

Quarton Elementary



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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 2018-19 educational progress for Quarton 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 248.203.3425 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tS3Ssp>, or you may review a copy in the main office at the school.

For the 2018-19 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. Quarton Elementary School has not received a label.

After our leadership team reviewed our combined report, our key challenge remains consistent with our building's Greatest Areas of Need (GAN) that has previously been identified. Challenges are consistently addressed through our School Improvement Plan. This has been the focus of our entire staff for the past few years. The data shows that our key area of need is mathematics. In addition, we continue to look at our scores in the areas of reading and writing. Finally, a consistent challenge has been the District's realignment with new legislation of the Next Generation Science Standards (NGSS) and the result that it has on our student's performance on the State assessments. To address the key challenges of the data from our summative assessments, we have worked to increase math, writing and science proficiency. In addition, we offer support programming, such as in class reading, writing, and math support and small intervention groups with our Reading and/or Instructional Specialists. We also continue to offer an all school STEAM night that continues to be huge success in getting children very interested in science instruction. This year we are implementing a STEAM room with activities geared to all grade levels. This has been a joint effort with our school staff and PTA.

One other area of focus for our building this year was to continue improving in the area of developing positive social-emotional relationships. We continue with our model of having consistent K-5 student groups (Bear Dens) meeting monthly, in addition to utilizing strategies in the classroom. Students utilize the time during morning meetings to focus on the charter or classroom promise they created. In addition, the students are starting to reflect on their own day and discuss how the Mood Meter helps them in their relationship building.

To exceed or increase mathematics proficiency, our students will show growth in a variety of different strands from the Common Core Standards. We will be focusing on Measurement and Data, Operations and Algebraic Thinking and/or Numbers and Operations. Our progress of this goal will be measured through different assessments that have been normed at each grade level. Some key initiatives to focus on mathematics have been the use of pre/post assessment at each unit, differentiated instruction through the use of mathematics workshop, math journaling, creation of district-wide Common Core State Standards (CCSS) aligned assessments, accelerated math curriculum in grade 5, and increasing student talk in the area of mathematics. Additionally staff have had professional learning opportunities

around the area of digging deeper in students' math understanding by exploring their conceptual understanding of math. Students are encouraged to express their thinking conceptually, representationally and then in the abstract.

To exceed or increase reading proficiency, our students will show growth in their reading assessments. Our progress of this goal will be measured through the use of our district assessments. These assessments are normed at each grade level. Students who are not showing progress or are below the district norm are given additional support in the classroom and/or with our additional instructional support specialists. Some key initiatives have been the adoption of the following guided reading support focused in grades K-3.

Finally, to increase proficiency on State assessments, we have aligned Science curriculum items with Next Generation Science Standards (NGSS) to address pacing related to the M-STEP. District-wide K-12 Science professional learning has also been offered and key staff members have attended and are sharing ideas with their colleagues. We are teaching new units at each grade level with these new standards. In addition, we are trying to increase our students' interest in science by having our all school STEAM night event.

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. Quarton is continuously working on improving student learning. The Quarton School Improvement Team analyzed multiple data sources and again determined our Greatest Area of Need (GAN). It was determined that our GAN focus for the school year and beyond is to work in the area of mathematics. Our School Improvement Team reviewed our current data from our M-Step, NWEA, and building data. We determined our GAN would focus on mathematics specifically in the areas of Measurement and Data, Operations and Algebraic Thinking, and Numbers and Operations. Each grade level focused on this utilizing their curricular resources. Students were pre-tested according to a normed assessment and growth targets of everyone reaching at least 90% on their post assessments. Staff utilized many different strategies such as workshop style teaching, differentiated groups, strategic groups based on specific skills, and computer programs to assist in the students' acquisition of this content. Additionally staff have had professional learning opportunities around the area of exploring students' understanding of mathematical problems focusing on their understanding moving from the conceptual to representational and then finally to their abstract understanding of mathematics.
3. BPS offers specialized schools to students within the district.
 - a. 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 are not enough spaces available, a lottery is held in January to select students for the upcoming school year.
 - b. 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.
 - c. 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.
 - d. 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](#).

- 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. Students in grades 1-5 are assessed 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 2019 and 2018.

Fountas & Pinnell		% Above Standard				
Reading - Independent	Year	1st	2nd	3rd	4th	5th
Quarton	Spring 2019	100	94	95	98	94
Quarton	Spring 2018	100	97	98	95	96

		RIT Mean Score				
NWEA Reading	Year	1st	2nd	3rd	4th	5th
Quarton	Spring 2019	188.0	199.0	205.9	211.8	215.7
Quarton	Spring 2018	189.3	197.3	207.5	211.4	218.3
NWEA National Norms	Spring 2015	177.5	188.7	198.6	205.9	211.8

The district also administers the NWEA Math and Reading assessments in Grades 1-5. Below are spring 2019 and spring 2018 mean RIT (Rasch unIT) scores, compared to national norm RIT scores.

		RIT Mean Score				
NWEA Math	Year	1st	2nd	3rd	4th	5th
Quarton	Spring 2019	188.2	211.1	201.7	213.9	221.3
Quarton	Spring 2018	193.9	194.1	206.4	214.5	225.0
NWEA National Norms	Spring 2015	180.8	192.1	203.4	213.5	221.4

At Quarton Elementary School, during the 2018-19 school year, 98.5 percent of parents attended a conference (99 percent for female students and 98 percent for male students). This compares to 98.5 percent for the 2017 - 18 school year (99 percent for female students and 98 percent for male students).

We thank the Quarton Elementary school community for their continued support of our programs and activities. We are pleased to present this report for your review. Please contact the district at 248.203.3000 for more information about our achievements.

Sincerely,

Jill Ghiardi-Coignet
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.