



Mission Statement —
The purpose at Dresden school is to educate all students and encourage positive citizenship.

Dresden Elementary

ANNUAL REPORT 2005-2006

11400 Delvin Drive • Sterling Heights, MI 48314 • 586.797.4500
Principal Michele M. Van De Kerkhove • Average Daily Attendance 95%

Our school is state and nationally accredited

Dresden Elementary School is accredited by both the North Central Association (NCA) Commission on School Accreditation and Improvement and Michigan's Education YES! legislation – as are all 40 schools in the Utica Community Schools district. Accreditation certifies that our schools meet recommended standards for quality education for all students.

NCA is a regional agency recognized by the U.S. Department of Education that establishes demanding standards for public and non-public schools. As a participant school, we have undertaken a rigorous NCA-monitored process for continuous school improvement. Our staff works together within the process to identify goals for improving student achievement, implement strategies to meet our goals and utilize recommended assessments to accurately measure progress.

Education YES! is the state's report card accreditation system for public schools. Schools are assigned letter grades based largely on their long-term performance on the Michigan Educational Assessment Program (MEAP) and other indicators.

Adequate Yearly Progress (AYP), a standard set by the federal No Child Left Behind legislation, is also part of the report card.

Whether a school makes AYP is based on these factors:

- MEAP scores of all students in English Language Arts (ELA) and Mathematics
- MEAP ELA and Mathematics scores of student subgroups*
- 95 percent participation of all students on the MEAP tests
- student attendance or graduation rate.

*Student subgroups include Ethnic Origin, Economically Disadvantaged, English Language Learners and Students with Disabilities.

All UCS teachers meet the Highly Qualified standard

As mandated by the federal No Child Left Behind legislation, all Utica Community Schools teachers in core academic subject areas, such as English, reading, language arts, science (physics, chemistry, biology, earth science or physical science), mathematics, government and civics, history, economics, geography, foreign languages, fine arts or elementary education, have met the law's Highly Qualified requirements.

In addition, all UCS teachers possess a bachelor's degree from an accredited college or university. All have also met State of Michigan certification requirements and successfully completed the district's own rigorous selection process.

Three-quarters of UCS teachers possess master's degrees and many have also completed course work or degrees beyond the master's level.

Newly hired teachers are assigned an experienced mentor teacher, and all teachers, new and experienced, are regularly observed and evaluated by their building administrators as they work with students. UCS teachers are required to participate in continuous professional development programming, and all new teachers must meet additional professional development requirements.

Our points of pride

- School improvement action plan approved by NCA.
- School Improvement Committee met monthly to work on increasing achievement, accreditation and assurance of quality.
- Dresden implemented two grants: MiBLSi (Michigan Integrated Behavior and Learning Initiative) and Reading First.
- Students create monthly hallway displays articulating their understanding of the UCS Success Skills.
- Students recognized for Achievement and Behavior: Honor Roll and Individual and Class Rewards for Positive Behavior as it relates to respect, responsibility and safety. Students participated in Educational Support Groups in Changing Families, New Students, Anger Management and Friendships.
- Students participated in Individual Short Term Counseling.
- Students participated in Educational Classroom Presentations dealing with Conflict Resolution, Anger Management, Good Listening, Personal Space and Harassment, Celebrating our Differences, Anti-Bullying and Substance Prevention by CARE.
- Students engaged in multi-age learning through our "Book Buddy" program.
- PTO sponsored many projects to financially support Positive Behavior and academic initiatives.
- Media Center sponsored two book fairs.
- Summer Take Home Reading program for at-risk students.
- Title I presented at a parents' night.
- Parents shared their careers and talents with students.

Dresden Report Card

AYP 2005: Yes
AYP 2006: Yes

Education YES! Grades:
2005 - B
2006 - A

MEAP summary on page 3

School improvement boosts student achievement

Utica Community Schools continually works to strengthen its educational programs by implementing proven school improvement initiatives designed to increase all aspects of student learning and achievement. Following is an update of ongoing district-wide school improvement initiatives, all of which impact our school:

State and Federal Legislation

- Monitor progress of State of Michigan Education YES! accreditation and North Central Association (NCA) accreditation processes.
- Implement new high school graduation requirements, known as the Michigan Merit Curriculum in effect for the 2011 graduating class.*
- Implement the Reading First initiatives at Burr, Dresden and Wiley Elem. schools.

Curriculum Design

- Monitor alignment of grades K-12 core content areas of English Language Arts (ELA), Mathematics, Science and Social Studies with revised state standards.
- Facilitate and support co-curricular programs.
- Differentiate instruction so that all students can achieve and meet state standards.
- Implement and monitor the state-mandated high school content expectations.*
- Monitor secondary English Language Learners curriculum reform.*

Instructional Practices

- Monitor and adjust alignment of math, science, foreign language, physical education, fine arts and career and technology education curricula with national and state standards.
- Facilitate technology use in the teaching and learning process at all levels.
- Support interdisciplinary instruction at all levels.
- Support auxiliary instructional programs such as alternative education and adult education.
- Continue implementation of Best Practices across the curriculum incorporating 21st Century skills.
- Implement and evaluate intervention programs targeting a range of student needs.
- Monitor implementation and progress of the schools' plans to improve student writing for grades K-6.
- Implement and monitor secondary level Reading Apprenticeship initiatives.*

Assessment

- Analyze and communicate standardized test data.
- Monitor the implementation of common assessments and common course outlines for grades 9-12.
- Evaluate current ELL program design in grades K-9.*

Staff Development

- Facilitate staff development aligned with the North Central Association school improvement process, the federal No Child Left Behind law and Michigan's Education YES! legislation.

Behavioral Initiatives

- Monitor implementation of a comprehensive, standards-based guidance and counseling program in grades K-12.
- Monitor and continue implementation of anti-drug, alcohol and tobacco initiatives at all grade levels.
- Continue communicating updated UCS safety and security procedures to staff, students, parents and community.
- Continue promoting the Success Skills program in all grades.

Parent/Community Involvement

- Continue parent, business and community involvement initiatives.

*New initiatives in the 2006-2007 school year.

UCS graduation rate remains high

Estimated data from the Michigan Department of Education indicates an average annual dropout rate of less than two percent at the district's four high schools.

The percentage of ninth graders who will graduate within four years if they remain in Utica Community Schools for their high school experience, is shown below.

Latest estimated data from the Michigan Dept. of Education

	2004	2005
UCS Dropout Rate	1.86%	.93%
Retention Rate	98.14	99.07
Graduation Rate**	92.66	96.22

** UCS students who graduate in four years. Data does not include students who remain in school and graduate at a later date.

UCS curriculum is standards-based

In Utica Community Schools, the core curriculum is based on national, state and district standards.

As indicated by the district-wide school improvement initiatives (at left), the curriculum is constantly reviewed and updated to assure that every student has the opportunity to gain the knowledge and skills necessary for success in the 21st Century workplace.

The UCS *Learning Links*, a district publication available on our website www.uticak12.org, clearly defines the learning standards UCS students can be expected to achieve in each area of study at each grade level. By reviewing the *Learning Links*, parents/guardians can track their child's progress throughout the school year

In addition, UCS curriculum and scheduling procedures are designed to ensure that every student is enrolled in core academic classes each year and remain challenged and encouraged to achieve at higher levels.

MEAP scores

All public school students in grades 3, 4, 5, 6, 7, 8, 9 and 11 took the Michigan Educational Assessment Program (MEAP) tests during the 2005-2006 school year. MEAP is a criterion referenced test, meaning it measures a student's achievement on state-defined learning standards in each grade.

The following charts indicate the state target scores for Adequate Yearly Progress (AYP) in Mathematics and English Language Arts (ELA - reading and writing), and the percentage of Dresden Elementary students who met or exceeded MEAP proficiency standards.

Under the national No Child Left Behind (NCLB) law, all students, including those in the identified subgroups, must meet the target scores in order for the school to make AYP.

Schools also must meet attendance or graduation requirements and 95 percent of all students must take the MEAP tests. The scores of subgroups with fewer than 10 students were not reported by the state, but were included in the total scores for all students.

Overall MEAP Science and Social Studies scores are reported below, but are not factored into AYP.

	ELA - Gr. 3 State Target - 48		Math - Gr. 3 State Target - 56		ELA - Gr. 4 State Target - 48		Math - Gr. 4 State Target - 56	
	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient
All Students	84	75	84	86	87	82	89	87
Males	48	69	48	92	38	79	39	90
Females	36	83	36	78	49	84	50	84
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10				<10	
Black/Not of Hispanic Origin					<10		<10	
Hispanic	<10		<10		<10		<10	
White, Not of Hispanic Origin	78	76	78	87	84	82	85	88
Multiracial	<10		<10		<10		<10	
Economically Disadvantaged	26	69	26	73	19	63	20	80
English Language Learners	<10		<10		<10		<10	
Students with Disabilities	12	42	12	75	10	40	11	55
District	2,092	84	2,106	90	2,226	81	2,242	86
State	116,892	78	117,848	87	117,272	76	118,193	82

	ELA - Gr. 5 State Target - 48		Math - Gr. 5 State Target - 56		ELA - Gr. 6 State Target - 48		Math - Gr. 6 State Target - 56	
	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient
All Students	79	81	79	75	89	88	89	73
Males	48	81	48	79	53	87	53	74
Females	31	81	31	68	36	89	36	72
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin	<10		<10		<10		<10	
Hispanic	<10		<10		<10		<10	
White, Not of Hispanic Origin	69	83	69	80	83	88	83	72
Multiracial	<10		<10		<10		<10	
Economically Disadvantaged	17	76	17	65	25	80	25	72
English Language Learners	<10		<10					
Students with Disabilities	13	46	13	46	12	50	12	50
District	2,172	82	2,180	79	2,234	86	2,241	75
State	119,992	75	120,726	73	123,444	73	124,297	65

	Science	Soc. Studies
	Gr. 5 Percent Proficient	Gr. 6 Percent Proficient
All Students	84	83
District	82	87
State	77	78

Special Education

Utica Community Schools provides a full range of services for students in these special education categories:

- Autistic Impaired
- Hearing Impaired
- Learning Disabled
- Emotionally Impaired
- Speech and Language Impaired
- Cognitively Impaired
- Early Childhood Development Delay
- Visually Impaired
- Physically or Otherwise Health Impaired

Approximately 3,800 students are enrolled in the district's special education programs.

Placement of a student into special education programming is based on the recommendation of the Individual Educational Planning (IEP) team, which is comprised of appropriate school district staff members and the student's parents/guardians.

In general, students requiring special education are well served by district programs. However, in certain cases, a student's needs may be better met by one of the programs provided by the Macomb Intermediate School District (MISD). In the 2005-2006 school year, 264 students from the Utica Community Schools district attended MISD school sites.



Dresden Elementary's NCA school improvement goals

As a participant school in the North Central Association Commission on Accreditation and School Improvement, our staff has developed important school improvement goals that are specific to the needs of the students in our building. The goals, implementation strategies and assessment measures are as follows:

- **Goal 1: All students will demonstrate an improved ability to read and comprehend informational text in all curricular areas.**
Teachers will integrate expository text into Guided Reading Lessons.
Teachers will give direct instruction on reading strategies to understand expository text.
All students will be taught comprehension strategies to understand expository text.
- **Goal 2: All students will improve their problem solving skills by making responsible choices in all areas.**
All students will improve their ability to understand a problem by organizing information to formulate a solution.
All students will use scientific methods and 21st Century skills to design and conduct investigations.
- **Goal 3: All students will improve their writing skills across the curriculum.**
All students will develop grade appropriate writing pieces while following the writing process.
All students will engage in a constructed response and persuasive/position writing activities incorporating visual data.
Students will produce a written piece that identifies, clarifies and organizes information from graphic organizers.

Progress toward our three goals will be assessed and validated by the subtests of the MEAP, Stanford 10/IOWA and Utica Community Schools benchmark tests.

Points of pride *continued...*

- National Reading Month celebrated with Theme Fridays, classroom/individual reading goals, Unplugged Night and Read-a-Thon.
- Students met two authors.
- Science Investigation Fair, Art Fair and Ice Cream Social.
- Dresden artists took part in the Youth Arts Awareness Month Art Show.
- Works by Dresden Artists of the Month displayed in the school office.
- "Into the Brain and Quantum Learning" student workshop.
- Dresden families supported the Red Cross Blood Drive and Kiwanis and Lions Club charities.
- Canned Food Drive, Hat and Mitten Drive and Macomb County Homeless Project.
- Dresden has successful working partnerships with area businesses: Mobil at Hayes and Hall, Target, Pizza Hut, Market Day, McDonalds, the Rink and Burger King.
- Dresden Life Skills students participated in Special Olympics
- Dresden students participated in Science Olympiad.
- Academically Gifted and Talented Program "Step Up."
- Field Day and lunch for all students sponsored by PTO.

Parent-teacher conference participation

Utica Community Schools encourages parents/guardians to take an active role in their child's education and to become involved with school activities. Participation in Parent-Teacher Conferences is one of the best ways for parents to monitor their child's academic progress. Parent/guardian participation in the fall conferences at Dresden Elementary was 99 percent in 2004 and 99 percent in 2005.

Thank you for taking time to read this Annual Report, which is also available on the UCS website, www.uticak12.org. Additional information about any part of this report may be obtained by calling the school principal.