



Annual Report of School Year 2007-2008

Reaching Higher — Indicators of Excellence successfully launched in 2007-2008 to increase student achievement

It is our expectation in Utica Community Schools that every student will achieve academically to his/her potential and prepare for and pursue some level of higher education or career training following high school graduation.

Utica Community Schools is also required to meet by 2014 the federal No Child Left Behind requirement that 100 percent of our students and student subgroups achieve proficiency on the state MEAP assessments in grades 3 - 9 and the Michigan Merit Exam in high school. In addition, each of our 40 schools is required to annually achieve Adequate Yearly Progress (AYP) based on the state standards.

To meet these expectations, *Reaching Higher — Indicators of Excellence*, a data-driven school improvement initiative, was launched in 2007-2008 in Utica Community Schools. It is our guide for increasing student achievement in all academic areas by means of a series of clear, measurable Indicators that are to be met within a specified time.

Reaching Higher is based on three district-wide goals:

- **District Goal 1 —**
By 2014 all students in the Utica Community Schools will meet or exceed proficiency standards in English language arts (reading and writing), math, science, social studies, fine arts and career and technical education, as identified by national, state and UCS standards.
- **District Goal 2 —**
The school district will implement a world-class instructional program.
- **District Goal 3 —**
Parent, business and community partnerships will be an integral part of student learning.

Stemming from the district goals are three tiers of Indicators — I, II and III — that define how and when the established student achievement targets will be met:

- **Tier I Indicators** — These are the district-wide *Indicators of Excellence* (seven at the elementary level and eight each at the junior and senior high levels - 30 total) designed to assess whether federal, state and district academic requirements are being met within a given time frame.
- **Tier II Indicators** — These are school-based indicators established during the 2007-2008 school year by each UCS

Michigan Report Card for Davis JHS

Adequate Yearly Progress (AYP) —
2006-07: **Yes** 2007-2008: **Yes**

Education YES! Grade —
2006-07: **A** 2007-2008: **A**

All UCS schools are accredited by the Michigan Department of Education. In addition, the four UCS high schools are accredited by the North Central Association of Colleges and Schools (NCA).

A building report of student achievement on the Michigan Educational Assessment Program (MEAP) is available on-line at www.uticak12.org. Under the Information heading, click on MEAP/MME scores to find our school. The on-line report also includes information on teacher qualifications, parent-teacher conference attendance and the district retention rate.

school. Tier II Indicators are specific to the student needs in that building and designed as the basis for targeted improvement in support of the *Indicators of Excellence*. The Tier II Indicators are supported by SMART goals (specific, measurable, attainable, realistic and timely) for each grade level established by the building staff.

- **Tier III Indicators** — These are the schools' narrative reports on their progress in 2007-2008 toward meeting their Tier II Indicator(s). Our school's Tier II and Tier III Indicators are printed on the back of this page.

The district's Tier I Indicators for its seven junior high schools are as follows:

Indicator 1.8: All junior high students will meet or exceed standards and be identified as proficient on the MEAP tests in reading, writing, math, science and social studies.

Indicator 1.9: Seventh and eighth graders who receive special education services will show specified growth on the MI-Access test in reading, writing and mathematics.

Indicator 1.10: Seventh through ninth graders who receive English Language Learners (ELL) services will show specified growth on the English Language Proficiency Assessment.

Indicator 1.11: All ninth graders will take the Pre-ACT test that will be used as a predictor of success for college-level work on the required ACT test.

Indicator 1.12: All seventh through ninth graders will demonstrate proficiency on the district writing test.

Indicator 1.13: All seventh through ninth graders will demonstrate proficiency on the district math, science and social studies tests.

Indicator 1.14: The number of seventh and eighth graders who take and pass Algebra I will increase annually.

Indicator 1.15: All secondary students enrolled in performance-based fine arts courses will present their work to a public audience.

Davis Junior High School's Tier II Indicator:

Increase the percentage of students who score at the proficient or higher level on grade and department writing rubrics (standardized writing tools).

Tier II S.M.A.R.T. Goals (Specific Measurable Achievable Relevant and Timely):

Percentage of seventh grade students scoring proficient or higher will increase 3% by the end of the 2007-2008 school year as measured by the MEAP (Michigan Educational Assessment Program) writing composite in fall 2008.

Percentage of eighth grade students scoring proficient and higher in writing will increase 5% by the end of the 2007-2008 school year, as measured by the writing prompt developed by Davis staff and administered in fall 2008.

Davis Junior High School's Tier III Indicator:

During 2007-2008 school year, Davis Junior High has continued to show improvement on the State of Michigan MEAP assessment program. Our eighth grade students demonstrated improvement in English Language Arts, writing and science. Students in two subgroups (disabilities and economically disadvantaged) totaled an average increase of 15% in all curricular areas.

The greatest challenge at Davis is to strengthen students' writing skills. Our teacher-driven data team created a Tier II indicator dedicated to increasing writing skills.

A common building writing rubric (standard scoring tool) was designed and successfully implemented in all academic areas. Professional development programming for Davis teachers has been dedicated to improving writing skills.

We reviewed writing score data to determine instructional strategies in all curricular areas. Our English department provided in-service training for staff that focused on teaching students how to write for a purpose.

Davis teachers attended S.W.I.F.T. (Strategic Writing Instruction for Teachers) writing training seminars. The faculty has dedicated time to writing in all curricular areas and consistently use data to make instructional decisions.

While focusing on improving writing skills in their buildings, K-12 feeder schools in the Stevenson High School cluster (elementary schools that feed students into Davis and then to Stevenson) have also focused on aligning the curriculum, grade-to-grade.

Teachers in the cluster have worked together to align writing strategies. This vertical teaming process has provided increased communication among teachers and administrators working with students in kindergarten through twelfth grade.

Some of our students cannot stay after school to take advantage of tutoring services because of transportation constraints. To remedy this, our teachers decided to provide tutoring in the community. Davis teachers also requested to use the building on Saturdays to allow students to come in to receive additional help.

Davis Junior High also created a Saturday school program designed to keep suspended students in school. In lieu of a suspension, students are allowed to stay in school and serve their consequence on Saturday. Students spend three hours on the weekend working on their academics. Through these and other efforts, we are working to achieve the academic goals set by our teachers.

The Davis School Improvement team remains dedicated to improving the academic skills of our students. In the 2008-2009 school year, we will continue working to strengthen our students' writing skills.

Our School's Points of Pride

- Our MEAP scores continue to show improvements. Davis eighth grade students posted a seven percent increase over their seventh grade scores in math.
- Our special education subgroup achieved double digit improvements this past testing cycle in writing and math.
- Our Science Olympiad Team competed in the state finals, receiving a fourth place medal in the Rhodes Scholar event and placing 29th out of 48 teams.
- History teacher Cathy Fisher was named "Preservationist Teacher of the Year." Her students raised and donated more than \$1,200 to preserve several acres of American Civil War battleground.
- Davis Junior High has more than doubled the number of accelerated courses offered to our students.
- Fifty-one percent of our students are on the honor roll; 39 percent have a GPA of 3.5 or higher. More than 24 percent attained the All-A Honor Roll and were honored at our Breakfast with the Principal.
- The Davis ninth grade boys baseball team won the UCS baseball/softball invitational.
- A total of 144 students, parents and staff traveled to Washington DC to see our nation's capital.
- Staff and students established a beautification committee to re-landscape the exterior of the building.