

August 14, 2014

Dear Conant Elementary School parents and community members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Conant 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 Nicholas Russo, newly appointed Conant Elementary School principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.bloomfield.org/parents-students/annual-reports, or you may review a copy in our main office at your child's school.

The state has identified some 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.

Our school has been identified as a Reward School.

We have a school improvement plan in place to address tiered intervention and will revisit it annually to make sure it comprehensively addresses the achievement gap information we receive. We redistributed the responsibilities of our 1.5 General Education Resource Teachers (GERT) to provide better continuity of instruction for the students. Our General Education Resource Teacher provides before school, targeted reading instruction for our most needy general education students, increasing their instruction time. We allocated additional hours to our GERT paraprofessional in order to provide additional support.

Teachers continue to receive professional development on best practices that are proven to eliminate the achievement gap and tied to our school improvement goals. We continue to provide parent workshops on instructional strategies that can be practiced at home, to build our home-to-school educational partnership. Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. We appreciate the continued support of parents, staff and our community in this effort.

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.*
- *Conant Elementary School is accredited through AdvancED. We first received accreditation status in April of 2004. 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. 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 on-going 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 between 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 school. The Primary Years Programme centers its curricular approach on inquiry and concept understanding, taught through transdisciplinary units of inquiry. This multi-faceted 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.*
- *In 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.

- In 2012-13, the District adopted the NWEA Math (K-7) and Reading (K-8) assessment. Below are Spring 2014 mean RIT (Rasch unit) scores compared to 2011 national norm RIT scores:*

MATH	K	1st	2nd	3rd	4th
Conant	170.8	191.8	198.8	211.3	224.2
2011 National Norms	159.1	179.0	191.3	203.1	212.5
READING	K	1st	2nd	3rd	4th
Conant	167.3	184.6	198.0	206.1	215.4
2011 National Norms	157.7	176.9	189.6	199.2	206.7

- In 2013-2014, 98% of our 411 students were represented by parents during our parent-teacher conferences. In 2012-2013, 99% of our 399 students were represented by parents during our parent-teacher conferences.*

As I look back on the year, I am reminded that we began the school year with high hopes and expectations for our Conant staff and students. We set goals for improved student learning and stronger Conant community connections. Throughout the year, our teachers sought ways to motivate, inspire, and support our students with the hope that they would continue along the path of becoming more knowledgeable, more creative, more curious, more willing to take educational risks, and more open to each other's opinions and beliefs. Our parents worked tirelessly to support our efforts and find ways to enrich our programs and increase community participation. With the staff's dedication, the students' perseverance and our parents' unwavering support, we surpassed every goal we set in September, and rose above each of the hopes and expectations we established.

Thank you for your support throughout the year. We are excited and confident that the momentum of positive growth in student learning we have begun will continue for years to come.

Sincerely,



Pamela Balas
Principal, Conant Elementary

**Annual Education Report
Conant Elementary School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	71.1%	74.1%	11.8%	62.4%	11.8%	14.1%
Mathematics	3rd Grade	All Students	2013-14	40.1%	66%	71.7%	26.7%	45%	15%	13.3%
Mathematics	3rd Grade	African American	2012-13	18%	32%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	18.2%	37%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2012-13	65.6%	78.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2013-14	66%	78.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	63.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Native Hawaiian or Other Pacific Islander	2012-13	40.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	40%	61.9%	60%	10%	50%	20%	20%
Mathematics	3rd Grade	Two or More Races	2013-14	38.1%	62.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	74.4%	83.3%	8.3%	75%	8.3%	8.3%
Mathematics	3rd Grade	White	2013-14	46.6%	68%	72.5%	29.4%	43.1%	17.6%	9.8%
Mathematics	3rd Grade	Female	2012-13	39.8%	67.5%	72.7%	9.1%	63.6%	13.6%	13.6%
Mathematics	3rd Grade	Female	2013-14	39.7%	63.7%	65.5%	20.7%	44.8%	10.3%	24.1%
Mathematics	3rd Grade	Male	2012-13	42%	74.9%	75.6%	14.6%	61%	9.8%	14.6%
Mathematics	3rd Grade	Male	2013-14	40.6%	68.1%	77.4%	32.3%	45.2%	19.4%	3.2%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	42.9%	<10	<10	<10	<10	<10

**Annual Education Report
Conant Elementary School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	41.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2012-13	23%	29.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	31.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	64%	64.3%	7.1%	57.1%	14.3%	21.4%
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	63.2%	81.8%	36.4%	45.5%	0%	18.2%
Mathematics	4th Grade	All Students	2012-13	46.1%	72%	81.1%	34.4%	46.7%	12.2%	6.7%
Mathematics	4th Grade	All Students	2013-14	45.3%	76.4%	72.3%	22.3%	50%	13.8%	13.8%
Mathematics	4th Grade	African American	2012-13	20%	42.9%	60%	20%	40%	20%	20%
Mathematics	4th Grade	African American	2013-14	18.2%	34.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2012-13	71.4%	88.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2013-14	69.2%	82.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	50%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Native Hawaiian or Other Pacific Islander	2013-14	46.5%	<10	<10	<10	<10	<10	<10

**Annual Education Report
Conant Elementary School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Two or More Races	2012-13	44.3%	62.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2013-14	43.8%	84.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	76.5%	85.7%	35.7%	50%	10%	4.3%
Mathematics	4th Grade	White	2013-14	52.9%	78.3%	77.6%	19.4%	58.2%	10.4%	11.9%
Mathematics	4th Grade	Female	2012-13	45.7%	70.1%	78.8%	26.9%	51.9%	15.4%	5.8%
Mathematics	4th Grade	Female	2013-14	43.4%	72.8%	75.6%	17.8%	57.8%	11.1%	13.3%
Mathematics	4th Grade	Male	2012-13	46.4%	73.8%	84.2%	44.7%	39.5%	7.9%	7.9%
Mathematics	4th Grade	Male	2013-14	47.2%	80.1%	69.4%	26.5%	42.9%	16.3%	14.3%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	39.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	44.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	50%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	25%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	67.3%	71.4%	28.6%	42.9%	7.1%	21.4%
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	67.8%	52.9%	11.8%	41.2%	29.4%	17.6%
Reading	3rd Grade	All Students	2012-13	66.5%	89.4%	89.4%	23.5%	65.9%	9.4%	1.2%

**Annual Education Report
Conant Elementary School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	All Students	2013-14	61.3%	82.5%	86.7%	16.7%	70%	11.7%	1.7%
Reading	3rd Grade	African American	2012-13	44.8%	70.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	37.3%	66.7%	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2012-13	79%	87.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2013-14	76.2%	87.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Native Hawaiian or Other Pacific Islander	2012-13	68.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	67.6%	100%	100%	0%	100%	0%	0%
Reading	3rd Grade	Two or More Races	2013-14	61.8%	75%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	90.2%	90%	26.7%	63.3%	10%	0%
Reading	3rd Grade	White	2013-14	68.8%	83.9%	90.2%	17.6%	72.5%	7.8%	2%
Reading	3rd Grade	Female	2012-13	70.2%	92.1%	90.9%	29.5%	61.4%	6.8%	2.3%
Reading	3rd Grade	Female	2013-14	64.1%	81.9%	79.3%	13.8%	65.5%	17.2%	3.4%
Reading	3rd Grade	Male	2012-13	63%	86.7%	87.8%	17.1%	70.7%	12.2%	0%
Reading	3rd Grade	Male	2013-14	58.6%	83%	93.5%	19.4%	74.2%	6.5%	0%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	72.7%	<10	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	52.9%	<10	<10	<10	<10	<10

**Annual Education Report
Conant Elementary School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	English Language Learners	2012-13	41.5%	68.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	37.2%	42.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	83%	78.6%	7.1%	71.4%	21.4%	0%
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	71.4%	90.9%	27.3%	63.6%	9.1%	0%
Reading	4th Grade	All Students	2012-13	68.1%	88.4%	95.5%	14.6%	80.9%	3.4%	1.1%
Reading	4th Grade	All Students	2013-14	70%	90.6%	88.3%	13.8%	74.5%	6.4%	5.3%
Reading	4th Grade	African American	2012-13	43%	78.6%	100%	0%	100%	0%	0%
Reading	4th Grade	African American	2013-14	47.6%	80.8%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2012-13	79.2%	88.9%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2013-14	81.1%	91.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	90%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Native Hawaiian or Other Pacific Islander	2013-14	76.8%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2012-13	68.7%	86.7%	<10	<10	<10	<10	<10

**Annual Education Report
Conant Elementary School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Two or More Races	2013-14	71.2%	100%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	90.1%	95.7%	15.7%	80%	4.3%	0%
Reading	4th Grade	White	2013-14	76.5%	90.6%	86.6%	9%	77.6%	9%	4.5%
Reading	4th Grade	Female	2012-13	71.1%	92.4%	96.1%	11.8%	84.3%	2%	2%
Reading	4th Grade	Female	2013-14	73%	91.7%	93.3%	15.6%	77.8%	2.2%	4.4%
Reading	4th Grade	Male	2012-13	65.1%	84.3%	94.7%	18.4%	76.3%	5.3%	0%
Reading	4th Grade	Male	2013-14	67%	89.5%	83.7%	12.2%	71.4%	10.2%	6.1%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	72.7%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	75%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2012-13	39.1%	75%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	42.9%	33.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	86%	85.7%	21.4%	64.3%	7.1%	7.1%
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	82.1%	64.7%	11.8%	52.9%	23.5%	11.8%

Annual Education Report
Conant Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report
Conant Elementary School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	63.7%	84.6%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	56.5%	80%	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2012-13	59.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	66.4%	90.9%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	88.9%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	75%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2012-13	47%	66.7%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	46.3%	60%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	57.9%	85.7%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	56.2%	70%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	39.3%	84.6%	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	34.2%	80%	<10	<10	<10	<10
Reading	3rd Grade	Asian	2012-13	33.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	38.3%	91.7%	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	80%	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	45.6%	84.6%	<10	<10	<10	<10
Reading	4th Grade	African American	2012-13	36.3%	75%	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	35.2%	60%	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	44%	77.8%	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	84.6%	<10	<10	<10	<10

**Annual Education Report
Conant Elementary School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2012-13	79.4%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	75.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	80.6%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	81.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	75.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	79.7%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	74.8%	<10	<10	<10	<10	<10

**Annual Education Report
Conant Elementary School****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Conant Elementary School**

MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Conant Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.8%	86.1%
Bottom 30%	District	Mathematics	N/A	54.7%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	99.3%	61.7%
Asian	District	Mathematics	100%	97.7%
Hispanic of Any Race	District	Mathematics	100%	92.7%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	100%	88.3%
White	District	Mathematics	99.8%	87.2%
Economically Disadvantaged	District	Mathematics	99.6%	61.3%
English Language Learners	District	Mathematics	100%	57.3%
Students With Disabilities	District	Mathematics	99.5%	67.9%
All Students	School	Mathematics	100%	90.7%
Bottom 30%	School	Mathematics	N/A	69.1%
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Native Hawaiian or Other Pacific Islander	School	Mathematics	<30	<30

**Annual Education Report
Conant Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	100%	91.4%
Economically Disadvantaged	School	Mathematics	<30	<30
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	100%	82.5%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.9%	95%
Bottom 30%	District	Reading	N/A	86.8%
American Indian	District	Reading	<30	<30
African American	District	Reading	99.3%	89.2%
Asian	District	Reading	100%	97.3%
Hispanic of Any Race	District	Reading	100%	98.2%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	100%	93.7%
White	District	Reading	99.9%	95.4%
Economically Disadvantaged	District	Reading	100%	82.8%
English Language Learners	District	Reading	99.1%	68.7%
Students With Disabilities	District	Reading	99.5%	80.3%
All Students	School	Reading	100%	96%

**Annual Education Report
Conant Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading	N/A	86.8%
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Native Hawaiian or Other Pacific Islander	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	100%	96%
Economically Disadvantaged	School	Reading	<30	<30
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	100%	87.5%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.6%	63%
Bottom 30%	District	Science	N/A	0.4%
American Indian	District	Science	<30	<30
African American	District	Science	98.8%	39.4%
Asian	District	Science	100%	78.6%
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science	100%	76.9%
White	District	Science	99.7%	62.9%

**Annual Education Report
Conant Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	District	Science	100%	34.4%
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science	98.3%	36.6%
All Students	School	Science	0%	65.2%
Bottom 30%	School	Science	N/A	<30
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	0%	69.6%
Economically Disadvantaged	School	Science	<30	<30
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.4%	78.2%
Bottom 30%	District	Social Studies	N/A	15.8%
American Indian	District	Social Studies		
African American	District	Social Studies	98.2%	49.4%
Asian	District	Social Studies	100%	90.8%
Hispanic of Any Race	District	Social Studies	<30	<30

**Annual Education Report
Conant Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	District	Social Studies	100%	84.6%
White	District	Social Studies	99.3%	79.7%
Economically Disadvantaged	District	Social Studies	98.6%	51.5%
English Language Learners	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	95.6%	40.9%
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	99.6%	92.2%
Bottom 30%	District	Writing	N/A	71.6%
American Indian	District	Writing		
African American	District	Writing	97.8%	79.2%
Asian	District	Writing	100%	98.4%
Hispanic of Any Race	District	Writing	<30	<30
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	100%	89.7%
White	District	Writing	99.7%	93%
Economically Disadvantaged	District	Writing	100%	81.5%
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing	98.9%	80%
All Students	School	Writing	100%	85.2%

**Annual Education Report
Conant Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Writing	N/A	<30
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing		
Native Hawaiian or Other Pacific Islander	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	100%	86.2%
Economically Disadvantaged	School	Writing	<30	<30
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report
Conant Elementary School**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	97.2%
African American	District	94.7%
Asian	District	94.6%
White	District	97.7%
Economically Disadvantaged	District	95.2%
Students With Disabilities	District	83.6%
Bottom 30%	District	97.4%

* All data based on students enrolled for a full academic year.

**Annual Education Report
Conant Elementary School**
Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	97%
All Students	School	96%

** All data based on students enrolled for a full academic year.*

**Annual Education Report
Conant Elementary School**

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report
Conant Elementary School**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Bloomfield Hills Schools	Conant Elementary School		Green	2	Green	2	Green	2	Green	2			Lime	30

**Annual Education Report
Conant Elementary School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	31	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Annual Education Report
Conant Elementary School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Conant Elementary School**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Conant Elementary School**
NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Conant Elementary School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Conant Elementary School**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Conant Elementary School**
NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Conant Elementary School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0