



The mission of Flickinger Elementary is to provide a caring, academic environment that empowers students to become responsible citizens and life-long learners.

Flickinger Elementary

ANNUAL REPORT 2005-2006

45400 Vanker • Utica, MI 48317 • 586.797.4900
Principal James Steere • Average Daily Attendance 92%

Our school is state and nationally accredited

Flickinger 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

- Academically Talented and Gifted Program
- Colonial Days
- Cross-grade Learning Buddies
- Destination Imagination
- D.A.R.E.
- Geography Bee
- Dinosaur Recovery Bureau
- LEGO Robotics
- Student Council
- Sixth Grade Kaleidoscope Winner
- Hundredth Day of School Celebration
- Michigan Week Booklist
- Monthly Poetry Book
- Pumpkin Day Cross-Grade Activities
- Read-N-Be Character Museum
- Dinosaur Dig
- Science, Social Studies and Math Olympiad teams
- Video Conferencing and Virtual Field Trips
- Art Festival
- Operation School Bell
- Safety Patrol
- Service Squad
- Circle of Friends Support Group
- Wheel Chair Foundation Fundraising
- Earth Day Pick-up
- Community Support Programs for needy families
- Parent Volunteer Program
- Canned Food Drive
- Reward and Sharing Assemblies
- Wheels in Motion
- Author Visits
- Guest Readers
- New Student Welcome Activities
- Vocal and Instrumental Music Concerts

Flickinger Report Card

AYP 2005: Yes
AYP 2006: Yes

Education YES! Grades:
2005 - A
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 Flickinger 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	66	77	66	83	72	83	72	85
Males	37	70	37	81	37	76	37	84
Females	29	86	29	86	35	91	35	86
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin					<10		<10	
Hispanic	<10		<10					
White, Not of Hispanic Origin	58	81	58	83	65	85	65	86
Multiracial								
Economically Disadvantaged	19	74	19	84	14	86	14	86
English Language Learners	<10		<10		<10		<10	
Students with Disabilities	11	55	11	55	14	50	14	71
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	66	80	66	73	68	76	68	69
Males	32	72	32	63	38	74	38	63
Females	34	88	34	82	30	80	30	77
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin					<10		<10	
Hispanic	<10		<10					
White, Not of Hispanic Origin	61	79	61	70	62	79	62	73
Multiracial					<10		<10	
Economically Disadvantaged	14	71	14	71	15	53	15	47
English Language Learners								
Students with Disabilities	12	58	12	33	13	15	13	15
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 Gr. 5 Percent Proficient	Soc. Studies Gr. 6 Percent Proficient
	All Students	76
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.

Flickinger Elementary's NCA school improvement goals

Flickinger Elementary was granted continuing accreditation for the 2005-06 school year from the North Central Commission on Accreditation and School Improvement (NCA CASI). To maintain accreditation, schools must meet high standards, and implement a continuous school improvement plan focused on increasing student performance. The Flickinger staff has developed the following school improvement goals specific to the needs of the students in our building. We will continue our implementation of these goals in the coming year.

- **Goal #1: All students will improve their writing skills across the curriculum.** Success is evident in the continued growth of students' writing abilities as measured by the Michigan Literacy Progress Profile (MLPP) writing assessment and school-wide writing assessment program. Strategies for achievement included staff development aligned with this goal and research based instructional practices. The school-wide writing assessment program, MLPP assessments and Writers Workshop have been implemented to evaluate student progress in writing. All teachers are using a common rubric, or evaluation criteria, to assess student progress in the areas of content, ideas, style and voice, organization and conventions. These assessments are kept in student writing portfolios. Instruction also focuses on writing constructed responses in mathematics, science and social studies.
- **Goal #2: All students will improve their reading skills across the curriculum.** Success is evident in the continued growth of student literacy levels on the English Language Arts MEAP assessments and Stanford 10 testing. Instructional practices for achieving this goal include the use of flexible reading groups that enable students to work at their level, utilizing programs such as Soar to Success, Title I and other district resources, such as our Literacy Coaches. Teachers continue to receive training and certification in a numerous literacy assessment tools including, MLPP, Language Essentials for Teachers of Reading and Spelling (LETRS) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Teachers also provide opportunities for students to develop listening skills and note-taking to construct meaning, theme identification, answering inferential questions and oral/written retelling activities.
- **Goal #3: All students will improve their critical thinking skills across the curriculum.** Improvement and growth trends in specific MEAP and Stanford 10 areas are two ways success is evident for Goal #3. Teaching strategies implemented in 2005-06 include persuasive writing assignments and Writers Workshop. Students also gain experience through teacher modeling and group discussions across the curriculum.



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 Flickinger Elementary was 98 percent in 2004 and 100 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.