



Utica High School

June 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010 – 2011 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. The AER is available for you to review electronically by visiting the following website: http://www.uticak12.org/schools/sc_utica.asp. If you have any questions about the AER, please contact the school office.

For the 2010 – 2011 school year, 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

Utica High School’s Tier II Indicators:

All students will improve their math reasoning and analytical skills by 10%.

The College Readiness Benchmark Reading Score of 18 will increase by 10% for 11th graders.

The number of students scoring “proficient” on the ACT Writing Exam will improve by 10%.

Utica High School had a successful 2010-2011 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the UCS Indicators of Excellence School Improvement Plan and our school’s Tier II goals.

Utica High School utilizes departmental time to analyze student performance in Collaborative Data Team Meetings. We look at areas of concern and collectively modify instruction to meet these identified needs. Data from the MI Tracker Golden Package and classroom data is examined. Vertical and horizontal teaming discussions have become a standard component of our professional development activities which includes meeting with feeder schools to adjust instructional practices to improve weak areas identified in the data. Throughout the school year, we utilize Data Director to effectively retrieve meaningful data. This year, we continued to look at the college readiness skills as identified by the MME, PSAT, ACT, Princeton Review, and EXPLORE tests and have emphasized the development of effective instructional strategies during our professional development activities.

In the area of reading, all departments have been using Reading Apprenticeship strategies to improve reading performance. Sixty-two percent of students scored proficient in reading.

In the area of writing, teachers were exposed to the ACT 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 samples from each department, along with writing prompts have been compiled in a resource binder. A Writer's Workshop has also been created to offer students additional writing instruction, and assist them in enhancing their writing skills. It is our goal that all Utica High School graduates will be proficient writers.

In the area of math, an in-school intervention program was implemented to support at-risk students. Math teachers participated in training to improve their instructional program, utilizing technology, while being exposed to best practices and project-based learning. A math club was created for all students to challenge their skills in reasoning, analyzing data and problem-solving.

Our 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.

All of our efforts are focused on helping Utica High School reach the ultimate goal of having all of our alumni successfully completing postsecondary education and attaining meaningful careers.

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 21st century.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th 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 Program is project based and provides students with a wide array of experiences with professionals from business and industrial partners. Students who meet basic entrance qualifications can enter the program through a lottery.

Project CLIME

Project CLIME (Critical Language Initiative in Mandarin Education) 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 continue to follow the Michigan Grade Level Content Expectations (GLCE) and the Michigan High School Content Expectations (HSCE) and are aligning the expectations with the Common Core State Standards. 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>. See the annual reports link under the "district information" tab.

District Assessments

Utica Community Schools not only looks at state assessments, but we also go above and beyond in monitoring the progress of our students. The following assessments are 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 10th 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 11th grader to take the test and possibly qualify for the National Merit Scholarship Program.

Parent/Teacher Conference Representation

There were 4,229 parent conferences held during the fall of 2010, and 1,522 parent conferences held in the spring of 2011.

High School Dual Enrollment

Two Utica High School students participated in the High School Dual Enrollment Program during the 2010-2011 school year.

High School College Equivalent Courses Offered

There were 16 college equivalent courses offered at Utica High School.

High School Students Enrolled in College Equivalent Courses

During the 2010-2011 school year, there were 402 students enrolled in college equivalent courses.

College Credit Potential

There were 240 students who received a score of "3" or higher on the advanced placement test. Fifty-five percent of students taking advanced placement exams qualified to receive college credit.

We are pleased to provide this annual education report to our school community. The information that is 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 student's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your student to monitor the completion of class and homework assignments.

Our 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

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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)
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Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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	11	All Students	2008-09	100%	59.9%	67.1%	62.8%	2.5%	60.3%	24.9%	12.3%
English Language Arts / Reading	11	All Students	2009-10	99.6%	65.2%	71.8%	68.1%	2.5%	65.6%	20.7%	11.2%
English Language Arts / Reading	11	Female	2008-09	100%	64.2%	72.1%	68.3%	3%	65.3%	23.6%	8%
English Language Arts / Reading	11	Female	2009-10	99.6%	68%	74%	68.1%	2.7%	65.5%	23%	8.8%
English Language Arts / Reading	11	Male	2008-09	100%	55.5%	62.2%	57.5%	1.9%	55.6%	26.1%	16.4%
English Language Arts / Reading	11	Male	2009-10	99.5%	62.3%	69.4%	68%	2.3%	65.8%	18.3%	13.7%
English Language Arts / Reading	11	Black or African American	2008-09	100%	33.4%	37.5%	32%	0%	32%	48%	20%
English Language Arts / Reading	11	Black or African American	2009-10	100%	37.5%	52.4%	53.8%	0%	53.8%	26.9%	19.2%
English Language Arts / Reading	11	American Indian or Alaska Native	2008-09	<10	51.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	67.2%	73.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	74.9%	73.5%	64.3%	7.1%	57.1%	21.4%	14.3%
English Language Arts / Reading	11	Hispanic or Latino	2008-09	<10	44.5%	63.2%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Hispanic or Latino	2009-10	<10	50.7%	58.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	White	2008-09	100%	66.1%	68.4%	65%	2.7%	62.3%	23.3%	11.7%

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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	11	White	2009-10	99.5%	71.5%	72.6%	69.7%	2.5%	67.2%	20.2%	10.1%
English Language Arts / Reading	11	Limited English Proficient	2008-09	<10	18.6%	2.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Limited English Proficient	2009-10	100%	22.2%	12.1%	14.3%	0%	14.3%	7.1%	78.6%
English Language Arts / Reading	11	Students with Disabilities	2008-09	100%	23.5%	36.9%	33.3%	0%	33.3%	41.7%	25%
English Language Arts / Reading	11	Students with Disabilities	2009-10	100%	23.6%	31.4%	21.1%	0%	21.1%	21.1%	57.9%
English Language Arts / Reading	11	Economically Disadvantaged	2008-09	100%	42.4%	44.6%	34.4%	0%	34.4%	35.9%	29.7%
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	98.9%	48.5%	51.1%	49.5%	0%	49.5%	30.1%	20.4%
Mathematics	11	All Students	2008-09	99.8%	49.3%	64.9%	57%	13.1%	44%	16.3%	26.7%
Mathematics	11	All Students	2009-10	99.3%	50.4%	62.9%	51.8%	9.7%	42.1%	20.5%	27.7%
Mathematics	11	Female	2008-09	99.5%	47.2%	63.8%	56.1%	13.1%	42.9%	17.7%	26.3%
Mathematics	11	Female	2009-10	99.6%	48.3%	60.2%	47.3%	6.6%	40.7%	22.6%	30.1%
Mathematics	11	Male	2008-09	100%	51.5%	66%	58%	13%	44.9%	15%	27.1%
Mathematics	11	Male	2009-10	99.1%	52.5%	65.7%	56.4%	12.8%	43.6%	18.3%	25.2%
Mathematics	11	Black or African American	2008-09	100%	16.4%	22.3%	20%	0%	20%	24%	56%
Mathematics	11	Black or African American	2009-10	100%	16.4%	30.1%	26.9%	0%	26.9%	23.1%	50%
Mathematics	11	American Indian or Alaska Native	2008-09	<10	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	78.7%	<10	<10	<10	<10	<10
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	72.1%	73.5%	71.4%	21.4%	50%	0%	28.6%
Mathematics	11	Hispanic or Latino	2008-09	<10	32.4%	42.1%	<10	<10	<10	<10	<10

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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)
Mathematics	11	Hispanic or Latino	2009-10	<10	33.8%	33.3%	<10	<10	<10	<10	<10
Mathematics	11	White	2008-09	99.7%	56.5%	66.7%	59.8%	13.9%	45.9%	16%	24.2%
Mathematics	11	White	2009-10	99.2%	57.9%	64.2%	53.7%	10.1%	43.5%	20.5%	25.8%
Mathematics	11	Limited English Proficient	2008-09	<10	20.2%	21.9%	<10	<10	<10	<10	<10
Mathematics	11	Limited English Proficient	2009-10	100%	17.3%	12.1%	21.4%	0%	21.4%	0%	78.6%
Mathematics	11	Students with Disabilities	2008-09	100%	10.2%	24.5%	12.5%	0%	12.5%	12.5%	75%
Mathematics	11	Students with Disabilities	2009-10	94.7%	11.2%	24.3%	5.6%	0%	5.6%	33.3%	61.1%
Mathematics	11	Economically Disadvantaged	2008-09	100%	28.9%	40.5%	29.7%	3.1%	26.6%	15.6%	54.7%
Mathematics	11	Economically Disadvantaged	2009-10	98.9%	30.4%	39.2%	31.2%	3.2%	28%	25.8%	43%

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	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	11	All Students	2008-09	100%	89.8%	100%	100%	88.9%	11.1%	0%
English Language Arts	11	Female	2008-09	<10	91.5%	100%	<10	<10	<10	<10
English Language Arts	11	Male	2008-09	<10	88.9%	100%	<10	<10	<10	<10
English Language Arts	11	Black or African American	2008-09	<10	84.5%	<10	<10	<10	<10	<10
English Language Arts	11	White	2008-09	100%	91.8%	100%	100%	87.5%	12.5%	0%
Mathematics	11	All Students	2008-09	100%	68.5%	93.8%	94.4%	50%	44.4%	5.6%
Mathematics	11	All Students	2009-10	100%	71.8%	89.9%	95.2%	28.6%	66.7%	4.8%
Mathematics	11	Female	2008-09	<10	61.8%	97.1%	<10	<10	<10	<10
Mathematics	11	Female	2009-10	100%	65.3%	85.3%	90.9%	27.3%	63.6%	9.1%
Mathematics	11	Male	2008-09	<10	72.5%	91.3%	<10	<10	<10	<10
Mathematics	11	Male	2009-10	100%	75.8%	92.7%	100%	30%	70%	0%
Mathematics	11	Black or African American	2008-09	<10	52.7%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
Mathematics	11	Hispanic or Latino	2009-10	<10	76.7%	<10	<10	<10	<10	<10
Mathematics	11	White	2008-09	100%	74.8%	94.3%	93.8%	56.3%	37.5%	6.3%
Mathematics	11	White	2009-10	100%	78.9%	88.5%	94.1%	35.3%	58.8%	5.9%
Science	11	All Students	2008-09	100%	70.7%	88.9%	83.3%	61.1%	22.2%	16.7%
Science	11	All Students	2009-10	100%	70.8%	93.3%	90.5%	52.4%	38.1%	9.5%
Science	11	Female	2008-09	<10	65%	94.3%	<10	<10	<10	<10
Science	11	Female	2009-10	100%	67.2%	94.1%	81.8%	27.3%	54.5%	18.2%
Science	11	Male	2008-09	<10	74.1%	84.8%	<10	<10	<10	<10
Science	11	Male	2009-10	100%	73%	92.7%	100%	80%	20%	0%
Science	11	Black or African American	2008-09	<10	53.3%	<10	<10	<10	<10	<10
Science	11	Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
Science	11	Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10
Science	11	White	2008-09	100%	77.5%	91.4%	81.3%	68.8%	12.5%	18.8%
Science	11	White	2009-10	100%	78.6%	94.9%	100%	58.8%	41.2%	0%

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	99.1%	93.9%
All Students	State	Mathematics	98.9%	93.7%
All Students	District	English Language Arts / Reading	99.9%	95.7%
All Students	District	Mathematics	99.7%	95.5%
All Students	School	English Language Arts / Reading	99.6%	90.4%
All Students	School	Mathematics	99.4%	82.2%
Black or African American	State	English Language Arts / Reading	97.7%	88.4%
Black or African American	State	Mathematics	97.4%	88%
Black or African American	District	English Language Arts / Reading	100.3%	90.4%
Black or African American	District	Mathematics	100.3%	89.4%
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
American Indian or Alaska Native	State	English Language Arts / Reading	99.2%	93.2%
American Indian or Alaska Native	State	Mathematics	99%	92.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	99.5%	96.8%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.6%	97.5%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	99.5%	97%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	99.8%	97%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	99.3%	91.3%
Hispanic or Latino	State	Mathematics	98.9%	92.4%
Hispanic or Latino	District	English Language Arts / Reading	99.2%	90.5%
Hispanic or Latino	District	Mathematics	99.2%	94.8%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.3%
White	State	Mathematics	99.3%	95.1%
White	District	English Language Arts / Reading	99.9%	95.9%
White	District	Mathematics	99.7%	95.7%
White	School	English Language Arts / Reading	99.5%	91.6%
White	School	Mathematics	99.3%	82.5%
Multiracial	State	English Language Arts / Reading	102.4%	93.5%
Multiracial	State	Mathematics	102.3%	94.3%
Multiracial	District	English Language Arts / Reading	98.9%	94%
Multiracial	District	Mathematics	98.9%	96.4%
Limited English Proficient	State	English Language Arts / Reading	123.6%	86.9%

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Limited English Proficient	State	Mathematics	126.3%	92.3%
Limited English Proficient	District	English Language Arts / Reading	141.8%	88.4%
Limited English Proficient	District	Mathematics	149.3%	91.2%
Limited English Proficient	School	English Language Arts / Reading	<30	<30
Limited English Proficient	School	Mathematics	<30	<30
Students with Disabilities	State	English Language Arts / Reading	102.6%	73.1%
Students with Disabilities	State	Mathematics	102.2%	76.5%
Students with Disabilities	District	English Language Arts / Reading	104.9%	77.7%
Students with Disabilities	District	Mathematics	104.3%	79.7%
Students with Disabilities	School	English Language Arts / Reading	115%	54.8%
Students with Disabilities	School	Mathematics	112.5%	56.1%
Economically Disadvantaged	State	English Language Arts / Reading	102.6%	90.6%
Economically Disadvantaged	State	Mathematics	102.5%	91.1%
Economically Disadvantaged	District	English Language Arts / Reading	104.1%	92.3%
Economically Disadvantaged	District	Mathematics	104.8%	92.9%
Economically Disadvantaged	School	English Language Arts / Reading	100%	76.2%
Economically Disadvantaged	School	Mathematics	100%	77.4%

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.39%
All Students	District	91.82%
All Students	School	93.9%
Black or African American	State	56.59%
Black or African American	District	76.64%
Black or African American	School	90%
American Indian or Alaska Native	State	65%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	84.47%
Asian, Native Hawaiian, or Pacific Islander	District	>95%
Asian, Native Hawaiian, or Pacific Islander	School	<10
Hispanic or Latino	State	59.94%
Hispanic or Latino	District	87.5%
Hispanic or Latino	School	<10
White	State	81.85%
White	District	92.5%
White	School	94.16%
Multiracial	State	71.12%
Multiracial	District	<10
Limited English Proficient	State	65.51%
Limited English Proficient	District	77.78%
Limited English Proficient	School	<10
Students with Disabilities	State	57.61%
Students with Disabilities	District	75.12%
Students with Disabilities	School	84.09%
Economically Disadvantaged	State	59.8%
Economically Disadvantaged	District	78.57%
Economically Disadvantaged	School	75.76%

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.7%
All Students	District	95.7%
All Students	School	95%
Black or African American	State	91%
Black or African American	District	93.9%
Black or African American	School	92.8%
American Indian or Alaska Native	State	93.7%
American Indian or Alaska Native	District	96%
American Indian or Alaska Native	School	96%
Asian, Native Hawaiian, or Pacific Islander	State	96.5%
Asian, Native Hawaiian, or Pacific Islander	District	96.4%
Asian, Native Hawaiian, or Pacific Islander	School	97.8%
Hispanic or Latino	State	94.1%
Hispanic or Latino	District	94.1%
Hispanic or Latino	School	92.8%
White	State	95.7%
White	District	95.8%
White	School	95.1%
Multiracial	State	94.8%
Multiracial	District	93.6%
Limited English Proficient	State	94.6%
Limited English Proficient	District	95.1%
Limited English Proficient	School	96.1%
Students with Disabilities	State	93.5%
Students with Disabilities	District	94.6%
Students with Disabilities	School	92.5%
Economically Disadvantaged	State	94.8%
Economically Disadvantaged	District	95.8%
Economically Disadvantaged	School	95.3%

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

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%

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

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%
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%

Combined Reports Data 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

% of Schools making AYP: 100%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	12	64	1

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

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	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
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	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ 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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

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	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
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	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ 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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
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	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

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	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
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	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Utica High School

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 Reading	82.08 72.05	2.771 2.592	81.98 72.01	2.786 2.63	91.89 81.16	3.063 3.53
8	Math Reading	76.39 70.72	2.561 3.239	76.21 70.46	2.578 3.298	93.13 85.15	4.12 4.505