



## **School Annual Education Report (AER)**

May 21, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Bryant 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 Ms Collison, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.owosso.k12.mi.us](http://www.owosso.k12.mi.us) or you may review a copy in the principal's office at your child's school.

For the 2016-17 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. Bryant Elementary has not been given a label for the 2016-17 school year.

Some of our district challenges include reading, math, and science scores and socio-economic status of our families. Key initiatives have been developed with input from key stakeholders including staff, parents, and students to address these concerns. Our title I staff is diligent about bringing families together and addressing academic concerns. Over the past three years our parent involvement activities have been very successful. Our student population is diagnostically tested in the areas of reading and math several times during the year and support is given to teachers and students based on those testing results. The combined data report is used to guide instruction with all of our teachers. Teachers are receiving professional development in the area of literacy and Inquiry Based instruction. All school improvement efforts and training are geared around this type of teaching and learning. During the summer of 2017, summer school was offered to those who continued to struggle.

### **Process for assigning students to the school:**

Bryant Elementary School generally services students who live in the south portion of the Owosso school district. The school also accepts in-district transfers and school of choice students from other districts to the extent enrollment capacity allows.

### **Status of the 3-5 year school improvement plan:**

Owosso Public Schools strives to develop students who can participate and contribute as active, productive members of an ever-changing, technological society. This requires high personal achievement through multiple means and multiple ways of knowing. All Owosso elementary buildings are involved in the implantation Inquiry-Based philosophy. This process involves the entire staff in assisting all children to reach specific academic and social goals. The school improvement plan is available upon request.

### **Access to the Core Curriculum:**

Curriculum maps, aligned with Michigan Department of Education (MDE) standards and benchmarks continued to be created and updated for every course in the district. These efforts were supported by an on-going Five Year Plan for Curriculum Renewal process. The plan for district-wide professional development during the 2016-2017 school year was formulated through collaboration with teachers and administration leading to a unified instructional experience for all students.

### **Aggregate Student Achievement Results:**

Owosso Public Schools utilizes two local assessments to provide additional diagnostic measures to inform instructional activities. Bryant's students took the Everyday Math Assessment in the area of mathematics during the 2015-16 school year and baseline data was collected. This baseline data was used to monitor classroom and grade growth. During the 2015-16 school year, 34% of the 5th graders 51% or higher on the spring End of Year math assessment. In the spring of 2016-17, 39% of those same students scored 51% or higher. The school's fourth grade average for achieving benchmark status according to the Developmental Reading Assessment (DRA) Assessment was 43 in the fall of 2016. The same students were administered the DRA Assessment in the fall of 2017 and the average score was 37.

### ***Parent Teacher Conference:***

Bryant Parents attended Conferences in both fall and spring. At Bryant attendance at fall parent/teacher conferences had a slight increase from 98% in 2016 to 99% in 2017. Our attendance during spring conferences increased from 95% in 2016 to 97% in 2017.

At Bryant School, the staff is committed to providing rich educational opportunities for each of the students and families we serve. We have made significant strides in academics and citizenship while improving the overall school environment in terms of safety and orderly operation over the past several years. With the PBiS philosophy being fully implemented this year, we will continue to strive towards excellence in both academics and character. We look forward to maintaining a strong partnership with our parents and community in reaching new heights as a school and district.

Sincerely,

Michelle M. Collison  
Bryant Elementary Principal

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	38.3%	46.3%	20.7%	25.6%	23.2%	30.5%
ELA	3rd Grade Content	All Students	2016-17	44.1%	35.4%	27.2%	12.3%	14.8%	32.1%	40.7%
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	37.9%	46.8%	20.8%	26.0%	22.1%	31.2%
ELA	3rd Grade Content	White	2016-17	51.7%	35.4%	28.0%	13.3%	14.7%	33.3%	38.7%
ELA	3rd Grade Content	Female	2015-16	49.5%	46.8%	56.1%	24.4%	31.7%	12.2%	31.7%
ELA	3rd Grade Content	Female	2016-17	47.7%	39.7%	27.8%	13.9%	13.9%	33.3%	38.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Male	2015-16	42.6%	30.3%	36.6%	17.1%	19.5%	34.1%	29.3%
ELA	3rd Grade Content	Male	2016-17	40.7%	30.9%	26.7%	11.1%	15.6%	31.1%	42.2%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	31.9%	37.7%	14.8%	23.0%	24.6%	37.7%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	27.2%	21.3%	6.6%	14.8%	34.4%	44.3%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	13.2%	25.0%	8.3%	16.7%	8.3%	66.7%
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	14.3%	10.0%	0.0%	10.0%	40.0%	50.0%
ELA	4th Grade Content	All Students	2015-16	46.3%	40.8%	36.1%	15.7%	20.5%	19.3%	44.6%
ELA	4th Grade Content	All Students	2016-17	44.2%	33.9%	36.4%	14.3%	22.1%	26.0%	37.7%
ELA	4th Grade Content	Asian	2016-17	66.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	33.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	20.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	42.4%	38.4%	15.1%	23.3%	19.2%	42.5%
ELA	4th Grade Content	White	2016-17	51.5%	34.1%	37.1%	14.3%	22.9%	25.7%	37.1%
ELA	4th Grade Content	Female	2015-16	50.9%	45.5%	45.2%	19.4%	25.8%	12.9%	41.9%
ELA	4th Grade Content	Female	2016-17	48.6%	46.3%	45.9%	16.2%	29.7%	16.2%	37.8%
ELA	4th Grade Content	Male	2015-16	41.8%	36.4%	30.8%	13.5%	17.3%	23.1%	46.2%
ELA	4th Grade Content	Male	2016-17	39.9%	22.7%	27.5%	12.5%	15.0%	35.0%	37.5%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	34.6%	34.4%	15.6%	18.8%	15.6%	50.0%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	24.8%	25.0%	7.7%	17.3%	30.8%	44.2%
ELA	4th Grade Content	English Learners	2016-17	22.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	12.9%	8.3%	0.0%	8.3%	25.0%	66.7%
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	12.5%	10.0%	0.0%	10.0%	30.0%	60.0%
ELA	5th Grade Content	All Students	2015-16	50.6%	41.7%	38.0%	15.5%	22.5%	36.6%	25.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	All Students	2016-17	51.1%	47.1%	51.3%	11.5%	39.7%	24.4%	24.4%
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	50.0%	50.0%	10.0%	40.0%	40.0%	10.0%
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	42.4%	39.4%	16.7%	22.7%	33.3%	27.3%
ELA	5th Grade Content	White	2016-17	58.6%	47.8%	51.5%	10.6%	40.9%	21.2%	27.3%
ELA	5th Grade Content	Female	2015-16	55.8%	47.9%	48.7%	23.1%	25.6%	33.3%	17.9%
ELA	5th Grade Content	Female	2016-17	56.0%	51.8%	54.5%	15.2%	39.4%	27.3%	18.2%
ELA	5th Grade Content	Male	2015-16	45.5%	34.6%	25.0%	6.3%	18.8%	40.6%	34.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Male	2016-17	46.2%	42.5%	48.9%	8.9%	40.0%	22.2%	28.9%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	34.3%	28.3%	11.3%	17.0%	39.6%	32.1%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	40.0%	40.0%	6.0%	34.0%	28.0%	32.0%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	6.9%	9.1%	0.0%	9.1%	18.2%	72.7%
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	14.7%	10.0%	0.0%	10.0%	20.0%	70.0%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	36.8%	46.3%	20.0%	26.3%	35.0%	18.8%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	44.2%	39.5%	8.6%	30.9%	28.4%	32.1%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	36.6%	46.1%	18.4%	27.6%	34.2%	19.7%
Mathematics	3rd Grade Content	White	2016-17	54.8%	45.4%	40.8%	9.2%	31.6%	27.6%	31.6%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	40.5%	51.2%	24.4%	26.8%	26.8%	22.0%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	37.1%	27.8%	8.3%	19.4%	27.8%	44.4%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	33.3%	41.0%	15.4%	25.6%	43.6%	15.4%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	51.8%	48.9%	8.9%	40.0%	28.9%	22.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	30.9%	37.3%	15.3%	22.0%	39.0%	23.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	31.6%	34.4%	3.3%	31.1%	27.9%	37.7%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	2.7%	9.1%	9.1%	0.0%	45.5%	45.5%
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	27.3%	27.3%	0.0%	27.3%	54.5%	18.2%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	47.8%	34.5%	13.1%	21.4%	42.9%	22.6%



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	All Students	2016-17	42.0%	37.9%	37.7%	11.7%	26.0%	37.7%	24.7%
Mathematics	4th Grade Content	Asian	2016-17	72.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	40.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	30.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	49.3%	36.5%	12.2%	24.3%	41.9%	21.6%
Mathematics	4th Grade Content	White	2016-17	49.7%	38.5%	38.6%	10.0%	28.6%	38.6%	22.9%
Mathematics	4th Grade Content	Female	2015-16	42.1%	45.9%	25.0%	3.1%	21.9%	43.8%	31.3%
Mathematics	4th Grade Content	Female	2016-17	39.6%	38.0%	37.8%	10.8%	27.0%	35.1%	27.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	49.6%	40.4%	19.2%	21.2%	42.3%	17.3%
Mathematics	4th Grade Content	Male	2016-17	44.2%	37.8%	37.5%	12.5%	25.0%	40.0%	22.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	39.9%	29.2%	7.7%	21.5%	46.2%	24.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	26.4%	26.9%	3.8%	23.1%	44.2%	28.8%
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	24.2%	23.1%	15.4%	7.7%	46.2%	30.8%
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	9.4%	30.0%	0.0%	30.0%	20.0%	50.0%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	36.6%	46.5%	21.1%	25.4%	25.4%	28.2%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	35.6%	39.5%	14.5%	25.0%	25.0%	35.5%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	23.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	White	2015-16	41.0%	37.3%	47.0%	22.7%	24.2%	24.2%	28.8%
Mathematics	5th Grade Content	White	2016-17	42.4%	37.0%	40.0%	13.8%	26.2%	24.6%	35.4%
Mathematics	5th Grade Content	Female	2015-16	31.7%	40.8%	56.4%	30.8%	25.6%	25.6%	17.9%
Mathematics	5th Grade Content	Female	2016-17	32.6%	29.5%	25.8%	9.7%	16.1%	32.3%	41.9%
Mathematics	5th Grade Content	Male	2015-16	35.8%	31.8%	34.4%	9.4%	25.0%	25.0%	40.6%
Mathematics	5th Grade Content	Male	2016-17	37.4%	41.6%	48.9%	17.8%	31.1%	20.0%	31.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	27.2%	35.8%	15.1%	20.8%	28.3%	35.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	31.3%	33.3%	10.4%	22.9%	27.1%	39.6%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	7.1%	9.1%	0.0%	9.1%	0.0%	90.9%
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	21.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	7.0%	8.2%	2.4%	5.9%	24.7%	67.1%
Science	4th Grade Content	All Students	2016-17	14.6%	3.0%	3.7%	0.0%	3.7%	21.0%	75.3%
Science	4th Grade Content	Asian	2016-17	27.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	6.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	9.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	7.2%	8.0%	1.3%	6.7%	25.3%	66.7%
Science	4th Grade Content	White	2016-17	18.2%	2.9%	2.7%	0.0%	2.7%	21.9%	75.3%
Science	4th Grade Content	Female	2015-16	13.0%	4.5%	3.0%	0.0%	3.0%	27.3%	69.7%
Science	4th Grade Content	Female	2016-17	12.6%	2.8%	5.1%	0.0%	5.1%	17.9%	76.9%
Science	4th Grade Content	Male	2015-16	16.4%	9.3%	11.5%	3.8%	7.7%	23.1%	65.4%
Science	4th Grade Content	Male	2016-17	16.5%	3.3%	2.4%	0.0%	2.4%	23.8%	73.8%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	4.3%	7.6%	1.5%	6.1%	25.8%	66.7%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	2.3%	1.8%	0.0%	1.8%	14.5%	83.6%
Science	4th Grade Content	English Learners	2016-17	4.3%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	3.0%	0.0%	0.0%	0.0%	14.3%	85.7%
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	14.1%	11.1%	0.0%	11.1%	68.1%	20.8%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	14.0%	14.1%	1.3%	12.8%	66.7%	19.2%
Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	17.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	14.4%	11.9%	0.0%	11.9%	65.7%	22.4%
Social Studies	5th Grade Content	White	2016-17	26.7%	13.3%	11.9%	0.0%	11.9%	68.7%	19.4%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Female	2015-16	16.7%	10.7%	15.0%	0.0%	15.0%	72.5%	12.5%
Social Studies	5th Grade Content	Female	2016-17	19.3%	10.5%	12.1%	0.0%	12.1%	66.7%	21.2%
Social Studies	5th Grade Content	Male	2015-16	21.0%	17.9%	6.3%	0.0%	6.3%	62.5%	31.3%
Social Studies	5th Grade Content	Male	2016-17	23.9%	17.5%	15.6%	2.2%	13.3%	66.7%	17.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	5.8%	5.6%	0.0%	5.6%	70.4%	24.1%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	11.5%	8.0%	0.0%	8.0%	68.0%	24.0%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	11.4%	9.1%	0.0%	9.1%	36.4%	54.5%

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## SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	81.8%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	90.0%	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	91.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	73.9%	80.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2016-17	63.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2016-17	70.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10



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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	Female	2016-17	60.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Two or More Races	2016-17	86.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	76.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	84.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	71.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2016-17	69.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2016-17	81.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2016-17	57.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	83.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2016-17	83.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	63.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2016-17	62.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2016-17	84.6%	<10	<10	<10	<10	<10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2016-17	53.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	<10	<10	<10	<10	<10

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MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report  
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MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

## Annual Education Report Bryant School (00434)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	98.8%	41.0%	100.0%	40.0%
All Students	Mathematics	98.7%	39.1%	98.8%	31.0%	99.6%	42.3%
All Students	Science	97.9%	24.9%	98.2%	18.7%	100.0%	3.8%
All Students	Social Studies	97.8%	33.7%	98.4%	26.6%	100.0%	14.7%
Bottom 30%	ELA	N/A	3.8%	N/A	0.2%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	<30
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	N/A	N/A
Asian	ELA	99.1%	70.5%	<30	<30	<30	<30
Asian	Mathematics	99.3%	68.9%	<30	<30	<30	<30
Asian	Science	99.1%	41.4%	<30	<30	<30	<30
Asian	Social Studies	98.9%	51.9%	<30	<30	N/A	N/A
Black or African American	ELA	97.6%	25.0%	<30	<30	<30	<30
Black or African American	Mathematics	97.5%	14.2%	<30	<30	<30	<30
Black or African American	Science	96.0%	7.0%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	95.9%	11.2%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	100.0%	38.5%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	100.0%	21.5%	<30	<30

## Annual Education Report Bryant School (00434)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	100.0%	15.2%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	98.2%	30.2%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	96.3%	25.0%	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	98.8%	41.6%	100.0%	40.3%
White	Mathematics	99.0%	45.6%	98.8%	31.7%	100.0%	43.1%
White	Science	98.4%	29.7%	98.0%	18.9%	100.0%	2.7%
White	Social Studies	98.3%	39.7%	98.3%	26.9%	100.0%	12.5%
Economically Disadvantaged	ELA	98.2%	33.5%	98.4%	33.6%	100.0%	30.7%
Economically Disadvantaged	Mathematics	98.3%	23.3%	98.3%	24.1%	99.4%	36.4%
Economically Disadvantaged	Science	97.2%	13.0%	97.4%	11.4%	100.0%	1.9%
Economically Disadvantaged	Social Studies	97.0%	18.3%	97.6%	19.8%	100.0%	8.5%



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## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	97.8%	26.9%	100.0%	29.3%
Students With Disabilities	Mathematics	97.9%	20.7%	97.4%	23.9%	100.0%	48.8%
Students With Disabilities	Science	96.9%	15.8%	97.1%	13.8%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	98.0%	22.3%	<30	<30

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## Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	82.63%	N/A
American Indian or Alaska Native	66.57%	50.00%	N/A
Asian	90.20%	100.00%	N/A
Black or African American	67.36%	100.00%	N/A
Hispanic of Any Race	72.60%	91.67%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	85.71%	N/A
White	83.38%	82.13%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	70.90%	N/A
English Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	63.04%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	83.14%	79.04%

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

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## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Bryant School	73.71	76.45	N/A	N/A	78.50	100.00	N/A	76.40

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## 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	10	18	0

*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%	N/A	N/A

## Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	3.6%

## Annual Education Report Bryant School (00434)

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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 of Educational Progress (NAEP) 2017 Mathematics Achievement.

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## NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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 of Educational Progress (NAEP) 2017 Mathematics Achievement.

## Annual Education Report Bryant School (00434)

### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

# 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), 2017 Reading Assessment.



## Annual Education Report Bryant School (00434)

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Two or More Races	†	†	†	†	†
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

# 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), 2017 Reading Assessment.

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## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9