

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Victoria K. Righter

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Musson Elementary School

(As it should appear in the official records)

School Mailing Address 3500 Dutton Rd

(If address is P.O. Box, also include street address.)

City Rochester Hills State MI Zip Code+4 (9 digits total) 48306-2228

County Oakland County State School Code Number* _____

Telephone 248-726-4200 Fax 248-726-4205

Web site/URL http://www.rochester.k12.mi.us/musson E-mail vrighter@rochester.k12.mi.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Dr. Robert Shaner E-mail: rshaner@rochester.k12.mi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rochester Community School District Tel. 248-726-4202

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Elizabeth Talbert
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 13 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 21 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	31	54	85
1	33	25	58
2	38	32	70
3	41	41	82
4	34	31	65
5	44	30	74
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	221	213	434

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 5 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	434
(5) Total transferred students in row (3) divided by total students in row (4)	0.028
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 5 %
21 Total number ELL
 Number of non-English languages represented: 12
 Specify non-English languages: Albanian, Bengali, Chinese, French, German, Gujarati, Korean, Malayalam, Polish, Romanian, Spanish, Urdu
8. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 16

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: $\frac{9}{40}$ %
40 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 4 Other Health Impaired |
| 0 Deaf-Blindness | 8 Specific Learning Disability |
| 0 Emotional Disturbance | 25 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 1 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 1 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Imagine being a Musson student who makes a difference.

As you arrive each day, you notice the beautiful flowers that your classmates on the Beautification Team planted. The school marquee stands as a reminder to bring in books for the Hispanic Outreach Program and donations for The Make a Wish Foundation sponsored by Student Council. Members of the Peacemakers Team assist the younger students exiting buses and vehicles to their designated entrance door. You follow the horseshoes of the Musson Mustang mascot that are painted on the sidewalk, approaching the doors that are held open by members of the fifth grade Safety Patrol. You are greeted by the smiling principal, support staff, and on special occasions, the Musson Mustang mascot. You walk through a brightly colored, clean lobby, noticing the banner declaring Musson an Evergreen School, reminding you to add your paper and plastic to the recycling station. Boxes line the perimeter of the lobby overflowing with the generous Kids-for-Kids charitable coat collection. Or, perhaps you have brought some school supplies, canned goods, or Box Tops for Education to support current student service projects. You know that Musson has established a positive culture that is nurturing, accepting and teaches appropriate social skills to all students through positive behavior supports and interventions. The display of large wooden letters spelling out the Musson school theme, E-N-C-O-U-R-A-G-E, reminds you that Musson students make a difference.

Imagine you are high-achieving Musson student motivated by seeing your school assessment data posted on the points of pride bulletin board. You notice that Musson’s standardized scores outshine your peers in the district, county, and state. You are especially proud of the 23 percentage point increase on the specific school improvement goal of writing! You observe that since its inception in 1989, Musson has consistently excelled in all measures of student growth and achievement. You are pleased that when the state of Michigan issued School Report Cards, Musson always earned an “A”, the highest designation. As the state’s accreditation process has changed to meet new federal requirements, Musson has continued to attain the highest designation: Reward School status. The Michigan Department of Education annually publishes a “Top to Bottom List.” Musson is consistently at the top of the list scoring in the 99th percentile. The state has also recognized Musson as a “Beat the Odds” school that has closed the achievement gap for students who have traditionally under-performed when compared to their peers. You are inspired by Musson’s school mission: To Ensure Learning And Encourage Positive Citizenship. Specifically, the vision is to embody the elements of a PLC (professional learning community): student learning, collaboration, and results. You know that all the teachers at your school hold these core beliefs as data is analyzed to help steer instructional decisions. The relentless focus on the instructional core and the connection between the student, teacher, and content ensures each student’s success. These milestones make you very proud to be a Musson Mustang. You now realize why you and your 450 peers are up to the challenge of meeting the rigorous expectations that have always been a part of the Musson tradition. You are living Musson’s vision to embody the elements of a PLC (professional learning community): student learning, collaboration, and results.

Imagine you are an active participant in one of the many extra-curricular activities and clubs at Musson. Each morning the school song plays over the PA system signaling that the televised, student- led announcements are about to begin. Student broadcasters announce that the Junior Great Books Group will be meeting at lunch, that the student talent show will be this weekend, and that the Science Expo guidelines will be sent home at the end of the day. You feel blessed that the highly-involved PTA provides student opportunities that enhance the traditional school day with experiences that are above and beyond the curriculum. The student sports broadcaster highlights the multiple fitness and “Fuel Up To Play 60” banners that billow above the rock climbing wall in the gym. The roving reporter showcases photos of recent Chess Club and Math Pentathlon Club events that cover the activity bulletin board. Also mentioned on the morning news is the incredible student artwork that was featured at the local community Art Show, and is now prominently displayed throughout the school. You realize that the Musson community has an exceptionally involved, committed, and active volunteer base.

As you reflect back on your productive school day, you don't have to imagine, because it IS a reality for students at Musson. Musson students ARE making a difference, they ARE high achievers, and they ARE actively involved, and this is why Musson Elementary is worthy of National Blue Ribbon Status.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Michigan Educational Assessment Program (MEAP) is given to all Michigan's third, fourth, and fifth graders in the fall. This testing program measures student performance on the prior grade level's state learning standards. Reading and math are assessed at each grade level. Fourth grade administers an additional writing assessment, and fifth grade is assessed on science benchmarks.

Based on their achievement scores, the students earn one of the following performance level descriptors: Advanced/Level 1 (students exceeds grade level expectations), Proficient/Level 2 (students demonstrate an understanding of key grade level expectations), Partially Proficient/Level 3 (students need assistance to improve achievement), and Not Proficient/Level 4 (students need intensive intervention to improve achievement). The ratings of Advanced/Level 1 and Proficient/Level 2 are considered an acceptable or passing standardized score. Musson's scores are always above state, county and district averages. Our scores rank in the top three schools in all subject areas within the 13 elementary schools in Rochester.

Our school and teachers set high expectations for every student regardless of disabilities, socio-economic status, ethnicity or gender. Teachers strive for 95%-100% of their students to meet the advanced or proficient standardized score rating in all academic areas.

The five year trend at Musson Elementary is another indicator of the exemplary academic achievements of our students. Even when in 2011 the cut score was raised 30 points for an advanced and proficient rating, Musson was able to maintain its high ranking within the state, county and district in writing, mathematics and reading.

Musson was designated as a "Beats the Odds" school which denotes significant academic performance and achievement to help overcome the identifiable risk factors to low student achievement. This distinction is evidence of Musson's success in monitoring and providing appropriate support for students who fall below or do not meet district benchmarks.

This year 100% of our fourth graders passed the reading MEAP, 92% of fifth, and 89% of our third graders. Our average reading score was 94%, 26 percentage points above the state average of 68%. Musson's lofty goals of 95%- 100%, for each grade level are within our reach! We are pleased that 91% of the students who received Tier 2 reading instruction and 46% of students in Tier 3 were successful on the 2013-2014 reading MEAP.

Musson was successful with increasing our writing score 23 percentage points over the course of two years. Although Musson's writing scores were higher than the state, county and district averages, the scores were on the trajectory to meet the Musson staff's rigorous expectations for our students. We knew we could do even better! Staff utilized professional development time to design intensified lessons to improve our writing instruction. The district trend displayed averages in 2011 to 2013 increasing five percentage points. Musson's scored 66% in 2011, 77% in 2012, and 89% in 2013 on the writing MEAP. The effective teaching methods delivered by the Musson staff increased our writing scores. This is 39 percentage points above the state average of 50% in 2013.

In 2010, the state began determining specific testing days for each subject area. Prior to 2010, math was assessed over two days. Now the same number of math sections is assessed in one day requiring three plus hours of math testing. The stamina for this new rigorous testing timeline affected all students in the state of Michigan and the average score went down. Musson students rose to the challenge. Our scores remained above the state, county and district averages. In 2012, Musson's average math score across grade levels was 83% where the district's was 77% and the state's 44%. In 2013, Musson's average was 82%, district's 75%, and the state's 43%.

Universal Screening Quarterly Assessments, unit tests, and Response to Intervention (RTI) progress, are

monitored by Musson staff to ensure that all students' needs are being met and that each student is making personal growth. Assessment benchmarks are analyzed, and the staff continues to set reading and math goals, planning targeted skill instruction.

Although there is more than a 10% achievement gap between all students and students with disabilities at Musson, this subgroup is making progress on their Individualized Education Plans that are based on grade level expectations. Paraprofessionals assist in classrooms during content area instruction to help identified students who struggle. The resource teacher and the learning consultant give direct targeted instruction on a daily basis for those students not meeting grade level expectations.

Musson continues to meet Adequate Yearly Progress (AYP) as evidenced by the Accountability Report. The staff continues to deliver effective instruction across our entire student population.

2. Using Assessment Results:

Musson Elementary uses a variety of assessment data and tools to analyze and improve student performance. These tools help determine areas of strength and weakness, driving the focus of our prescriptive instruction in The 3 Tier System.

At the beginning of the school year, teachers review students' previous end of the year test results as well as recently administered assessments. These assessments are aligned with our district math, reading, and writing benchmarks and are designed to give a snapshot of student academic levels. As a result students are categorized into three distinct tiers (Tier I-Core Instruction, Tier II-Targeted Instruction, and Tier III-Intensive Instruction) according to the Response-to-Intervention model.

Tier I is the classroom level of instruction where teachers differentiate learning for all students throughout the school year. This assessment data includes: district quarterly assessments in the content areas of math, reading, and writing, the research-based testing protocols of Fountas and Pinnell, the Michigan Educational Assessment Program (MEAP), and the Words Their Way spelling assessment, to name a few. Our data demonstrates that Tier I instruction is effective in meeting the needs of 82% of our student population.

The Tier II level is more intensive, and specific interventions in small group settings are provided in addition to the general education classroom. Depending on the needs of individual students, Tier II students work with the school's learning consultant 2-5 times each week. Progress is monitored closely and achievement is shared and communicated with teachers, parents, and support staff frequently. Often accommodations plans are a vital part of Tier II. Accommodation plans are a documented, collective creation of the classroom teacher, students, parent(s), principal, and learning consultant. These accommodations differentiate according to the needs of struggling students. For example, an accommodation plan may include components such as having a test read aloud or using sentence starters to help sequence the retelling of a story.

Students whose data indicates that they are not responding to interventions at the Tier II level are potential candidates for Tier III. The resource teacher will conduct additional testing to determine if special education services are warranted. If so, students would then receive individualized interventions that specifically target skill deficits stated on their Individualized Education Plan. Support may include: alternative programming, general education support, speech and language assistance, social work, occupational therapy, or physical therapy.

Musson's continuous collection of data and progress monitoring are also used to identify mastery of skills. When Tier I or II interventions are not successful, students are brought to TEAM (Together Everyone Achieves More) to determine what additional interventions, accommodations, or special education testing may be warranted. TEAM is comprised of the principal, classroom teacher, learning consultant, special education teacher, school psychologist, school social worker, school occupational therapist, and school physical therapist. TEAM meetings can be thought of as "think-tank" conferences where the group strategizes and problem solves to identify the unique needs and plan supports for individual student success.

3. Sharing Lessons Learned:

Musson continues to stand out in the district, county, state, and nation as a leader in exceptional education. Within the district, Musson serves as a host school for mentoring teachers through teacher labs and shared learning opportunities in the classroom. On a volunteer basis, teachers open their classrooms to model exemplary instruction, methods, and learning for other teachers, followed by a round table discussion regarding the experience. For example, one teacher recently hosted colleagues throughout the district in her classroom to observe her non-fiction reading instruction. We also have a collaborative relationship with local high schools by welcoming practicum students and other student volunteers into the classroom. In addition, numerous staff members are on district committees that help steer district curriculum and make presentations during professional learning conferences.

At the county and state level, Musson fosters the learning and mentoring of student teachers and administrative interns. Many secure full-time employment in the district. Our mentoring reputation as a host school has reached neighboring districts and counties. We facilitate teacher and administrator labs where we share our methods, best practice strategies of instruction and shared leadership processes. For instance, teachers at Musson opened their classroom doors to multiple schools so that teachers could benefit from new teaching approaches and strategies. The workshop model in reading, writing and math were observed and benefits for children were discussed. Further, we partner with Oakland University's nursing program to enhance science and health instruction in the classroom. Nursing students visit to present lessons and demonstrate techniques that model good health practices.

Many of our staff and parents have been nominated and/or have been recipients of recognition, honors, and awards. We even have a staff member who was nationally honored in March 2014 when he received The Presidential Award for Excellence in Mathematics and Science Teaching. The rotating schedule allows all fifth grade students to benefit from his science instruction.

Numerous staff recognition led to invitations to present at the Governors Educational Summit, Chamber of Commerce, and Board of Education meetings. We shared instructional practices to help the community better understand the evolving requirements of current standards and curriculum. In addition, we shared our successful RTI model to the stakeholders at the county level. The successful impact in the classroom can also be felt due to staff leadership and membership in various district, state and national associations.

4. Engaging Families and Community:

The parent and community link at Musson has proven vital to student success and school improvement. The PTA provides nearly fifty programs and services. All of these programs are directed by involved, committed, and active parent volunteers dedicated to providing a wonderful environment for learning. Parents are encouraged and welcomed to become involved through regular PTA meetings, a welcome coffee for new families, steady lines of communication through PTA newsletters, and mentoring new committee chairpersons. The PTA volunteers are empowered to be creative and continually generate new ideas. A high energy level and excitement motivates parents to participate by volunteering their time or their fiscal resources. Programs such as Authors In April, Math Club, Junior Great Book Clubs, Disability Awareness, and Talent Show enrich and complement the academic program and nourish imagination for all students. Physical school improvements such as the school garden and Green Team, along with technology enhancements such as Smart Boards, laptops and iPads are supported financially by the PTA.

Parents are invited by the principal to join several school committees such as the Positive Behavior Supports and School Improvement Plan, demonstrating how parent viewpoints are valued. Parents are encouraged to share their career experiences and special talents in the classrooms. Parents are welcome to assist with activities such as math centers, literacy centers, special celebrations, and assisting in the media center.

Former Musson students visit the school as members of the Van Hoosen Middle School Super Students. The middle school students support the learning at Musson through mentor programs including Reading Buddies, Bullying Prevention Skits, Science Expo exhibit directors, and Family Fun Night game

coordinators. Current high school students interested in the field of education have the opportunity to observe and facilitate small group activities.

Service projects linked to our community abound at Musson. All students participate in charitable projects such as the Hispanic Outreach book collection. Students raised funds to repair a roof at our sister school in Guatemala and were so successful that surplus funds also built a playground . During spring break, some staff members even traveled to Guatemala to assist with the construction. Other service projects include: providing school supplies for those in need in a neighboring city, books on tape for children's hospital, assistance and food at nearby homeless shelters, entertainment at assisted living centers, and support community outreach programs such as Make a Wish.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Musson, our curriculum is aligned to state and national standards. It is designed to challenge all students and provide the appropriate support for all students to be successful. Research on how students learn best is the basis for our instruction. Teachers are provided with materials and units of study along with professional learning experiences to develop their knowledge, content and practices. They are then given the flexibility to deliver the content in a manner that best fits their personal strengths, beliefs, and knowledge of students' needs. The data confirms that this prescriptive instructional model is highly effective.

An inclusion model is used with our special education students who spend as much time in the regular classroom as possible. This researched-based model has proven to be most beneficial for students with disabilities. Paraprofessionals provide additional support for students both in the primary grades as well as those with IEPs.

For several years, we have structured our English Language Arts instructional format by identifying specific achievement levels at all grades, providing instruction at appropriate levels, monitoring progress, and making instructional adjustments. Students receive additional amounts of instructional time based on their achievement data. A balanced literacy approach is used which includes reading, writing, and word work instruction within a workshop structure. Research shows that children achieve at a higher rate with well-balanced instruction from highly effective teachers.

Mathematics instruction focuses on problem-solving, reasoning, explaining one's thinking, and moving from concrete to abstract thinking. Instruction is differentiated within classrooms. Intentional groupings and materials provide opportunities for various levels of challenge and supplementary skill work. Technology supports targeted practice and enhances the home school connection with math exemplars. The curriculum incorporates standards and practices from district, state and national organizations.

Our Science curriculum provides a balance of life, earth and physical science units of study. A cross-curricular format incorporating STEM, inquiry-based, hands-on activities, and community classroom experiences. Students participate in investigations followed by talking and writing about their observations and understandings in journals. Outdoor education includes hands-on student activities: maple syrup harvesting, water cycle and conservation, as well as an overnight camp outing.

Social studies lessons are rich with literature and artifacts that tell stories from our past. Students gain real world connections with curriculum based field trips. Local history is provided by visiting the Rochester one room school house and the local museum. Community speakers provide first-hand descriptions of their experiences. They share community values and bring awareness of the world around them to our students.

Monthly performance assemblies, district art fairs, drum and recorder groups, vocal and instrumental instruction, are elements of Musson's visual and performing arts curriculum. Award winning authors and illustrators visit yearly to inspire our own young authors and illustrators.

Musson's Elementary physical education curriculum delivers a healthy instructional program, providing a variety of developmentally appropriate physical activities to help all students acquire physical fitness, large motor and social skills, positive attitudes, and knowledge for a lifetime of health and wellness.

Technology is used to support and enhance instruction in all academic areas. Smart Boards are present in every classroom inspiring interactive lessons. Grade levels have iPads, netbooks, laptops, and/or desktop computers for independent centers and guided instruction. The media center houses a computer lab which allows a class of thirty to publish work and do research. Mobile laptop carts enrich academics, also allowing teachers to use web-based programs and assessments.

Although not a part of the daily curriculum, foreign language classes are available after school through a

BASES (Before and After-School Enrichment Services) program. Many students choose to participate in German, French and Spanish classes.

Several unique curriculum programs thrive at Musson. Junior Great Books provides inquiry based questioning book clubs. Math Clubs play Pentathlon games and chess which enhance mathematical critical thinking and reasoning skills. Success Maker provides initial placement assessments and individually designed tutorial and enrichment computer lessons. Home reading incentive calendars and Raz Kids computer programs encourage extended school day reading which is vital for success. The Olweus bullying prevention program, provides a framework for a positive learning environment. Student Peacemakers are trained in conflict resolution and peer mediation.

2. Reading/English:

The English language arts curriculum is aligned with the rigor of the state and national standards. Musson uses a balanced literacy approach within a 90 minute reading instruction block. An additional 60 minutes for writing instruction is included daily. Students progress along a continuum and build upon previous learning. Teachers provide instruction at various levels in order to meet the needs of all their students. Best practice research is explored by Musson staff during professional development, summer teacher book clubs, staff meetings and grade level meetings. Research based materials and best practice strategies are implemented. A reading workshop approach is used incorporating guided reading, independent reading, book clubs, shared reading and word study.

Systematic and explicit instruction in phonemic awareness, sight word recognition, decoding skills and oral reading fluency build a solid foundation for reading success in our primary grades. Comprehension strategies are taught at all grade levels. Students are exposed to varied texts and vast opportunities to read, write, speak and listen. Students are immersed with rich literature to instruct and comprehend various text structures and use as mentor texts for writing. A writers' workshop model using research based materials assist with effective instruction. Students prepare oral presentations at all grade levels, building confidence and articulate speakers.

Student data is frequently collected, analyzed and used to design and implement instruction. To meet the needs of students who are demonstrating below grade level skills, a leveled literacy intervention program is in place to address any achievement gaps and ensure learning success. Musson's learning consultant provides additional pull-out and push-in small group instruction on a daily basis. A home component is provided to reinforce grade level skills. Parents are given books, games, vocabulary activities and computer links to enhance their child's rate of progress. The communication between home and school is valued and maximized in the Musson learning community.

Assessment data and pretesting is also used to provide enrichment and extension activities. Above grade level books are available in our Musson bookroom for small group instruction. The flexibility within and across grade levels for appropriate language arts instruction in targeted subjects areas has been implemented. Critical thinking and higher level questioning activities stretch the learners' mastery.

Musson strives to create a love for reading and writing. Our students will have the skills, motivation and support to be successful in middle school and beyond.

3. Mathematics:

The mathematics curriculum is aligned to state and national standards. Students receive instruction in mathematics during a 60 minute daily scheduled block. It is also integrated across the curriculum subject areas and various learning moments. For example, morning meetings include calendar activities which incorporate mathematical concepts that relate to real-world uses: temperature, sequencing, and time. The materials provided to teachers and students are used as resources to support the identified grade-level learning goals. Units of study have been written to include key concepts and guiding questions. These are the foundations of daily lessons which begin with challenging, thought-provoking, introductory launches.

Students are given opportunities for large group, small group, and individual instruction depending on their needs. They are often asked to turn and talk to a partner in order to process information and construct meaning together. Manipulative materials such as base ten blocks, geo-boards, and pattern blocks are important tools that assist students in developing concepts. Math notebooks are used for students to construct responses to problems and explain their thinking. Our school uses this approach because research has shown it to be the most effective way for students to learn and remember the concepts that are identified for each grade level.

Many instructional strategies and a variety of materials are used to meet the needs of students at their own levels. Assessment is ongoing and provides the basis for subsequent instruction. Unit and quarterly tests inform the decisions made by teachers and ensure that standards are being met. Many open-ended assignments allow for student choice that allows for different learning styles and strengths. Care is taken to include experiences for students to learn foundational skills with fact fluency through various activities including timed practice, computer programs, and most importantly, mathematical games. Students are often grouped with others demonstrating similar proficiency for instruction and development of higher mathematical skills. Teachers are then able to provide appropriate instructional experiences and modify them as needed. Student needs are often addressed through a workshop format where instruction is adjusted as students meet with teachers in small groups. In some cases when students perform at a greatly advanced level, they receive their math instruction in a classroom at a grade level beyond their own. For students who are below grade level, teachers provide additional time to address their specific needs. Those who are above level work with materials that challenge their thinking and problem-solving skills.

4. Additional Curriculum Area:

Musson's Physical education team received a level eight Exemplary Physical Education Award from the Governor's Council of Health and Sports as well as the Michigan Fitness Foundation. This award details the accomplishments of the students and P.E. teacher in our school. The health and skill accomplishments of our students are among the top in our state and in the nation. There are only eleven out of 162 school districts that have obtained this status. This puts Musson and its students among the elite in the nation! Our latest accomplishment was Level 8 renewal for Exemplary Physical Education Award. Only two schools in the state at this time have received this award. Individuals who achieve Level 8 have demonstrated a high level of program effectiveness. Level 8 Renewal is an option for those who wish to remain current in the program by demonstrating high levels of effectiveness at periodic intervals.

Through Musson's physical education classes our students learn the benefits of healthy and nutritious food and are discouraged from having junk food by highlighting their ill effects. In today's world, several health problems including obesity, eating disorders and diabetes are present among elementary students. Musson's Physical Education teacher promotes healthy eating practices and guidelines for nutrition. Apart from health and knowledge benefits that students obtain from physical education, they learn how to unwind and relieve themselves of stress and anxiety and promote physical fitness. Musson participates in the Jump Rope for Heart program, where students learn jump rope skills, are how their heart works while raising money to help support heart research for kids.

Musson promotes healthy choices by encouraging Fuel Up to Play 60. This program founded by the NFL, National Dairy Council and the USDA, empowers students to make incremental changes. Students are rewarded with a variety of non-food prizes for exercising 60 minutes daily. The program is run by Musson's PTA Health and Wellness Committee and Oakland University Nursing students. Nurses provide additional health and wellness activities and monitors student Medical Management Plans. A third grade disability awareness workshop develops sensitivity and understanding of the challenges of students who are physically impaired.

Musson ensures that our students have fun, learn how to select healthy choices and make a difference in the lives of others.

5. Instructional Methods:

The Musson staff uses a variety of instructional methods to ensure that they meet the needs of all students. Pretests, formative assessments, intervention progress monitoring and daily work are analyzed to determine the levels of mastery of the Common Core Standards for each student. Teachers then collaborate and utilize the most effective researched based instructional methods that will result in student learning.

Students performing at grade level follow district curriculum. Students achieving above grade level are accelerated where they are challenged to think critically and perform extension activities. Students with special needs have a variety of accommodations (study guides, reduced assignments), or modifications using alternative programs and technology that support the general education curriculum, emphasizing a multi-sensory approach in reading, writing, and math.

Musson students are actively engaged in whole group, small group, and individualized instruction encompassing researched based instructional methods, such as Marzano's Strategies for Effective Teaching and Learning, Whole Brain Teaching, and Visible Thinking Routines.

The Workshop Model is used for reading, writing and math. Instruction begins with a whole group mini lesson. Then small target group instruction reinforces or extends the lesson. Struggling students are allowed a second re-teaching or a third exposure to the demonstration, turn and talk, modeling and guided practice. Workshop Model provides an opportunity to extend a lesson for those whose pretest showed mastery. It may be extending the place value of basic mathematical operations, using higher level questioning on Bloom's, or writing from a different point of view.

Conferring ensures immediate instruction on misconceptions and zeroes in on what each student needs. It improves revising/editing/publishing and provides students the information and the confidence that inspires Musson students to extend their learning stamina.

Inquiry-based learning determines prior knowledge, builds background knowledge and gathers questions which set purpose and strengthen comprehension. Musson students hypothesize in experiments and use literary device in writing.

Musson teachers use hands on activities across the curriculum to build student knowledge and strengthen retention of information. Teachers connect ideas with manipulatives from the concrete to abstract, such as base-ten materials, magnet exploration in science, or creating maps in social studies. Students are empowered in their own learning and critical thinking skills are developed.

The use of technology has revolutionized instruction and student learning at Musson. Classrooms are equipped with Smart Boards, engaging students in interactive learning. Computer labs, laptops, and iPads are crucial to workshop models of instruction. Students are actively involved in learning utilizing Google Apps for Education, Google Docs, Weebly, Glogster, and other blogs. This is reinforced through online homework, assignments, and projects.

6. Professional Development:

The district calendar designates professional learning days which are divided into morning for district initiatives and afternoons for topics selected by each school. Musson teachers have been involved in presenting and facilitating district grade-level workshops. This year's district-level professional learning has focused on implementing Common Core State Standards-aligned units of study for language arts and math. Teachers have met with grade level colleagues to study and plan together at various times throughout the year. Musson teachers far exceed their required 42 hours of professional learning and additional 30 hours over three years for new teachers.

Many Musson teachers have participated in district teacher labs as facilitators, hosts and guests. Teacher Labs are a professional learning model where small groups of district colleagues spend mornings observing

in a Musson classroom. In the afternoon the group debriefs, discusses the elements of the morning lesson and plans for implementation in their own schools. Part of the lab experience involves sharing the learning with building colleagues which occurs during grade level meetings.

To determine topics for building Professional Development, our staff and School Improvement Committee (SIP) analyzes student data which drives instruction and professional learning needs. Goals are set and revisited frequently with checkpoints throughout the year. Necessary support and resources to aid in reaching the goals are provided. For example, in writing, strong word choice was identified as needing improvement at one grade level, so teachers created a plan to address this need. Formative assessment indicated a weakness in comprehending non-fiction text so additional multimedia non-fiction resources were obtained.

The principal, learning consultant, and grade level teachers meet monthly to share ideas, write lessons, and gather resources to enhance instruction. At the monthly faculty meetings, we highlight researched-based teaching activities and strategies that can then easily transfer into their classroom instruction. Teachers model and share strategies gleaned from conferences they attended or professional reading that inspired them.

Our professional development goes beyond theory and practice to strengthen our teachers. It includes high factors of trust among teachers that are vital to a healthy teaching and learning environment. We have done team-building activities in the building and at other locations. Professional resources such as *Crucial Conversations* and *How's It Going? A Practical Guide to Conferring With Student Writers* have provided the basis for teacher book studies. This follows our philosophy that a positive school climate and culture will benefit student learning.

7. School Leadership

"And that is how change happens: one gesture, one person, one moment at a time." ~Libba Bray

The Musson principal's leadership philosophy is characterized by shared leadership and collaboration with all stakeholders. Staff members, who serve as teachers in charge, and administrative interns all share in the leadership role. Ideas, visionary concepts, current educational trends, and updates from committees and county initiatives are regularly discussed and debated amongst the Musson team.

Teachers continually remark how their principal supports them in their roles to carry out the school's ambitious goals and shared vision to place students as the first priority. Including professional collaboration into staff meetings ensures access to additional materials and resources in order to teach concepts and processes. Conversations are enriched and kept alive regarding year-long sustained professional learning within focus areas such as writing. The building principal follows through with face-to-face interactions, grade level meetings, emails, and text messages.

The principal is highly visible. Her office door is always open. Being actively engaged with parents whether it is a nervous incoming kindergarten parent or a highly involved PTA Board member is the all-encompassing theme of Musson. This engagement spills over to all school events as well as after hours phone calls, emails, and texts. Principal and parents work together to ensure the school is supported with volunteers and financial backing when classroom needs, whether supplies or technical equipment, exceed the budget. Parents share input, review key initiatives and enhance the final products.

Frequently, one can find her on the recess playground surrounded by children, or in the cafeteria chatting with students about how things are going at Musson. Students feel comfortable in approaching the principal with ideas in conversation or by leaving a note on her office chair. Children share feedback and ideas with her because they know she will take their ideas into consideration in order to make decisions that benefit the entire community.

Our principal seeks to understand issues and concerns. She works with others to make a difference and doesn't shy away from complex problems. She values candid feedback. Agendas and Minutes are available to all staff and committee members through a transparent shared calendar. Concepts, ideas, programs, budget, facilities and schedules are openly discussed, generated, and debated by all stakeholders. Action steps are shared by all.

Everyone has input, a piece to accomplish, and shares in the final successful products that address authentic needs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

TestMEAP

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Michigan State Assessment

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient (Levels 1 & 2)	83	74	78	84	87
% Advanced	17	11	9	40	46
Number of students tested	64	74	67	57	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient (Levels 1 & 2)		92			100
% Advanced		42			60
Number of students tested		12			10
7. American Indian or					

Alaska Native Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
9. White Students					
% Proficient (Levels 1 & 2)	82	73	77	81	84
% Advanced	12	2	4	35	43
Number of students tested	49	48	55	48	56
10. Two or More Races identified Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					

NOTES: The Michigan Department of Education set new College Ready cut scores effective in the Fall 2011 and then reset the results on previous assessments to align with the new cut scores. All of the scores in this table reflect the new College Ready cut scores. Original scores during the 2008 - 2010 were much higher. Also, MDE updates and revises the MEAP assessment each year so a different test is administered each year.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Michigan Department of Education

Test: MEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient (Levels 1 & 2)	84	91	88	90	94
% Advanced	41	26	25	34	11
Number of students tested	76	74	56	67	72
Percent of total students tested	100	100	96	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient (Levels 1 & 2)	91				
% Advanced	82				
Number of students tested	11				
7. American Indian or Alaska Native Students					
% Proficient (Levels 1 & 2)					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
9. White Students					
% Proficient (Levels 1 & 2)	86	90	89	83	86
% Advanced	31	21	43	37	12
Number of students tested	49	61	56	52	59
10. Two or More Races identified Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					

NOTES: The Michigan Department of Education set new College Ready cut scores effective in the Fall 2011 and then reset the results on previous assessments to align with the new cut scores. All of the scores in this table reflect the new College Ready cut scores. Original scores during the 2008 - 2010 were much higher. Also, MDE updates and revises the MEAP assessment each year so a different test is administered each year.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Michigan Department of Education

Test: MEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient (Levels 1 & 2)	84	89	88	89	88
% Advanced	29	43	34	47	54
Number of students tested	79	65	67	74	76
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient (Levels 1 & 2)					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
9. White Students					
% Proficient (Levels 1 & 2)	84	90	90	91	88
% Advanced	25	44	33	45	55
Number of students tested	67	48	52	56	60
10. Two or More Races identified Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					

NOTES: The Michigan Department of Education set new College Ready cut scores effective in the Fall 2011 and then reset the results on previous assessments to align with the new cut scores. All of the scores in this table reflect the new College Ready cut scores. Original scores during the 2008 - 2010 were much higher. Also, MDE updates and revises the MEAP assessment each year so a different test is administered each year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Michigan Department of Education

Test: MEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient (Levels 1 & 2)	97	86	88	90	87
% Advanced	28	27	20	28	46
Number of students tested	64	74	66	57	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient (Levels 1 & 2)		100			80
% Advanced		50			30
Number of students tested		12			10
7. American Indian or Alaska Native Students					
% Proficient (Levels 1 & 2)					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
9. White Students					
% Proficient (Levels 1 & 2)	96	88	89	88	88
% Advanced	27	27	16	25	34
Number of students tested	49	48	55	48	56
10. Two or More Races identified Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					

NOTES: The Michigan Department of Education set new College Ready cut scores effective in the Fall 2011 and then reset the results on previous assessments to align with the new cut scores. All of the scores in this table reflect the new College Ready cut scores. Original scores during the 2008 - 2010 were much higher. Also, MDE updates and revises the MEAP assessment each year so a different test is administered each year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Michigan Department of Education

Test: MEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient (Levels 1 & 2)	92	92	88	90	94
% Advanced	12	19	25	34	11
Number of students tested	76	74	56	67	72
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient (Levels 1 & 2)	91				
% Advanced	18				
Number of students tested	11				
7. American Indian or Alaska Native Students					
% Proficient (Levels 1 & 2)					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
9. White Students					
% Proficient (Levels 1 & 2)	96	90	85	87	95
% Advanced	8	18	28	29	10
Number of students tested	49	61	47	52	59
10. Two or More Races identified Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					

NOTES: The Michigan Department of Education set new College Ready cut scores effective in the Fall 2011 and then reset the results on previous assessments to align with the new cut scores. All of the scores in this table reflect the new College Ready cut scores. Original scores during the 2008 - 2010 were much higher. Also, MDE updates and revises the MEAP assessment each year so a different test is administered each year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Michigan Department of Education

Test: MEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient (Levels 1 & 2)	92	95	92	91	87
% Advanced	35	40	42	35	41
Number of students tested	79	65	67	74	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient (Levels 1 & 2)		100		100	
% Advanced		50		40	
Number of students tested		10		10	
7. American Indian or Alaska Native Students					
% Proficient (Levels 1 & 2)					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
9. White Students					
% Proficient (Levels 1 & 2)	91	96	90	91	90
% Advanced	34	38	35	36	43
Number of students tested	67	48	52	56	60
10. Two or More Races identified Students					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Levels 1 & 2)					
% Advanced					
Number of students tested					

NOTES: The Michigan Department of Education set new College Ready cut scores effective in the Fall 2011 and then reset the results on previous assessments to align with the new cut scores. All of the scores in this table reflect the new College Ready cut scores. Original scores during the 2008 - 2010 were much higher. Also, MDE updates and revises the MEAP assessment each year so a different test is administered each year.