

Detroit Public Schools

Burns Elementary School

Annual Education Report (AER)

August 16, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2009-2010 educational progress for the Burns Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact us at (313) 873-6473 or email us at AER@detroitk12.org if you need assistance.

The AER is available for you to review electronically by visiting the following web site www.detroitk12.org/AER or you may review a copy in Burns Elementary School's office.

For the 2009-2010 school year, we are in **AYP Phase 1**. We did not make Adequate Yearly Progress (AYP) because:

- We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 79.6%; Black 79.6%; Students With Disabilities 79% and Economically Disadvantaged 79.9%.

Because our school has not made AYP for 2 year(s), we are identified for School Improvement.

The success of Burns School can be attributed first and foremost to the value my staff places on quality education for all students. Burns staff is committed to working together to improve the quality of instruction, parental involvement and school environment. We did not make Adequately Yearly Progress (AYP) because we did not meet the 90% attendance rate goal. In order to address this issue both systematically and aggressively, Burns will make Annual Yearly Progress in the 2010 – 2011 academic year by implementing two new initiatives: Burns Attendance Review Committee (BARC) and Michigan's Integrated Behavior and Learning Support Initiative (MiBLisi).

Burns Attendance Review Committee (BARC) is a staff-based effort to aggressively respond to the attendance problem that has disqualified Burns from making AYP for two consecutive years. The committee will bring together multiple resources to assist students and their families with truancy problems.

MiBLisi will promote a positive school culture through Positive Behavior Intervention Support (PBIS) for both currently and newly enrolled Burns Students in all grades. In addition, all students at Burns will fully participate in Dibels, Burst, Accelerated Reading and Math.



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Research supports the unquestionable link between attendance and student achievement. Students who attend school between 85 and 100 percent of the time perform better on informal and formal assessments in reading and math. Currently, the average daily attendance at Burns is 79.6 percent. Our new initiatives goal is to increase 2010 -2011 attendance by 11 percent.

AYP at Burns will be improved by the effectively implementing the initiatives offered in this plan. With this end in mind, we are certain that Burns will exceed these expectations.

At Burns we encourage our parents to be committed to bringing their children to school daily and punctually. Burns Attendance Review Committee (BARC) is enthusiastic to work in collaboration with parents to ensure that every child has positive attendance throughout the entire school year. We look forward to actively engaging parents with ways to support their children and the teaching staff by offering parent workshops, literacy nights, and utilizing the DPS parent support centers.

Detroit Public Schools' Core Curriculum:

Attached

State law requires that we also report additional information.

Process for assigning pupils to the school

During the 2009-2010 school year, students were required to live within the boundary of the school to which they were assigned.

During the 2010-2011 school year, Detroit Public Schools implemented the "Open Enrollment Initiative. This initiative allows students to elect to attend any Detroit Public School without being required to live within the boundary for that school. The "Open Enrollment Initiative" does not apply to the Examination High Schools, or Application Schools. Parents may enroll their child(ren) in the school of their interest as long as the school has not reached capacity for their particular grade. Enrollment preference is given to students who live within the boundary of a school. It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. Open Enrollment Initiative resources can be found on our web-site at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2009-2010	School Improvement - AYP Not Met
2008-2009	N/A - AYP Met

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Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Burns Elementary School can be found on the Detroit Public Schools' web-page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Annual Education Report

A hard copy is also available in the school's office. Contact the school's office for more details.

Parent-Teacher Conferences (Interactions)

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability is developing a data collection system which will enable the district to comply with the Annual Education Report criteria of identifying the number and percent of students represented by parents at Parent-Teacher-Conferences. We are currently able to report the number of parent interactions as ascertained by Parent-Teacher-Conferences signature lists submitted by DPS schools. In the future, we will report the data according to the Annual Education Report criteria.

During the 2009-2010 school year, the School reported **251** parent interactions. In 2008-2009, there were **250** parent interactions reported.

We would like to wish the students, parents and community a successful school year.

Sincerely,

Charlene Harper, Principal



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Detroit Public Schools' Core Curriculum:

Consistent with the District academic plan, **Excellent Schools for Every Child**, there are aggressive plans to accelerate the rate of student achievement and to ensure that students graduate with the academic and social skills necessary for success in college and the workplace.

Specific curriculum actions include:

- *alignment of the curriculum, lessons planning and pacing calendars to national and state standards
- *ensuring that material and texts and supplemental resources and used in the classroom are directly linked to and with the grade expectations
- *defined grade level expectations to create alignment throughout the school
- * Administration and review of quarterly benchmark assessments for students in grades 3-12
- *use pre-intervention tools such as the Dynamic Indicator of Basic Early Literacy Skills (DIBLES) to assess language fluency for students on grades Prek-2 to ensure literacy foundation for reading success
- *use of the data (both formal and informal) to inform teaching strategies and professional development needs for staff, including but not limited to, teachers and administrators
- *focused professional development on the use of appropriate curriculum and teaching strategies, monitoring results and developing the interventions for re-teaching, as necessary
- *use technology (Learning Village/an on-line instructional management system) as a tool to manage instruction and teacher practice

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the state standards and the NAEP. This represents the core curriculum which is supported by the texts, materials, computer soft ware and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum.

The implementation is a process delineated in the District Plan **Excellent Schools for Every Child**. This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans is conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

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The variances from the state plan can be found in the grade level expectations which are also aligned to the higher standards of NAEP.

A Summer Parent University is offered with classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center are a vehicle for parents and other community member to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an on line instructional management system)

Web updates and semi-annual progress reports are also a means to disseminate information to parents and community.

Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guided will be posted to the Academic Affairs page of our web-site in the near future.

Parent Engagement

- *Use the technology portal for parents to view daily lessons and to communication with teachers

- *implement and follow through with the parent contracts

- *increase the Volunteer Reading Corps from approximately 5000 volunteers this year to 10,000 for next school year

- *use the Parent Resource Center to engage parents in innovative workshops and session that are practical and will result in parent support to students at home