



Mission Statement — The Community at Richard J. Duncan Elementary is devoted to academic excellence. Sound instructional strategies will provide our students with a foundation of skills that will prepare them for lifelong achievement in a global society.

Duncan Elementary

ANNUAL REPORT 2005-2006

14500 Twenty-Six Mile Road • Shelby Township, MI 48315 • 586.797.4600
Principal Sharon Coil • Average Daily Attendance 96%

Our school is state and nationally accredited

Duncan 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.

Duncan Report Card

AYP 2005: Yes

AYP 2006: Yes

Education

YES! Grades:

2005 - A

2006 - A

MEAP summary on page 3

Our points of pride

- Duncan is a state of the art educational facility with advanced wireless technology available to students anywhere in the building for the purpose of developing and promoting 21st Century skills.
- Duncan Elementary is an NCA accredited school with a teaching staff that closely monitors student achievement and incorporates research-based best instructional practices and strategies in every classroom.
- Every member – 100% – of our teaching staff is highly qualified under the federal No Child Left Behind guidelines and committed to pursuing professional development and continuing education.
- Duncan offers an extremely supportive parent group, the Duncan Elementary Community Organization, which strives to support both teachers and students by raising funds to purchase many pieces of technology and manipulatives that help support curriculum.
- The Duncan support staff is devoted to co-teaching and assisting in early intervention to monitor children's progress and implementing learning strategies in school and at home.
- Duncan students can take part in curriculum enrichment opportunities such as Science Olympiad, Mathematics Olympiad, Destination Imagination, Social Studies Olympiad, Honors Choir, as well as Band and Orchestra.
- Duncan students are involved in community outreach programs that help support charitable organizations.

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.

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 know-ledge 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 Duncan 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		>95% participation		>95% participation		>95% participation	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
All Students	107	93	111	95	123	93	123	91
Males	46	89	49	94	58	90	58	88
Females	61	97	62	95	65	95	65	94
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10					
Black/Not of Hispanic Origin	<10		<10		<10		<10	
Hispanic	<10		<10		<10		<10	
White, Not of Hispanic Origin	103	93	107	94	118	92	118	92
Multiracial								
Economically Disadvantaged	<10		<10		<10		<10	
English Language Learners	<10		<10		<10		<10	
Students with Disabilities	11	100	15	73	11	64	11	55
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		>95% participation		>95% participation		>95% participation	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
All Students	110	95	113	87	90	93	91	82
Males	54	91	56	86	49	90	50	78
Females	56	98	57	88	41	98	41	88
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	104	94	107	88	83	94	85	81
Multiracial								
Economically Disadvantaged	<10		<10		<10		<10	
English Language Learners								
Students with Disabilities	10	60	13	38	10	60	11	45
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	Soc. Studies
	Gr. 5 Percent Proficient	Gr. 6 Percent Proficient
All Students	88	90
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.

Duncan 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 math numeration and computational skills and apply them across the curriculum.**

This goal will be assessed utilizing data from the MEAP fourth grade mathematics assessment, the Stanford 10 third grade mathematics test, and the local grade level mathematics assessment for grades one through five.

- **All students will improve their ability to read and comprehend expository text across the curriculum.**

This goal will be assessed utilizing data from the Stanford 10 third grade tests, the MEAP sixth grade social studies test, and the Michigan Literacy Progress Profile (MLPP) in first grade.

- **All students will improve their performance in writing across the curriculum.**

This goal will be assessed utilizing data from the MEAP sixth grade social studies test, the MEAP fourth grade writing test, and local writing assessments in kindergarten through second grade.



Parent-teacher conference participation

Utica Community Schools encourages parents/guardians to take an active role in their child's education and to become involved with school activities. Participation in Parent-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 Duncan Elementary was 98 percent in 2004 and 99 percent in 2005.

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.