

A Michigan



Blue Ribbon School

The mission of Graebner Elementary School is educational excellence. This will be accomplished through developing problem solving and thinking skills, incorporating new methods and technologies and networking with our community. Our students will become productive citizens and life long learners in an ever-changing society.

Graebner Elementary

ANNUAL REPORT 2005-2006

41875 Saal Road • Sterling Heights, MI 48313 • 586.797.4700

Principal Linda Schneider-Rediske, Ed.D. • Average Daily Attendance 97%

Our school is state and nationally accredited

Graebner 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.

Graebner Report Card

AYP 2005: Yes
AYP 2006: Yes

Education YES! Grades:

2005 - A
2006 - A

MEAP summary on page 3

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

- **Outstanding Staff** –
The staff is dedicated to providing an environment that positively influences the learning of all children. They embrace our students and families so that, together, our educational community strives for excellence
- **Instructional Plans** –
The students are immersed in an academic program that allows for success and creativity. Strategies and activities focus on the goals of Utica Community Schools, Graebner's North Central Accreditation goals (NCA) and the individual skills of each child.
- **Parent Volunteers** –
Our parents play an integral part in the learning community at Graebner. Their enthusiasm and giving spirit is always present in our building.
- **Charitable Activities** –
Graebner students and staff took part in the Kiwanis Food Drive, Holiday Giving Tree, Children's Hospital Festival of Trees, St. Jude's Hospital Mathathon, American Red Cross Blood Drive, Jump Rope for Heart and Hurricane Katrina relief funds.
- **GPTO** –
Our dedicated Graebner Parent Teacher Organization provided many fine activities for our students and their families.
- **March Is Reading Month** –
Our staff and students participated in fun-filled and informative month of activities that emphasized the importance of reading. "Go for the Gold" was our goal and what a fine one it turned out to be!

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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 Graebner 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	88	85	88	92	102	79	102	89
Males	47	83	47	94	50	70	50	88
Females	41	88	41	90	52	88	52	90
American Indian/Alaskan Native	<10		<10					
Asian/Pacific Islander					<10		<10	
Black/Not of Hispanic Origin	<10		<10		10	60	10	90
Hispanic	<10		<10		<10		<10	
White, Not of Hispanic Origin	77	84	77	92	86	81	86	90
Multiracial								
Economically Disadvantaged	12	75	12	92	20	70	20	90
English Language Learners	<10		<10		<10		<10	
Students with Disabilities	17	59	17	94	10	10	10	60
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	97	84	97	79	108	93	108	77
Males	48	81	48	81	52	88	52	79
Females	49	86	49	78	56	96	56	75
American Indian/Alaskan Native								
Asian/Pacific Islander					<10		<10	
Black/Not of Hispanic Origin	<10		<10		<10		<10	
Hispanic					<10		<10	
White, Not of Hispanic Origin	93	84	93	82	96	93	96	78
Multiracial								
Economically Disadvantaged	10	50	10	40	11	73	11	64
English Language Learners	<10		<10					
Students with Disabilities	14	43	14	43	12	50	12	25
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	82	93
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.

Graebner 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 improve in writing across the curriculum.**

Implementation:

- Writer's Workshop process in place at all grade levels
- School year calendar to address each standard and benchmark
- Utilization of workstations to practice skills
- Activation of prior knowledge to enrich content and ideas

Assessments:

- MEAP
- Houghton Mifflin reading theme tests
- Author's Chair
- Writing portfolios

- **Goal 2: All students will increase in scientific knowledge.**

Implementation:

- Professional development activities
- Increased awareness of the impact of science in students' lives (authentic activities)
- Increased integration of information reading and writing the science area
- Increased understanding and implementation of the scientific method

Assessments:

- Stanford 10 (3rd and 6th grades)
- MEAP 6th grade science test
- Investigation Rubric

- **Goal 3: All students will strengthen informational reading skills.**

Implementation:

- Comprehension strategies used to develop an understanding of written text
- Oral language will be expanded and utilized to exhibit deeper thinking skills
- Guided reading used to meet the instructional needs of individual students

Assessments:

- MEAP science, social studies and math tests
- MLPP (Michigan Literacy Progress Profile)
- Stanford 10

Points of pride *continued...*

- **DARE –**
Our sixth graders successfully graduated from Drug Awareness Resistance Education. This program directs our students to make positive life-long decisions.
- **Career Focus Luncheon –**
Our sixth graders had the opportunity to develop relationships with business and community leaders.
- **Destination Imagination –**
Two groups of students participated in both local and state competitions, using imagination and problem solving skills.

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 Graebner was 97 percent in 2004 and 98 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.