



Blue Ribbon School

Mission Statement — By setting high expectations and encouraging lifelong learning for all students, we create collaborative team members, knowledgeable thinkers, creative problem solvers, and respectful, responsible citizens.

Shelby Junior High

ANNUAL REPORT 2005-2006

51700 Van Dyke • Shelby Township, MI 48316 • 586.797.3700
Principal Patricia Gonser • Average Daily Attendance 96.2%

Our school is state and nationally accredited

Shelby 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.

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

In Seventh Grade —

- The Wildcat Team sent 140 packs of donated Halloween candy plus letters to soldiers in Iraq and to an Army hospital in Texas.
- In seventh grade, boys saw *WORD* and girls saw *Mean Girls*. Both plays deal with bullying and are presented by the Jewish Ensemble Theatre.
- The Blue Team toured the Henry Ford Museum and saw *Sharks 3D* at the IMAX Theatre. They also participated in a Field Review Day.

In Eighth Grade —

- The Survivor Team created a Probability Carnival for Messmore fifth and sixth graders at the Instructional Resource Center (IRC). The team also visited the Holocaust Memorial Museum and raised \$420 in a penny war for the museum. They also took part in a Field Day.
- The entire eighth grade saw a presentation on the dangers of alcohol abuse by Cindy McCue of the BRAD Foundation (Be Responsible About Drinking).
- The Z team saw a demonstration on the Science of Spinning.
- Team USA visited Greenfield Village and enjoyed a year's end Field Day.
- Mrs. Trigger's eighth grade SAGE class lunched with radiologist Dr. Gorsuch, Shelby Township Supervisor Skip Maccarone and Judge Douglas Shepherd, and were able to ask questions of each guest.
- The eighth grade band received a first division rating at the Michigan School Band and Orchestras Association (MSBOA) festival.

Shelby Report Card

AYP 2005: Yes
AYP 2006: Yes

Education YES! Grades:
2005 - A
2006 - A

MEAP summary on page 3

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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 Shelby 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	418	85	420	80	426	85	427	85
Males	207	81	209	80	209	81	209	87
Females	211	89	211	80	217	89	218	83
American Indian/Alaskan Native					<10		<10	
Asian/Pacific Islander	10	90	11	91	<10		10	100
Black/Not of Hispanic Origin	13	69	13	62	<10		<10	
Hispanic	<10		<10		<10		<10	
White, Not of Hispanic Origin	389	85	390	81	406	85	406	85
Multiracial					<10		<10	
Economically Disadvantaged	24	88	24	67	12	75	12	67
English Language Learners			<10				<10	
Students with Disabilities	39	21	39	28	28	39	28	43
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	92	86
District	89	86
State	77	75



Points of pride *continued...*

In Ninth Grade

- Mr. Weaver's biology classes visited the Detroit Zoo for a lesson on ecology, evolution and animal behaviors.
- Life Skills students planned day-long activities for visiting preschoolers.
- The drama classes presented their spring fairy tale at Beck and Morgan Elementary schools. They also presented their Holiday Variety Show at the Evangelical Nursing Home in Sterling Heights and Duncan and Monfort Elementary schools.
- Yearbook students attended the annual Josten's Yearbook conference at the Macomb Center.
- All ninth graders viewed *Making High School Count*, a presentation that stressed the importance of good grades, positive activities and appropriate behaviors in high school.
- The ninth grade band received a first division rating at the MSBOA festival.
- The IEP Language! Class visited Meadow Brook Theatre to see *A Christmas Carol*, supplementing their reading of the play.
- Geometry classes participated in a Mineral Geometry lab at the IRC.
- German I classes traveled to Southfield to see the Music and Dance of Austria and Germany with the Stratton Mountain Boys.

School-wide

- Shelby raised \$16,000 in the Pasta for Pennies fundraiser for the Leukemia

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.

Shelby 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 read for information in all subjects.**

Progress toward the reading goal will be validated through the use of cause and effect strategies, reading to determine the main idea, and deciphering fact from opinion. Achievement is monitored through worksheets, students' reflection journals and standardized assessments.

- **All students will improve writing skills across the curriculum.**

Progress toward the writing goal will be validated through the use of specific writing strategies including writing in complete sentences, restating the question and giving supporting details and conclusions. Achievement is monitored through journals, essays, and standardized assessments.

- **Students will develop critical thinking skills in every discipline.**

Progress toward and achievement of the critical thinking goal will be validated through the use of questioning strategies, a specific strategy to write a position paper and graphic organizers to determine cause and effect. Achievement is also monitored through teacher feedback and student's reflection journals, school-created assessments and standardized assessments.

Points of pride *continued...*

and Lymphoma Society – the second straight year our school led Michigan in supporting this charity.

- Shelby also raised \$1,300 for Hurricane Katrina victims by selling candy.
- Our first annual Positive Behavior Support Fun Fest was held on June 2 after school. Students and faculty celebrated a year of positive behavior by sharing in games and activities, including a faculty-staffed dunk tank. The STAND Strength Team demonstrated feats of strength as a means of conveying to the entire school the message of making positive choices and achieving one's goals.

Student and Staff Awards —

- History teacher Jordan Tasich was recognized as a Wal-Mart Teacher of the Year.
- Wood shop teacher Andy Davis was named Shelby's Teacher of the Year.
- Eighth grader Davis Thomas participated in the state Geography Bee.
- Eighth grader Zachary Costello was recognized by the Michigan State University Honors College and the State of Michigan Gifted and Talented program for his achievement on the ACT, scoring in the top 20% of college-bound students nationwide.

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 Shelby Junior High School, the total number of fall conferences attended by parents/guardians was 4,234 in 2004 and 4,689 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.