



# Southfield Public Schools

August 16, 2013

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[www.southfield.k12.mi.us](http://www.southfield.k12.mi.us)

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Birney K-8 School. The AER addresses the complex reporting information required by federal and state laws. Our school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Birney K-8 School at 248-746-8800 for assistance.

The AER is available for you to review electronically by visiting the following website -<http://www.southfield.k12.mi.us/>. Once you're on the district page, click on **About Us** – upper left. The Annual Education report link is the first link. Once you're on the AER page, you can scroll down to our school's AER. A copy of our AER is on file in our main office for your review as well.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Birney K-8 School has not been identified as a Reward, Focus or Priority school.

## Key Challenges

Birney K-8 School received an Accountability Scorecard with a Yellow designation because our Bottom 30% subgroup did not meet our set Michigan Department of Education (MDE) target proficiency rate for the tested MEAP subjects. We will increase the number of Bottom 30% students attaining our target proficiency rate by focusing on closing the achievement gap between our Top 30% and Bottom 30% groups. We will close the gap by continuing to analyze our testing data to determine which students need additional academic support. We appreciate the continued support of parents, staff, and our community in our quest for continuous school improvement.



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## Process for Assigning Pupils to the School

Students are assigned to a school based on their home address, school district boundaries and seating availability. If the student has an IEP the school assignment is based on the program availability provided at the assigned school.

- All enrollment questions are referred to Central Enrollment Office.
- Parent/legal guardian brings completed enrollment forms and required documentation to the Central Enrollment Office. This is done in person by a parent or legal guardian. Enrollment forms and documentation are not accepted at the child's school.
- Process after enrollment papers have been submitted to the enrollment office:
  - New student information entered into MI-Star (Zangle) in the Central Enrollment Office.
  - Building secretary and/or counselor are notified via MI-Star notification. Student Data form and transcript (grades 9-12 only) are mailed to secretary immediately.
  - Secondary only – Parent and student advised to call counselor or secretary for scheduling appointment.
  - 30-day placements are completed in the Student Services office. The caseload teacher and principal are notified of new Special Education students and sent a copy of the IEP.
  - Completed Enrollment form, report cards, and transcripts are sent to building within 24 hours.

## Two-year Status of the 3-5 year School Improvement Plan (SIP)

Birney K-8's current School Improvement Plan (SIP) was revised in 2013 after careful analysis of student achievement data (MEAP, MI-Access, MEAP-Access, ACT EXPLORE, MAP, and DRA). This is a living document and is revised each year based on new data. Our plan includes 3 goal areas: Mathematics, Science, and English Language Arts with a focus on Social Studies. Based on the School Improvement Plan, staff developed and implemented lessons in the core curriculum areas that were aligned to the goals and objectives of the SIP. We regularly gathered to analyze data and

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research how students are progressing in specific areas. We are pleased to announce that we have met the state standards in the area of math and English Language Art, and continue to improve in the area of science.

## Specialized Schools

Southfield Public Schools' University High School Academy (UHSA) opened its doors to ninth grade students on September 2, 2008. UHSA is now a four-year comprehensive high school with an enrollment of approximately 319 students. Students at this personalized, model high school are challenged with rigorous coursework and engaged in an in-depth study of science, technology, engineering and math (STEM) curriculum. Additional highlights include Mandarin Chinese, Spanish, Robotics, numerous Advanced Placement courses and Dual Enrollment. Supplementary educational experiences are offered in collaboration with the University of Michigan-Dearborn, the University of Michigan-Ann Arbor, and Michigan First Credit Union. All eighth through eleventh grade students who reside in Southfield or Lathrup Village are eligible to participate in the application process. In addition to completing the application, all applicants must take the High School Placement Test (HSPT). Students who perform in the upper 50% percentile of the HSPT are invited to enroll at UHSA.

Southfield Public Schools LEAP Advantage program, for third and fourth year high school students, age 16 to 19, who have encountered academic difficulty and lack the necessary credits to graduate, is designed to prevent students from dropping out of school and to allow them to graduate with their class. LEAP offers flexible and individualized scheduling. Students are enrolled during the traditional school day and/or evening classes. As part of LEAP, students may also enroll in classes offered at the Oakland Schools Technical Campus in Royal Oak.

## Core Curriculum Access

Teachers are able to access district curriculum, as well as other instructional resources (e.g. state standards and benchmarks, links to instructional resources), via the Southfield Public Schools district website. The district's core curriculum is located within the Division of Instruction section of the district website, and under the sub-page titled –Curriculum|. Core curriculum that can be accessed is inclusive of the following: ELA (K-12), Math (K-12), Science (K-12), and Social Studies (K-12). A district pass code is needed to access core curriculum documents. Beginning in 2006, the Southfield Public Schools began an on-going process to develop a core curriculum that aligns with the Michigan Department of Education (MDE) Grade level Content Expectations (GLCE's), Standards and Benchmarks. The process of developing and implementing curriculum that is consistent with state and federal mandates has been an on-going process with teacher-led

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curriculum writing teams being convened annually to develop, refine, and realign existing curriculum.

The Division of Instruction has provided on-going awareness sessions and workshops dedicated to providing district administrators, teachers, and appropriate staff with information and guidance as to how to implement the district core curriculum in the classroom. While the district core curriculum is aligned to state GLCE's, Standards and Benchmarks, the only variance of note pertains to the formatting of said curriculum. Southfield Public Schools utilizes the Understanding by Design (UbD) framework for developing curriculum—both in concept and in structure. As it relates to the formatting component, Southfield Public Schools' core curriculum does not deviate from the State of Michigan/MDE model.

## Number and percent of students represented by parents/guardians at our 2011-2012 and 2012-2013 school year Parent-Teacher Conferences

Parent involvement is important for a student to experience educational success. At Birney K-8 School 2011-2012 Parent Teacher conference, 82% of our parents attended representing 602 students. During the 2012-2013 school year, 85% of our parents attended representing 622 students.

The Birney K-8 staff strives for continuous school improvement. We would like to thank all stakeholders (students, parents, and staff) for their dedication and commitment to maintaining academic excellence at Birney K-8 School. We will continue our efforts to demonstrate continuous school improvement for the 2013-2014 school year.

Sincerely,

Edward J. Hill  
Principal  
Birney K-8 School

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