



Duncan Elementary School

14500 26 Mile Road
Shelby Township, MI 48315
Phone: (586) 797-4600
www.duncan.uticak12.org
Principal: Jodi Pfeifer

January 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 education progress for Richard J. Duncan Elementary. 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/3aQ19pQ> or you may review a copy in the principal's office at your child's school.





State of Michigan Rankings

For the 2021-2022 school year, schools were identified using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-2022. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

School Improvement Plan

Duncan Elementary Objectives:

-  85% of all students will demonstrate a proficiency across all strands as aggregate scores in English Language Arts by 06/15/2024 as measured by the spring state assessment.
-  85% of all students will demonstrate a proficiency across all focal points as aggregate scores in Mathematics by 06/15/2024 as measured by spring state assessment.
-  85% of all students will demonstrate a proficiency across all standards as aggregate scores in Social Studies as measured by 06/15/2024 spring state assessment.
-  85% of all students will demonstrate a proficiency across all standards as aggregate scores in Science as measured by 06/15/2024 spring state assessment.

Duncan Elementary had a successful 2021-2022 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.

Duncan Elementary data teams utilized a variety of assessments to analyze data including M-Step, Northwest Evaluation Association (NWEA) 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

During the 2021-2022 academic year the School Improvement team utilized a variety of state, national, and classroom-based assessments to monitor student progress towards building Tier 1 goals. Classroom instructors regularly met to analyze this data and plan relevant instruction that met the diverse learning needs of the students. Research based innovative practices aligned with high quality instructional strategies are preparing our students to meet and exceed the national, state and district benchmark standards. Our comprehensive school improvement plan has kept us focused on the academic progress of our students.

School-wide results, as measured by spring, NWEA Reading assessment, showed 73% of the K-6 grade students were considered proficient based on national norms. Of those proficient, 43% scored above the 70th percentile. Kindergarten, 1st, 3rd, 5th, and 6th grade Spring trend data showed a significant increase in overall proficiency. Second and 4th grade trend data showed a slight decrease in overall proficiency. All grade levels showed significant growth with the reduction of at-risk students performing in the 30th percentile or lower. Kindergarten through Sixth grade data showed strong Mean RIT growth from Fall to Spring and all grade levels performed significantly higher than district and national norms.

3rd – 6th grade students participated in ELA M-Step state assessment. Students attending school virtually were also scheduled to take the ELA M-Step assessment. Participation from our students was considered ‘significantly above average’ when compared to schools statewide. 69% of those 3rd – 6th grade students assessed attained a proficient standard on the assessment, resulting in an A state rating. Student subgroup performance was identified as ‘significantly above average’ in performance as well.

As a result of examining Kindergarten through sixth grade language art assessments over the past year, the school-wide emphasis in reading focused on incorporating expository text into cross content weekly instruction and utilizing thinking maps to organize the elements of expository text structures. Guided Highlights also deepened comprehension skills and focus readers on analyzing how the text was presented, what the purpose and perspective of the author was, and what it meant. The staff focused on improving student understanding of the narrative and informational text structure while engaging students in reading and writing activities. Sample exemplar texts were used during mini lessons to provide a model of quality writing for the students. Writing Pathways provided a common language for teachers and students to communicate about the characteristics of writing while ensuring grade level standards were monitored for proficiency. Pre and post writing assessments were utilized to monitor student growth and proficiency and give relevant feedback for improvement. The staff will continue to work with students on the organization and focus of their informational and opinion writing, as well as the style and voice within the text structure assigned.

School-wide results, as measured by spring, NWEA Mathematic assessment, showed 70% of the K-6 students were considered proficient based on the national norms. Of those proficient, 43% scored above the 70th percentile. Kindergarten, 3rd, 4th, and 5th grade Spring trend data showed a significant increase in overall proficiency. First, 2nd, and 6th grade trend data showed a slight decrease in overall proficiency. All grade levels showed significant growth with the reduction of at-risk students performing in the 30th percentile or lower. Kindergarten through Sixth grade data showed strong Mean RIT growth from Fall to Spring and all grade levels performed significantly higher than district and national norms.

3rd – 6th grade students participated in the Mathematic M-Step state assessment. Students attending school virtually were also scheduled to take the Mathematic M-Step assessment. Participation from our students was considered ‘significantly above average’ when compared to schools statewide. 52% of those students assessed attained a proficient standard on the assessment, resulting in an A state rating. Student subgroup performance was identified as ‘significantly above average’ as well.

As a result of examining Kindergarten through sixth grade mathematic assessments over the past year, the school-wide emphasis in mathematics focused on using concrete examples of abstract ideas to address varied learning styles and broaden mathematical thinking skills. Collaborative discussion during instruction encouraged students to utilize reasoning skills and communicate using content-appropriate vocabulary. Small flexible groups were formed in classrooms to teach and re-teach skills and improve the mathematical knowledge. The staff will continue to work with students to explain and apply mathematic concepts and carry out procedures with precision. The educational staff will work in vertical and horizontal alignment teams to review the progression of concept skill development. In addition, Math Talk is incorporated into instruction while engaging students in making real world math connections.

Student Enrollment

Students attend Duncan Elementary 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. Klida 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 *all UCS and non-UCS students' priority is given to Stevenson feeder pattern (Davis, Heritage, and Jeannette)*.

Core Curriculum

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 <https://www.michigan.gov/mde/services/academic-standards>. The district's vision and mission statements can be accessed at www.uticak12.org.

District Assessments

Utica Community Schools not only looks at state assessments but we also monitor the progress of our students through the Northwest Evaluation Association (NWEA). NWEA is used to monitor and assess students in English Language Arts and mathematics using computer adaptive testing. NWEA aggregate student achievement can be requested from the school.

Parent/Teacher Conference Attendance 2020-2021

Number: 611

Percentage: 100%

Parent/Teacher Conference Attendance 2021-2022

Number: 640

Percentage: 100%

Points of Pride

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

Duncan Elementary is a state recognized Michigan Blue Ribbon Exemplary school. In addition, we have been recognized as a high-achieving Michigan Reward School for three years. Every member of our teaching staff is highly qualified under the federal No Child Left Behind guidelines and committed to pursuing professional development and continuing education. Duncan Elementary is a state-of-the-art educational facility with advanced technologies available throughout the building.

Award winning curriculum enrichment opportunities are available to students to enhance their elementary educational program. Duncan students can choose to participate in Science Olympiad, Mathematic Olympiad, Social Studies Olympiad, Honors Choir, Student Council, Running Club, and our Student Leadership Team.

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.

Duncan Elementary 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,



Jodi Pfeifer
Principal