



UTICA COMMUNITY SCHOOLS
Bemis Junior High School
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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 2016-17 educational progress for Bemis Junior 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 school's principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/DxBDDV>, or you may review a copy in the main 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 06/15/2024 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 06/15/2024 as measured by the spring state assessment.

85% of all students will demonstrate a proficiency across all domains in Reading by 06/15/2024 as measured by the spring state assessment.

Bemis Junior High School had a successful 2016-2017 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.

Bemis Junior High School's data teams utilized a variety of assessments to analyze data including M-STEP (2014-2015), M-STEP (2015-2016), M-STEP (2016-2017), NWEA 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 75% of our students are below targeted proficiency levels in Science for the 2016-2017 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 various computer-simulated labs aligned to the state standards. Science teachers have been provided extensive professional development and have begun utilizing instructional practices, which will support the transition to the anticipated adoption of the new Michigan Science Standards.

At Bemis Junior High School, approximately 60% of our students are below targeted proficiency levels in Social Studies for the 2016-2017 school year. Strategies designed to address this gap include the use of Close and Critical Reading strategies to increase the frequency of higher level thinking in classroom discussions. Also, direct explicit reading instruction was implemented.

At Bemis Junior High School, approximately 58% of our students are below targeted proficiency levels in Mathematics for the 2016-2017 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. There was also an increase in cooperative learning activities in the classroom.

Approximately 47% of our students are below targeted proficiency levels in Reading for the 2016-2017 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 once 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.

Points of Pride

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

At Bemis Junior High School this year we have 186 students with all A's and 237 students with a B average. Our school earned honors as a Green School by the State of Michigan. Extra-curricular clubs include Student Council, Builders, Forensics, Ecology, Wrestling and Wood Shop clubs, in addition to our athletics program. The eighth grade Yearbook class earned the Partnership in Excellence Award for meeting all deadlines. Bemis Junior High School has a long tradition of students and staff donating time and money to various charitable entities such as The Kiwanis Club food drive, Toys for Tots, St. Baldrick's Foundation for Childhood Cancer Research, the Lioness Club collection for disadvantaged families and the making of blankets, which are given to children confined to local hospitals. Several Bemis students qualified for the Michigan School Band and Orchestra Association Honors Band.

Specialty Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Polity 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) and High School Content Expectations (HSCE). 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: 2353

Percentage: 68%

For the 2016-17 school year, schools were identified using new 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. 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.

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 Yaw, Principal