

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 Mr. Robert Daniel Mooney

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

Official School Name Van Hoosen Middle School

(As it should appear in the official records)

School Mailing Address 1339 N. Adams Road

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

City Rochester Hills State MI Zip Code+4 (9 digits total) 48306-3870

County Oakland State School Code Number* 06400

Telephone 248-726-4900 Fax 248-726-4905

Web site/URL http://rochester.k12.mi.us/vanhoose
E-mail rmooney@rochester.k12.mi.us

Twitter Handle @rdmooney Facebook Page _____ Google+ _____

YouTube/URL youtube.com/watch?v=6IQc25ha63 Other Social Media Link _____

Y Blog _____ @LMFosnaugh _____

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. 248-726-3000

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. Lisa Nowak
(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. 1 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	146	125	271
7	158	157	315
8	134	125	259
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	438	407	845

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 13 % Asian
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 3 % 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: 1%

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	845
(5) Total transferred students in row (3) divided by total students in row (4)	0.011
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1%
9 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Arabic, Chinese, German, Russian, Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 4%
 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.

9. Students receiving special education services: 10 %
81 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.

20 Autism	0 Orthopedic Impairment
0 Deafness	17 Other Health Impaired
0 Deaf-Blindness	36 Specific Learning Disability
1 Emotional Disturbance	6 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 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	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 33:1

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	97%	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 X No

If yes, select the year in which your school received the award. 1994

PART III – SUMMARY

There was not a dry eye in the gymnasium. Owen, a seventh grade special needs student, stood surrounded by his Van Hoosen basketball teammates. After plotting to get Owen into the game, they were now lifting him up in celebration of his successful three-point shot. Owen's parents sat in the bleachers in disbelief; their son, the team's manager who had never played a game, had made what could be the only shot of his career. Students, parents, teachers, coaches and administrators joined in celebrating the success of a student. ESPN even turned this heartwarming story into an E60 documentary, #Longshot. Owen's story accurately reflects the environment at and daily mission of Van Hoosen Middle School. Van Hoosen Middle School houses 845 sixth, seventh, and eighth grade students and is located in northern Oakland County, Michigan. Operating under the Rochester Community Schools mission, "College Ready, Career Ready, Life Ready,"

Van Hoosen takes this mission a step further: Excellence in Education: Learning, Growing, Changing for Today and Tomorrow. Van Hoosen teachers continually review the school's mission and use it to carry out its vision. Van Hoosen Middle School is focused on a standards-based, fluid, vertically aligned curriculum, where instruction is based on best practices which are differentiated to meet student needs, and assessment is used to guide instruction within a collegial, safe, and respectful environment.

Van Hoosen, named after the famous women of the Van Hoosen family who were early settlers in the area and pioneers in medicine and agriculture, is steeped in strong academic success combined with a strong sense of community. Both Bertha and Sarah Van Hoosen, highly educated women and famous inventors, laid the groundwork for a community whose very roots were built through learning, inquiry, experimentation, and collaboration. Continuing this legacy, Van Hoosen has earned national and state recognition on many occasions. A previous National Blue Ribbon school (1994-1996), Van Hoosen consistently earns grades of "A" on Michigan's School Report Cards. The school has achieved "Reward School" status (the highest designation by the State of Michigan) since inception of that classification in 2011 and was recently named to the governor's "Beating the Odds" list.

To put students on the path to college and career readiness, all seventh and eighth grade students take the ACT Explore assessment. Students at both grade levels out-perform their peers by a wide margin nationally, even though the seventh graders are compared to eighth graders. Additionally, scores continue to improve as a result of deliberate, best-practice instruction. Composite scores are increasing at a higher rate compared to the rest of the country.

In addition to Explore, staff members disaggregate the results of the Michigan Educational Assessment Program (MEAP) to continually improve instruction. Despite over 90% of students reading at grade level, Van Hoosen staff is relentless in its quest for 100% proficiency. To that end, support systems have been developed to support those struggling readers. Students in the school's "Strategic Learning" course, which provides reading support to students in very small groups, attain an average of two years growth in reading per semester in the class. Van Hoosen offers a similar support class for students struggling with math, as well as exemplary support from counselors and a general education learning consultant. In addition to a strong academic tradition, Van Hoosen ensures an inclusive climate for all students that generates awareness, understanding, acceptance, and actions to support all students, including students with special needs. A strong belief in rigorous curriculum for all students complements a strong conviction that all members of the community – teachers, parents, and fellow students – are responsible for helping others learn and grow.

Community connections within the Van Hoosen area and in the greater Detroit area are highly valued. Eighth grade students collect and analyze samples from a nearby river for the Clinton River Watershed Council each year. The students make recommendations to the council about preserving the watershed. Students from all three grades perform acts of community service organized by the "Super Students" group. They visit a local retirement home, perform anti-bullying skits for elementary schools, and read to younger students. Twice a year, they clean up a local road as part of the Adopt-a-Road project. Van Hoosen students value their heritage as learners and as community leaders.

Using the confidence gained in their academic endeavors during the school day, students extend their learning through many co-curricular activities, including everything from an ecology club and robotics to musical theater and news broadcasting. While there is much discussion today about educating the “whole child”, Van Hoosen Middle School has truly embraced the concept of “every child, every opportunity.” This drive makes Van Hoosen National Blue Ribbon worthy! One would need to look no further than the smiles on the faces of Owen’s parents to see how well Van Hoosen accomplishes its mission.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Van Hoosen Middle School participates in the State of Michigan Educational Assessment Program (MEAP), given to all sixth, seventh, and eighth graders in the areas of reading and mathematics. Additionally, sixth graders are assessed in social studies, seventh graders in writing, and eighth graders in science. Students are evaluated using the following proficiency levels: not proficient, partially proficient, proficient, and advanced. In order to “pass” students must earn a score of proficient or advanced.

Van Hoosen students consistently exceed district, county, and state averages for proficiency. An examination of five years (2009-2013) of MEAP reading data showed 89% of Van Hoosen students were proficient compared to 85% districtwide and 63% statewide. At the same time, 79% of Van Hoosen students were proficient in math, while only an average of 72% districtwide and 36% statewide were proficient. In social studies, sixth graders averaged 62% proficient compared to 54% at the district level and 29% at the state level. The multi-year average for seventh graders in writing was 80% proficient compared to 78% districtwide and 50% statewide. In science, the number of proficient eighth graders averaged 45%, compared to the district average of 37% and the state average of 17%. Michigan’s established proficiency target is 85% in each content area by 2021-22. Van Hoosen exceeds this target for reading and is focusing on increasing performance in other areas. These proficiency percentages reflect Van Hoosen’s overall student population, and staff engages in ongoing efforts to close the gap between sub-groups.

Seventh and eighth graders participate in the ACT Explore to measure college readiness. Van Hoosen students average nearly three points above the national composite score. Although the test is normed for eighth grade students, even the seventh graders outpace the national composite score by nearly two points in all content areas.

When looking at the five year performance trend in the MEAP (Michigan Educational Assessment Program) data, the following areas are analyzed:

- Sixth Grade Reading: little to no variance
- Sixth Grade Math: four percentage points decrease in proficiency
- Sixth Grade Social Studies: 15 percentage points decrease in proficiency
- Seventh Grade Reading: five percentage points increase in proficiency
- Seventh Grade Math: five percentage points increase in proficiency
- Seventh Grade Writing: three percentage points increase in proficiency
- Eighth Grade Reading: eight percentage points increase in proficiency
- Eighth Grade Math: 14 percentage points increase in proficiency
- Eighth Grade Science: 20 percentage points increase in proficiency

The MEAP test is given in the fall of each year and measures the previous year’s grade-level benchmarks. The areas that show a decrease or no variance are all for sixth grade. Those assessments measure fifth grade benchmarks prior to students arriving at Van Hoosen. Seventh and eighth grade scores show increased trends in proficiency, reflecting student achievement in the previous grades (sixth and seventh, respectively). These gains can be attributed to a number of factors including curriculum and standard alignment. The district began aligning its curriculum to the Common Core State Standards in 2010. Additionally, our middle schools employ a “teacher leader” model for each of the core academic areas. Grade level and content area teacher leaders from each of four middle schools meet regularly to review pacing guides, create common assessments, and review best practice instructional strategies. They, in turn, assist their building colleagues through the process of implementing revisions to the curriculum, developing and administering new assessment measures, introducing new instructional strategies such as visible thinking routines, and collecting data to evaluate the effectiveness of revisions. Student test scores are analyzed through Pearson Inform (our data warehouse). Concepts on which students did not show mastery are retaught. Additionally, students who perform poorly are considered for other building-wide interventions such as math lab, strategic learning (reading intervention), or supported studies through the Learning Consultant and Viking Student

NBRS 2014
14MI12PU
Page 9 of 29

Center. Placement in these programs is determined using the Pyramid of Intervention. Van Hoosen staff regularly reviews and fine tunes its Pyramid of Intervention, ensuring best practice instruction with fidelity at Tier 1, additional learning time and student supports at Tier 2, and intense intervention at Tier 3. The Strategic Learning class utilizes the AARI program (accelerated adolescent reading intervention). The results of this 20 week course are truly amazing. Students in the course, on average, make two years growth in their reading levels.

Van Hoosen's most recent MEAP results do reflect some significant achievement gaps when comparing all students to specific sub-groups. Gaps are shown below for the following sub-groups (the percentage gaps are shown in parentheses):

- Sixth Grade African-Americans (Reading 17%; Math 36%; Social Studies 24%)
- Sixth Grade Economically Disadvantaged (Reading; 25%; Math 30%; Social Studies 26%)
- Sixth Grade Students with Disabilities (Reading 29%; Math 61%; Social Studies 47%)
- Seventh Grade African-Americans (Reading 18%; Math 28%; Writing 23%)
- Seventh Grade Students with Disabilities (Reading 21%; Math 48%; Writing 48%)
- Eighth Grade Students with Disabilities (Reading 37%; Math 52%; Science 45%)

In each grade level, there are gaps between students with disabilities and all students. Special education staff continually monitors and adjusts their curriculum and strategies to support student achievement. The department utilizes Language! for language arts intervention and Transitions Math for math intervention. The staff diligently implements instructional strategies such as Visible Thinking Routines with the intervention programs described above. Van Hoosen staff has also examined the work of Ruby Payne in the area of poverty in an effort to close these gaps.

2. Using Assessment Results:

Van Hoosen Middle School uses a variety of assessment data and tools to analyze and continually improve student performance. These tools are used to help identify weaker areas of content, provide building support, and plan training to improve instruction. Continuous improvement of teaching and learning is the main goal. As a means of working toward that continuous improvement, school improvement plan goals are based on state standardized test score analysis. Through the teacher leader program, district assessments are reviewed by benchmark and alternate methods or lessons investigated so that improved teaching and learning of that benchmark occurs.

Using the Pearson program, assessment data is collected and summarized. District and school data is available as well as data for each student throughout his or her education in the district. Staff use the program to drive instruction, provide insight into each student's performance, and analyze individual students' performance over a period of time. These assessment pieces include district-wide common assessments, state standardized assessments, placement tests, and advanced course placement tests.

Building support team leaders and staff consistently analyze data through a variety of student assessments. Meeting on a bi-weekly basis, the team examines data and determines the individual student supports needed. Pearson reports, along with current class grades, are used to determine if a student needs an intervention. Team members track each student through a process that includes a pyramid of interventions. Support classes are scheduled into a student's day anytime a student struggles in a specific academic area. To ensure that low-performing students are improving and to identify if additional support is necessary, the support team monitors students placed on an academic watch list. Teachers are given an at-risk list of students performing in the bottom thirty on standardized test to enable them to remediate as needed to increase those students' level of proficiency. Through accommodations within the classroom and close monitoring of students, we are able to close gaps for struggling students. Differentiation strategies are also recommended based on assessment data.

In an effort to keep parents informed, the school uses an online parent portal system, myRCS, to communicate student performance including grades, missing assignments, and teacher notations in the gradebook. School webpages keep the public informed, and teachers post content, links, and assignments on their own webpages. Counselors meet with student groups to help them understand Explore test results and educate parents in ways to support students with test-taking strategies. Administrators and building leaders provide parents and community members with an annual report with information about our Reward School status as well as provide MEAP data and an analysis of trends.

3. Sharing Lessons Learned:

Collaboration on multiple levels promotes academic success for all Van Hoosen students. As an ongoing community of learners, ideas and strategies are regularly shared with colleagues. Teacher Leaders meet to review units of study, align them to the Common Core, and share successful lessons and teaching practices. Information is shared with other staff at each teacher leader's home school or on district professional development days.

Teachers and administrators have implemented many routines proposed in Harvard educator, Ron Ritchhart's "Cultures of Thinking". Leaders attend workshops several times throughout the year bringing back new strategies and ideas to share with the rest of the staff. Van Hoosen, noted as a "Culture of Thinking" school to follow, will host building tours for other schools throughout the county. Visitors from seven other schools are scheduled to visit for a learning tour over the next month. Teachers have an open door policy for collaboration and sharing.

In early March, the four middle schools hosted a "Think from the Middle" conference. Following the key note presentation by an area principal, attendees chose from thirty different sessions presented by teachers from within the district. Whether sessions were "make and take" or demonstrations and discussions, attendees left with a wealth of ideas to implement in the classroom. The event was highlighted by followers on Twitter, and tools and resources were posted on a Weebly sharing page.

At a building level, staff is always developing learning tools, such as Reading Comprehension Strategy flip cards, the use of which has become widespread among others at the district and county level. This tool has even been shared with local university partners. Other tools include a CERC writing poster, Google Apps tutorial videos, cross-curricular primary sources, and Moodle sites for various content areas.

In an effort to constantly improve the culture and climate of the building, staff developed a positive behavioral intervention and support system. The system is based on demonstrating POWER (positive, ownership, well-mannered, excellence, & respect) characteristics in all school settings. Posters showing the matrix of positive behaviors in all settings hang throughout the building. The system has been shared with many other schools within the district as well as neighboring districts.

4. Engaging Families and Community:

Van Hoosen student success is possible because of the involvement and dedication of parents and community volunteers. The Parent Teacher Student Association, PTSA, offers support through a variety of programs along with financial support for school improvements.

Multiple opportunities enable parents to become involved. Van Hoosen invites incoming sixth grade parents to an open house to welcome them to the Van Hoosen family. During the event, the PTSA shares information on many opportunities for parents to partner with the school. Weekly communications and regular PTSA meetings communicate details of exciting events to parents and the community. Administrators sponsor relevant book clubs and important informational presentations such as Cyber Safety presented by the county sheriff's office.

The PTSA provides thousands of dollars in classroom grant support every year. Recent purchases include: terra cotta warrior supplies for World Studies classes, oranges for math students to visually learn how to calculate the circumference of a sphere, a recording device band students use to learn how to audibly critique their music, and a cart of iPads for engaging students in learning. All of these contribute to student success and high achievement.

Several PTSA programs focus on academic achievement such as Authors in April, Reflections Contest, Spelling Bee, Honors Recognition, and Super Students. Parent volunteers are given the freedom and support to be inventive working with students and staff to enhance the curriculum. Community members are invited into classrooms to share their professional experiences and cultural heritage as they apply to the curriculum, and daily volunteers assist in the office, classrooms, and lunch room. Parents are excited to lend their talents, assistance, and financial support because Van Hoosen is truly a community in which their children thrive.

Community organizations and businesses contribute to student success through partnerships and outreach programs. Our Robotics program has partnered with Oakland University, Busch's Food Market, Brose Automotive Supplier, and others. Each student is offered the opportunity to impact their community through student-lead projects. Collections of nonperishable food for local charities, school supplies for children in under-privileged school districts, toys and coats for inner city children, and funds for playgrounds in honor of Sandy Hook victims are examples of how students learn the value of giving back.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Van Hoosen Middle School plans instruction based on a comprehensive curriculum aligned with the Michigan Department of Education’s Michigan Curriculum Framework and Common Core State Standards or Grade Level Content Expectations. Teachers regularly collaborate across the district and the county to align the curriculum to the standards. Van Hoosen’s courses have been aligned to meet the College Readiness Standards set by the College Board, as well. Students are regularly assessed on the College Readiness Standards using Explore and PLAN beginning in 7th grade.

Various English/language arts classes are offered in grades 6-8. Advanced ELA, Adjusted Studies, and a general education reading intervention course are offered to meet the varying needs of learners.

Various levels of math classes are offered, and students participate in math classes based upon ability level, rather than grade level. Students may participate in high school courses within district.

Middle school teachers updated the science curriculum and pacing guides to include the Literacy Standards for Science, Social Studies and Technology. Science teachers use inquiry-based methods at all three levels. Sixth and seventh grade integrates physical and life science while eighth grade focuses on an in-depth study of earth science.

The sixth and seventh grade social studies’ World Studies courses focus on the five themes of geography and ancient and modern culture. The western hemisphere is studied in sixth grade and the eastern hemisphere in seventh grade. Eighth grade US History focuses on colonial times through Reconstruction, using a variety of primary and secondary sources.

All visual and performing arts courses focus on creativity and problem solving. These courses not only provide instruction in their own areas but act as an extension opportunity for all other aspects of the curriculum. For instance, eighth grade band and arts students participated in performances and creations related to the social studies department’s “Greek Week.” All sixth grade students are exposed to both visual and performing arts through band or choir and an exploratory art course. Seventh and eighth grade arts courses are offered as electives.

Physical Education and Health courses at Van Hoosen focus on both individual well-being and sportsmanship. In addition to physical activity, students also utilize skills from their core content areas, such as research, writing, and presentation skills. All sixth and seventh grade students are exposed to physical education. Seventh grade students have health in addition to physical education. In the eighth grade students may take a High School level Physical Education course for credit.

The technology curriculum is progressive; students start with learning about technology to using technology to enhance learning. Sixth grade students are exposed to basic computer skills, such as word processing, presentation software, and internet safety. Seventh and eighth graders refine their skills using applications such as Microsoft Office, Google Docs, Movie Maker, and Prezi to complete projects centered around themes or integrated into the core curriculum.

World Language: Seventh grade students are exposed to a language and culture survey course including Spanish, French, and German. Eighth graders may elect to begin their high school World Language studies by enrolling in a full year of study in any of these languages along with Chinese and American Sign Language.

Design and Technology and Pre-Engineering courses provide an introduction to the problem-solving method using the design process and technological resources. Students examine the history of technology from the Stone Age to the present and predict possible future applications. Students explore contemporary technologies in such areas as communication technology, structural technology, transportation technology,

biotechnology and electrical technology through demonstrations, discussion, readings, multi-media presentations and hands-on activities. Students are introduced to the concepts of drafting and the design industry. Students design, lay out, and construct solutions to given technology related challenges, including the design and construction of a graphic communication, a structure, a vehicle, or an electrical device. Students develop teamwork decision making, and problem solving skills.

Eighth graders explore the fundamentals of manufacturing systems, energy and power systems, and mechanical systems, and analyze the components of manufacturing/production systems as they relate to product design, marketing, manufacturing and distribution. Students explore alternative energy systems and their sources and create solutions to problems involving power systems. Future plans involve integrating the current extra-curricular robotics program into this curriculum.

2. Reading/English:

The middle school English/Language Arts department for Rochester Community Schools incorporates a teacher leader model in a collaborative effort to align curriculum to the Common Core State Standards and best practices for English. The result of this collaborative effort has resulted in the development of common pacing guides and formative assessments. The district, including language arts teachers from Van Hoosen, worked with Oakland County Schools to pilot lessons supporting the Common Core. Lessons at each grade level expose students to all genres of literature through modern and classical novels, short stories, plays, and informational texts. This spiraled approach to the curriculum allows students to revisit genres at increasing levels of complexity and ability.

School staff uses a data driven process to identify and support struggling learners. Students who qualify for special education are taught in small groups and receive a curriculum adjusted to their ability levels. General education students identified as struggling are assigned to a reading strategies class taught by an AARI (Adolescent Accelerated Reading Initiative) trained teacher. The focus of AARI is learning how text works. Through the analysis of text structure, students work toward grade level expectations. On the opposite end of the spectrum, students who show exceptional abilities in English are given opportunities to challenge themselves through advanced courses that offer a more rigorous curriculum.

Students are frequently offered opportunities to showcase their talents within the Language Arts curriculum. All students participate in the Scripps National Spelling Bee in their Language Arts classes. Last year, the school champion was also the winner at the county level and competed in Washington, D.C. Additionally, students are offered opportunities to participate in writing contests. This year, three students were presented with honors for participating in the "America and Me" writing competition through the VFW. Last year, a Van Hoosen eighth grader placed second in the region.

In addition, students participate in an Author-in-April experience each year. A committee of people from the school and community select an author, and students across all grade levels read a selection of the writer's books. The author visits the school and students have an opportunity to hear him or her speak. Students who wish to enrich their experience may sign up to have lunch with the author and attend a writing workshop hosted by the writer.

3. Mathematics:

Research and best practices drive curriculum based decisions for the district and Van Hoosen. As a result, the middle school mathematics department for Rochester Community Schools incorporates a teacher leader model in a collaborative effort to align curriculum to the Common Core State Standards. Van Hoosen Middle School has an assigned teacher leader at each grade level. The results of this collaborative effort include the development of common pacing guides and formative assessments. The district has also worked with Oakland County Schools in an effort to pilot inquiry-based lessons that support the Common Core. Such lessons implement the Common Core mathematical practices of modeling, persevering in problem solving, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, looking for and making strategic use of appropriate tools and structure, and expressing regularity

in repeated reasoning. Efforts to prepare students and staff for pending Smarter Balanced Assessments have included teacher attendance at related conferences and the piloting of the Explore Learning online simulation Gizmos. Teachers are provided departmental time to meet and monitor the progression of concepts across all grade levels. Departmental instructional goals include the incorporation of real-world applications, visible thinking and cooperative learning strategies, integrated technology, and the development and analysis of pre- and post-tests.

Both grade level and accelerated courses are offered at Van Hoosen. Math class placement is based on ability level rather than grade level. These courses range from Math 6 through Algebra I. Students advancing beyond this level are provided the opportunity to go to Rochester Adams High School to take classes as advanced as Algebra II. We also have a Mathcounts club for students who want to extend their math competition skills. The team had a strong showing at its tournament this year and featured a state winner who went onto the National Competition in Washington, D.C.

Van Hoosen follows a three-tiered model of the pyramid of interventions to address struggling students. Students progress through the four tiers, which include interventions such as receiving additional help in the Viking Student Center and enrolling in a Math Lab course. If necessary, students are referred for special education services.

4. Additional Curriculum Area:

Van Hoosen Middle School's social studies department is dedicated to educating a diverse group of learners. As with science courses, social studies courses are designed to support mainstreaming special education students into general education classes.

Learning is maximized for all students through experiential units designed by social studies teachers. One example would be the seventh grade Greek Week unit. Social studies teachers worked with teachers across the curriculum, parents, and community members to develop a cross-curricular unit. For one week, classes learned about things related to Greece in all classes. The week culminated with a day during which students took part in a myriad of activities: Greek dancing, athletic Olympic games, hover-chariots created in Design and Technology classes, Greek Reader's Theater, and science Olympic games. Students were even served Greek food for lunch. This activity encompassed a variety of state standards across multiple content areas. Sixth graders experienced a similar unit when they celebrated Carnival with piñatas, salsa dancing, guest speakers and more as part of their study of Latin America.

The eighth grade history students are immersed in a variety of primary and secondary sources throughout the year to allow them to experience the role of a historian. They learn that just because events occurred in the past, they are still open to questions and interpretation.

Community members support learning by sharing first-hand accounts of historical and cultural events to which students might not otherwise be exposed. Students were taught yoga, heard veterans from Vietnam and Afghanistan on Veteran's Day, and listened to a Holocaust survivor describe his experiences.

Social studies and other teachers unite to enhance the learning environment. Social studies classes partner with foreign language classes in a peer mentoring program during which sixth graders learn Spanish or French from the eighth grade students. Van Hoosen partners with local colleges to provide experiences in which field placements can participate and learn. Teachers exchange ideas and share with other teachers, and the Teacher Leader program promotes partnerships among schools across the district. New teachers participate in a New Teacher Academy and are given a veteran teacher as a mentor.

5. Instructional Methods:

Differentiated instruction is the cornerstone of teaching and learning at Van Hoosen. Students take both English and Math at levels that best fit their needs. Accelerated math students can advance in the curriculum, with some even taking classes in courses as advanced as pre-Calculus at a partner high school.

Students not yet ready for middle school courses are placed into additional support classes in English and Math. These support classes have helped students gain up to two years of growth in reading levels and have helped struggling learners to catch up to their peers in math.

With a staff highly trained in Visible Thinking Routines, Reading Comprehension Strategies, and Marzano's Nine Effective Strategies for Effective Teaching and Learning, the instructional methods at Van Hoosen truly reflect best practice in the field of education. Classrooms are learning centers, with students often working in groups to solve problems and make connections between subjects. Students learn to understand how they think and apply the thinking strategies used to new situations. This shifted focus in instruction has benefitted all learners.

Van Hoosen benefits from having a full time Learning Consultant who is able to analyze test scores, place students where their needs will be met, and help teachers with instructional strategies that produce results. The consultant uses established rubrics, test scores, and grades to discern student placement in everything from accelerated courses to pull-out support classes. This consultant also works with individual students as needed, differentiating for students in their area of need. Computer programs, such as Success Maker, are utilized with students who need to make additional gains in math and Language Arts.

Along with utilizing the best instructional methods, teachers are also able to utilize a variety of technological tools to enhance instruction. Van Hoosen is fortunate to have Smart Boards in every classroom, plus available laptops, iPads, computer labs, and clicker systems. Teachers take advantage of the tools that will support learning in their individual classrooms. For instance, recently a social studies classroom used iPads to conduct research and create productions using iMovie to synthesize their learning.

The most important thing to know about instructional methods at Van Hoosen is that there is a concerted effort to constantly learn and evolve to meet the needs of students.

6. Professional Development:

The professional development provided for faculty has one main goal, encouraging student learning and growth. Professional development is provided throughout the year for every member of the school learning community: teachers, administrators, and paraprofessionals, as well as parents and community members.

Collected data drives school and professional development. Our school improvement committee contains members of the staff and administration, who meet regularly to plan professional development for teachers that will most impact student achievement. Decisions are implemented based on data derived from formative assessments, school culture and climate surveys completed by parents, students, and staff, and best practices research. The staff is divided into four goal groups, with each focusing on separate areas: reading, writing, mathematics across the curriculum, or school culture and climate. Each group sets a goal and develops a strategic plan targeting student needs identified from data. The culture and climate committee examined surveys from staff, students, and community as part of its decision to develop and implement a Positive Behavioral Intervention Supports program, which focuses on maintaining a positive learning environment.

Our district arranges time for teachers to meet by subject and grade level to align curriculum, develop common pacing guides and formative assessments, and implement successful instructional lessons and practices. Parents are integral in the process, and many participated in book talks of Ritchhart's Making Thinking Visible with staff in order to understand and implement these routines at home. Parents were also offered opportunities to learn about cyber safety, ACT Explore testing preparation, and the positive support program, Rachel's Challenge.

A wide variety of professional development opportunities is scheduled for staff. Teachers pass on the knowledge gained to the rest of the staff. Several staff have attended a leading statewide technology conference the last few years and shared information about the latest uses of technology in education with their other staff. This teachers teaching teachers approach also enhanced teaching and learning as staff

shared Visible Thinking routines and MiClass strategies learned at workshops attended at Oakland Schools.

Technology training also provides staff with new ways to help students. Recently, arrangements were made so that staff could Skype with nationally known technology guru, Kevin Honeycutt, regarding innovations in using technology as a teaching tool. There is also a technology day focused solely on new technology training for staff.

Van Hoosen continues to seek new and innovative ways to improve student achievement.

7. School Leadership

The Van Hoosen Middle School leadership team believes that consistent communication, collaboration, and service fosters high student achievement. With an open door policy, the building principal at Van Hoosen Middle School acts as a facilitator of positive change, a good listener, and a lifelong learner.

The building principal and assistant principal are flexible and live by the creed “students first” in order to create a positive environment in which a vision of best practice guides instruction. The challenges at Van Hoosen vary on a daily basis, but building leadership remains calm and systematically communicates with all stakeholders to help ensure the best possible learning situation. Building leaders support the school climate and culture by obtaining and allocating resources, and advocating for continuous improvement, while adhering to the policy and procedures that have been set forth by the district.

Prior to the start of each academic year, and continuing on a bi-weekly basis throughout, the principal and other members of the building support team meet to discuss students’ academic placement and performance. This process is aided by regular staff input, as well as ongoing data analysis. A key priority of building leadership is seeking out various resources such as intervention classes, appropriate placement, and utilization of district and county resources. In doing this, our school continues to serve the needs of all students by ensuring that each receives the support necessary to succeed.

Over a four period year, three building principals served Van Hoosen. Although leadership has changed, staff has continued to put “students first,” a true testament to the school’s strong traditions of academic success and maintaining a positive climate. The staff engages in academic collaboration, sponsors after school activities (intramurals, athletics, clubs) and attends community functions. Building leaders also attend these events, fostering relationships with students, staff, and community members. These academic and co-curricular opportunities demonstrate that Van Hoosen persistently promotes the well-being of the entire child and the creed of “students first.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: MEAP

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Michigan Department of Education

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	80	79	84	83
% Advanced	27	16	14	35	31
Number of students tested	302	234	262	263	235
Percent of total students tested	97	97	99	99	98
Number of students tested with alternative assessment	9	7	3	4	4
% of students tested with alternative assessment	3	3	1	1	2
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)	50	13	27	50	39
% Advanced	15	7	0	5	4
Number of students tested	20	15	15	20	23
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)	93	88	100	94	94
% Advanced	58	62	37	72	59
Number of students tested	43	26	19	32	32
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)	83	80	79	83	82
% Advanced	24	10	12	31	26
Number of students tested	223	184	218	210	181
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: Van Hoosen Middle School houses two Autism Spectrum Disorder classrooms for the district. The majority of students with special needs in our district are fully included in general education classrooms. Students who are in the ASD classrooms at Van Hoosen are children from across the district with the most severe symptoms of Autism who qualify to take Michigan's Alternative Assessment, MI-Access instead of MEAP. Student proficiency rates reported in the Special Education section above reflect results for the special education students who participated in MEAP.

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: 7
Publisher: Michigan Department of Educaiton

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)	89	83	84	86	80
% Advanced	24	12	16	26	16
Number of students tested	241	271	268	236	257
Percent of total students tested	98	99	98	99	99
Number of students tested with alternative assessment	5	2	5	3	2
% of students tested with alternative assessment	2	1	2	1	1
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)	35	33	48	30	22
% Advanced	5	0	5	4	4
Number of students tested	20	15	21	23	27
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)	97	100	97	97	93
% Advanced	75	40	3	65	57
Number of students tested	32	20	32	31	30
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)	88	84	84	86	80
% Advanced	16	9	11	20	8
Number of students tested	186	225	207	180	208
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: 8
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 (Level 1 & 2)	76	65	70	65	78
% Advanced	21	22	21	27	33
Number of students tested	293	279	243	255	265
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment	2	2	3	2	2
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient (Level 1 & 2)					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient (Level 1 & 2)	26	20	17	7	28
% Advanced	0	0	4	4	14
Number of students tested	19	20	23	27	14
3. English Language Learner Students					
% Proficient (Level 1 & 2)					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient (Level 1 & 2)					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient (Level 1 & 2)					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient (Level 1 & 2)	100	81	90	93	97
% Advanced	56	51	61	80	67
Number of students tested	25	37	31	30	30
7. American Indian or Alaska Native Students					
% Proficient (Level 1 & 2)					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient (Level 1 & 2)					
% Advanced					
Number of students tested					
9. White Students					
% Proficient (Level 1 & 2)	74	63	70	63	78
% Advanced	17	17	16	19	29
Number of students tested	244	209	181	208	215
10. Two or More Races identified Students					
% Proficient (Level 1 & 2)					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient (Level 1 & 2)					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient (Level 1 & 2)					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient (Level 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: 6
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)	90	91	91	86	84
% Advanced	47	52	38	29	40
Number of students tested	302	236	262	263	234
Percent of total students tested	97	97	99	98	98
Number of students tested with alternative assessment	9	7	3	4	4
% of students tested with alternative assessment	3	3	2	2	2
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)	70	29	67	55	26
% Advanced	25	5	20	10	0
Number of students tested	20	17	15	20	23
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)	98	96	95	91	94
% Advanced	63	78	53	25	41
Number of students tested	43	27	19	32	32
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)	89	91	91	87	83
% Advanced	47	48	36	31	41
Number of students tested	223	185	218	210	180
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:

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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: 7
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)	89	92	90	84	83
% Advanced	37	44	44	32	24
Number of students tested	241	271	268	236	256
Percent of total students tested	98	99	98	99	99
Number of students tested with alternative assessment	5	2	5	3	2
% of students tested with alternative assessment	2	1	2	1	1
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)	40	40	62	39	37
% Advanced	10	13	9	0	4
Number of students tested	20	15	21	23	27
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)	94	100	97	97	90
% Advanced	59	50	50	32	50
Number of students tested	32	20	32	31	30
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)	90	92	90	84	84
% Advanced	32	44	44	33	21
Number of students tested	186	225	207	180	208
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: 8
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)	93	91	86	82	78
% Advanced	38	30	28	30	23
Number of students tested	293	279	243	255	265
Percent of total students tested	0	99	99	99	99
Number of students tested with alternative assessment	2	2	3	2	2
% of students tested with alternative assessment	1	1	1	1	1
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)	53	70	48	37	43
% Advanced	5	0	4	4	7
Number of students tested	19	20	23	27	14
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	92	97	93	97
% Advanced	48	43	36	50	37
Number of students tested	25	37	31	30	30
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)	93	91	86	82	78
% Advanced	36	28	28	27	21
Number of students tested	244	209	181	208	215
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.