using writing assignments that support components of the *ACT Plus Writing* exam. Teachers were exposed to the writing rubric, writing prompts for use within their subject area, and reviewed samples of good writing. Teachers will continue to utilize writing as a learning tool to teach new concepts. Writing is also a skill used to communicate at all levels. An outline is provided in the student planner providing tips for writing essays and a technical/scientific paper. Writing samples from each department, along with writing prompts have been compiled in a resource binder. It is our goal that all UHS graduates will be proficient writers.

All teachers expanded their use of graphs, charts, tables and diagrams to analyze data. Students also participated in school-wide math incentives in their Geometry, Algebra I, Algebra II and trigonometry classes that challenged them to solve multi-step math problems utilizing charts, graphs and tables. Math teachers assigned students multi-step math problems during guided practice and warm-up activities. Math teachers also completed Algebra I and Algebra II training at the *Macomb Intermediate School District (MISD)* which involved their learning best practice in mathematics and how to incorporate technology and project-based learning strategies.

Teachers continued to work in *Collaborative Data Teams (CDT)* to share instructional strategies, compare and monitor student performance, and develop intervention strategies when needed. District and subject-area building teams are identified annually.

Due to the new *Michigan High School Graduation Requirements* and the state requirements for obtaining *Adequate Yearly Progress*, the UHS staff has participated in the following professional development activities:

- Junior English teachers, in conjunction with MISD consultants participated in a pilot for the new English 11 curriculum which involved them working with book publishers to select a new textbook, reviewing the entire curriculum, creating lessons and developing assessments that will be accessed through the new *Data Director* system. Next year, English 12 teachers will participate in this process. ELA teachers formed a

partnership with Macomb County Community College instructors to offer seniors an opportunity to take a practice ELA college placement test prior to graduating from high school.

- UHS science, social studies and math teachers have participated in district meetings and served on committees that involved restructuring the curriculum, aligning coursework to meet the new high school graduation requirements and developing district mid-term and end-of-course exams.

As we continue our efforts in aligning the curriculum, implementing reading and writing initiatives and providing on-going professional development for teachers, it is essential that we stay abreast of new and innovative technologies to infuse in all curricular areas, while offering rigorous coursework to prepare our students to be successful in college and compete in a global society.

### **Student Enrollment**

Students attend Utica High School based on the attendance areas serviced by our school community. A number of Utica students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

### **Specialized Programs**

Utica Center for Math Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation. Students are selected based on their academic record and performance on tests of aptitude and achievement.

Utica Academy for International Studies

This is a four-year high school academy designed to prepare students for completion of the International Baccalaureate (IB) Diploma Program. All students are expected to take part in artistic activities (*creativity*); sports or physical activity (*action*); and community or social service projects (*service*). This unique curriculum and the personal growth it requires of its students will provide them a mobility and adaptability that prepare students to successfully lead in the global workforce of the 21<sup>st</sup> century.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9<sup>th</sup> through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3)

Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Project CLIME (Critical Language Initiative in Mandarin Education)

Project CLIME is focused on developing a strategic initiative to promote a K-12 foreign language program within Utica Community Schools. The goal will be accomplished by establishing a grades K-6 partial immersion Mandarin program at Oakbrook Elementary School feeding into a 7-12 secondary target language program housed at Heritage Junior High School, Stevenson High School and the Utica Academy for International Studies.

### **Core Curriculum**

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools follow the Michigan Grade Level Content Expectations (GLCE) and the Michigan High School Content Expectations (HSCE). These standards can be accessed on <http://www.macomb.k12.mi.us/utica/info/>. The district's vision document entitled Indicators of Excellence can be accessed at: <http://www.uticak12.org> under the district information tab, the annual reports link.

### **District Assessments**

Utica Community Schools not only looks at state assessments but we go above and beyond in monitoring the progress of our students. The following assessments are also given at each of the different levels to follow each student's academic progress.

**Michigan Literacy Progress Profile (MLPP)** is given in grades K-6 to assess students' progress in reading comprehension, phonics and fluency.

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** is used in grades K-6 to monitor a student's reading growth on a more frequent basis. These assessments are quick snapshots of a child's improvement in literacy.

**EXPLORE** is a preliminary ACT assessment given to all ninth grade students in Utica Community Schools to help students prepare for high school coursework, higher education and ACT success.. It assesses students' skills in English, reading, mathematics and science.

### **Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

The PSAT/NMSQT is a standardized test given to all 10<sup>th</sup> graders in Utica Community Schools. It measures a student's skills in the areas of critical reading, math problem-solving and writing skills. It also gives the student a chance as an 11<sup>th</sup> grader to take the test and possibly qualify for the National Merit Scholarship program.

### **Parent/Teacher Conference Attendance**

Number 3766

### **High School Dual Enrollment**

No Participants

### **High School College Equivalent Courses Offered**

The number of college equivalent courses offered in 2009 – 2010 was 19.

### **High School Students Enrolled in College Equivalent Courses**

The number and percentage of students enrolled in college equivalent courses in 2009 – 2010

Number 240 Percentage 18%

### **College Credit Potential**

The number and percentage of students receiving a score leading to college credit in 2009 – 2010

Number 143 Percentage 9%

We are pleased to provide this annual education report to our school community. The information contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

Utica High School is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,

Janet Jones  
Principal

## Full Annual Education Report

# School-Level Student Assessment Data for Macomb ISD, Utica Community Schools, Utica High School

### Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

### Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Grade: 11									
All Students	2008-09	100%	59.9%	67.1%	62.8%	2.5%	60.3%	24.9%	12.3%
All Students	2009-10	99.6%	65.2%	71.8%	68.1%	2.5%	65.6%	20.7%	11.2%
Female	2008-09	100%	64.2%	72.1%	68.3%	3%	65.3%	23.6%	8%
Female	2009-10	99.6%	68%	74%	68.1%	2.7%	65.5%	23%	8.8%
Male	2008-09	100%	55.5%	62.2%	57.5%	1.9%	55.6%	26.1%	16.4%
Male	2009-10	99.5%	62.3%	69.4%	68%	2.3%	65.8%	18.3%	13.7%
Black or African American	2008-09	100%	33.4%	37.5%	32%	0%	32%	48%	20%
Black or African American	2009-10	100%	37.5%	52.4%	53.8%	0%	53.8%	26.9%	19.2%
American Indian or Alaska Native	2008-09	<10	51.8%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	67.2%	73.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific	2009-10	100%	74.9%	73.5%	64.3%	7.1%	57.1%	21.4%	14.3%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Islander									
Hispanic or Latino	2008-09	<10	44.5%	63.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	58.3%	<10	<10	<10	<10	<10
White	2008-09	100%	66.1%	68.4%	65%	2.7%	62.3%	23.3%	11.7%
White	2009-10	99.5%	71.5%	72.6%	69.7%	2.5%	67.2%	20.2%	10.1%
Limited English Proficient	2008-09	<10	18.6%	2.9%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	100%	22.2%	12.1%	14.3%	0%	14.3%	7.1%	78.6%
Students with Disabilities	2008-09	100%	23.5%	36.9%	33.3%	0%	33.3%	41.7%	25%
Students with Disabilities	2009-10	100%	23.6%	31.4%	21.1%	0%	21.1%	21.1%	57.9%
Economically Disadvantaged	2008-09	100%	42.4%	44.6%	34.4%	0%	34.4%	35.9%	29.7%
Economically Disadvantaged	2009-10	98.9%	48.5%	51.1%	49.5%	0%	49.5%	30.1%	20.4%
Mathematics									

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Grade: 11									
All Students	2008-09	99.8%	49.3%	64.9%	57%	13.1%	44%	16.3%	26.7%
All Students	2009-10	99.3%	50.4%	62.9%	51.8%	9.7%	42.1%	20.5%	27.7%
Female	2008-09	99.5%	47.2%	63.8%	56.1%	13.1%	42.9%	17.7%	26.3%
Female	2009-10	99.6%	48.3%	60.2%	47.3%	6.6%	40.7%	22.6%	30.1%
Male	2008-09	100%	51.5%	66%	58%	13%	44.9%	15%	27.1%
Male	2009-10	99.1%	52.5%	65.7%	56.4%	12.8%	43.6%	18.3%	25.2%
Black or African American	2008-09	100%	16.4%	22.3%	20%	0%	20%	24%	56%
Black or African American	2009-10	100%	16.4%	30.1%	26.9%	0%	26.9%	23.1%	50%
American Indian or Alaska Native	2008-09	<10	36.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	78.7%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific	2009-10	100%	72.1%	73.5%	71.4%	21.4%	50%	0%	28.6%

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Islander									
Hispanic or Latino	2008-09	<10	32.4%	42.1%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	33.3%	<10	<10	<10	<10	<10
White	2008-09	99.7%	56.5%	66.7%	59.8%	13.9%	45.9%	16%	24.2%
White	2009-10	99.2%	57.9%	64.2%	53.7%	10.1%	43.5%	20.5%	25.8%
Limited English Proficient	2008-09	<10	20.2%	21.9%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	100%	17.3%	12.1%	21.4%	0%	21.4%	0%	78.6%
Students with Disabilities	2008-09	100%	10.2%	24.5%	12.5%	0%	12.5%	12.5%	75%
Students with Disabilities	2009-10	94.7%	11.2%	24.3%	5.6%	0%	5.6%	33.3%	61.1%
Economically Disadvantaged	2008-09	100%	28.9%	40.5%	29.7%	3.1%	26.6%	15.6%	54.7%
Economically Disadvantaged	2009-10	98.9%	30.4%	39.2%	31.2%	3.2%	28%	25.8%	43%

## MI-Access

### Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	100%	87.7%	98.3%	93.8%	75%	18.8%	6.3%
All Students	2009-10	100%	89.8%	100%	100%	90.5%	9.5%	0%
Female	2008-09	<10	88%	100%	<10	<10	<10	<10
Female	2009-10	100%	90.8%	100%	100%	81.8%	18.2%	0%
Male	2008-09	<10	87.5%	97.1%	<10	<10	<10	<10
Male	2009-10	100%	89.2%	100%	100%	100%	0%	0%
Black or African American	2008-09	<10	80.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	81.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	90.4%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
White	2008-09	100%	91%	98%	91.7%	75%	16.7%	8.3%
White	2009-10	100%	93.1%	100%	100%	94.1%	5.9%	0%
Economically Disadvantaged	2008-09	<10	85.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	100%	70.3%	87.9%	87.5%	37.5%	50%	12.5%
All Students	2009-10	100%	71.8%	89.9%	95.2%	28.6%	66.7%	4.8%
Female	2008-09	<10	63.9%	82.6%	<10	<10	<10	<10
Female	2009-10	100%	65.3%	85.3%	90.9%	27.3%	63.6%	9.1%
Male	2008-09	<10	74.4%	91.4%	<10	<10	<10	<10
Male	2009-10	100%	75.8%	92.7%	100%	30%	70%	0%
Black or African American	2008-09	<10	53.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	76.7%	<10	<10	<10	<10	<10
White	2008-09	100%	76.7%	89.8%	83.3%	41.7%	41.7%	16.7%
White	2009-10	100%	78.9%	88.5%	94.1%	35.3%	58.8%	5.9%
Economically Disadvantaged	2008-09	<10	68.9%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Science								
Grade: 11								
All Students	2008-09	100%	62.9%	94.8%	100%	62.5%	37.5%	0%
All Students	2009-10	100%	70.8%	93.3%	90.5%	52.4%	38.1%	9.5%
Female	2008-09	<10	59.4%	87%	<10	<10	<10	<10
Female	2009-10	100%	67.2%	94.1%	81.8%	27.3%	54.5%	18.2%
Male	2008-09	<10	65.1%	100%	<10	<10	<10	<10
Male	2009-10	100%	73%	92.7%	100%	80%	20%	0%
Black or African American	2008-09	<10	42.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10
White	2008-09	100%	71.7%	95.9%	100%	66.7%	33.3%	0%
White	2009-10	100%	78.6%	94.9%	100%	58.8%	41.2%	0%
Economically Disadvantaged	2008-09	<10	60.6%	<10	<10	<10	<10	<10

## Supported Independence

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
No records to display.								

## Participation

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
No records to display.								

## MEAP-Access

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
No records to display.								

# 2009-10 School-Level Accountability (AYP) Detail Reporting

# for Macomb ISD, Utica Community Schools, Utica High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.9%	95.7%
Mathematics	99.7%	95.5%
School		
English Language Arts / Reading	99.6%	90.4%
Mathematics	99.4%	82.2%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	97.4%	88%
District		
English Language Arts / Reading	100.3%	90.4%
Mathematics	100.3%	89.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	99.5%	97%
Mathematics	99.8%	97%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	99.2%	90.5%
Mathematics	99.2%	94.8%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.9%	95.9%
Mathematics	99.7%	95.7%
School		
English Language Arts / Reading	99.5%	91.6%
Mathematics	99.3%	82.5%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	98.9%	94%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	98.9%	96.4%
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	141.8%	88.4%
Mathematics	149.3%	91.2%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	104.9%	77.7%
Mathematics	104.3%	79.7%
School		
English Language Arts / Reading	115%	54.8%
Mathematics	112.5%	56.1%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	104.1%	92.3%
Mathematics	104.8%	92.9%
School		
English Language Arts / Reading	100%	76.2%
Mathematics	100%	77.4%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

\* [AYP Targets \(Annual Measurable Objectives\)](#)

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

All Students

State

75.39%

District

91.82%

School

93.9%

Black or African American

State

56.59%

District

76.64%

School

90%

**Graduation Rate (High Schools only)  
(Goal 80%)**

American Indian or Alaska Native

State

65%

District

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

>95%

School

<10

Hispanic or Latino

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

State

59.94%

District

87.5%

School

<10

White

State

81.85%

District

92.5%

School

94.16%

Multiracial

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

77.78%

School

<10

Students with Disabilities

State

57.61%

**Graduation Rate (High Schools only)**  
**(Goal 80%)**

District

75.12%

School

84.09%

Economically Disadvantaged

State

59.8%

District

78.57%

School

75.76%

**Attendance Rate**  
**(Goal 90%)**

All Students

State

<b>Attendance Rate (Goal 90%)</b>	
	94.7%
District	
	95.7%
School	
	95%
Black or African American	
State	
	91%
District	
	93.9%
School	
	92.8%
American Indian or Alaska Native	
State	

<b>Attendance Rate (Goal 90%)</b>	
93.7%	
District	
96%	
School	
96%	
Asian, Native Hawaiian, or Pacific Islander	
State	
96.5%	
District	
96.4%	
School	
97.8%	
Hispanic or Latino	
State	

<b>Attendance Rate (Goal 90%)</b>	
	94.1%
District	
	94.1%
School	
	92.8%
White	
State	
	95.7%
District	
	95.8%
School	
	95.1%
Multiracial	
State	

<b>Attendance Rate (Goal 90%)</b>	
	94.8%
District	
	93.6%
Limited English Proficient	
State	
	94.6%
District	
	95.1%
School	
	96.1%
Students with Disabilities	
State	
	93.5%
District	

<b>Attendance Rate (Goal 90%)</b>	
	94.6%
School	
	92.5%
Economically Disadvantaged	
State	
	94.8%
District	
	95.8%
School	
	95.3%

\* All data based on students enrolled for a full academic year.

\*\* More information regarding AYP can be found at the following link:

[http://www.michigan.gov/mde/0,1607,7-140-22709\\_22875---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html)

## **Michigan Annual AYP Objectives**

### **Michigan Annual AYP Objectives for Reading/ELA**

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

## Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

## 2009-10 School-Level Accountability (AYP) Status Reporting for Macomb ISD, Utica Community Schools, Utica High School

### School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	B	N/A	0

## December, 2009 School-Level Teacher Quality Reporting for Macomb ISD, Utica Community Schools, Utica High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All	0	12	64	1

	Other	B.A.	M.A.	Ph.D
Public Elementary and Secondary School Teachers in the School				

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

## Michigan Report Card for the National Assessment of Educational Progress

### NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## **NAEP 2009 Grade 4 Reading Results**

<b>Reporting Group</b>	<b>Percent of Students</b>	<b>Percent below Basic</b>	<b>Percent Basic</b>	<b>Percent Proficient</b>	<b>Percent Advanced</b>
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

## NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505