



The Mission of Utica High School is to promote a sharing of responsibilities by the home, school, student and community in the learning process. This collaboration will enable students to master critical thinking and problem solving skills.

Utica Senior High ANNUAL REPORT 2005-2006

47255 Shelby Road • Utica, MI 48317 • 586.797.2200
Principal Janet Jones • Average Daily Attendance 93.8%

Our school is state and nationally accredited

Utica Senior 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

- The UHS Skills USA Club (formerly VICA) again spearheaded our Toys for Tots drive and raised more than \$5,500.
- Utica High's girls' swim team was named the division meet champs.
- Student Council received the Michigan Assn. of Student Councils Award of Excellence this year, along with the MASC Star Award.
- Utica HS also donated more than \$11,000 to various charities.
- Utica High's Reading Week was a great success; students broke last year's record by reading for more than 300,000 minutes school-wide.
- Our Hockey Team finished 27-0, and won the MAC White Conference.
- Four members of the UHS Forensics Team qualified for the State Forensics Tournament.
- The Utica High Instrumental Music students earned more than 60 First Division medals at the District Solo and Ensemble Festival, and more than 40 First Division medals at the State Solo and Ensemble Festival.
- The UHS Quiz Bowl team placed fourth in Macomb County.
- Student Alan Platkowski received a Gold Key award for his painting that was judged in New York City from among paintings by high school students from across the USA.
- Six UHS Business Professionals of America members qualified for the National Competition in Orlando, FL.
- The UHS Golf Team placed first in the MAC League Tournament.
- The UHS Softball team finished as district champs.
- Student Cassie Chetovsky earned a sixth place state ranking in the pole vault, while Breanna Peabody finished third in the state in hurdles.

Utica HS Report Card

AYP 2005: Yes
AYP 2006: Yes

Education
YES! Grades:
2005 - B
2006 - C

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.

On average, 96.22% of all ninth graders who remain in Utica Community Schools for their schooling will graduate from the district within four years.

Utica HS: estimated data from the Michigan Dept. of Education

	2004	2005
Dropout Rate	1.78%	1.27%
Retention Rate	98.22	98.73
Graduation Rate**	92.93	96.07

** 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 Utica High School students who met or exceeded MEAP proficiency standards in grade 11.

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. MEAP Science and Social Studies scores are not factored into AYP.

	Reading		Writing		ELA State Target - 52% >95% participation	
	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006
All Students	508/63	492/62	509/48	487/51	506/54	486/55
Males	273/61	263/57	274/36	258/39	271/48	258/46
Females	235/65	229/69	235/63	229/65	235/62	228/66
Am. Indian/Alaskan Nat.		<10		<10		<10
Asian/Pacific Islander	11/73	13/62	11/73	13/46	11/73	13/31
Black/Not of Hispanic Origin	<10	12/50	<10	12/42	<10	12/42
Hispanic	<10	<10	<10	<10	<10	<10
White, Not of Hispanic Origin	487/63	462/63	487/48	457/52	485/54	456/57
Multiracial						
Economically Disadvantaged	34/38	23/48	36/42	22/32	34/32	22/50
English Language Learners	<10	<10	<10	<10	<10	<10
Students with Disabilities	27/33	28/36	28/11	28/25	27/15	28/25
District	2,092/63	2,186/67	2,093/46	2,160/50	2,078/56	2,151/57
State	98,100/65	104,302/61	100,371/47	104,959/46	97,219/57	102,219/52

	Mathematics State Target - 44% >95% participation		Science		Social Studies	
	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006
All Students	506/47	500/50	495/53	488/54	495/32	485/86
Males	272/42	269/49	262/54	259/54	262/31	257/81
Females	234/53	231/52	233/52	229/55	233/34	228/92
Am. Indian/Alaskan Nat.		<10		<10		<10
Asian/Pacific Islander	11/55	14/43	11/45	13/54	11/45	13/92
Black/Not of Hispanic Origin	<10	13/15	<10	12/25	<10	12/75
Hispanic	<10	<10	<10	<10	<10	<10
White, Not of Hispanic Origin	484/48	468/51	474/53	458/55	473/32	455/86
Multiracial						
Economically Disadvantaged	35/26	25/32	33/42	23/35	33/12	22/73
English Language Learners	<10	<10	<10	<10	<10	<10
Students with Disabilities	25/0	31/16	15/27	21/48	14/7	21/90
District	2,091/54	2,192/52	2,081/55	2,181/57	2,066/33	2,170/83
State	99,508/46	105,295/46	98,768/49	104,130/52	98,270/32	103,324/79

American College Test (ACT) composite score

2004 2005 2006

Nation	20.9	20.9	21.1
State	21.4	21.4	21.5
Utica High	21.5	21.7	21.2

Utica HS Advanced Placement (AP)/post-secondary participation

- Number of AP (college-level equivalent) courses offered: 11
- Of the total enrollment, the number/percentage of students enrolled in one or more AP classes: 252/17%
- Number/percentage of students in AP classes who took AP credit exams: 178/71%
- Number/percentage of those tested who earned scores qualifying for college credit: 111/68%
- Number of students enrolled in one or more post-secondary courses: 28

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.

Utica High School'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 Utica High School students will demonstrate the ability to apply higher order thinking skills to resolve problems and process information.**

Strategy #1 - Students and staff will be made aware of critical thinking strategies

Intervention: Staff inservice to teach critical thinking strategies

Intervention: Critical Thinking Day (All classes will take part in critical thinking activities)

Strategy #2 - Students will increase their problem-solving abilities

Intervention: Problem-solving strategies will be taught across the curriculum

Intervention: The H.O.T.S. (Higher Order Thinking Strategies) Process will be taught

Intervention: Cooperative learning strategies will be used in the classrooms

- **Goal: All Utica High School students will demonstrate increased responsibility for their school conduct.**

Strategy #1 - Student tardiness will decrease

Intervention: Our tardy "warning bell" has changed to include a one-minute warning for students

Intervention: The school's "Breakfast Club" has been closed

Strategy #2 - Students will reduce the number of missing assignments

Intervention: Parents will be contacted after a predetermined amount of missing assignments

Intervention: Teachers will post a visual indicator in classrooms showing missing assignments

Intervention: "Assignment incentives" will be offered if a class has no missing assignments

Strategy #3 - Student citizenship will improve

Intervention: Criteria will be set for citizenship remarks

Intervention: Consequences will be outlined for N (Not Satisfactory) and U (Unacceptable)

- **Goal: All Utica High School students will improve their reading comprehension across the curriculum.**

Strategy #1 - Students will obtain information from various reading sources

Intervention: Media Center resources will be increased

Intervention: Teachers will attend an in-service dealing with curricular sources

Intervention: A student interest survey regarding leisure reading will be administered

Strategy #2 - Students will improve their reading analysis

Intervention: A teacher inservice dealing with analyzing reading will be sponsored

Intervention: Students will be tested regarding informational reading

Strategy #3 - Students will apply the understood information

Intervention: A school-wide reading activity will be held

Intervention: Student reading abilities will be tested using the Scholastic Reading Inventory assessment software

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 Utica High School, the total number of fall conferences attended by parents/guardians was 4,007 in 2004 and 4,773 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.