



Mission Statement — We at Burr Elementary School believe educational success depends on the combined efforts of the students, parents, and staff. Together we work to educate and challenge our children while meeting their individual needs. As a community, we will teach respect for uniqueness of self and the diversity of others.

Burr Elementary

ANNUAL REPORT 2005-2006

41460 Ryan Road • Sterling Heights, MI 48314 • 586.797.4100
Principal Denise M. Bailey • Average Daily Attendance 94.73%

Our school is state and nationally accredited

Burr Elementary School is accredited by both the North Central Association (NCA) Commission on School Accreditation and Improvement and Michigan's Education YES! legislation – as are all 40 schools in the Utica Community Schools district. Accreditation certifies that our schools meet recommended standards for quality education for all students.

NCA is a regional agency recognized by the U.S. Department of Education that establishes demanding standards for public and non-public schools. As a participant school, we have undertaken a rigorous NCA-monitored process for continuous school improvement. Our staff works together within the process to identify goals for improving student achievement, implement strategies to meet our goals and utilize recommended assessments to accurately measure progress.

Education YES! is the state's report card accreditation system for public schools. Schools are assigned letter grades based largely on their long-term performance on the Michigan Educational Assessment Program (MEAP) and other indicators.

Adequate Yearly Progress (AYP), a standard set by the federal No Child Left Behind legislation, is also part of the report card.

Whether a school makes AYP is based on these factors:

- MEAP scores of all students in English Language Arts (ELA) and Mathematics
- MEAP ELA and Mathematics scores of student subgroups*
- 95 percent participation of all students on the MEAP tests
- student attendance or graduation rate.

*Student subgroups include Ethnic Origin, Economically Disadvantaged, English Language Learners and Students with Disabilities.

Burr Report Card

AYP 2005: Yes
AYP 2006: Yes

Education YES! Grades:
2005 - B
2006 - B

MEAP summary on page 3

All UCS teachers meet the Highly Qualified standard

As mandated by the federal No Child Left Behind legislation, all Utica Community Schools teachers in core academic subject areas, such as English, reading, language arts, science (physics, chemistry, biology, earth science or physical science), mathematics, government and civics, history, economics, geography, foreign languages, fine arts or elementary education, have met the law's Highly Qualified requirements.

In addition, all UCS teachers possess a bachelor's degree from an accredited college or university. All have also met State of Michigan certification requirements and successfully completed the district's own rigorous selection process.

Three-quarters of UCS teachers possess master's degrees and many have also completed course work or degrees beyond the master's level.

Newly hired teachers are assigned an experienced mentor teacher, and all teachers, new and experienced, are regularly observed and evaluated by their building administrators as they work with students. UCS teachers are required to participate in continuous professional development programming, and all new teachers must meet additional professional development requirements.

Our points of pride

- During the 2005-2006 school year, Burr Elementary continued implementing best practices in the classroom and continued to share them at staff meetings as part of our NCA School Improvement Action Plan. Staff development included presentations on the district wide focus of Writer's Workshop, retelling for expository and narrative text, anticipation guides, and learning logs. The NCA (North Central Accreditation) Staff Development Plan enables the faculty to be accountable for implementing the goals, interventions, and activities of the school improvement plan.
- Through the Reading First program, teachers have been a part of intensive training sessions. As a result of these sessions, teachers are better able to monitor and track the reading progress of their students.
- Students and teachers have implemented technology for the purpose of enhancing curricular activities, focusing on integration of technology with district and state curriculum and 21st century skills. Videoconference technology opportunities increased and improvements to the network servers were completed.
- The students at Burr Elementary have also been involved in a variety of special activities including the Warren Symphony for fourth grade students, Honors Choir, a Strings Workshop, art festival, annual music concerts, GM's A World In Motion program for fifth grade students, D.A.R.E. program and the Career Focus Day for sixth grade students.

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School improvement boosts student achievement

Utica Community Schools continually works to strengthen its educational programs by implementing proven school improvement initiatives designed to increase all aspects of student learning and achievement. Following is an update of ongoing district-wide school improvement initiatives, all of which impact our school:

State and Federal Legislation

- Monitor progress of State of Michigan Education YES! accreditation and North Central Association (NCA) accreditation processes.
- Implement new high school graduation requirements, known as the Michigan Merit Curriculum in effect for the 2011 graduating class.*
- Implement the Reading First initiatives at Burr, Dresden and Wiley Elem. schools.

Curriculum Design

- Monitor alignment of grades K-12 core content areas of English Language Arts (ELA), Mathematics, Science and Social Studies with revised state standards.
- Facilitate and support co-curricular programs.
- Differentiate instruction so that all students can achieve and meet state standards.
- Implement and monitor the state-mandated high school content expectations.*
- Monitor secondary English Language Learners curriculum reform.*

Instructional Practices

- Monitor and adjust alignment of math, science, foreign language, physical education, fine arts and career and technology education curricula with national and state standards.
- Facilitate technology use in the teaching and learning process at all levels.
- Support interdisciplinary instruction at all levels.
- Support auxiliary instructional programs such as alternative education and adult education.
- Continue implementation of Best Practices across the curriculum incorporating 21st Century skills.
- Implement and evaluate intervention programs targeting a range of student needs.
- Monitor implementation and progress of the schools' plans to improve student writing for grades K-6.
- Implement and monitor secondary level Reading Apprenticeship initiatives.*

Assessment

- Analyze and communicate standardized test data.
- Monitor the implementation of common assessments and common course outlines for grades 9-12.
- Evaluate current ELL program design in grades K-9.*

Staff Development

- Facilitate staff development aligned with the North Central Association school improvement process, the federal No Child Left Behind law and Michigan's Education YES! legislation.

Behavioral Initiatives

- Monitor implementation of a comprehensive, standards-based guidance and counseling program in grades K-12.
- Monitor and continue implementation of anti-drug, alcohol and tobacco initiatives at all grade levels.
- Continue communicating updated UCS safety and security procedures to staff, students, parents and community.
- Continue promoting the Success Skills program in all grades.

Parent/Community Involvement

- Continue parent, business and community involvement initiatives.

*New initiatives in the 2006-2007 school year.

UCS graduation rate remains high

Estimated data from the Michigan Department of Education indicates an average annual dropout rate of less than two percent at the district's four high schools.

The percentage of ninth graders who will graduate within four years if they remain in Utica Community Schools for their high school experience, is shown below.

Latest estimated data from the Michigan Dept. of Education

	2004	2005
UCS Dropout Rate	1.86%	.93%
Retention Rate	98.14	99.07
Graduation Rate**	92.66	96.22

** UCS students who graduate in four years. Data does not include students who remain in school and graduate at a later date.

UCS curriculum is standards-based

In Utica Community Schools, the core curriculum is based on national, state and district standards.

As indicated by the district-wide school improvement initiatives (at left), the curriculum is constantly reviewed and updated to assure that every student has the opportunity to gain the knowledge and skills necessary for success in the 21st Century workplace.

The UCS *Learning Links*, a district publication available on our website www.uticak12.org, clearly defines the learning standards UCS students can be expected to achieve in each area of study at each grade level. By reviewing the *Learning Links*, parents/guardians can track their child's progress throughout the school year

In addition, UCS curriculum and scheduling procedures are designed to ensure that every student is enrolled in core academic classes each year and remain challenged and encouraged to achieve at higher levels.

MEAP scores

All public school students in grades 3, 4, 5, 6, 7, 8, 9 and 11 took the Michigan Educational Assessment Program (MEAP) tests during the 2005-2006 school year. MEAP is a criterion referenced test, meaning it measures a student's achievement on state-defined learning standards in each grade.

The following charts indicate the state target scores for Adequate Yearly Progress (AYP) in Mathematics and English Language Arts (ELA - reading and writing), and the percentage of Burr Elementary students who met or exceeded MEAP proficiency standards.

Under the national No Child Left Behind (NCLB) law, all students, including those in the identified subgroups, must meet the target scores in order for the school to make AYP.

Schools also must meet attendance or graduation requirements and 95 percent of all students must take the MEAP tests. The scores of subgroups with fewer than 10 students were not reported by the state, but were included in the total scores for all students.

Overall MEAP Science and Social Studies scores are reported below, but are not factored into AYP.

	ELA - Gr. 3 State Target - 48		Math - Gr. 3 State Target - 56		ELA - Gr. 4 State Target - 48		Math - Gr. 4 State Target - 56	
	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient
All Students	49	76	50	88	58	72	58	79
Males	23	74	23	91	26	62	26	77
Females	26	77	27	85	32	81	32	81
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin	<10		<10		<10		<10	
Hispanic	<10		<10					
White, Not of Hispanic Origin	45	73	45	89	54	74	54	80
Multiracial			<10					
Economically Disadvantaged	12	42	12	83	18	61	18	78
English Language Learners					<10		<10	
Students with Disabilities	<10		<10		10	0	10	20
District	2,092	84	2,106	90	2,226	81	2,242	86
State	116,892	78	117,848	87	117,272	76	118,193	82

	ELA - Gr. 5 State Target - 48		Math - Gr. 5 State Target - 56		ELA - Gr. 6 State Target - 48		Math - Gr. 6 State Target - 56	
	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient
All Students	48	81	49	78	42	88	43	63
Males	23	65	23	74	24	79	25	60
Females	25	96	26	81	18	100	18	67
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin								
Hispanic					<10		<10	
White, Not of Hispanic Origin	42	81	42	79	38	95	39	67
Multiracial	<10		<10		<10		<10	
Economically Disadvantaged	17	71	18	72	12	75	12	50
English Language Learners			<10		<10		<10	
Students with Disabilities	<10		<10		<10		<10	
District	2,172	82	2,180	79	2,234	86	2,241	75
State	119,992	75	120,726	73	123,444	73	124,297	65

	Science Gr. 5 Percent Proficient	Soc. Studies Gr. 6 Percent Proficient
	All Students	76
District	82	87
State	77	78

Special Education

Utica Community Schools provides a full range of services for students in these special education categories:

- Autistic Impaired
- Hearing Impaired
- Learning Disabled
- Emotionally Impaired
- Speech and Language Impaired
- Cognitively Impaired
- Early Childhood Development Delay
- Visually Impaired
- Physically or Otherwise Health Impaired

Approximately 3,800 students are enrolled in the district's special education programs.

Placement of a student into special education programming is based on the recommendation of the Individual Educational Planning (IEP) team, which is comprised of appropriate school district staff members and the student's parents/guardians.

In general, students requiring special education are well served by district programs. However, in certain cases, a student's needs may be better met by one of the programs provided by the Macomb Intermediate School District (MISD). In the 2005-2006 school year, 264 students from the Utica Community Schools district attended MISD school sites.

Parent-teacher conferences

Teacher Conferences is one of the best ways for parents to monitor their child's academic progress. Parent/guardian participation in the fall conferences at Burr Elementary was 99 percent in 2004 and 97 percent in 2005.

Burr Elementary's NCA school improvement goals

As a participant school in the North Central Association Commission on Accreditation and School Improvement, our staff has developed important school improvement goals that are specific to the needs of the students in our building. The goals, implementation strategies and assessment measures are as follows:

- **All students will improve mathematical problem solving skills and procedures.**
The continued use of manipulatives, calculators, and computer software will encourage student interest in understanding mathematical concepts. Teachers have been trained in techniques of using technology in mathematics and in problem solving skills. As part of the North Central Accreditation (NCA) School Improvement Action Plan, students will read to understand problems and apply operations. Students will work towards mastery of basic math facts to improve mental math skills and will learn the ten problem solving skills. This increased understanding will result in the improvement of MEAP math scores and will help students apply mathematical skills to real life experiences. The math-tutoring program continues to assist students in the improvement of their math skills. Evaluation will include MEAP scores, Stanford 10, IOWA scores, district benchmark assessments for grades one and two, and teacher observations of student performance.
- **All students will demonstrate an increase in competency in informational reading.**
Michigan's Reading First program was adopted for grades K-3 to build early literacy skills. The program includes the following five components: fluency, comprehension, phonics, phonemic awareness, and vocabulary. We will continue Title I supported programs such as Literacy Groups, Early Success, Soar to Success, Guided Reading, Literacy Consultant push-in program, and the use of the Literacy Library. Ongoing staff training, such as Guided Reading, MLPP (Michigan Literacy Progress Profile), LETRS (Language Essentials for Teachers of Reading and Spelling) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) have enabled teachers to assist students in achieving a higher level of reading performance. MLPP and DIBELS will also assist teachers in guiding their instruction to meet the individual needs of students. As part the NCA School Improvement Action Plan, all students will practice synthesizing strategies, and oral language will be developed and used to exhibit deeper thinking and vocabulary. Parents, staff, and students have been trained in the WEB (Wonderfully Exciting Books) Reading program, which has helped establish a community of readers. The improved comprehension of informational reading will be evaluated through the use of MEAP scores, Stanford 10, IOWA, MLPP and DIBELS.
- **All students will develop and improve the ability to use, construct, and reflect on knowledge in science.**
The staff administers the MEAP science test to all fifth grade students. The science curriculum is aligned with state and local district learning standards. We have continued to implement a school-wide science assessment, which emphasizes the scientific process, and written evaluations of classroom experiments. Rubrics and constructed response questions were developed as part of this assessment. As a part of the NCA (North Central Accreditation) School Improvement Action Plan students will be taught the scientific method by participating in hands-on activities and using questioning, thinking and problem solving strategies. Cooperative learning through dialogue, discussions, and investigations will improve students' scientific vocabulary. The district's Joan C. Sergent Instructional Resource Center has provided an additional resource for students and teachers, and student presentations.

Points of pride *continued...*

- Monthly ABC assemblies continued our emphasis on rewarding students for academic, behavioral and creative success.
- The monthly Peacekeeper award was related to a different positive behavior goal and success skill each month.
- The ATG Program, Social Studies Olympiad, Lego Robotics, and Science Olympiad provided academically challenging enrichment activities.
- Parent involvement through the Burr PTA provides our students with many educational advantages.

Thank you for taking time to read this Annual Report, which is also available on the UCS website, www.uticak12.org. Additional information about any part of this report may be obtained by calling the school principal.