



Duncan Elementary School

Sharon Coil, Principal

April, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-2018 education progress for Richard J. 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: <http://bit.ly/2ucwHjd> or you may review a copy in the principal's office at your child's school.

State of Michigan Rankings

For the 2017-18 school year, schools were identified using 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

School Improvement Plan

Duncan Elementary 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 2017-2018 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.

Key Challenges

Duncan Elementary is devoted to Academic Excellence. Research based innovative practices, aligned with high quality instructional strategies are preparing our students to 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 I goals.

Our grade level teams examined K-6 English Language Art assessments over the past year. The 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 Reading assessment, showed 79% of the K-6 grade students were considered proficient or above proficient based on national norms. An additional 9% were close to attaining the desired grade level proficiency. 88% of those students proficient attained RIT scores in the 70th percentile or higher. Three years of trend data show a consistent increase in the overall proficiency levels for each of these academic years. This data also shows that all grades consistently score above the district and national MEAN scores as well. NWEA Reading data showed an increase in all goal areas assessed in K-6 grades. The testing identified Foundational Skills, Literary Text; Key Ideas and Details, as well as Language and Writing with the largest gains. The testing identified Informational Text; Key Ideas and Details as the lowest goal area on the NWEA reading assessment. Additional data collected in the classrooms show 82% of the K-6 grade students were proficient based on the Fountas & Pinnell 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. 75% of K-6 grade students showed proficiency on the school-wide writing prompt and an additional 18% were close to attaining the desired grade level proficiency. The staff

will continue to work with students on the organization and focus of their informational and opinion writing, as well as the style and voice within the text structure assigned.

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 were formed in classrooms to teach and re-teach skills and improve the mathematical knowledge. School-wide results, as measured by NWEA Mathematic assessment, showed 78% of the K-6 students were considered proficient based on the national norms, and an additional 9% were close to attaining proficiency. 54% of those students that were proficient were at the 70th Percentile or higher. Trend data shows a consistent increase in overall proficiency levels for the past three academic years. This data also shows that all grade levels are performing above the National and District MEAN RIT. 86% of the K-2 students were considered proficient based on national norms established for the testing and an additional 1% were close to attaining this proficient level. 77% of the K-2 students that were proficient attained RIT levels at the 70th percentile or higher. Results further showed 74% of the 3-6 grade students met or surpassed the national spring norms and 9% were close to attaining this proficiency level. 64% of the 3-6 students that were proficient attained RIT levels at the 70th percentile or higher. NWEA data showed significant progress in K-5 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.

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 2016-2017

Number: 711

Percentage: 99.7%

Parent/Teacher Conference Attendance 2017-2018

Number: 706

Percentage: 100%

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 recognized Michigan Blue Ribbon Exemplary school. In addition, we have been recognized as a high-achieving Michigan Reward School 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. Duncan Elementary is a state-of-the-art educational facility with advanced technologies available throughout the building.

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, Health Team, Running Club, 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 develop strong foundational skills for future years of learning.

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