



*Mission Statement —*

*Our mission at Morgan Elementary School is to develop life-long learners through the working partnership of students, staff, parents and community.*

# Morgan Elementary

## ANNUAL REPORT 2005-2006

53800 Mound Road • Shelby Township, MI 48316 • 586.797.5800  
Principal Patrick Zott • Average Daily Attendance 95.99%

### Our school is state and nationally accredited

Morgan 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.

#### Morgan Report Card

AYP 2005: Yes  
AYP 2006: Yes

Education YES! Grades:  
2005 - B  
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

- Our Morgan community takes great pride in being North Central Accredited. The staff continues to apply best instructional practices to ensure student achievement.
- We are very proud of our March is Reading Month celebrations. Guest readers share favorite books with many classrooms throughout the month.
- Parents David and Cindy Randolph provided leadership for our Science Olympiad Team, which placed second in Macomb County from among more than 80 schools.
- Our academically talented students partnered with the Society of Automotive Engineers in the "World of Motion" program.
- The Picture Lady program continues to bring art appreciation to our classrooms.
- Our Student Council raised funds to donate to the non-profit CARE (Community Assessment Referral and Education) organization, which sponsors a summer camp for needy children. Student Council also participated in Toys for Tots and raised money to purchase small appliances for Katrina survivors.
- Our parents' organization sponsored several fundraisers that supported many experiences for our students, such as Rocket Launch, Dinosaur Dig, classroom mini-grants, Chess Club, Science Olympiad, play-ground resources, etc. Our walk-a-thon linked healthy living with raising money for playground

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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](http://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 Morgan 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	52	83	52	88	63	81	64	91
Males	31	74	31	81	32	72	32	94
Females	21	95	21	100	31	90	32	88
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin	<10		<10		<10		<10	
Hispanic								
White, Not of Hispanic Origin	49	82	49	88	60	82	61	90
Multiracial								
Economically Disadvantaged	<10		<10		<10		<10	
English Language Learners	<10		<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	69	78	69	86	63	81	64	72
Males	40	78	40	88	35	77	36	75
Females	29	79	29	83	28	86	28	68
American Indian/Alaskan Native							<10	
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin	<10		<10		<10		<10	
Hispanic								
White, Not of Hispanic Origin	66	80	66	86	61	80	61	72
Multiracial								
Economically Disadvantaged	<10		<10				<10	
English Language Learners							<10	
Students with Disabilities	<10		<10		10	30	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	87
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.

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### Points of pride *continued...*

equipment – a great experience for students, staff and parents.

- As a continuation of our commitment to providing opportunities for enrichment, we host a variety of after school classes available to all students.
- The dynamic Morgan staff again hosted teacher interns, helping prepare these future teachers for success.

## Morgan 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: All students will increase in their Social Studies knowledge.**  
The teachers collaboratively created our school NCA Action Plan outlining strategies and activities supporting our target goal in social studies.  
Strategies:  
All students will improve their knowledge of Core Democratic Values.  
All students will improve their knowledge and use of vocabulary in the area of economics.  
All students will be able to take a position on an issue and support it with reasons.  
Student progress is measured through classroom assessments, Stanford Achievement Test Series-Tenth Edition (standardized assessment) and the state criterion-referenced Michigan Educational Assessment Program (MEAP).
- **Goal: All students will demonstrate improved achievement in writing across all content areas.**  
The teachers collaboratively created our school NCA Action Plan outlining strategies and activities supporting our target goal in writing.  
Strategies:  
All students will improve their writing skills by using the writing process.  
All students will take a position and support it through persuasive writing.  
All students will learn how to share experiences in written form.  
Evaluation is ongoing by the classroom teacher using writing portfolios, Michigan Literacy Progress Profile (MLPP) writing assessments and the state criterion referenced MEAP assessment.
- **Goal: All students will demonstrate improved achievement in reading in all subject areas.**  
The teachers collaboratively created our school NCA Action Plan outlining strategies and activities supporting our target goal in reading.  
Strategies:  
All students will apply effective listening skills to enhance comprehension.  
All students will have their instructional needs met through the use of Guided Reading Groups (small, flexible reading groups).  
All students will demonstrate and apply the comprehension strategy of making connections (text to text, text to self, text to world) within reading selections.  
Student progress is measured through classroom assessments, MLPP assessments, the standardized assessment (Stanford 10) and the state criterion referenced MEAP.  
At-risk students benefit from the programs Early Success, Soar to Success, LANGUAGE (for special needs students) and Literacy Groups instructed by the Literacy Consultant.

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### 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 Morgan Elementary was 100 percent in 2004 and 100 percent in 2005.

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*Thank you for taking time to read this Annual Report, which is also available on the UCS website, [www.uticak12.org](http://www.uticak12.org). Additional information about any part of this report may be obtained by calling the school principal.*