



January 26, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-2020 education progress for Utica High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact the building principal for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3aNKqDL> or you may review a copy in the principal's office at your child's school.

State of Michigan Rankings

For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified with a label.

School Improvement Plan

Utica High School Objectives:

- 78% of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 06/20/2025 as measured by State Mandated Assessments
- 62% of All Students will demonstrate a proficiency in mathematics in Mathematics by 06/20/2025 as measured by State Mandated Assessments.
- 85% of All Students will demonstrate a proficiency in science in Science by 06/20/2025 as measured by State Mandated Assessments.
- 85% of All Students will demonstrate a proficiency in social studies in Social Studies by 06/20/2025 as measured by State Mandated Assessments.

Utica High School had a successful 2019-2020 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's objectives.

Utica High School data teams utilized a variety of assessments to analyze data including state and classroom assessments. Teachers meet on a regular basis with the principal to analyze data and collaborate in planning classroom lessons and intervention strategies.

Key Challenges

Utica High School had a successful, if challenging 2019-2020 School year as a result of the global pandemic that upended our year of learning in March of 2020. Data was limited as school was closed due to the COVID-19 pandemic on Friday, March 13 and the state required that schooling stopped for credit on March 11. We were in the process of preparing for state assessments (PSAT, SAT and M-STEP) which didn't occur. Students and teachers were also directed to work from home, largely asynchronously, from home.

Our existing data suggests we have a great deal to be proud of while also identifying a few areas of challenge that we continue to address. We continue to outpace state averages in Four year Graduation rates for all socioeconomic groups. We also continue to outpace our state comparison group on average scores in Evidenced Based Reading and Writing over the past four years by 5%. However, while our pacing to that comparison group remains constant, we face the challenge of addressing the downward trend statewide, however minimal, that we have also experienced.

Our existing data also suggests that our students continue to outperform their comparison groups in mathematics by a margin of 5%. That margin continues across socioeconomic groups. However, like Evidence Based Reading and Writing, we see that number as a whole falling. In mathematics, we see our Economically Disadvantaged students underperform versus their peers in general, but by 30% in mathematics. We continue to put in additional supports in mathematics, particularly in Algebra I with new curriculum and a support class to address this need.

An area of concern that continues to be a focus are our English Learners. Only 7% of our English Learners met the ELA growth targets set and only 14.08% met mathematics targets as compared with 95.7% and 76.51% overall. Though this is a small group, it remains an area of focus. The pandemic removed these students from the direct instruction that is critical to them.

Student Enrollment

Students attend Utica High School based on the attendance area serviced within our school boundary. A number of Utica Community Schools' students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

Specialty Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Policy 6275 posted on www.uticak12.org under the Board of Education tab for further information.

Gene L. Klida Utica Academy for International Studies

Gene L. Kilda Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9th and 10th

grade prepare students for the rigors of the IB classes that begin at the start of junior year, where all students are required to register for seven IB courses, complete the 4,000-word Extended Essay on a topic of their choice, and complete at least 150 hours of creativity, activity and service hours. This rigorous and internationally minded curriculum encourages students to become active, compassionate and lifelong learners who value intercultural understanding and respect for others.

Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives, which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Stevenson Manufacturing, Automation, and Design Engineering Academy

The Stevenson Manufacturing, Automation, and Design Engineering (MADE) Academy blends rigorous academic content with relevant, real world applications by making use of strong business relationships and post-secondary partners in the field of Advanced Manufacturing. All course work has project-based learning with design thinking and problem solving at the core. This four-year program is open to Davis, Heritage, and Jeannette junior high school students scheduled to attend Stevenson High School.

Core Curriculum

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools follow the Michigan Academic Standards in English Language Arts, Mathematics, Science and Social Studies. These standards can be accessed at www.michigan.gov/mde under the Career and College Ready tab – Graduation Requirements and Standards – Standards. The district’s vision and mission statements can be accessed at www.uticak12.org.

Parent/Teacher Conference Attendance 2018-2019

Number: 2995

Percentage: NA – Total Count

Parent/Teacher Conference Attendance 2019-2020

Number: 3109

Percentage: NA – Total Count

High School Dual Enrollment 2018-2019

Number: 12

Percentage: < 1%

High School Dual Enrollment 2019-2020

Number: 20

Percentage: < 1%

High School College Equivalent Courses Offered 2018-2019

Number: 26

High School College Equivalent Courses Offered 2019-2020

Number: 26

High School Students Enrolled in College Equivalent Courses 2018-2019

Number: 534

Percentage: 39%

High School Students Enrolled in College Equivalent Courses 2019-2020

Number: 674

Percentage: 45%

College Credit Potential 2018-2019

Number: 585

Percentage: 47%

College Credit Potential 2019-2020

Number: 676

Percentage: 53%

Points of Pride

Our school continues to celebrate success in a number of key ways. Below are some of our Points of Pride:

- Utica High was removed from the Focus School List (Jan. 2017)
- Over \$8 million in scholarships
- Raised over \$2000 for the American Cancer Society, \$6000 for Toys for Tots, \$1300 for turning points, and over \$5000 to other local charities.
- Senior Projects led to over 10,000 hours of community service
- Over 800 Advanced Placement Tests registered and nearly 700 taken during the pandemic taken with a 53% passing rate
- Award winning Thespian Society earned over \$1 million in scholarships.
- Award winning Scholastic Arts including a Best of Show Recipient
- All Academic Athletes made up over 80% of all athletes
- DECA Team qualified for Nationals (Cancelled due to COVID19)
- Arrow Newspaper was awarded a sixth Silver Crown Award for Student Journalism from Columbia University for the 6th consecutive year.
- HOSA Competed and qualified for Nationals (cancelled due to COVID19)

We are pleased to provide this annual education report to our school community. The information that is contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

Utica High School is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,

Tom Lietz
Principal