



Mission Statement — The Jeannette Junior High Community will provide all students with a positive learning environment in which they can become respectful, responsible, productive citizens.

Jeannette Junior High

ANNUAL REPORT 2005-2006

40400 Gulliver • Sterling Heights, MI 48310 • 586.797.3300
Principal Robyne M. Thompson, Ph.D. • Average Daily Attendance 94.6%

Our school is state and nationally accredited

Jeannette Junior High 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.

Jeannette Report Card

AYP 2005: Yes
AYP 2006: Yes

Education YES! Grades:
2005 - B
2006 - B

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

- Science Olympiad team placed fifth in regional competition and qualified for and participated in state-level competition.
- The Jeannette Toys for Tots collected approximately \$8,000 worth of toys.
- Governor Jennifer Granholm recognized Mrs. Hakim's seventh grade students for the outstanding letters she received from them.
- Jeannette students assembled hundreds of Easter baskets which they donated to needy children.
- Seventh grade students made blankets for Project Linus.
- Our eighth grade and ninth grade bands and orchestra earned Division 2 ratings at Michigan School Band and Orchestra Festival and received superior ratings at the Music in the Parks Festival in Cincinnati, Ohio.
- LCCE students worked on landscaping improvements at our school.
- The Jeannette ninth grade girls' basketball team won the Bemis Tournament.
- Our eighth grade girls' basketball team had the best record in the league.
- Jeannette students collected more than 7,500 non-perishable food items for needy families.
- Jeannette S.A.G.E. competed in the annual Utica Community Schools' Celebration of the Books competition.
- Every seventh and eighth grade student participated in our own school-wide Celebration of the Books competition.

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 Jeannette Junior High School students who met or exceeded MEAP proficiency standards.

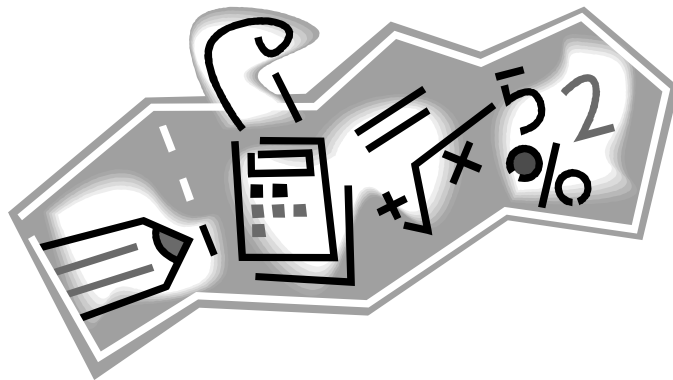
Under the national No Child Left Behind (NCLB) law, all students, including those in the identified subgroups, must meet the target scores in order for the school to make AYP.

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. 7 State Target - 43		Math - Gr. 7 State Target - 43		ELA - Gr. 8 State Target - 43		Math - Gr. 8 State Target - 43	
	>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	290	71	293	65	302	76	308	70
Males	150	67	151	68	157	69	159	72
Females	140	76	142	61	145	84	149	67
American Indian/Alaskan Native	<10		<10		<10		<10	
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin	18	50	18	17	18	39	18	22
Hispanic	<10		<10		<10		<10	
White, Not of Hispanic Origin	254	72	256	67	269	79	272	74
Multiracial	<10		<10		<10		<10	
Economically Disadvantaged	58	50	61	36	53	58	57	42
English Language Learners	<10		<10		<10		15	20
Students with Disabilities	32	19	32	19	37	24	37	24
District	2,275	81	2,285	75	2,385	81	2,398	79
State	128,074	73	128,830	60	129,000	69	129,646	63

	Science Gr. 8 Percent Proficient	Social Studies Gr. 9 Percent Proficient
All Students	82	79
District	89	86
State	77	75



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.

Jeannette Junior High'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 improve their writing skills across the curriculum.**

Strategies to achieve goal: Students will utilize Bloom's Taxonomy to identify key words, use the questions dissection model or question answer strategy, QAR, "The Three Steps to Powerful Writing" and the "Main Idea Organizer." Students will learn how to write an opinion statement.

Evidence of success: In addition to regular classroom assessments, the eighth grade MEAP constructed responses, seventh grade MEAP writing prompts and locally developed assessments will be used to monitor student's progress. A staff survey will also be conducted to assess success.

- **All students will show evidence of increased achievement in the area of Social Studies.**

Strategies to achieve goal: Students will learn to use graphic organizers to assist them in identifying, organizing and extracting main ideas when they read. To improve their vocabulary comprehension, students will learn how to use word maps and definitions maps. Students will learn how to use SQ3R (Survey Question Read Rewrite Review) strategies and "How Do You Know" strategies to make predictions about their reading.

Evidence of success: In addition to regular classroom assessments, the ninth grade MEAP social studies test, ninth grade MAT-8/OLSAT standardized tests and locally developed assessments will be used to monitor student progress.

- **All students will improve their informational reading skills in all areas of the curriculum.**

Strategies to achieve goal: Students will learn how to use anticipation guides and be expected to draw inferences from context clues in informational texts. Students will learn the meanings of prefixes, suffixes and roots to strengthen their ability to determine the meanings of words and phrases. They will define words according to their context and will learn to use State Question Read Conclude (SQRC), a strategy for guided reading and higher level thinking. Students will learn to use word maps to improve their vocabulary comprehension.

Evidence of success: In addition to regular classroom assessments, the seventh and eighth grade MEAP tests, ninth grade MAT-8/OLSAT test and locally developed assessments will be used to monitor student progress.



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. At Jeannette Junior High School, the total number of fall conferences attended by parents/guardians was 2,984 in 2004 and 2,915 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.