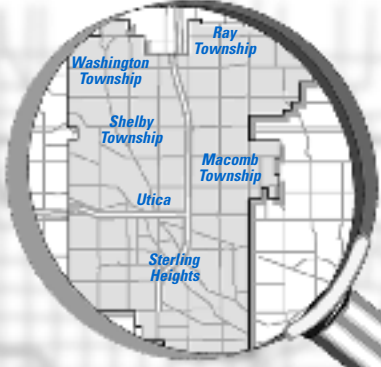


FOCUS for the community



A Publication for the Residents of Utica Community Schools

Indicators of Excellence, guideposts for raising the academic bar

Our school district's goal, *Every Child Achieves*, may seem idealistic in its promise that every one of our nearly 30,000 students will achieve academic proficiency. I believe we can attain this goal.

The supports are already in place. As I visit the schools, I am continually impressed by the skills, insights and collaborative spirit of our teachers and principals. I have found that parents value their children's education and our district's tradition of scholastic excellence.

As we face more demanding academic standards set by the No Child Left Behind and Education YES! mandates and Michigan's new graduation requirements for the class of 2011 and beyond, how can Utica Community Schools better prepare all students to achieve at higher levels?

We will succeed by reaching beyond No Child Left Behind to create a "college culture" for all students with new focus and clarity toward preparing them to compete nationally and internationally.

In the last edition of Focus for the Community, I introduced our Indicators of Excellence – seven guideposts the district will follow in this, our first academic year together. They are the starting point for broadening and deepening our definition of achievement and how we measure progress toward our goal for every child.

Allow me to review the Indicators of Excellence in greater detail.

Every child will achieve when:

Indicator 1: All children are proficient in English Language Arts, mathematics, science and social studies

While students are ultimately responsible for their own learning, teachers remain accountable for teaching and encouraging student success. At the administrative level, our charge is to develop increasingly stringent standards while creating an expectation of improved achievement.

Students' writing skills will need to become more relevant to today's world, and Career

and Technical Education and work force development skills will continue to be offered.

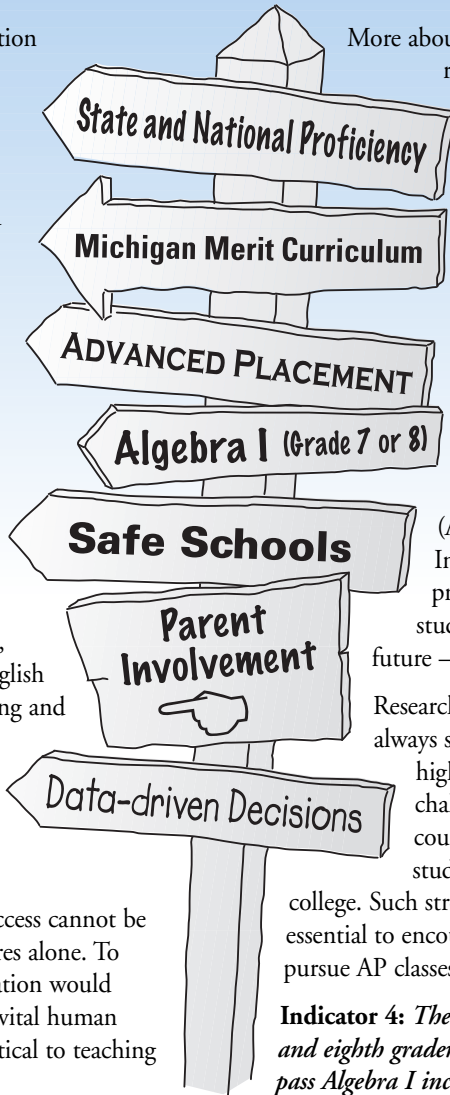
Existing standardized MEAP tests measure student proficiency on a four-point continuum: Apprentice, Basic, Met Standards and Exceeded Standards. By developing opportunities to deepen students' abilities in the key academics of mathematics, science, social studies and English Language Arts (reading and writing), we can challenge every student to move up the achievement continuum.

However, student success cannot be measured by test scores alone. To look at scores in isolation would mean we missed the vital human element that is so critical to teaching and learning.

Indicator 2: The Class of 2011 meets graduation requirements as defined by the Michigan Merit Curriculum

When today's eighth graders graduate in 2011, they will be expected to have completed the state's new high school graduation requirements, known as the Michigan Merit Curriculum, that include more mathematics and science classes along with English Language Arts and social studies.

In preparation, our district will strengthen its already rigorous academic program with systematic K-12 curriculum improvements that include additional math and science instruction for all students.



More about the new graduation requirements is available on the junior high page of the UCS website: www.uticak12.org.

Indicator 3: Advanced Placement opportunities are expanded for all students

Schools nationwide are finding that student achievement improves when access to Advanced Placement (AP) classes is expanded. In addition to increasing proficiency, AP classes give students a look into their future – into a college classroom.

Research indicates it is not always scholastic success in high school, but rather the challenge of rigorous AP course work, that can prepare students to do well in college. Such strong evidence makes it essential to encourage all students to pursue AP classes.

Indicator 4: The number of seventh and eighth graders who take and pass Algebra I increases

Clearly, proficiency in higher mathematics will prepare our students to compete in a global market for careers that may not even exist today. Taking Algebra I in seventh or eighth grade will propel them on an accelerated learning path to trigonometry, calculus and physics in high school.

Indicator 5: A safe and supportive learning environment is maintained

For students and staff to concentrate on teaching and learning, they must be confident their school is safe. Thanks to our community's support of the recent bond issues, we have been able to create well-maintained and secure learning environments. Our students have a responsibility, as well. We will continue

...from the Superintendent



by Christine M. Johns, Ed.D.

to expect all to be well-behaved and come to school prepared to learn.

Indicator 6: Parental involvement is celebrated

Parents are their children's first teachers and their continued involvement in education is imperative for success. High participation in school conferences and continuing support of UCS programs and services demonstrates parents' trust in the district. We value parents' support, welcome them to all school activities and plan to post more parent information on the UCS website.

Indicator 7: Data is used to guide our decision-making

Ultimately, student achievement is not measured by enrollment or mission statements, but only when a school district is totally focused on teaching and learning and has in place a consistent, challenging K-12 curriculum, relevant assessment and resources to meet the needs of all students. Then, data will reveal that creating a culture for success produces real results.

While we can expect our Indicators of Excellence to change over time as students' needs change, the constant I look forward to is working together with staff and community to raise the academic bar for every student.

Also in this issue...

Proposal 5Page 2

The UCS 2006 Annual ReportPage 3-4

District parent appointed to Board vacancy

On October 4, the UCS Board of Education appointed Sterling Heights resident **Jennifer L. Prybys** to serve out the Board term of Steven Truman, who resigned in September. The term expires June 30, 2007. Prybys, who holds a bachelor's degree in Business Administration and a master's degree in International Administration, is a purchasing specialist for Chemical Commodity of Behr America Incorporated. She and her husband, Marc, have two children enrolled in the district. Board president **Dr. Carol Klenow** (left in photo) congratulates Prybys on her appointment from among five candidates who were interviewed by the Board.



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Resident
Utica Community Schools

Statewide Proposal for Guaranteed School Funding

November 7, 2006 General Election

Frequently Asked Questions

1. What is Proposal 5?

Proposal 5, also known as the K-16 School Funding Proposal, will appear on the statewide ballot Tuesday, November 7. It is a legislative initiative to establish mandatory funding levels for public education.

The proposal was presented to the Michigan State Legislature for consideration in June, following a statewide petition drive. Because the Legislature took no action on the proposal within 40 days, Proposal 5 was placed on the ballot.

2. What is the K-16 Coalition?

The K-16 Coalition for Michigan's Future is a group of statewide education organizations working together to achieve guaranteed funding for Michigan's public schools, community colleges and universities.

3. What will happen if Proposal 5 is approved?

Michigan's public schools would share approximately \$565 million in state funds over the amount originally appropriated by the state legislature for the current fiscal year. This amounts to about \$332 for each of the state's 1.7 million K-12 public school students, though the actual distribution would vary by district.

The state would provide annual funding increases equal to the rate of inflation for public schools, intermediate school districts, community colleges and higher education. This includes state universities and financial aid/grant programs.

Currently, the rate of inflation is about 3.3 percent, based on the previous year's Consumer Price Index.

Funding for public schools would be based on enrollment averages for the three prior fiscal years – a factor that might become significant in Utica Community Schools, where enrollment has begun to level off.

The amount of money school districts must pay for employee retirement costs would be limited to 14.87 percent of payroll, saving the Utica Community Schools approximately \$4.5 million in the first year, if retirement benefits stay the same.

Proposal 5 would reduce the state funding gap between the Basic and the State Guaranteed Foundation Allowance (funding per-pupil) for Michigan school districts by \$300 per student over five years.

4. Isn't the state legislature responsible for funding public schools?

Since 1994, when voters approved a constitutional amendment to increase the sales tax from four to six percent to create alternative funding for schools, the primary source of school funding shifted from local property taxes to state aid. The state aid is derived from a mix of taxing sources, including the sales tax and a statewide property tax of six mills.

Each year, the state legislature sets the amount of money local school

districts are permitted to receive from state and local sources for each child enrolled (called the Foundation Allowance).

Although the legislature voted districts an increase in the Foundation Allowance this school year, as many as three years have gone by without an increase to school districts. This has created budgetary challenges for districts.

Utica Community Schools, to keep its budget in balance, has reduced spending by \$19 million through employee layoffs, strategic use of its fund equity and cutbacks in all areas of the budget.

5. What will happen if Proposal 5 is not approved?

The method of funding to public schools will remain the same unless the state legislature takes action to modify it.

6. Why doesn't the school district ask local voters to approve additional funding for schools?

The law prohibits school districts from seeking funding increases from local homeowners for school operating costs.

The only school operating funds collected locally in Utica Community Schools are 18 mills for operations assessed against businesses and second homes, commonly known as the Non-Homestead tax.

7. But we regularly support bond issues. Can't some of those funds be used?

State law prohibits school districts from using bond funds for day-to-day operations like utilities, building maintenance/repairs and salaries.

Bond monies can only be used for specifically-earmarked capital projects such as building construction, building additions and classroom technology.

8. I want to vote on this issue. How can I do that?

You must be a registered voter. Polls will be open from 7 a.m. to 8 p.m. Tuesday, November 7. For polling locations or to obtain an absentee ballot, contact the clerk's office in your community.

BALLOT LANGUAGE EXPLANATION

As a legislative initiative, Proposal 5 would not amend the Michigan Constitution.

In the future, Proposal 5 could be amended with a 3/4 vote of the House and Senate.

Proposal 5, also known as the K-16 School Funding Proposal, will be decided by statewide voters at the November 7 election. The proposal was presented to the State Legislature for consideration in June, following a statewide petition drive.

The Legislature took no action in the 40-day consideration period, resulting in Proposal 5 being placed on the ballot.

PROPOSAL 5

A LEGISLATIVE INITIATIVE TO ESTABLISH MANDATORY SCHOOL FUNDING LEVELS

The proposed law would:

- Increase current funding by approximately \$565 million and require State to provide annual funding increases equal to the rate of inflation for public schools, intermediate school districts, community colleges, and higher education (includes state universities and financial aid/grant programs).
- Require State to fund any deficiencies from the General Fund.
- Base funding for school districts with a declining enrollment on three-year enrollment average.
- Reduce and cap retirement fund contribution paid by public schools, community colleges and state universities; shift remaining portion to state.
- Reduce funding gap between school districts receiving basic per pupil foundation allowance and those receiving maximum foundation allowance.

Should this proposed law be approved?

Yes

No

"Funding" means combined state and local general operating dollars the Michigan legislature is required to allocate to public school districts for day-to-day instruction and operations.

If approved, the approximate dollar amount of \$565 million would be spread statewide among Michigan's 1.7 million school children in kindergarten through 12th grade – roughly \$332 per student, though distribution would vary by district.

Current rate of inflation is roughly 3.3 percent, based on the previous year's Consumer Price Index.

Proposal 5 would base district funding on the student enrollment average of the three prior fiscal years – a factor that could become significant in Utica Community Schools, where enrollment has begun to level off.

Proposal 5 would limit the retirement costs school districts must pay to 14.87 percent of the payroll. If retirement benefits stay the same, this would save Utica Community Schools approximately \$4.5 million the first year.

Proposal 5 would reduce the state funding gap between the basic and the guaranteed foundation allowance for school districts by \$300 per student over five years.

9. How can I get more information about the Proposal 5 issue?

Additional information is available at every school building and in the local media. Questions may be emailed to hildy.corbett@uticak12.org or check the UCS website, www.uticak12.org.

2006-2007 District Calendar

October 31, 2006
Half day – Elementary schools

November 7
No school – Staff Professional Development

November 8 - 16
Conference window – Check your school's schedule

November 16
No school – Staff Professional Development

November 22 - 24
No school – Thanksgiving Break

November 27
Classes resume

Dec. 22, 2006 - Jan. 2, 2007
No School – Holiday Break

January 3
Classes resume

January 15
No school – Staff Professional Development

January 18
Half day – Secondary schools

January 19
Half day – All schools

February 12 - 16
Elementary conference window – Check your school's schedule

February 16
Half day – All schools

February 19 - 23
Mid-Winter Break

February 26
Classes resume

March 5 - 9
Secondary conference window – Check your school's schedule

April 6 - 13
No school – Spring break

April 16
Classes resume


May 25
No school – Staff Professional Development

May 28
No school – Memorial Day


June 14
Half day – Secondary schools

June 15
Half day – All schools

June 18
Summer recess begins



Utica Community Schools
Imagine the Potential
Education Can Make It Happen



Accredited K-12 by the North Central Association of Colleges and Schools

586.797.1000

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FOCUS for the Community

Editors: Hildy Corbett
Fran Schokora

MSPRA

2006 Commended Award
Michigan School Public Relations Association

NSRA

2005 Award of Merit
National School Public Relations Association

Visit www.uticak12.org for information on programs and curriculum, school news, district calendar, annual reports and employment opportunities.

Information about the district is also available on UCS Television, which broadcasts on cable channels 15 and 22.

Annual Report 2006

National and state standards drive UCS curriculum

The core curriculum taught in Utica Community Schools is set according to national, state and district standards. As indicated by the district-wide school improvement initiatives (see below) 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.

In addition, district curriculum and scheduling procedures are designed to ensure that all students are enrolled in core academic classes and challenged to achieve at higher levels.

The UCS Learning Links, a district publication available on our website www.uticak12.org, describes 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.

District-wide improvement initiatives are designed to increase student achievement at all schools

The UCS elementary and secondary education departments continually assess and update kindergarten through twelfth grade curriculum and programming based on a series of improvement initiatives designed to increase student achievement levels and meet changing student needs. Following is a categorized update of these ongoing initiatives:

State and Federal Legislation

- Monitor progress of both the State of Michigan's Education YES! and the 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 Elementary 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 instructional Best Practices across the curriculum and 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 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 NCA school improvement process, the federal No Child Left Behind mandates 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.

All UCS teachers meet the federal Highly Qualified standard

As mandated by the 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, meet the law's Highly Qualified requirements.

All UCS teachers have, at minimum, a bachelor's degree from an accredited college or university. Three-quarters also possess master's degrees and many have completed course work or degrees beyond the master's level. All have also met State of Michigan certification requirements and successfully completed the district's own rigorous selection process.

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.

UCS schools are state and nationally accredited

Accreditation certifies that a school meets recommended standards for quality education for all students. The Utica Community Schools are fully accredited by both the Michigan Education YES! initiative and the North Central Association (NCA) Commission on Accreditation and School Improvement, with the exception of the new Beacon Tree Elementary, which has initiated its NCA process and is on track for full accreditation, as well.

Recognized by the United States Department of Education, the North Central Association (NCA) is a regional agency that establishes and monitors rigorous academic standards for public and non-public schools. All UCS district schools are engaged in the NCA multi-year process for continuous school improvement. After having identified specific goals for increasing student achievement at their schools, teachers are implementing targeted strategies to accomplish the goals and utilizing appropriate assessments to measure progress.

Education YES! is the Michigan School Report Card accreditation system that assigns letter grades to schools based on their long-term performance on the Michigan Educational Assessment Program (MEAP) and other indicators.

Whether a school has made Adequate Yearly Progress, a requirement of the federal No Child Left Behind legislation (NCLB), is also indicated on the state report card. Schools must demonstrate Adequate Yearly Progress, or AYP, toward the NCLB mandate that 100 percent of students and subgroups are to be proficient on the MEAP assessments by 2014.

AYP is determined by:

- Student proficiency on the MEAP English Language Arts and Mathematics tests. Proficiency is required of the students in total and of subgroups identified as Economically Disadvantaged, English Language Learners, Students with Disabilities or by Ethnic Origin.
- A minimum MEAP participation rate of 95 percent by all students and subgroups.
- High student attendance or graduation rates.

Good grades (at right) on the Michigan School Report Card indicate that district schools individually and the district as a whole continue to meet MEAP and AYP student achievement standards.

Ninety-four percent of UCS graduates plan higher education

An exit survey of the 2006 graduating class conducted by the Macomb Intermediate School District indicated that 94.8 percent of Utica Community Schools graduates plan to continue their education after high school – 84.6 percent plan to attend college, while 10.2 percent plan to enroll in other career training.



School:	Grade:		AYP:	
	2005	2006	2005	2006
Beacon Tree Elementary	–	n/a	–	n/a
Beck Elementary	B	A	Yes	Yes
Bemis Junior High	A	A	Yes	Yes
Browning Elementary	A	A	Yes	Yes
Burr Elementary	B	B	Yes	Yes
Collins Elementary	A	A	Yes	Yes
Crissman Elementary	A	A	Yes	Yes
Davis Junior High	B	B	Yes	No*
DeKeyser Elementary	A	A	Yes	Yes
Dresden Elementary	B	A	Yes	Yes
Duncan Elementary	A	A	Yes	Yes
Ebeling Elementary	B	A	Yes	Yes
Eisenhower High	B	B	Yes	No**
Eppler Junior High	B	A	Yes	Yes
Ewell Elementary	A	A	Yes	Yes
Flickinger Elementary	A	A	Yes	Yes
Ford II High	B	B	Yes	No**
Graebner Elementary	A	A	Yes	Yes
Harvey Elementary	B	A	Yes	Yes
Havel Elementary	A	A	Yes	Yes
Heritage Junior High	A	A	Yes	Yes
Jeannette Junior High	B	B	Yes	Yes
Kidd Elementary	C	B	Yes	Yes
Magahay Elementary	A	B	Yes	Yes
Malow Junior High	A	A	Yes	Yes
Messmore Elementary	A	A	Yes	Yes
Monfort Elementary	A	A	Yes	Yes
Morgan Elementary	B	A	Yes	Yes
Oakbrook Elementary	B	A	Yes	Yes
Plumbrook Elementary	B	B	Yes	Yes
Roberts Elementary	A	A	Yes	Yes
Schuchard Elementary	A	B	Yes	Yes
Schwarzhoff Elementary	B	A	Yes	Yes
Shelby Junior High	A	A	Yes	Yes
Stevenson High	B	C	No**	Yes
Switzer Elementary	A	A	Yes	Yes
Utica High	B	C	Yes	Yes
Walsh Elementary	B	B	Yes	Yes
West Utica Elementary	A	B	Yes	Yes
Wiley Elementary	B	B	Yes	Yes
Utica Community Schools			Yes	Yes

School did not achieve AYP because:
 * Less than 95 percent of one subgroup was tested.
 ** One subgroup did not score high enough.

High school Advanced Placement and Dual Enrollment

In 2005-2006, the following Advanced Placement (AP) college-equivalent courses were offered at the high school level in Utica Community Schools: Art History, Biology, Calculus AB and BC, Chemistry, Computer Science, English Language/Literature Composition, Environmental Science, European History, French, U.S. Government and Politics, Comparative Government and Politics, Physics B and C: Energy/Matter and Mechanical, Spanish, U.S. History and World History. Student interest determines the courses offered at each school.

UCS students can attend Dual Enrollment college-level classes not offered by the school district, provided they have demonstrated proficiency on the high school MEAP tests. Tuition is paid by the district for qualifying students who achieve passing grades in approved college courses.

	Number of students			Percentage		
	2004	2005	2006	2004	2005	2006
Number and percentage of UCS students in grades 10, 11 and 12 who enrolled in one or more AP classes:	1,022	1,478	1,154	16%	22%	17%
Number and percentage of UCS students enrolled in AP classes who took AP credit exams:	656	926	708	64%	63%	61%
Number and percentage of those tested who earned scores that qualified for college credit on one or more AP college exams:	389	523	487	59%	56%	69%
Number of UCS students who participated in Dual Enrollment college-level courses not offered by the district:	53	98	88			

Home-school connection

A strong partnership between home and school is important to student achievement. Utica Community Schools makes every effort to communicate with parents/guardians about their child's academic growth through report cards and progress reports and by direct contact, as necessary.

Parents can also receive general information through building and district newsletters, handbooks and other publications, the UCS-TV channel (Comcast/15 or WOW/22) and www.uticak12.org, the district website.

Parents/guardians are encouraged to take an active role in their child's education. One of the best ways for parents to monitor their child's classroom progress is to take part in Parent-Teacher Conferences. Across the district, parent participation in the fall conferences at the elementary level was 97.6 percent in 2004 and 98.4 percent in 2005. At the secondary level, a total of 39,970 conferences took place in 2004 and 42,653 took place in 2005.

MEAP Scores

All public school students in grades three, four, five, six, seven, eight, nine and eleven took the Michigan Educational Assessment Program (MEAP) tests during the 2005-2006 school year. MEAP measures student achievement on state-defined learning standards.

The following charts indicate the percentage of all Utica Community Schools students who met or exceeded MEAP proficiency standards in Mathematics and English Language Arts (ELA – combines reading and writing).

To achieve Adequate Yearly Progress (AYP), as required by No Child Left Behind, 95 percent of all students and subgroups must be tested and their scores exceed the indicated state targets in both Mathematics and English Language Arts. The scores of subgroups with fewer than ten students are included in the total scores but are not reported to protect students' privacy. Students in grades three through nine took new tests, so there is no comparison data from the previous year. Science and Social Studies scores are not factored into AYP.

Elementary School MEAP >95% Participation	Grade 3		Grade 4		Grade 5			Grade 6		
	ELA	Math	ELA	Math	ELA	Math	Science	ELA	Math	Social Studies
	State Target 48%	State Target 56%	State Target 48%	State Target 56%	State Target 48%	State Target 56%		State Target 48%	State Target 56%	
All UCS Students	2,092 / 84	2,106 / 90	2,226 / 81	2,242 / 86	2,172 / 82	2,180 / 79	2,188 / 82	2,234 / 86	2,241 / 75	2,241 / 87
Males	1,075 / 82	1,087 / 90	1,149 / 78	1,154 / 86	1,102 / 79	1,108 / 81	1,115 / 84	1,157 / 81	1,163 / 74	1,163 / 85
Females	1,017 / 87	1,019 / 90	1,077 / 85	1,088 / 85	1,070 / 86	1,072 / 77	1,073 / 81	1,077 / 91	1,078 / 76	1,078 / 90
Am. Indian/Alaskan Nat.	<10	<10			<10	<10	<10	<10	<10	<10
Asian/Pacific Islander	65 / 83	65 / 94	66 / 86	67 / 93	66 / 86	68 / 91	68 / 85	68 / 93	69 / 84	70 / 90
Black/Non-Hispanic	62 / 69	64 / 75	71 / 56	72 / 57	51 / 63	50 / 52	53 / 75	65 / 72	63 / 54	64 / 78
Hispanic	35 / 66	34 / 68	34 / 62	35 / 69	24 / 54	25 / 64	25 / 60	29 / 66	29 / 69	30 / 80
White, Non-Hispanic	1,918 / 85	1,925 / 91	2,046 / 82	2,057 / 87	2,008 / 83	2,005 / 80	2,019 / 83	2,059 / 86	2,066 / 75	2,062 / 87
Multiracial	<10	<10	<10	<10	11 / 55	10 / 40	11 / 36	<10	<10	<10
Econom. Disadvantaged	314 / 70	314 / 79	324 / 63	334 / 71	299 / 68	297 / 60	307 / 65	305 / 67	308 / 54	311 / 72
English Lang. Learners	71 / 46	74 / 68	58 / 38	67 / 45	46 / 48	49 / 47	49 / 37	36 / 50	40 / 40	40 / 50
Students w/Disabilities	274 / 63	279 / 76	267 / 46	275 / 60	260 / 47	256 / 50	272 / 61	307 / 46	311 / 34	312 / 60
All Statewide Students	116,892/78	117,848/87	117,272/76	118,193/82	119,992/75	120,726/73	120,921/77	123,444/73	124,297/65	124,288/78

Specialized programs and services

In addition to providing an outstanding program of regular education, Utica Community Schools offers a broad array of specialized programs to meet students' individual needs. Several options are listed below, along with the general requirements, if any. For further information, contact these departments at the district's main number, 586.797.1000.

Career and Technical Education (CTE)

UCS offers more than 40 state certified Career and Technical Education programs in five nationally recognized career pathways: Arts and Communications; Business, Management, Marketing and Technology; Engineering, Manufacturing and Industrial Technology; Health Sciences; and Human Services. High school counselors can provide students with program information.

The following opportunities are also available to high school students enrolled in CTE:

Work-based learning:

- Paid Cooperative Education (Co-op)
- Paid Internships
- Non-paid Internships
- Job Shadowing

Juniors and seniors can contact their counselor or School-to-Work coordinator for information.

State and industry certification:

- CISCO (Certified Network Associate)
- MOS (Microsoft Office Specialist)
- Automotive Service Technician (state certified)
- A+ (computer hardware troubleshooting and repair)

Community Education

The following UCS district programs are available:

Program:	Requirement:
Montessori Preschool and Kindergarten	Parent Application
Saturday Scholars	Parent Registration
Utica Learning Academy	Offered to UCS students ages 16-19 officially dropped from high school or with school administrator's referral
Family of Fours At-Risk Preschool	Based on state eligibility requirements

Special Education

Utica Community Schools provides a full range of services for students in these special education categories:

- Autistic Spectrum Disorder
- Cognitively Impaired
- Hearing Impaired
- Early Childhood Development Delay
- Learning Disabled
- Visually Impaired
- Emotionally Impaired
- Physically or Otherwise Health Impaired
- Speech and Language 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.

Junior High MEAP >95% Participation	Grade 7		Grade 8			Grade 9 Social Studies
	ELA	Math	ELA	Math	Science	
	State Target 43%	State Target 43%	State Target 43%	State Target 43%		
All UCS Students	2275 / 81	2285 / 75	2385 / 81	2398 / 79	2402 / 89	2380 / 86
Males	1165 / 76	1171 / 76	1225 / 76	1231 / 80	1235 / 90	1198 / 83
Females	1110 / 85	1114 / 74	1160 / 86	1167 / 78	1167 / 88	1182 / 88
Am. Indian/Alaskan Nat.	<10	<10	<10	<10	<10	<10
Asian/Pacific Islander	55 / 85	56 / 89	57 / 81	59 / 90	59 / 92	50 / 92
Black/Non-Hispanic	74 / 68	74 / 41	91 / 59	91 / 45	92 / 73	79 / 67
Hispanic	34 / 59	35 / 54	26 / 62	28 / 54	28 / 64	17 / 82
White, Non-Hispanic	2079 / 81	2087 / 76	2193 / 82	2202 / 81	2204 / 90	2215 / 86
Multiracial	16 / 69	16 / 63	<10	<10	<10	<10
Econom. Disadvantaged	231 / 65	235 / 50	216 / 63	222 / 58	224 / 74	175 / 67
English Lang. Learners	21 / 5	27 / 30	22 / 18	33 / 36	33 / 36	37 / 19
Students w/Disabilities	229 / 35	231 / 26	231 / 32	232 / 33	232 / 53	204 / 50
All Statewide Students	128,074/73	128,830/60	129,000/69	129,646/63	129,749/77	141,153/75

High School MEAP >95% Participation	ELA-Grade 11 State Target 52%		Math-Grade 11 State Target 44%		Science Grade 11		Soc. Studies Grade 11	
	No. Tested/ % Proficient	No. Tested/ % Proficient	No. Tested/ % Proficient	No. Tested/ % Proficient	No. Tested/ % Proficient	No. Tested/ % Proficient	No. Tested/ % Proficient	No. Tested/ % Proficient
	2005	2006	2005	2006	2005	2006	2005	2006
All UCS Students	2,078 / 56	2,151 / 57	2,091 / 54	2,192 / 52	2,081 / 55	2,181 / 57	2,066 / 33	2,170 / 83
Males	1,081 / 49	1,080 / 49	1,088 / 51	1,113 / 53	1,078 / 57	1,101 / 60	1,070 / 33	1,094 / 80
Females	997 / 63	1,071 / 66	1,003 / 56	1,079 / 52	1,003 / 52	1,080 / 55	996 / 33	1,076 / 86
Am. Indian/Alaskan Nat.	<10	<10	<10	<10	<10	<10	<10	<10
Asian/Pacific Islander	36 / 67	44 / 61	35 / 69	45 / 58	36 / 58	43 / 63	35 / 46	43 / 88
Black/Non-Hispanic	36 / 44	50 / 50	36 / 19	50 / 20	35 / 26	50 / 36	35 / 11	50 / 74
Hispanic	12 / 25	13 / 31	12 / 25	13 / 15	13 / 38	13 / 15	12 / 25	13 / 54
White, Non-Hispanic	1,991 / 56	2,040 / 58	2,005 / 54	2,080 / 53	1,994 / 55	2,071 / 58	1,982 / 33	2,060 / 83
Multiracial	<10	<10	<10	<10	<10	<10		<10
Econom. Disadvantaged	121 / 35	107 / 42	120 / 32	111 / 28	119 / 36	109 / 36	117 / 11	109 / 64
English Lang. Learners	21 / 5	19 / 5	20 / 15	23 / 22	17 / 24	22 / 9	19 / 5	24 / 38
Students w/Disabilities	143 / 6	131 / 11	142 / 6	140 / 13	132 / 20	128 / 24	129 / 8	125 / 46
All Statewide Students	97,219/57	102,219/52	99,508 / 46	105,295 / 46	98,788 / 49	104,130/52	98,270 / 32	103,324/79

American College Test (ACT) Composite Scores

The ACT college entrance exam assesses the general educational development of high school students and their ability to complete college-level academic work. Students are tested in Mathematics, English, Reading Comprehension and Science Reasoning. A composite of 36 is the highest attainable score. The average composites for the nation, state and district in the years are indicated:

	2004	2005	2006
Nation	20.9	20.9	21.1
State	21.4	21.4	21.5
UCS	21.7	22.2	21.8

UCS graduation rate is 96 percent

The latest data from the Michigan Department of Education indicates an average annual dropout rate of less than one percent across the district's four high schools. More than 96% of all ninth graders who remain in Utica Community Schools for their high school education will graduate from the district within four years.

UCS graduation data obtained from the Michigan Department 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; does not include students who graduate at a later date.