



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 2015-2016 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/xznLJo> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

Duncan Elementary's 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 2015-2016 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.

Duncan Elementary is devoted to Academic Excellence. Research based innovative practices coupled with high quality instructional strategies are preparing our students to confidently 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. Our plan ensures that professional collaboration takes place on a regular basis to determine our progress towards our Tier II goals.

Our grade level teams examined K-6 English Language Arts assessments over the past year. Emphasis in reading focused on incorporating informational text into weekly instruction and utilizing thinking maps to organize the 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. School-wide results, as measured by NWEA, showed 76% of the K-6 grade students were considered proficient or above proficient based on national norms. An additional 11% were close to attaining the desired grade level proficiency. All grades have consistently scored above the district and national MEAN score. This testing showed an increase in all goal areas assessed in K-6 grades. Data showed both Literature, Language and Writing with the highest overall gains. K-6 testing identified Informational Text as the lowest goal area on the NWEA reading assessment. Additional data collected in the classrooms show 89% of the K-6 grade students were proficient based on the Rigby Reading Inventory and the Qualitative Reading Inventory assessment.

As a result of our analysis, the staff will continue to work with students to improve their understanding of the narrative and informational structure and organization of the text they are reading. Additional writing assessments over the past year were utilized 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 writing goals. 83% of K-6 grade students showed proficiency on the school-wide writing prompt and an additional 13% were close to attaining proficiency. As a result of our analytic analysis of the writing, the staff will continue to work with students on the mode specific organization, focus, and format of informational and opinion writing.

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 classrooms to teach and re-teach skills and improve the students' mathematical knowledge. School-wide results, as measured by NWEA, showed 84% of the K-2 students were considered proficient based on national norms established for the testing and an additional 8% were close to attaining this proficiency level. Results further showed 70% of the 3-6 grade students met or surpassed the national spring norms and 15% were close to attaining this proficiency level. NWEA data showed significant progress in Geometry, Measurement and Data, as well as Number and Operation. K-6 testing identified Operations and Algebraic Thinking as the lowest goal area on the mathematic assessment. Based on our data analysis, the staff will continue to work with students to explain and apply mathematic concepts and carry out procedures with precision. They will also work with the students on constructing arguments to support reasoning and to critique the reasoning of others.

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.

Points of Pride

Our school continues to celebrate success in a number of key ways. Below are some of our 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 and we are proud to have been recognized as a high-achieving Reward School by the State of Michigan for two 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.

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, Chess Club, Honors Choir, Destination Imagination, Running Club, Health Team, and our Community Outreach Team, DC Squared.

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 develops a strong educational foundation for future years of learning.

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.

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 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.

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 and Mathematics and are transitioning to the Michigan Science Standards. All other content areas continue to follow the Grade Level Content Expectations (GLCE). 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.

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

Number: 722

Percentage: 99.7%

State of Michigan Rankings

The State of Michigan has adopted an accountability system that places public schools in three categories based on state standardized assessment data:

- A Focus school is one that has a large achievement gap between the highest performing students and the combined results of 30 percent of those students needing additional assistance.
- A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.
- A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools.

Some schools are not identified with any of these labels. In these cases no label is given.

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 Coil
Principal