



February 1, 2022

Dear Conant Elementary School Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Conant Elementary. 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 Robert Phelps, Conant Elementary School Principal, at rphelps@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following web site [here](#), or you may review a copy in the main office.

For the 2020-21 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools 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 one of these labels.

We have a school improvement plan in place to address tiered intervention and we revisit it annually to ensure it comprehensively addresses the achievement gap information we receive. We provide one FTE General Education Resource Teacher to meet the instructional needs among identified struggling and high achieving learners. Our General Education Resource Teacher provides before school, targeted reading instruction for selected general education students, increasing their instructional experience. We allocated additional hours to our GERT paraprofessional in order to provide additional support. We also have increased our Reading Recovery program to facilitate research based, high yield results reading instruction to approximately 20% of our first grade students. This instruction accompanies and complements our daily general education reading instruction. Teachers continue to receive professional development on best practices that are proven to eliminate the achievement gap and tied to our school improvement goals.

State law requires that we also report additional information.

- Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence. The district also has an open enrollment/transfer process for in-district students who wish to attend schools other than their assigned school on a space-available basis.
- Our School Improvement Plan includes the following goals: All students will increase their skill in using and understanding fractions; All students will apply scientific processes in all content areas; All students will show improvement in reading comprehension of informational text; All students will construct a cohesive piece of writing; and all school community members will display cultural competence. Within these goals we address curriculum, instruction and assessment. We make provisions for selecting best practice models; providing professional development; aligning instruction, assessment and resources; and incorporating technology. We monitor our students' progress at regular intervals to evaluate the success of the implemented strategies, and follow-up with necessary adjustments.
- All BHS schools follow the Common Core State Standards as adopted by the Michigan Department of Education, available for viewing at <http://www.michigan.gov/mde>. District instructional administrators coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This ongoing process includes research, analysis of current practice, selection of appropriate resources, and implementation. These same curriculum committees also meet to assure that there is alignment both across the grade levels and vertically among the grade levels. This is called horizontal and vertical articulation. Horizontal alignment assures that all students have access to the same curriculum regardless of which Bloomfield Hills' school they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next.
- In addition to the Michigan Content Expectations and Bloomfield Hills Schools expectations, Conant Elementary School is a fully-authorized International Baccalaureate/Primary Years Programme (PYP) school. The Primary Years Programme centers its curricular approach on inquiry and concept understanding, taught through transdisciplinary units of inquiry. This multifaceted philosophy guides our program development and student learning.
- Following the Primary Years curriculum philosophy, students actively participate in their own learning by questioning central ideas presented in the units of inquiry. In different ways, all students at Conant are engaged in open-ended, relevant, student-centered activities in which they explore the essential elements of the comprehensive units of inquiry. The traditional subject areas, such as math, science, language arts and social studies provide students with subject specific skills, concepts and understandings, in accordance with our Bloomfield Hills Schools curriculum.
- Through PYP, children are encouraged to become globally aware, culturally sensitive and open-minded citizens, who celebrate the fact that they attend a school with a diversity of cultures and beliefs. They are also encouraged to

become well-balanced individuals with a wide range of physical, musical, artistic, academic and cultural interests.

- Parent-Teacher conferences are well attended at Conant. In 2020-21 90% of our 441 students were represented by parents during our fall and spring conferences. In 2019-20 97% of our 408 students were represented by parents during our fall and spring parent-teacher conferences.
- In 2020-21, the District shifted from utilizing NWEA assessments and adopted FastBridge Math (1-8) and FastBridge Reading (1-8) assessments. The data represented in the graphs below show the percent of students proficient by group, from the fall of 2020 to the fall of 2021. The dip in first grade scores between 2020 and 2021 is likely the result of this change in assessments in the fall of 2021.
- The data in the tables is composed of multiple sources of available data used to triangulate and assess students' needs during the global pandemic, during which instruction and assessment took various forms.

M-STEP Proficiency Rates by Building Average (Reading & Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	71%	n/a	42%	n/a	74%	n/a	n/a	56%
Reading 2017-18 SY	69%	n/a	41%	n/a	71%	n/a	n/a	35%
Reading 2018-19 SY	81%	n/a	60%	n/a	82%	n/a	n/a	40%
Reading 2020-21 SY	79.8%	81.3%	n/a	n/a	83.1%	70%	89.9%	48.4%
Reading 5-Year Avg. Baseline & Target for 2021	75.2%	81.3%	47.6%	n/a	77.5%	70%	89.9%	44.9%
Math 2016-17 SY	79%	n/a	53%	n/a	80%	n/a	n/a	63%
Math 2017-18 SY	76%	n/a	47%	n/a	76%	n/a	n/a	45%
Math 2018-19 SY	86%	n/a	60%	n/a	86%	n/a	n/a	47%

Math 2020-21 SY	76.5%	100%	n/a	n/a	77.6%	70%	61.3%	48.3%
Math 5-Year Avg. Baseline & Target for 2021	79.5%	100%	53.3%	n/a	79.9%	70%	61.3%	50.8%

M-STEP With Additional Data Sources by Building Average (Reading)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	79.5%	81.3%	47.6%	n/a	77.5%	70%	89.9%	44.9%
NWEA 2019 Avg.	74.8%	n/a	52.4%	n/a	76.6%	n/a	n/a	Not Av.
Fountas & Pinnell 2019 Avg	87.5%	n/a	**	n/a	**	n/a	n/a	**
Fountas & Pinnell Fall 2020	60.16%	62.86%	41%	45.45%	61.15%	Not Av.	50%	23.26%
Fountas & Pinnell Spring 2021	82%	75%	48%	72%	87%	Not Av.	83%	57%
FastBridge Avg. Fall 2020	85%	**	**	**	**	**	**	**
FastBridge Avg. Spring 2021	85%	**	**	**	**	**	**	**
FastBridge Avg. Fall 2021	76%	69%	82%	NA	81%	NA	100%	45%

M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	79.4%	100%	46.3%	33.4%	79.9%	70%	61.3%	50.8%
NWEA 2019 Avg.	77.8%	n/a	54%	n/a	80.8%	n/a	n/a	Not Av.
FastBridge Avg. Fall 2020	87%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	85%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	79%	72%	62%	NA	83%	NA	93%	70%

As a parent and life-long learner, I understand the critical role parents/guardians and educators play in nurturing the whole child. We share the responsibility of fostering independent, open-minded learners who are connected to the world around them. The mission of Conant Elementary is to foster inquiry and innovation while preparing students to be active citizens and participants in a global community.

Creating a positive atmosphere by encouraging and matching our students' enthusiasm and curiosity is important to me, and is a central factor in the success of every child who enters the doors of Conant Elementary. I believe that the elementary school years are the most pivotal in a child's educational career; I am honored to be able to lead this school community and enhance the experience for each and every child. I thank every school community member who helps our students achieve.

Sincerely,

Robert Phelps
Principal, Conant Elementary