



Duncan Elementary School

Sharon A. Coil, Principal

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 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 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://goo.gl/ffHg2a> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

Duncan Elementary Tier I Objectives:

-  85% of all students will demonstrate a proficiency across all strands as aggregate scores in English Language Arts by 06/15/2022 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 06/15/2022 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 06/15/2022 spring state assessment.
-  85% of all students will demonstrate a proficiency across all standards as aggregate scores in Science as measured by 06/15/2022 spring state assessment.

Duncan Elementary 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.

Duncan Elementary data teams utilized a variety of assessments to analyze data including MEAP (2013-2014), M-Step (2014-2015), Northwest Evaluation Association (NWEA) and classroom assessments. Teachers meet on a regular basis with the principal in grade level data teams to analyze data and collaborate in planning classroom lessons and intervention strategies.

Our comprehensive school improvement plan ensures that professional collaboration takes place on a regular basis. Our grade level data teams meet regularly to monitor progress towards our Tier II goals of increasing student reading, writing, mathematic proficiency.

Collective inquiry is a critical component of our school improvement process. We use a variety of state, district and building level assessment data to broaden our understanding of each student's needs, in order to maximize learning.

Our grade level teams examined writing assessments over the past year to establish a clear vision of what quality writing looked like. Sample exemplar texts were used during mini-lessons to provide a model of quality writing for the students. The 6+1 Writing Traits provided a common language for teachers and students to communicate about the characteristics of writing. The rubric was used as a tool to respond to student writing and give relevant feedback for improvement. Grade level results from common writing prompts indicate all grade levels surpassed or were close to meeting their rigorous Tier II writing goals. 82% of K-6 grade students showed proficiency on the school-wide writing prompt and an additional 14% were close to attaining proficiency. Writing results from grades 3-6 M-Step testing showed high levels of proficiency on the new state assessment. The spring

M-Step analysis data showed 91% of the 3-6 grade students assessed on narrative writing were considered proficient, 91% of the students assessed on informational writing were considered proficient and 82% of the students assessed on opinion writing were identified as proficient. Our data analysis of the M-Step assessment showed high student achievement on 8 of the 9 targets assessed in writing. As a result of this, the staff will continue to work with students on the mode specific organization, focus, and format of opinion writing.

Emphasis in reading focused on incorporating informational text into weekly instruction and utilizing thinking maps to organize elements of informational text structures. Guided Highlights 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. All grade levels surpassed the rigorous Tier II goals established in reading. 78% of the K-6 grade students were considered proficient or above proficient, based on national norms on the NWEA spring assessment. This testing showed an increase in all goal areas assessed in K-6 grades. Data showed both literature and informational text with the highest overall gains. K-6 testing identified vocabulary and usage as the lowest goal areas on the NWEA reading assessment. Additional data collected in the classrooms show 91% of the K-6 grade students were considered proficient based on spring Rigby and QRI assessments. Reading results from grades 3-6 M-Step testing showed 66% of the 3-6 grade students were proficient on the new state assessment and an additional 23% were very close to attaining proficiency. The spring M-Step analysis data showed strong proficiency levels on 10 of the 14 targets in reading. As a result of this, the staff will continue to work with the students to use supporting evidence to justify/explain inferences, use explicit details from the text to support the inference, and interpret the use of figurative language, literary devices and their impact on meaning or tone in reading.

Mathematical instruction 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, based on student need, were formed in many classrooms to teach and re-teach skills and improve the students' mathematical knowledge. With the new mathematical expectations set by the state, all grade levels increased the rigor and expectations of their common grade level assessments. Results from common grade level assessments show strong progress towards grade level Tier II indicators. Results, as measured by NWEA, showed 91% of the K-2 students were considered proficient based on national norms established for the spring testing. 70% of the 3-6 grade students met or surpassed the national spring norms and 18% were close to attaining this proficiency level. NWEA data showed significant progress in problem solving, modeling and analysis, as well as communicating and reasoning. Based on our data analysis, the staff will continue to work with students to explain and apply mathematic concepts and carry our procedures with precision. M-Step testing, showed 58% of the 3-6 grade students were proficient and 33% were close to attaining proficiency. Our data analysis showed strong proficiency levels on 2 of the 3 mathematical claims. As a result of this, the staff will continue to work with the students on constructing arguments to support reasoning and to critique the reasoning of others.

Points of Pride

Duncan Elementary is a state-of-the-art educational facility with advanced technologies available throughout the building to facilitate 21st century teaching and learning opportunities that prepare our students for the global society in which they live. Duncan Elementary is a state recognized Michigan Blue Ribbon Exemplary school. Currently, the school is ranked in the top 5% of all schools in southeast Michigan. 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.

Award winning curriculum enrichment opportunities are available to students to enhance their elementary educational program. Duncan students can choose to participate in Science

Olympiad, Lego Robotics, Mathematic Olympiad, Social Studies Olympiad, Chess Club, Honors Choir and Destination Imagination.

The educational staff closely monitors student achievement while incorporating research-based instructional practices that foster student achievement within every classroom. In conjunction with our educational staff, the support staff is devoted to co-teaching and assisting in early intervention practices that increase student achievement and develop a strong educational foundation for future years of learning.

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 6000 and 6275 posted on 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 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 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

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) in all other content areas. These standards can be accessed on www.uticak12.org under the instruction tab. The district's vision and mission document, entitled Reaching Higher, can be accessed at 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.

Michigan Literacy Progress Profile (MLPP)

The MLPP is given to assess student progress in reading comprehension, phonics and fluency.

Northwest Evaluation Association (NWEA)

NWEA is used to monitor and assess students in English Language Arts and mathematics using computer adaptive testing.

Parent/Teacher Conference Attendance

Number: 760

Percentage: 99%

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,

Sharon A. Coil
Principal