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30 January 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for Burns Park 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 Chuck Hatt, principal of Burns Park Elementary School for assistance.

The AER is available for your review electronically by visiting a2schools.org/aer, or you may review a copy in the main office at your child's school.

For the 2018-2019 school year, schools were identified using definitions and labels as required by the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has a student group performing at the same level as the lowest 5% of all school in the state. 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. Our school has not been given a label.

Burns Park Elementary School is a diverse and engaging learning community that aspires to the fulfillment of each child's potential in academic and social-emotional learning. While we continue to address areas of disparate achievement, we remain committed to the progress we have achieved in closing any and all gaps in learning. Burns Park Elementary teaching staff embraced the district initiative of focusing on the Early and Elementary Literacy Essentials of Interactive Read-Alouds. Teachers worked to incorporate process and content goals with their read-alouds in the literacy block. In addition, teaching staff continued to make progress with incorporating blended learning, particularly in mathematics instruction. We continue to implement the Responsive Classroom way of teaching which incorporates social, emotional, and academic growth. As a result of all this, our climate survey indicated student enjoyment of school has increased over previous years and children enjoy coming to Burns Park Elementary school.

Our school climate is excellent and we have welcomed many new families in the past three years. From our highly skilled and dedicated staff to our committed parent community and our caring, dedicated students, Burns Park is a very special place to learn and grow.

State law requires that we also report the following additional information:

1. Students are assigned to the school based on neighborhood residency in the school's attendance area, through an in-district choice application process for available seats, or through a schools-of-choice process where seats are available.
2. Our school improvement plan reflects a thoughtfully considered set of goals and objectives to guide continuous improvement. Burns Park Elementary School is in year 2 of our School Improvement Plan.
3. The Ann Arbor Public Schools is very proud to offer district students and families the option of attending the following specialized schools:
 - ★ Ann Arbor STEAM at Northside reflects excellence in project-based learning through the lens of science, technology, engineering, arts, and mathematics. Students engage in real-world problem solving and work together to enhance and grow in their knowledge and skills.
 - ★ Ann Arbor Open at Mack offers a unique, multi-grade learning experience honoring each student's interests and individuality. The high achieving K-8 school engages students and families as true members of this democratic school community.
 - ★ The International Baccalaureate (IB) Pre-K through 12th grade corridor at Mitchell Elementary School, Scarlett Middle School, and Huron High School reflects international standards of excellence taught from a global perspective and personalized through community service. Teaching and learning represents culturally responsive inquiry-based instruction that embraces the tenets of the IB Learner Profile and IB Programme Standards and Practices.
 - ★ Pathways to Success Academic Campus is an alternative high school for students who prefer a smaller learning environment. Pathways offers extended evening hours integrating online learning with face-to-face instruction. Community internships and dual enrollment at Washtenaw Community College offer accelerated career/college preparation.
4. Ann Arbor Public Schools offers a rich and expansive core curriculum reflecting the Michigan State Standards. The core curriculum is published and posted in the high school course selection guide and on the pre-K through 12th grade curriculum map available on our district web site.
5. State accountability and assessment data for Burns Park Elementary School can be found at <http://bit.ly/2VLXj6u>. Burns Park students are also administered the Northwest Education Association

(NWEA) Measures of Academic Progress test annually. Results for the 2018-2019 school year make up the last two pages of this letter.

6. Ninety-nine percent (99%) or 512 parents/guardians were represented during recent parent-teacher conferences.

The following are some of the key initiatives for Ann Arbor Public Schools:

- ★ Project Lead The Way (PLTW), a PK-12 science, technology, engineering, arts, and mathematics (STEAM) curriculum, is being utilized at all of our schools.
 - PLTW LAUNCH is at all of our elementary schools and has been met with great enthusiasm. The students and teachers enjoy the STEAM activities and project-based learning. Students PK-5 will experience two different two to three-week long modules at each grade level in their home classroom, co-taught by their classroom teacher and a PLTW lead teacher.
 - PLTW Gateway is at all of our middle schools and has successfully replaced Technology Education. The students and teachers enjoy the STEAM activities and project-based learning. All 6th Grade students experience Design and Modeling (DM) for one term. 7th. and 8th. grade students may choose from various elective courses which include: Computer Science for Innovators and Makers (CSIM), Automation and Robotics (AR), Medical Detectives (MD), and Energy and the Environment (EE).
 - PLTW Engineering is at all of our high schools, varying depending on the school community, and has had great success. These project-based learning courses include Engineering Design (ED), Principles of Engineering (POE), Computer Integrated Manufacturing (CIM), Aerospace Engineering (AE), and Engineering Design and Development (EDD).
- ★ Integrated global studies and expanded K-12 world language opportunities.
- ★ The full International Baccalaureate continuum of programming from Pre-K (ages 3 and 4) through 12th grade including all four IB programs – Primary Years Programme, Middle Years Programme, Diploma Programme, and the first Career-related Programme in Michigan.
- ★ Enhanced interventions to support accelerated learning in mathematics
- ★ Early childhood education includes opportunities to attend Young 5's kindergarten.
- ★ Expanded magnet and Career Technical Education (CTE) programs, K-12.
- ★ Personalized Learning Plans (PLP's) for every elementary student in every elementary school building.

The Annual Education Report provides an important snapshot of our academic progress and overall academic status at Burns Park Elementary School. We applaud the dedication and passion consistently demonstrated by our students, faculty, and staff. We pledge to continue to invest in curriculum enhancement, alignment to rigorous state standards, and to provide robust professional development on effective practices proven to eliminate achievement disparities and elevate school improvement.

In addition to being proud of our many accomplishments, Burns Park Elementary School will continue to monitor the progress of each student and the achievement gaps that continue to persist between groups of students. To accomplish this, our staff was trained in Responsive Classroom. Additionally, our staff continues to engage in professional learning around research-based literacy practices. We continue to work for motivation and engagement in student learning through collaboration and goal setting with students and their families. We continue to pay close attention to providing effective and differentiated support to students with disabilities, to students who primarily speak a language other than English, and to students who cope with the impact of poverty while developing academic proficiency.

We remain highly committed to increasing achievement for all students while addressing the achievement gaps that are evident for some groups. We will embrace effective teaching characterized by rigorous and personalized learning that nurtures the whole child. We do all this while ensuring that students have a sense of well-being in a safe environment that welcomes all families and celebrates the diversity evident in our community.

Sincerely,

Chuck Hatt

Chuck Hatt

Burns Park Elementary School



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
 District: Ann Arbor Public Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Spring 2018 - Spring 2019
 Weeks of Instruction: Start - 32 (Spring 2018)
 End - 32 (Spring 2019)

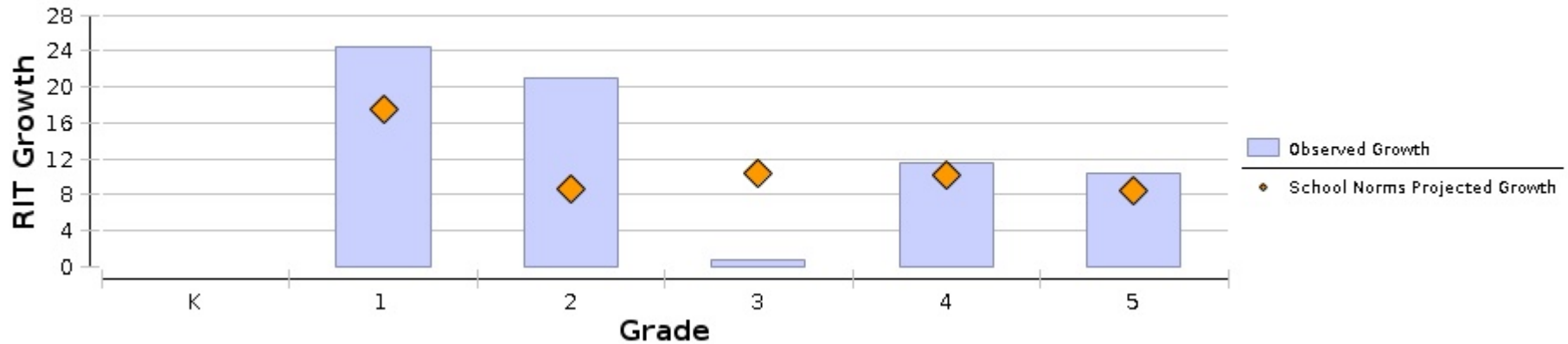
Grouping: None
 Small Group Display: No

Burns Park Elementary School

Mathematics

Grade (Spring 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against									
		Spring 2018			Spring 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	2	*			*			*					*				
1	71	173.2	14.4	99	197.7	16.2	99	24.5	1.2	17.5	2.39	99	71	55	77	83	
2	82	196.2	18.8	99	217.1	17.7	99	20.9	1.2	8.7	4.40	99	82	72	88	96	
3	63	213.1	15.8	99	213.8	14.0	95	0.7	1.1	10.4	-3.57	1	63	7	11	13	
4	84	213.6	14.9	94	225.2	15.5	95	11.6	0.9	10.1	0.60	73	84	56	67	74	
5	75	228.0	13.8	98	238.4	15.6	98	10.4	0.9	8.4	0.72	76	75	52	69	68	

Mathematics



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



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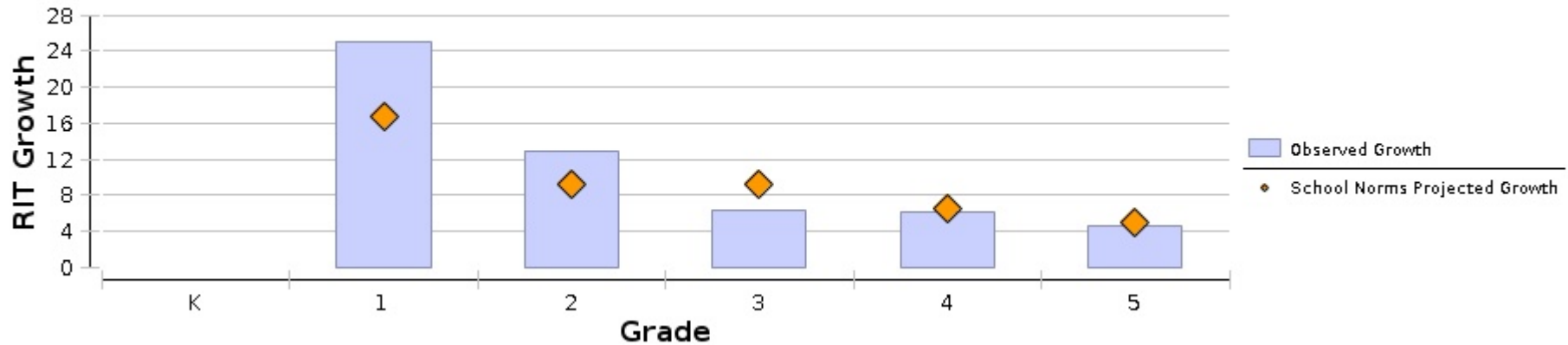
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Burns Park Elementary School

Reading

Grade (Spring 2019)	Growth Count‡	Comparison Periods								Growth Evaluated Against							
		Spring 2018			Spring 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	1	*			*			*									
1	71	168.6	14.1	96	193.7	13.9	99	25.1	1.4	16.8	3.13	99	71	61	86	87	
2	82	189.6	17.2	97	202.5	16.0	98	12.9	1.1	9.2	1.62	95	82	63	77	76	
3	64	204.9	14.9	99	211.1	15.9	97	6.3	1.3	9.3	-1.64	5	64	32	50	54	
4	84	210.4	15.2	96	216.6	15.8	95	6.2	0.9	6.6	-0.23	41	84	49	58	60	
5	75	218.6	14.1	97	223.1	12.9	96	4.5	0.8	4.9	-0.23	41	75	43	57	55	

Reading



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