



A Michigan

Mission Statement —

Our mission is to educate students, promote life long learning and encourage students to become productive citizens within a positive and safe learning environment.

Havel Elementary

ANNUAL REPORT 2005-2006

41855 Schoenherr • Sterling Heights, MI 48313 • 586.797.5200
Principal Kathleen S. Chuminatto • Average Daily Attendance 94%

Our school is state and nationally accredited

Havel 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 recognition:

- North Central Accreditation
- National Blue Ribbon School
- Michigan Blue Ribbon School

Student community service:

- Kiwanis Christmas Food Baskets
- Toys for Tots
- Easter Seals Hop-a-Thon
- Leukemia and Lymphoma Society
- Volunteers Assisting the Disabled

Students participated in:

- ACES (Academics, Citizenship, Effort, Success Skills) Awards
- Havel Hawks Citizenship Awards
- Science Expo
- Young Authors
- Picture Lady Program
- Destination Imagination
- Science Olympiad
- Social Studies Olympiad
- March Reading Activities
- DARE (Drug Abuse Resistance Education)
- Fine Arts Workshops with artists, musicians and authors
- Ski Club
- HATS (Havel Academically Talented Students)
- Student Council
- Band and Strings

Student honors:

- Destination Imagination: 1st Place at Regional and 6th Place at State competitions in "Kidz Rulz" - Anthony Landini, Corey Venetis, Carter Johns, Madison Laidlaw and Gracie Palamino.

Havel 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 Havel 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	76	80	76	88	66	88	66	85
Males	38	74	38	82	37	86	37	89
Females	38	87	38	95	29	90	29	79
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10					
Black/Not of Hispanic Origin					<10		<10	
Hispanic	<10		<10					
White, Not of Hispanic Origin	73	79	73	88	64	88	64	86
Multiracial					<10		<10	
Economically Disadvantaged	<10		<10		<10		<10	
English Language Learners	<10		<10					
Students with Disabilities	<10		<10		<10		<10	
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	86	88	86	88	81	95	81	80
Males	44	84	44	84	37	95	37	78
Females	42	93	42	93	44	95	44	82
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	83	88	83	88	77	96	77	81
Multiracial	<10		<10					
Economically Disadvantaged	<10		<10		<10		<10	
English Language Learners					<10		<10	
Students with Disabilities	10	40	10	50	<10		<10	
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	85
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.

Havel 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:

- **All students will increase their ability to read for understanding across the curriculum.**

This is an ongoing process which is evaluated yearly by an analysis of 3rd through 6th grade MEAP (Michigan Educational Assessment Program) English Language Arts scores, 3rd and 6th grade Stanford Achievement Test scores and MLPP (Michigan Literacy Progress Profile) tests.

- **All students will improve their math skills across the curriculum.**

The results of the 3rd through 6th grade MEAP Math test, 3rd and 6th grade Stanford Achievement Test scores, district assessment tests and formal and informal classroom assessments will be used to evaluate our progress.

- **All students will improve their social studies awareness and skills across the curriculum.**

The results of the 6th grade MEAP Social Studies test, Stanford Achievement Test for 3rd and 6th grade students and classroom formal and informal tests will be used to evaluate our progress.

Points of pride *continued...*

- Social Studies Olympiad: 3rd Place in Quiltathon - Jessica Sharkey; 2nd Place in Elementary Rap - Dejan Ognjanovski and Ardian Gojcaj.
- Science Olympiad: 3rd place in Zowie Estimation - Alex Rossi and Carter Johns.
- Superintendent's Art Awards - Lilia Duncan, Josh VanDeVelde, Alexandra Gregor and Katelyn Braggalla

Business partnerships:

- 4th Grade/St. Joseph Hospital
- 6th Grade/Sterling Inn Banquet Center

Havel Volunteer League:

- Activities: Holiday Happenings, Santa's Secret Shop, Coffee and Kleenex for Kindergarten Parents, Muffins/Moments with Mom, Donuts with Dad, 6th Grade Celebration and Activities, Ice Cream Social, Kindergarten Celebration, Sock Hop, Art Fair, Science Expo and Scrapbooking.
- Fundraisers: Entertainment Books, Little Caesar's Pizza Kit Sale, Market Day, Burger King Night, General Mills Box Tops for Education and Campbell's Soup Labels for Education.

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 Havel 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.