



AER: 2025-2026

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 2024-2025 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 Sarah Smith-Conlan, Conant Elementary School Principal, at ssmith-conlan@bloomfield.org for assistance.

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

For the 2025-2026 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We have a school improvement plan in place to address tiered intervention, and revisit it annually to ensure it comprehensively addresses the achievement gap information we receive. We provide two FTE General Education teachers to meet the instructional needs of identified struggling learners in the areas of literacy and mathematics. These two positions

provide support through Reading Recovery, targeted instruction in foundational literacy skills, curriculum-based math interventions and supports for other identified needs. This instruction complements our daily general education curriculum. Professional development is provided to teachers and paraeducators on best practices that are shown to reduce the achievement gap and align with our school improvement goals.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

All BHS schools follow the Michigan State Standards, as adopted by the Michigan Department of Education, which are 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 encompasses research, analysis of current practices, selection of resources, and implementation. These same curriculum committees also meet to ensure alignment both across grade levels and between them. This is referred to as horizontal and vertical articulation. Horizontal alignment ensures that all students have access to the same curriculum, regardless of which school within Bloomfield Hills Schools they attend or the teacher they are assigned to. Vertical articulation addresses the transition between one grade or subject level to the next.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Aggregated student achievement results for FastBridge aReading and aMath are available for you to review electronically, [linked here](#).

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2023-2024: 98% of 510 students

2022-2023: 97% of 505 students

2021-2022: 97% of 399 students

As a principal, I understand the shared responsibility of fostering independent and open-minded learners who successfully navigate the world around them. The mission of Conant Elementary is to foster inquiry and innovation while preparing students to engage in our community with confidence and character.

I am proud of the positive learning community we continue to build together—one grounded in strong relationships, high expectations, and a shared commitment to growth. Our students rise to meet challenges because they are supported by dedicated staff and engaged families. Together, we will continue to foster an environment where students feel valued, challenged, and inspired to do their best each day.

Sincerely,

Sarah Smith-Conlan
Principal, Conant Elementary