

# Birmingham Covington School

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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 2015-16 educational progress for Birmingham Covington School (BCS). 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 by email or phone, or feel free to contact a member of our office team for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/q5fg3f>, or you may review a copy in the main office at BCS.

The State of Michigan identifies 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. *For the 2013-14, 2014-15 and 2015-16 school years, BCS has been identified as a high-performing Reward school.*

BCS is a dynamic and collaborative learning community. We cultivate an engaging environment that embraces all students and empowers them to pose questions, integrate resources, synthesize, evaluate and apply their knowledge to positively influence our diverse and ever-changing world. Our vision is to inspire students to lead in the global community through a passion for learning, innovating, and inquiry & design. We commit to:

- educate the whole child, supporting the needs of all learners.
- foster and nurture a learning community of character valuing integrity, diversity and acceptance.
- prepare students, through original and authentic learning experiences, to create solutions meeting the challenges of tomorrow on a global scale.
- adapt purposefully by efficiently utilizing the resources around us to ensure academic excellence in our evolving world.

Our students continue to achieve at high levels in both reading and math. As we examine our data at the higher grade levels, we continue to recognize a need to improve service to students who may require greater levels of support including students identified as having a disability in math, reading and writing. In response to this need, we have implemented reading and math interventions as well as a more uniformed intervention process in an effort to better support students in the earlier grades (3rd-6th). This process and additional support will help improve their skills prior to reaching higher levels of academic content. We continue to look for ways to improve our writers' skills and are exploring interventions to assist with all the complex mechanics of writing. BCS staff works within Professional Learning Communities (PLCs) to utilize data for decisions regarding our students' and programs' needs. Within our planning, we utilize interdisciplinary approaches to instruction to help our students make important connections across the various content areas with written and oral communication as our school wide goal. Additionally, our project based learning continuum helps engage our students academically through

project based opportunities. Our academic focus will continue to be communication across the curriculum with the goal of improving our students' ability to communicate both orally and through writing.

State law requires that we also report 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. BCS continues to hold annual lotteries each January to fill enrollment openings. Our wait list is available on our website.
2. BCS continues to focus on Character Education to identify and offer purposeful educational opportunities to students in their learning. Our refined focus on interdisciplinary, project based learning opportunities both locally and globally has given our students authentic learning opportunities to apply what they have learned to the greater global society. Our staff continues to engage themselves in professional learning with each other, as well as colleagues from near and far, in order to collect, analyze and discuss student qualitative and quantitative data to drive instruction and advance programs and student progress. We will continue with our academic focus of developing the communication skills of our students both orally and through writing.
3. BPS offers specialized schools to students within the district.
  - 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. LSAS 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 State of Michigan's core curriculum. Currently the district is working on revisions to the curriculum and will have that available once it is complete. To access a copy of the state's core curriculum, visit <http://tinyurl.com/MI-Standards>.
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 scores represent the percentages of students that scored at or above standard this year and last. The district also administers the NWEA Math and Reading Assessments in Grades 1-8. Below are spring 2016 and spring 2015 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>3rd</b>	<b>4th</b>	<b>5th</b>
BCS	Spring 2016	95	93	97
BCS	Spring 2015	100	94	94

		<b>RIT Mean Score</b>					
<b>NWEA Reading</b>	<b>Year</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>
BCS	Spring 2016	205.2	213.1	217.6	222.8	226.8	230.7
BCS	Spring 2015	203.8	210.8	218.0	221.9	225.9	231.4
NWEA National Norms	Spring 2015	198.6	205.9	211.8	215.8	218.2	220.1

		<b>RIT Mean Score</b>					
<b>NWEA Math</b>	<b>Year</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>
BCS	Spring 2016	207.9	217.6	229.5	235.5	245.2	247.2
BCS	Spring 2015	206.2	218.4	230.3	238.7	242.8	249.5
NWEA National Norms	Spring 2015	203.4	213.5	221.4	225.3	228.6	230.9

6. At BCS, during the 2015-16 school year, approximately 96% of parents/guardians attended a conference (96.5% for female students and 96% for male students). This compares to nearly 98 percent for the 2014-15 school year (97% for female students and 98.5% for male students).

We thank the BCS community for their continued support of our programs and activities. We are pleased to present this report for your review. To review all that BCS has to offer in our educational experience visit [http://bcsonline.info/why\\_bcs.html](http://bcsonline.info/why_bcs.html) and for a complete list of points of pride regarding our unique educational program, visit [http://bcsonline.info/Why\\_BCS/Points\\_of\\_Pride.html](http://bcsonline.info/Why_BCS/Points_of_Pride.html). Please feel free to contact the district at (248) 203-3025 or me for more information about our achievements.

Sincerely,

Mark Morawski  
Principal

**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.