

# Harlan Elementary



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3595 North Adams Road, Bloomfield Hills, MI 48304

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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 2016-17 educational progress for Harlan 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 me at 248.203.3265 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/TR6DFj>, or you may review a copy in the main office at the school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given. No label has been given for Harlan Elementary School.

Harlan Elementary is a vibrant learning community. Our purpose is to collectively ensure that all students meet their highest potential academically and socially. With focuses on academic rigor, differentiated instruction, and social responsibility, our instructional practices meet the unique needs of all students. Our school data indicates that Harlan students continue to achieve at high levels in the areas of English Language Arts and Math.

In the area of reading, Harlan's scores increased or were consistent in all grade levels compared to the previous year according to Northwest Evaluation Association (NWEA). According to Fountas and Pinnell, our students' performance is well above average, however, we have noticed inconsistency from year to year. In response, our classroom teachers, Reading Specialists and Instructional Specialist have worked collaboratively to create Individualized Reading Interventional Plans for students who needed extra support. Additionally, several classroom teachers have participated in Teacher Labs focused on guided reading instruction. Finally, we have continued to develop our literacy library collection of book sets available for teachers to use with students for guided reading instruction.

Harlan's NWEA mathematics scores among all grade levels increased or were consistent compared to the previous year. Students are offered mathematics instruction at their appropriate level. All mathematics courses are differentiated based on students' needs. Additionally, we offer advanced math courses for students who are performing significantly above grade level in grades 1-5. As part of our continued work on our school improvement plan, we remain focused on instruction in the area of measurement and data as this continues to be an area for improvement.

State law requires that we also report the additional information:

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of-district families interested in attending our district.
2. The 2017-18 school year marks the second year of our school improvement plan in the mathematics area of measurement and data. Professional development around measurement and data instruction has continued during staff meetings and Professional Learning Communities. Additionally, our school implemented a common math vocabulary word wall into all of our math classrooms. Finally, all math teachers carefully collected data around student performance in this strand of mathematics and used that information to re-teach students in order to ensure success.

In the area of writing, teachers will continue to support all writers through conferring with students to improve their skill. In the area of science, teachers have continued to participate in professional development around the Next Generation Science Standards. Harlan's designated NGSS coach worked with teachers to plan, implement and improve upon new hands-on, inquiry based science units of study. Finally, our teachers participated in district level professional development around our new science standards.

3. BPS offers specialized schools to students within the district. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there aren't enough spaces available, a lottery is held in January to select students for the upcoming school year.
  - a. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge and attitude necessary to live successfully in a changing world. LSAHS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.
  - b. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.
  - c. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.
4. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MI-Standards>. In addition, our district continues to work to fully align our K-12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the [Teaching and Learning Department page](#).
5. The state requires each district to administer district-selected tests in English Language Arts and Mathematics in first through eighth grades. BPS uses assessments closely tied to its curriculum. The school district assesses students in grades 1-5 each spring with the Fountas & Pinnell Reading assessment. The following Fountas and Pinnell data represent the percentages of students that scored at or above standard in 2017 and 2016. The district also administers the NWEA Math and Reading assessments in Grades 1-8. Below are spring 2017 and spring 2016 mean RIT (Rasch unit) scores, compared to national norm RIT scores.

<b>Fountas &amp; Pinnell</b>		<b>% Above Standard</b>				
<b>Reading - Independent</b>	<b>Year</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Harlan	Spring 2017	95	91	98	87	91
Harlan	Spring 2016	100	86	93	93	83

		<b>RIT Mean Score</b>				
<b>NWEA Reading</b>	<b>Year</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Harlan	Spring 2017	191.0	196.9	204.4	212.0	220.1
Harlan	Spring 2016	187.9	196.5	203.6	214.6	219.3
NWEA National Norms	Spring 2015	177.5	188.7	198.6	205.9	211.8

		<b>RIT Mean Score</b>				
<b>NWEA Math</b>	<b>Year</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Harlan	Spring 2017	195.3	197.7	206.2	218.4	230.2
Harlan	Spring 2016	194.2	200.0	205.6	220.9	233.4
NWEA National Norms	Spring 2015	180.8	192.1	203.4	213.5	221.4

6. At Harlan Elementary School, during the 2016-17 school year, 99% of parents/guardians attended a conference (99% for female students and 99% for male students). This compares to 99% for the 2015-16 school year (99% for male students and 99% for male students).

We are grateful to the Harlan Elementary School community for their continued support of our programs and activities. We are pleased to present this outstanding report for your review. Please contact the district at (248)203-3000 for more information about our achievements.

Sincerely,

Alex Agius  
Principal

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**NOTICE OF NONDISCRIMINATION**

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Students - Inquiries related to discrimination on the basis of disability should be directed to: Executive Director of Specialized Instruction and Student Services, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000. Direct all other inquiries related to discrimination to: Assistant Superintendent of Human Resources, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000.