

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Jeremy M. Whan

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

Official School Name Bemis Elementary School

(As it should appear in the official records)

School Mailing Address 3571 Northfield Parkway

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

City Troy State MI Zip Code+4 (9 digits total) 48084-1459

County Oakland County State School Code Number\* Bemis: 6940 TSD: 63150

Telephone 248-823-4100 Fax 248-823-4113

Web site/URL http://bemis.troy.k12.mi.us E-mail jwhan@troy.k12.mi.us

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Facebook Page

Google+

#TSDThinkers

bemispto.blogspot.com

jwhan@troyschools.org

YouTube/URL

Blog

Other Social Media Link

vimeo.com/Bemis

Acultureofthinking.weebly.com

Bemisthinkers.weebly.com

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. Barbara Fowler E-mail: bfowler2@troy.k12.mi.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Troy School District Tel. 248-823-4000

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 Dr. Nancy Philippart

(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**

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**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

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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):
- 12 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 19 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. 4 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	48	44	92
1	41	42	83
2	43	39	82
3	51	50	101
4	33	63	96
5	45	65	110
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
<b>Total Students</b>	261	303	564

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 62 % Asian
  - 4 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 33 % White
  - 0 % 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: 12%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	45
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1	536
(5) Total transferred students in row (3) divided by total students in row (4)	0.121
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 23 %  
129 Total number ELL  
 Number of non-English languages represented: 29  
 Specify non-English languages: Albanian, Arabic, Bengali, Chinese, German, Gujarati, Hindi, Japanese, Kannada, Konkani, Korean, Lao, Malayalam, Marathi, Nepali, Polish, Portuguese, Punjabi, Romanian, Russian, Serbo-Croatian, Sinhalese, Slovak, Spanish, Tamil, Telegu, Thai, Ukranian, Urdu

8. Students eligible for free/reduced-priced meals: 6 %  
 Total number students who qualify: 35

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.  
 accurate

9. Students receiving special education services: 4 %  
25 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              | 0 Other Health Impaired                 |
| 0 Deaf-Blindness        | 11 Specific Learning Disability         |
| 0 Emotional Disturbance | 12 Speech or Language Impairment        |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 27:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	97%	97%	97%
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

<b>Post-Secondary Status</b>	
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

If yes, select the year in which your school received the award. 1989

## **PART III – SUMMARY**

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Bemis Elementary is located in the heart of Troy, Michigan surrounded by a diverse community that strongly values education. The Bemis community is committed to providing the best resources available to prepare students for their future. High Standards in education have always been a trademark of the Troy School District. Bemis is complemented by a vibrant business community, a variety of recreational and cultural opportunities, which attract a rich multicultural population of families. These families value public school and share a strong commitment to superb student achievement and excellence in academics.

Built in 1978, Bemis has a unique namesake. Walter Bemis was a beloved school custodian and later became a crossing guard for over 40 years. In the early years, when Troy's one-room school was no longer needed as a classroom, it served as a living quarters for the school's custodian. In those early days, Mr. Bemis provided a listening ear and a hot cup of soup for many students who needed extra love and attention. Many years later, the students and their families wished to honor their beloved custodian by naming the new school in his honor.

Bemis has a proud history of innovation. In 1980, Bemis was the first school to be heated and cooled by solar panels. At that time, reflecting this innovation, the mascot was the satellite. Later, it was changed to the current child-friendly mascot, the Bemis Bear. This rich history is revealed in a keystone which hangs proudly in the front hallway.

The beautiful keystone reflects more than our rich history. Teaching positive character qualities demonstrates a strong commitment to citizenship and high academic standards. This keystone reflects the character expected and accepted by all students. Bemis students are not only critical thinkers, and capable readers and writers, but also learn to become ethical, respectful citizens who learn kindness, honesty and responsibility for themselves and for others. The keystone honors Bemis' rich history, highlights the present and looks ahead to the future in a child-friendly way.

At Bemis, the mission states that, "All students will learn in a motivating and nurturing school community." Therefore, Bemis participates with the Harvard Project Zero Research Department to create a Culture of Thinking within our school that is inclusive to all learners, including students, staff, parents, and the entire school community. The Bemis staff is committed to developing critical thinking in our classrooms as well as among our parent community. Evidence of this thinking is visible everyday from the moment anyone walks into the building, meanders through the hallways, or engages our students in conversation. This Culture of Thinking is visible throughout the building and offers students the ability to reflect upon their work, reason with evidence and make connections between the world we live in and the curriculum that we teach, using a very unique educational approach. Our students and teachers seek understanding through commitment to creating a Culture of Thinking.

At Bemis, our mission and vision statements are embodied in everything we do. Our vision states that we establish a collaborative culture, implement a relevant and rigorous curriculum by using research based instructional strategies to ensure learning for all students. Likewise, we utilize a variety of ongoing assessments in order to design and adapt our instruction to ensure quality learning. This mission and vision is especially important because our school population is quite diverse yet united through our commitment to learning. Although the population of Bemis is growing and changing, one thing never changes, and that is our commitment to academic success.

To understand the myriad of cultures represented in our demographics, consider the following: 12% mobility rate, 7% economically disadvantaged, 23% of our students are English language learners, 62% of our students are Asian/Indian, 33% Caucasian, 4% African American, 1% Hispanic, and 30 languages are spoken to our students when they return home after school. Bemis received Reward School Recognition in 2013. Bemis was acknowledged as 1 of 345 schools, out of the 4,247 schools in Michigan, was ranked #5 in the State of Michigan the past 2 years, and was ranked as the #1 school in Oakland County in 2014. We are especially proud that in the past four years, we have moved from a ranking of 155 to number 5 in the State

of Michigan. Furthermore, Bemis was chosen to present at the renowned Harvard Project Zero Conference in Memphis, Tennessee because of our work in Visible Thinking. Our significant subgroups have shown a steady point increase and our daily attendance rate has remained consistent over the past 5 years at 96.8%.

If the mission of the National Blue Ribbon program is to recognize highly performing and committed students who are consistently nurtured and motivated by highly performing and committed staff and families, then Bemis Elementary is truly deserving of this award.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Public school students in grades 3-9 are required by the State of Michigan to take the Michigan Educational Assessment Program (MEAP) test. Students are tested in Mathematics, Reading, Writing, Science and Social Studies. These tests are reported based on four categories-Not Proficient, Partially Proficient, Proficient, and Advanced. Students who score at the Proficient Level or the Advanced Level are considered to be on track for career/college readiness. Students who score at the Advanced Proficiency level exceed expectations. This level indicates substantial understanding and application of key concepts defined for Michigan students. The Proficient performance level indicates understanding and application of key expectations. The students who are at the Partially Proficient Level need assistance to improve achievement. The student's performance is not yet proficient indicating a partial understanding and application of the expectations. A student scoring at the Not Proficient level needs intensive intervention and support to improve achievement.

MEAP results are delivered online a few months after the assessment is given. Initial results are embargoed and shared only with school personnel. The principal and teachers immediately review the results. Teachers use the Individual Student Report to identify a student's strengths and areas which may need improvement. Teachers use the Item Analysis Report to evaluate student responses to specific tested standards. Each item is aligned to an expectation. Teachers use the demographic report to examine scores by demographic subgroup. The Comprehensive Report examines mean scale scores and performance level information by grade level and subject area.

Both formative and summative assessments are meant to develop a feedback loop between student learning and instructional practices. These assessments drive instructional decisions for further learning. Therefore, in addition to the MEAP, The Fountas and Pinnell Benchmark System (F & P) links assessment to instruction using the Continuum of Literacy Learning. This assessment is administered individually and matches student' instructional and independent reading abilities to a Text Level Gradient. The information informs teachers about how teaching is impacting student learning. Using formative results, teachers and students set new learning goals; establishing new reading groups if necessary, and meets horizontally and vertically collaborating with other teachers to determine if trends make it necessary to tweak our teaching.

Each unit in Math Expressions ends with an assessment of the content learned. These assessments help determine that students have mastered the materials. Guided groups are organized based on the needs identified through these assessments, and individuals needing extensions or additional remediation meet with the teacher individually.

The Observation Survey, administered to struggling first grade students, help determine which children will be served in Reading Recovery.

Bemis Elementary School consistently outperforms the county and state. Our MEAP scores continue to be very strong, and we ranked first or second in every category, out of twelve Troy elementary buildings. Bemis was also ranked first in Oakland County and fifth in the State of Michigan. Because the scores at Bemis continue to meet or exceed expectations, we believe that the emphasis on creating a culture of thinking has had a positive influence on student achievement. Although our economically disadvantaged students and students with IEPs still underperform their grade level peers, a culture of thinking has impacted these students positively. Students have the benefit of classroom discussions to challenge their thinking, and all student responses are valued. Individualized instruction is provided to students using Special Education staff. ESL tutors, who work under the supervision of highly qualified ESL teacher, meet the needs of each ELL child. Students with similar learning needs may be placed in flexible, short term groups. Then, students needing additional assistance receive instruction with a certified teacher.

## **2. Using Assessment Results:**

Mastery Manager enables staff to access results of writing and mathematics assessments to monitor student progress and differentiate instruction. INFORM, a site for tracking student performance, enables teachers to retrieve results of standardized, district and Fountas and Pinnell assessments. The results are used formatively, for student placement and to differentiate instruction. In a summative manner, it is used to evaluate instruction and curriculum success.

Bemis educators are dedicated to understanding the Common Core State Standards (CCSS). Teachers researched and analyzed grade level expectations. Vertical articulation of the standards has created a common language among staff and students. Assessment analysis during vertical planning meetings provided information to help prepare students for the rigor of the Common Core.

Bemis teachers examined the format and question styles of the released items on the SmarterBalanced Assessment and noticed the increased complexity. Digital literacy required new skills so teachers created an innovative, systematic program to quarterly assess students' critical thinking skills.

The "Bemis Thinkers" Assessment is a digital tool for all K-5 students. Data indicates that science is challenging for our students. Layered assessment questions help students learn to answer complex questions. Students read and understand different sources of information including fiction, informational, poetry, as well as video clips and photographs. Students make claims about scientific ideas they are learning and support their claims. Students apply reasoning skills and describe why their evidence supports the claim. Ultimately, students reflect on their responses and set target goals for future growth.

This diagnostic tool provides standardized data for teachers. Teachers analyze student responses and make instructional decisions in an effort to differentiate instruction. Teachers develop critical thinking skills within students by providing opportunities to apply learning in new and more complex situations resulting in significant improvement on state tests and national assessments.

To assess reading, The Fountas & Pinnell Benchmark Assessment (F & P) seamlessly links assessment to instruction along The Continuum of Literacy Learning. The assessment provides information to guide the teacher's instructional decisions in reading. Teachers use F & P to document student progress throughout the year and across grade levels.

Bemis teachers have integrated the CAFÉ system, the research of Gail Bussey and Joan Moser, into their reading workshop model. CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary. Using the Electronic Conferencing Pensive, teachers integrate The CAFE Menu's reading goals and strategies. Teachers use this formative assessment tool to monitor student growth goals. Additionally, student progress can be shared between teachers, students and parents for ultimate curricular coherence. We also communicate through report cards, conferences, and digital two-way conversations.

Additionally, for our first grade students, An Observation Survey, (Clay, 2002, 2005) provides a systematic way of capturing early reading and writing behaviors and is the primary assessment tool used in Reading Recovery. The Observation Survey includes six literacy tasks, all of which are necessary for describing a young child's emerging reading and writing behaviors. This assessment is used to place students in literacy groups or Reading Recovery, if needed.

## **3. Sharing Lessons Learned:**

At the district, county and state level, Bemis is a host school for training educators on creating a Culture of Thinking. Seminars were developed to teach colleagues how we created this culture throughout Bemis. Visitors are welcomed into lab classrooms. They participate in a pre-observation meeting, observation and a post-observation conference. These discussions lead to deep understanding about the responsibility of teachers to create an engaging learning atmosphere promoting high expectations for all learners. We also present methods to effectively facilitate conversations that promote learning and engage students in a

cognitively vibrant atmosphere. We share thinking protocols and routines to formatively assess the learning of all students. These learning opportunities create excitement among our visitors and motivate them to build their own Cultures of Thinking. Visitors can walk through any classroom and have the opportunity to record digital images about how the eight cultural forces (Ritchhart, 2002) occur in our building. Observations from visitors hold us accountable for our actions, provide us with motivation to continue the work and allow us the opportunity to share our thinking with colleagues from around our district, county and state.

At the National and International levels, Bemis was chosen to send presenting teams to Project Zero's conference the past two years. As a participant, we have presented "The Journey of Creating a Culture of Learning" and "Uncommon IT Within The Common Core." These two presentations have received 100% support through surveys of participants. We have also used Vimeo to post our presentation digitally. Data indicates that our presentation have been very popular, receiving over 38,000 hits. Through social media and our web site, we have successfully reached our colleagues around the world.

Dr. Ron Ritchhart, lead Project Zero Researcher of Making Thinking Visible, visits our school quarterly and conducts qualitative research by observing classrooms and providing feedback. He has spent time listening and recording students engaging in critical thinking opportunities. He has taken time to sit down with the classroom teacher for reflections. He has been very interested in the planning, implementing, and reflection process of designing classroom experiences to encourage all students to further develop 21st Century problem solving skills. This research is included in his next book, which will be shared with all readers.

We hope to share our enthusiasm and best practices with our fellow colleagues from other districts as a National Blue Ribbon School.

#### **4. Engaging Families and Community:**

To increase achievement, we know that parents must participate in the learning process. Our changing demographics caused us to reach out to our community. A significant proportion of our English Language Learners (ELL) families reside in apartments. We discovered that this community did not feel part of our Bemis family. We decided to host meetings at their homes. These meetings were facilitated by administration and staff. At the meeting, families learned about the volunteer opportunities at school and how to be actively involved. Carpools were established for those families without transportation. These meetings increased involvement significantly.

In addition, Bemis Elementary has strong parental support through a variety of annual PTO school wide events. The PTO was honored with a national leadership award for outstanding performance and a consistent partnership with parents.

Our PTO has a strong history of successful fundraising which has helped improve student achievement. Investments in technology, extra curriculum and support programs have improved instruction and the engagement of students. Fundraising has helped us purchase SMART boards, iPads and Apple TVs for all classrooms. Additionally, we purchased new hallway bulletin boards for displaying Visible Thinking routines.

Over the past three years, parents have gradually learned about Visible Thinking through our home school connection, parent information nights, podcasts, Vimeos, websites, Twitter page, and the creation of our Celebration of Thinking evening. Students invited their family members to attend school in the evening to see their thinking displayed across all content areas including the fine arts. They also shared their process of learning projects such as electric lighthouses, tech integration projects and reflections on their own growth. The primary purpose of hosting the Celebration of Thinking was to connect family members and the community to our Culture of Thinking and learning that is embedded at Bemis Elementary.

This school year, the Bemis Family Thinking Challenge was introduced. Each month, students shared a Visible Thinking routine with their family. Students were encouraged to try the routine and to bring an

artifact to school as evidence of their family's involvement. The family responses have been positive and the parents have stated that they appreciate being involved in our instructional practices.

Community service is an important theme at Bemis. Classes partner with senior citizens, making monthly crafts, cards and visiting Wynwood Assisted Living Center. The Troy Foundation for Education Excellence, a community group, has funded these projects for 15 years.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The Michigan Board of Education adopted the Common Core State Standards in 2010. Professional development at Bemis to understand the standards began in the fall of 2010. Teachers examined the standards and compared them to the standards that had previously been the basis for our curriculum. Teachers collaborated within and between grade levels.

The Common Core Standards for English Language Arts ask us to consider both narrative and informational reading. The ELA standards begin with foundational skills that address reading and language acquisition in the early grades. In addition to reading and writing, the ELA standards promote listening, speaking, and viewing. Units of study encompass grades kindergarten to grade five and are consistent across all grade levels forming a continuum of learning.

Using Houghton Mifflin Harcourt's Math Expressions, an inquiry-based curriculum, our focus is weaving the Common Core Standards into mathematical practice. These practices are not simply related to computation and the use of algorithms, but ask students to problem solve, reason, communicate and make representations that show their thinking and learning. This connects with our formative assessment and Visible Thinking work and practice. Students are asked to make sense of problems and to persevere as they solve them. Students must reason abstractly and quantitatively as well as construct arguments and critique the reasoning of others. Students are asked to create models that represent what they are learning in mathematics. These models connect their learning to problems that might arise in the real world. Students are asked to use tools that are appropriate, whether it is a pencil and paper, a calculator, or protractor, attending to precision is vital when using these tools.

At Bemis, our Science curriculum is based on the Michigan Grade Level Content Expectations. We have used inquiry based science kits at each grade level. We engage students to deeply understand the content and processes of science. Furthermore, our teachers have enhanced each science unit to integrate many of the Visible Thinking routines. In addition to the science kits, we have had a significant focus on teaching our students how to make a claim, provide evidence, and reason with evidence. These practices are aligned with college and career readiness based on the new SAT assessment practices.

The Michigan Grade Level Content Expectations form the basis of our Social Studies instruction. Beginning close to home and expanding into the United States and its history, the Bemis curriculum provides students with challenging concepts and asks students to make connections between concepts. Visible Thinking strategies are consistently integrated within all of our curriculum areas.

Our Media curriculum is based on State Standards and was written by Troy teachers. Both teachers and students use technology in lessons and learn to use online resources and research technology in a variety of contexts. The Bemis Media Center has an award winning collection of 20,000 books and circulates 30,000 items including print, electronic and other resources to students and staff throughout the school year, unprecedented in an elementary school.

Bemis offers many opportunities for students to explore the 5th Core of learning through the performing arts, visual arts, and world languages. In 2014, the Music department received national recognition, from NAMM, as the "best community for music education." Our students learn how to play instruments, compose their own original music and perform live for our community. Our visual arts program fills our gallery walls changing daily with student art work. We hold an annual Art competition and display work within our business community.

Spanish is taught at Bemis providing students with a foundation in a world language. The curriculum is designed to promote global awareness and cross-cultural understanding. Each year of study advances the child's language skills leading to the year-long Spanish class in Troy Middle Schools.

Physical education classes encourage healthy living by teaching fitness and setting individual goals. Teachers have Fitness Folders to record and monitor student progress. Awards are presented to high achieving students. This curriculum was written by Troy teachers and is based on the Grade Level Content Expectations (GLCEs). In the fall, a school sponsored jog-a thon encourages students to maintain their fitness, and students participate in a Fitness Run in the spring.

## **2. Reading/English:**

Reading and Writing Workshop and Making Meaning are the instructional models used at Bemis. They challenge students to develop skills in Language Arts. This results in readers, writers and thinkers that effectively comprehend and communicate. Workshop empowers students in comprehension and skill acquisition by providing a structured environment, fostering a love of reading and writing. Workshop empowers teachers to differentiate instruction for all students. Students experience a variety of genres and authors as literacy competencies are developed through narrative and informational units of study to provide a progression of learning that aligns the CCSS. This model is implemented in every classroom. Staff provides direct instruction to the class with small group learning opportunities based on needs. Teachers use the CAFE (Comprehension, Accuracy, Fluency, and Expanding Vocabulary) system engaging students in daily literacy assessment and instruction. This system guides the teacher and student to create individual reading goals and monitor progress using the electronic pensieve.

We use F&P to learn about students as readers. Assessment provides important information about every child's reading comprehension, accuracy, and fluency. Teachers create individualized reading goals and strategies to help each student. The F&P System links one-to-one assessment to reliably and systematically identify students' instructional and independent reading abilities. The assessment gives important information to guide the teacher's decisions in reading. When students are significantly above grade level, we differentiate by integrating at a level closest to their tested level, to extend thinking through discussions. Then, we challenge them through individual conferences with the teacher. We believe in the value of students sharing their thinking with their peers, but we also provide extensions for students performing above grade level by integrating technology project based learning opportunities for these children.

Reading Recovery enables initially at-risk students to make accelerated progress in 12-20 weeks. A recent study indicated that most Reading Recovery students performed well on standardized tests and maintained their gains in subsequent years. In the past decade, 140 of the lowest achieving students at Bemis have been served in Reading Recovery and discontinued within the average range of their peers.

Students performing below the average of their classroom, not served by Reading Recovery, attend literacy groups. Literacy groups meet daily, to instruct and support students having struggles with comprehension and word recognition. Using strategies and a balance of fiction and informational books, under the guidance of the reading specialist, this intervention helps close the achievement gap.

## **3. Mathematics:**

We use Houghton Mifflin Harcourt's Math Expressions (CCSS) as the mathematics curriculum. Math Expressions supports teachers as they create an environment of inquiry to encourage constructive discussion. Students invent, question, model, represent and explore while learning and practicing important math strategies. Through daily Math Talk, students explain their methods and thinking allowing them to apply strategies. Students develop mathematical language and communication and clarify their thinking, expand their understanding and increase ownership of concepts. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns precisely with the Common Core State Standards for Mathematics. Math Expressions provides differentiated pathways to mathematical tasks. Teachers choose appropriate tasks to elicit student thinking, while building students' procedural fluency and conceptual understanding.

At Bemis, teachers provide effective math instruction that is differentiated for all learners. Instruction is delivered in small, flexible groups and/or in the workshop model to meet the variety of needs. Through

workshop, children take responsibility for learning, and are articulate their math ideas. Small group instruction is tailored to help each student grow as they make mathematical discoveries through a variety of math activities. Students have opportunities to generate questions, formulate new understandings and expand their math vocabulary. Throughout the units, formative assessments are analyzed to guide instructional decisions ensuring student success. When the curriculum, instruction, and assessments are tightly aligned, students will increase achievement. For the exceptional math students who “place out” of math at their grade level, students may attend math classes with students at the next highest grade level. This extends to our 5th grade students who attend math classes at the Middle School.

Consistently, the daily math lessons at Bemis Elementary expect students to explain their thinking with evidence during mathematical conversations. Students are also asked to make math drawings to help visualize the mathematics and deepen the learning. Another integral part of the math lessons is giving students opportunities to be math leaders in the classroom to help their classmates understand the concepts and skills. Lastly, technology is used as a tool to communicate and offer additional support for students to learn and reinforce the concepts being taught in the classroom.

Bemis teachers have crafted SMART board lessons to further reinforce the concepts taught. Opportunities are provided for students to partner with peers to explain mathematical concepts, problem solve, and discuss different approaches to explain thinking.

#### **4. Additional Curriculum Area:**

We consider writing to be the highest form of thinking. Data indicated a need to focus on a systemic approach to improve our writing instruction across all curricular areas. Over the past three years, Bemis teachers collaborated with Oakland Schools and the Michigan Association of Intermediate School Administrators (MAISA) to write and pilot Common Core Units of Study with other teachers from across the county. During the curriculum writing process, our teachers grew in their understandings of the Common Core Standards and how to implement best practice. Our teachers were able to give suggestions, feedback, and ideas to influence the unit design. Teachers “tested out” the units in the classroom by conducting student case studies, while observing and documenting student growth. Teachers reflected on the lessons which were changed according to the feedback provided. Additionally, teachers analyzed student achievement data which helped drive their instruction and differentiate for each individual learner. Teachers previewed lessons at their specific grade level, viewed video clips of prerecorded lessons, discussed student writing samples, examined rubrics, and aligned reading and writing instruction. Then MAISA writing units were launched.

The MAISA writing units use writing workshop format, based upon research. The basic principles of writing workshop encourage students’ independence through apprenticeship learning and mentor text. The units follow a workshop structure which includes a connection, teaching point, active engagement, link, mid workshop teaching point and share. Teachers craft their lessons according to a specific teaching point and a specific learning target, and writers use that teaching point as they craft their own writing. The teacher confers with individual students throughout the writing workshop, and prepares students to share their work. Students share their work with their writing partner, and provide feedback to one another according to a rubric.

This school year, the Troy School District adopted the MAISA units as district mandated curriculum due to positive feedback from all teachers. All elementary teachers now implement MAISA writing units to support a strong literacy balance.

We continue the work this year by hosting lab classrooms with Oakland Schools Intermediate School District. Bemis staff members observed expert teachers in action and learned from one another. Through observation, discussions and action planning, the staff shifted their thinking to improve writing instruction. Overall, our data in the area of writing has consistently improved. Our writing scores on the MEAP were the highest within our district and the county.

## **5. Instructional Methods:**

Bemis staff uses many instructional methods to differentiate instruction for our diverse student population. The Bemis staff strives to be inspiring, creative, and enthusiastic facilitators of learning and thinking. In order to differentiate and motivate our students, we have created a learning environment that integrates technology. Technology has allowed our staff to enhance the curriculum and provide students with greater access to information and creation through discovery, research, and problem solving. Using the Senteo Interactive Response to assess learning, or the iPads to produce an iMovie, every day teachers integrate technology to engage learners, extend their thinking, and provide acknowledgement of student learning.

In reading, writing and math, teachers utilize the workshop model. This model provides opportunities for whole group, small group, flexible guided groups and individualized instruction so teachers can scaffold lessons to accommodate students' needs. Teachers confer to focus on specific student needs to enhance learning. Students collaborate to refine their thinking while teachers monitor and offer instant feedback. Across the curriculum, teachers provide specific feedback to students whether through student self-assessment with rubrics or through teacher monitoring of student learning.

Ongoing formative assessment and progress monitoring informs teachers of students' needs so that teachers can problem solve during daily collaboration meetings within grade levels or through weekly vertical team collaborations. When students are not making adequate progress, additional support is provided often by stretching the school day to offer individual opportunities for advancement. Through Visible Thinking, all voices are heard; therefore students' needs are identified quickly. Teachers do not have to wait for summative assessments to determine student misunderstandings. Rather, lessons are immediately adjusted because teachers are flexible and responsive to students' needs.

The Bemis staff understands its role in implementing Visible Thinking practices as our students continue to grow and develop in a "21st Century World." Therefore, connections are made between the world we live in and the curriculum we teach. Classrooms believe transparency and frequent communication is essential, therefore assignments, blogs, tutorials, and class projects are available on-line for home learning. Students are consistently making claims and supporting their claims with evidence on classroom blogs. Twitter has also become more prevalent within our building, to allow teachers to explore professional dialog and hone new instructional strategies and techniques. Teachers are collaborating with other teachers through social media tools. #BemisThinkers and #TSDThinkers are frequently used to network and connect with the educational community on Twitter.

## **6. Professional Development:**

Professional Development at Bemis is ongoing and embedded. Data from assessments indicate that teachers participate in professional development opportunities in the areas of curriculum, instruction and assessment.

To address curricular needs this year, all teachers have participated in district training to evaluate and learn best practices for using the new Houghton Mifflin Harcourt's Math Expressions. Additionally, district training prepared kindergarten and ESL teachers to integrate the Leveled Literacy Intervention program.

In the area of instruction, Visible Thinking strategies have positively impacted student achievement. Based upon research from the work of Dr. Ron Ritchhart, and visits to schools already using thinking skills, data proved that critical thinking better prepared students for 21st century learning. Bemis staff embraced this philosophy to help students achieve, improve critical thinking, and become ready for future challenges. Consequently, Visible Thinking strategies are woven throughout all curricular subjects. Professional development opportunities at Bemis align with this philosophy, so the focus in this area is essential.

Finally, to align formative and summative assessment school wide, professional development has focused on student growth. Procedures and reported data are standardized across grade levels. Through collaboration, teachers have engaged in focused professional development opportunities, built a Culture of Thinking and positively affected student achievement.

Using the Danielson Framework for Teaching, (Danielson, 2013) Bemis staff works collectively as well as individually to promote a Culture of Thinking within each classroom and throughout the building. We are focused on triangulating data in the field of informational reading, writing and critical thinking. Teachers are committed. Student achievement has increased. In addition to professional development opportunities in reading, writing and math, teachers participate quarterly to integrate brain based thinking routines and protocols to enhance student learning. Furthermore, the Bemis staff meets monthly in vertical team meetings with the differentiation coordinator and administrator to share successes with Visible Thinking and to examine student data. This year, 114 professional development hours were available at Bemis.

Professional learning communities collaborate bimonthly to share the responsibility for improving student achievement in the areas of informational reading, cross-curricular writing and critical thinking.

Collaboration and professional development opportunities have been a key component for the strides Bemis has made in building a Culture of Thinking. Teachers collaborate daily within grade level teams and vertically to refine and share instructional strategies producing continuous growth and achievement. We have created an exceptional professional development model, considered exemplary within our district and the county.

## **7. School Leadership**

The role of our principal is to lead by setting a vision, using data to drive decisions and to build relationships.

His leadership style and philosophy is an inclusive model that provides opportunities for all to lead. He authored a book about his leadership philosophy titled, *The Seven Principles of Change*. This guides Bemis to subject our decision-making to judgment by results. He helps us to use data to begin each change process. Likewise, he motivates us by setting a vision, creating a clear purpose of why we need to change and then has us focus on a single organizing idea to help us achieve our goals.

He creates and shares leadership responsibility which helps us to improve our school. Each teacher is invited to be part of our Vision 20/20 leadership team. This event occurs monthly to provide guidance in making building decisions. Through this leadership style, student achievement has increased because we simultaneously keep our focus on balancing the needs of our students and teachers. He continually builds capacity of understanding within each team member by connecting us to research and best practice.

Bemis teachers are transformational leaders who contribute through shared responsibilities. They connect people to the work, collaborate and commit to what is best for our school. They are laser focused on learning through our building wide growth goals and job embedded PD which ensures they are able to deliver the best possible instruction for every child. Some use data as a “hammer,” Bemis uses it as a “flashlight.” Currently, the principal is leading the school through a building-wide action research project, “connecting digital learning with critical thinking.” The principal and a team of teachers shared this research at an international conference in 2014.

The principal believes that great leaders build trusting relationships with all stakeholders. Staff is inspired to fail forward in a non-judgmental culture. Our leader inspires teachers and students to take pride in their work, collectively and individually. Therefore, students’ and teachers’ success continues to increase dramatically. In order for our mantra to occur, “If it is good for one student and teacher, it is good for all,” he believes in connecting us to the work. He organizes time for teachers to collaborate, creates excitement and builds momentum which ultimately helps us to commit to what is best for our students. He builds relationships with parents by communicating daily through digital pod-casts, two-way social media (Twitter), and the building T.V station. Through his commitment and relationship with our PTO, they have invested in improving our Culture of Thinking.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** State of Michigan

**Test:** MEAP

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	95	85	0	68
% Advanced	50	30	38	0	0
Number of students tested	105	73	68	0	73
Percent of total students tested	0	0	0	0	0
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	67	93	0	0	0
% Advanced	17	14	0	0	0
Number of students tested	12	14	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced	93	94	90	0	78
% Advanced	55	27	52	0	0
Number of students tested	67	48	29	0	32
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	82	94	82	0	57
% Advanced	38	28	27	0	0
Number of students tested	34	18	33	0	35
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** The career and college ready cut scores apply to the 2011-2012 school year. These new cut scores were implemented in the Fall 2011 MEAP.

Cut scores for 2010-2011, 2009-2010, and 2008-2009 represent minimum proficiency

< No scores or percents provided if less than 10 students

0 indicates NA; Advanced levels were changed in 2011 making the assessment more rigorous.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** State of Michigan

**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
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	92	91	100	99	99
% Advanced	59	36	94	83	78
Number of students tested	105	75	72	77	73
Percent of total students tested	0	0	0	0	0
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	99	0
% Advanced	0	0	0	83	0
Number of students tested	0	0	0	72	0
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	67	94	100	100	0
% Advanced	17	24	90	88	0
Number of students tested	12	17	10	16	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced	96	98	100	100	97
% Advanced	72	42	97	94	84
Number of students tested	67	50	33	31	32
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	85	72	100	100	100
% Advanced	41	17	94	79	77
Number of students tested	34	18	33	39	35
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** The career and college ready cut scores apply to the 2011-2012 school year. These new cut scores were implemented in the Fall 2011 MEAP.

Cut scores for 2010-2011, 2009-2010, and 2008-2009 represent minimum proficiency

0 indicates NA; Advanced levels were changed in 2011 making the assessment more rigorous.

< No scores or percents provided if less than 10 students

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** State of Michigan

**Test:** MEAP  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	95	89	97	99	100
% Advanced	51	46	86	79	96
Number of students tested	79	83	79	78	102
Percent of total students tested	0	0	0	0	0
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	93	0	0	100
% Advanced	0	40	0	0	93
Number of students tested	0	15	0	0	14
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	97	100	100	100
% Advanced	63	64	94	93	98
Number of students tested	51	39	32	29	57
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	86	83	95	100	100
% Advanced	19	33	85	73	93
Number of students tested	21	36	41	41	42
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** The career and college ready cut scores apply to the 2011-2012 school year. These new cut scores were implemented in the Fall 2011 MEAP.

Cut scores for 2010-2011, 2009-2010, and 2008-2009 represent minimum proficiency

< No scores or percents provided if less than 10 students

0 indicates NA; Advanced levels were changed in 2011 making the assessment more rigorous.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** State of Michigan

**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
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	93	100	99	100
% Advanced	22	27	80	64	68
Number of students tested	83	96	74	72	75
Percent of total students tested	0	0	0	0	0
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	85	0	100	100
% Advanced	0	56	0	56	42
Number of students tested	0	16	0	16	12
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced	98	93	100	100	100
% Advanced	20	35	89	68	71
Number of students tested	49	60	46	31	34
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	100	91	100	97	100
% Advanced	22	15	53	63	67
Number of students tested	18	33	19	35	39
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** 0 indicates NA; Advanced levels were changed in 2011 making the assessment more rigorous. < No scores or percents provided if less than 10 students  
The career and college ready cut scores apply to the 2011-2012 school year. These new cut scores were implemented in the Fall 2011 MEAP.  
Cut scores for 2010-2011, 2009-2010, and 2008-2009 represent minimum proficiency

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** MEAP: WRITING TESTED in 4th GR.

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** State of Michigan

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	90	100	100	100
% Advanced	31	32	99	94	95
Number of students tested	83	102	75	72	75
Percent of total students tested	0	0	0	0	0
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	88	0	100	100
% Advanced	0	28	0	94	100
Number of students tested	0	32	0	16	12
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced	94	95	100	100	100
% Advanced	45	42	100	94	94
Number of students tested	49	65	47	31	34
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	94	82	100	100	100
% Advanced	17	18	100	94	95
Number of students tested	18	34	19	35	39
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** The career and college ready cut scores apply to the 2011-2012 school year. These new cut scores were implemented in the Fall 2011 MEAP.

Cut scores for 2010-2011, 2009-2010, and 2008-2009 represent minimum proficiency

< No scores or percents provided if less than 10 students

0 indicates NA; Advanced levels were changed in 2011 making the assessment more rigorous.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** State of Michigan

**Test:** MEAP: READING  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	90	100	97	95	95
% Advanced	21	33	66	59	66
Number of students tested	105	73	68	76	73
Percent of total students tested	0	0	0	0	0
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	50	100	0	93	0
% Advanced	8	21	0	47	0
Number of students tested	12	14	0	15	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced	93	100	100	97	97
% Advanced	21	33	76	65	78
Number of students tested	67	48	29	31	32
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	84	100	94	95	94
% Advanced	24	33	61	63	60
Number of students tested	34	18	33	38	35
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** 0 indicates NA; Advanced levels were changed in 2011 making the assessment more rigorous.  
 < No scores or percents provided if less than 10 students  
 The career and college ready cut scores apply to the 2011-2012 school year. These new cut scores were implemented in the Fall 2011 MEAP.

Cut scores for 2010-2011, 2009-2010, and 2008-2009 represent minimum proficiency

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** State of Michigan

**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
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	99	97	95	99	98
% Advanced	40	44	69	68	70
Number of students tested	78	79	78	78	102
Percent of total students tested	0	0	0	0	0
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	91	0	0	93
% Advanced	0	27	0	0	36
Number of students tested	0	11	0	0	14
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	97	100	100	98
% Advanced	44	56	81	86	75
Number of students tested	50	36	31	29	57
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	95	97	93	98	98
% Advanced	29	40	63	63	64
Number of students tested	21	35	41	41	42
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:**

The career and college ready cut scores apply to the 2011-2012 school year. These new cut scores were implemented in the Fall 2011 MEAP.

Cut scores for 2010-2011, 2009-2010, and 2008-2009 represent minimum proficiency

< No scores or percents provided if less than 10 students

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