



A Michigan

Blue Ribbon School

Mission Statement —

The staff at Monfort Elementary is dedicated to working together to provide the essential tools so that students will become responsible citizens, life-long learners, and critical thinkers.

Monfort Elementary

ANNUAL REPORT 2005-2006

6700 Montgomery • Shelby Township, MI 48316 • 586.797.5700
Principal Gregory Seader • Average Daily Attendance 95.5%

Our school is state and nationally accredited

Monfort 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.

Monfort 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

- All Monfort students participated in the MS Walk Fundraiser, raising more than \$8,000.
- Monfort students sent 450 backpacks filled with school supplies and hygiene items along with 2,300 books to an elementary school in New Orleans after Hurricane Katrina.
- Sixth Grade Musical Performers visited Shelby Nursing Care Center.
- Monfort raised \$3,378 to donate to Leader Dogs for the Blind.
- Monfort Goodness Gorillas service projects helped many families in our community.
- Annual Science Fair/Art Show featured work by every student.
- Monfort is home to a VERY supportive Parent Volunteer Group.
- Annual Monfort Book Drive helps provide thousands of books to needy children.
- Monfort students collected and donated \$1,500 for the American Red Cross.
- Monfort fifth graders staged a Famous Persons Wax Museum.
- Monfort students created original Claymation videos in the Research Center using computer technology.

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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 Monfort 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	75	96	75	97	73	96	74	95
Males	36	97	36	100	38	92	38	92
Females	39	95	39	95	35	100	36	97
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin								
Hispanic								
White, Not of Hispanic Origin	68	99	68	99	71	96	71	96
Multiracial	<10		<10		<10		<10	
Economically Disadvantaged	<10		<10		<10		<10	
English Language Learners	<10		<10				<10	
Students with Disabilities	12	92	12	100	<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	75	81	76	84	92	98	92	89
Males	42	83	43	86	48	98	48	90
Females	33	79	33	82	44	98	44	89
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin								
Hispanic	<10		<10		<10		<10	
White, Not of Hispanic Origin	72	81	73	84	88	98	88	89
Multiracial					<10		<10	
Economically Disadvantaged	<10		<10		<10		<10	
English Language Learners					<10		<10	
Students with Disabilities	13	38	13	69	11	82	11	82
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	84
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.

Points of pride *continued...*

- Technology is widely used as a learning tool at all grade levels.
- Our Chess Club is open to students in grades one through six.
- Monfort students collected one truck full of supplies to donate to Turning Point.

Monfort 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 their reading comprehension with a special emphasis on informational reading.**

The Monfort staff will work with our students to improve their reading comprehension using instructional modeling strategies such as retelling, think-alouds and graphic organizers. Teachers will also utilize class discussions and note-taking skills. Guided Reading strategies also help students become more successful with comprehending informational text.

Our success will be measured by the MEAP and Stanford 10/OLSAT tests, district assessments and Michigan Literacy Progress Profile testing.

- **Goal #2: All students will improve their use of scientific principles and the scientific process.**

To help our students better understand science, a grade-level appropriate vocabulary of scientific terms will be utilized in all classrooms. Teachers will introduce this common vocabulary starting with key terms in kindergarten and then adding appropriate terminology at each grade level. Students will be involved in regular science investigations that follow the scientific process. In addition, teachers will be working with students to help them understand how to read and interpret information from different types of graphs.

To measure success, we will monitor our progress with grade-level science vocabulary tests, as well as MEAP and Stanford 10/OLSAT science tests.

- **Goal #3: All students will improve their understanding of social studies perspectives and concepts.**

Grade-level appropriate economic terms and vocabulary will be used in kindergarten through sixth grade to help our students better understand social studies perspectives and concepts. We will also use the Core Democratic Values to help students understand what makes our country and government so great. Teachers will employ terminology, role-playing, written materials, projects with cross-age buddies and various other means to help students understand the Core Democratic Values. In addition, teachers will use graphs to help students read and understand data analysis.

Success will be measured using MEAP and Stanford 10/OLSAT social studies scores, as well as grade-level testing of students' knowledge of economics terms.



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 Monfort Elementary was 98 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.