



Burr Elementary 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 2016-2017 education progress for Burr Elementary 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 building principal for assistance.

The AER is available for you to review electronically by visiting the following web site:

<https://goo.gl/q3caER> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

Burr Elementary School Objectives:

- 53% of all students will demonstrate proficiency in reading and writing
- 56% of all students will demonstrate proficiency in Science
- 39% of all students will demonstrate proficiency in Social Studies
- 85% of all students will demonstrate proficiency in Mathematics

Burr 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.

Burr 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 MTSS intervention strategies.

Key challenges for the school included addressing subgroup and upper elementary achievement levels. The trend scores indicate a need to continue with small group and targeted instruction for our special education and English learner students in selected grade levels and content areas. In 5th grade social studies and 6th grade English language arts our students scored below the state average. These areas of concern have been identified and appropriate strategies have been implemented to raise student achievement for all students.

Fluency and comprehension in reading are the cornerstones of success. Therefore, we continue with daily Guided Reading with an emphasis on individual and small group instruction in all grade levels. We have fully implemented the McGraw Hill reading program. In addition to our whole group reading series, teacher utilize the Leveled Literacy Intervention (LLI) kits for at risk students.

LLI take home books are sent home and switched daily for new books to increase access to instructional reading materials for students.

We have adopted the Language and Literacy program in all grade levels, which emphasizes vocabulary amongst many language acquisition strategies, and our English learner teacher and aide are particularly adept at using them with our EL students. Targeted and individual reading instruction is key to success for all of our subgroups, and our school body as a whole for all content areas.

In addition to continuing to implement the eight mathematical practices as they relate to our state standards, we continued to use Number Talks as a strategy to improve students fluency and mental math strategies. Number Talks helps the students with ‘number sense’ in understanding relationship values and comparisons, while the eight mathematical practices help our students understand math content at a much deeper level.

Student Enrollment

Students attend Burr 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:

- National Elementary Honor Society
- Science Olympiad
- Social Studies Olympiad
- Math Olympiad
- Academically Talented and Gifted Program
- Green School Status
- Positive Behavior Intervention Support (PBIS)
- Michigan Reward School
- 95% Attendance at Parent/Teacher Conferences
- Operation Kindness
- Girls Who Code
- Community Partnerships
- Service Squad
- Safety Squad
- Student Council
- Destination Imagination
- Quilting Club

- Girl Scouts and Boy Scouts
- Spanish Club
- Little Rembrandts Art club
- Little Musicians Music Club
- After School Early Literacy Intervention
- Schoolwide Title I Support for all students

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/mdc 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: 570

Percentage: 95%

State of Michigan Rankings

For the 2016-2017 school year, schools were identified using new definitions and labels as required in 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 was not 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.

Burr 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,



Jeanne Poleski
Principal