



*Bemis Junior High*

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 education progress for Bemis Junior High School. This 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://goo.gl/OamHaO> or you may review a copy in the principal's office at your child's school.

### **School Improvement Plan**

Bemis Junior High School Tier I Objectives:

- 85% of all students will demonstrate a proficiency across all domains in Science by 06/15/2022 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in Mathematics by 06/15/2022 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in Writing by 06/15/2022 as measured by the spring state assessment.
- 85% of all students will demonstrate a proficiency across all domains in Reading by 06/15/2022 as measured by the spring state assessment.

Bemis Junior High School had a successful 2014-2015 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 Tier I objectives.

Bemis Junior High School data teams utilized a variety of assessments to analyze data including MEAP (2013-2014), M-Step (2014-2015), EXPLORE, end of course and unit assessments and MISD genre unit tests. Teachers meet on a regular basis in subject area data teams to analyze data and collaborate in planning classroom lessons and intervention strategies. District assessments are administered and analyzed and instructional changes are made based on the results.

At Bemis Junior High School approximately 76% of our students are below targeted proficiency levels in Science for the 2014-2015 school year. Strategies designed to address this gap include; increasing the use of scientific inquiry in the classroom and presenting data representation questions using multiple graphic and tabular materials and utilizing Gizmos computer simulated labs aligned to the state standards.

At Bemis Junior High School approximately 63% of our students are below targeted proficiency levels in Social Studies for the 2014-2015 school year. Strategies designed to address this gap include the use of Close and Critical Reading strategies will be utilized to increase the frequency of higher

level thinking into classroom discussions. Also, analyzing and referring to original source documents.

At Bemis Junior High School approximately 68% of our seventh grade students and 62% of our eighth grade students are below targeted proficiency levels in Mathematics for the 2014-2015 school year. Strategies designed to address this gap include increasing the use of Spiraling Instruction and utilizing error analysis as a component to daily instruction.

Approximately 63% of our seventh and eighth students are below targeted proficiency levels in Reading for the 2014-2015 school year. Interventions will include the use of Close and Critical Reading strategies to increase the frequency of higher level thinking into classroom discussions. Small group reading instruction in addition to continuing to utilize Reading Apprenticeship Strategies in all content areas such as Guided Highlighting. Additionally, a Literacy class is offered in the 7th grade.

We will continue with our building-wide writing plan for both grades through the Allied Arts classes. We used grade specific, authentic, writing prompts and a common SAT Writing Rubric to score the writing samples. Our plan remains to continue the integration of the regular education curriculums and pacing guides to direct daily instruction for all students and to continue to provide co-taught class support for our students with disabilities.

We will continue to provide academic support for our students through two different after school enrichment programs. STRIVE is an hour long teacher led support class that meets twice weekly. Students from Henry Ford II High School will provide all-subject tutoring and mentoring to our students two times each week.

### **Student Enrollment**

Students attend Bemis Junior 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.

### **Specialized Programs**

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Policy 6000 and 6275 posted on [www.uticak12.org](http://www.uticak12.org) under the Board of Education tab for further information.

#### Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is a half day shared time program that 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 Academy for International Studies

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 9<sup>th</sup> and 10<sup>th</sup> 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 Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9<sup>th</sup> through 12<sup>th</sup> 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.

### **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 have transitioned to the Michigan Academic Standards in English Language Arts and Mathematics and continue to follow the Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE) in all other content areas. These standards can be accessed on [www.uticak12.org](http://www.uticak12.org) under the instruction tab. The district's vision and mission document, entitled Reaching Higher, can be accessed at [reachinghigher.uticak12.org](http://reachinghigher.uticak12.org).

### **District Assessments**

Utica Community Schools not only looks at state assessments but we go above and beyond in monitoring the progress of our students. In 2014-2015, the following assessments were given at each of the different levels to follow each student's academic progress.

#### **Practice EXPLORE**

The practice EXPLORE test is a preliminary ACT assessment given to all 8<sup>th</sup> grade students in Utica Community Schools to help students prepare for high school coursework, higher education and ACT success. It assesses students' skills in English, reading, mathematics and science.

#### **Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

The PSAT/NMSQT is a standardized test given to all 10<sup>th</sup> graders in Utica Community Schools. It measures a student's skills in the areas of critical reading, math problem-solving and writing skills. It also gives the student a chance as an 11<sup>th</sup> grader to take the test and possibly qualify for the National Merit Scholarship program.

## **Parent/Teacher Conference Attendance**

Number: 3172

Percentage: 70%

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.

Bemis Junior 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,

Thomas J. Yaw

Principal