

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Wayne Brown

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

Official School Name Bursley Elementary School

(As it should appear in the official records)

School Mailing Address 1195 Port Sheldon Street

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

City Jenison State MI Zip Code+4 (9 digits total) 49428-9341

County Ottawa County State School Code Number\* 00462

Telephone 616-457-2200 Fax 616-457-8490

Web site/URL

http://www.jpsonline.org/schools/b  
ursley-elementary/ E-mail rgarcia@jpsonline.org

Twitter Handle @BursleySchool Facebook Page https://www.facebook.com/BursleyElementarySchool Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*Mr. Tom TenBrink  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail: ttenbrin@jpsonline.org

District Name Jenison Public Schools Tel. 616-457-2200

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. William Waalkes  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 5 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 1 K-12 schools
- 8 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. 12 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	46	29	75
1	41	28	69
2	31	41	72
3	38	34	72
4	32	40	72
5	31	25	56
6	30	25	55
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>	249	222	471

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 3 % Black or African American
  - 10 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 79 % White
  - 5 % 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 2013 - 2014 year: 6%

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, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	451
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 1 %  
4 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish, Urdu
8. Students eligible for free/reduced-priced meals: 36 %  
 Total number students who qualify: 171

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 47 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %  
32 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.

- |                                |  |
|--------------------------------|--|
| <u>13</u> Autism               | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>4</u> Specific Learning Disability          |
| <u>3</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> 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	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	6
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 25:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	95%	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 2014

<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.

15. Please summarize your school mission in 25 words or less: Provide a caring, positive environment to educate students to be discerning, effective, lifelong learners who will embrace challenge, understanding that it leads to growth.

## **PART III – SUMMARY**

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Bursley Elementary School is located in the suburbs of Grand Rapids, Michigan. We are a building that educates and cares for about 475 students. We are growing each year, and currently have three sections each of kindergarten, first, second, third, and fourth graders, and two sections each of fifth and sixth graders. We are a school of choice that accepts students from several local districts as long as we have space in our classrooms. We are one of 5 elementary schools in a district that serves close to 6,000 students preschool through 12th grade.

The sagging Michigan economy has been felt in our community, as we have seen our free/reduced lunch counts climb over the past decade. Fortunately, the Jenison community is extremely supportive of our schools. Partnerships with churches, local universities, and other community organizations have helped us support the physical, social, and emotional needs of our students.

Bursley School has not always been the high performing building that it is now. For several decades it was ‘the school on the other side of the tracks.’ Student’s test scores and participation in district programs such as band, orchestra, and accelerated programming were the lowest of all elementary buildings in the district. During the same time period as the economic decline in the area, there became a vision that our students deserved more. The culture shifted to one that would provide students opportunities to be involved in extended activities and programming. A belief that Bursley students are some of the most talented and deserving students fostered a desire to get them involved in challenges and programming to enhance their education. When one looks at district participation from elementary buildings, Bursley students now represent our building in district programs such as the gifted and talented program, accelerated math, orchestra, band and choir on a proportional level, if not even at a higher rate than expected. To further prove this point, the graduating class of 2013 from Jenison High School was represented by 4 of the top 12 (tied three ways for 10th) students as Bursley alumni.

In addition to offering an exceptional academic program for children in West Michigan, Bursley is home to a regional categorical program for students with Autism (ASD) and houses half of our district’s ever-growing elementary Spanish Immersion program. The reputation and inclusive nature of our ASD program has attracted students from all over the country, and this program provides the full range of learning experiences to meet its students’ diverse needs, while enhancing the educational experiences for all Bursley students. For many years our program for students with autism served several surrounding districts, with the increased incidence of autism in society, we now serve Jenison and our neighboring district, Allendale. Our Spanish Immersion program is committed to fostering the invaluable skill of being bilingual, global citizens while also mastering the demanding grade level curriculum objectives. This program is designed to immerse native English speakers in an environment rich in Spanish literacy (speaking, reading, and writing), and has proven to be highly effective in attracting students from surrounding school districts.

Bursley’s school culture is built on the belief that each student has the right to access that which he or she is ready to learn. To that end, we have a quality spectrum of programming to meet the needs of our most struggling learners, our most capable learners, and all those in between. This includes a variety of Response to Intervention (RtI) services before, after, and throughout the school day, research-based and standard-aligned core curricula, and opportunities for students to be accelerated in a particular content area and/or attend gifted and talented programming.

While the heart of our school culture is driven by the Bursley staff’s devotion to its students and ever improving our instructional excellence, the Positive Behavioral Interventions and Supports model (PBIS) has provided us with a framework for consistently bringing our passions to fruition. Through extensive professional development in PBIS, engagement and classroom management strategies, and social skills instruction, our staff has built a standard of behavioral excellence as well as a wide repertoire of skills and strategies to best meet the academic, social, and emotional needs of our diverse population.

Bursley is a school committed to celebrating, empowering, and fostering leaders. Leadership opportunities are identified and practiced with even the youngest members of the Bursley team, and leadership skills are

refined and put into place as students grow. While Bursley teachers certainly look to the principal for vision setting, professional feedback, and leadership of building-wide operations, the job of leading Bursley Elementary goes far beyond the office or job description of one individual. Educators working together with student success as their top priority, seeking out and celebrating the expertise of one another, and collaborating openly and honestly is the force that leads and drives “Team Bursley.”



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Bursley’s core curriculum is incredibly strong. We strive to align instruction to state and national standards, while utilizing best teaching practices and research-based strategies in all content areas.

Our K-6 reading curriculum is focused on supporting student achievement related to the five big ideas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our kindergarten – 3rd grade classrooms utilize the StoryTown (Houghton Mifflin Harcourt) core reading program. This curriculum was chosen for its research based approach, the alignment with state standards and its structure for teaching reading through exposure to grade-level appropriate, engaging texts. Our 4th – 6th grade classrooms utilize the Rev It Up! vocabulary program (Steck-Vaughn, Houghton Mifflin Harcourt) to build upon students’ lower elementary literacy foundation. This element of our upper elementary core curriculum ensures that students are exposed to and practice using robust academic vocabulary in their verbal and written communications. In upper elementary, reading fluency and comprehension are taught through exposure to quality literature at each student’s reading level, including novels from a wide variety of genres. Teachers lead ability-level book clubs or guided reading groups to practice fiction and nonfiction comprehension strategies and help students gain both enthusiasm and confidence related to reading. Finally, Bursley is committed to using formative assessment data to regularly adjust our tier 2 and tier 3 reading intervention groups, ensuring that the needs of all students in our building are being met to the very best of our ability each day.

In line with state standards, students learn to brainstorm ideas, tell stories, develop arguments, and structure essays throughout their elementary years at Bursley. A “writer’s workshop” approach, based on the work of Lucy Calkins (Teachers College Reading and Writing Project), is a primary feature of our K-6 writing curriculum, as is a focus on writing in response to reading, and the difficult task of utilizing textual evidence to support claims.

Our K-6 mathematics curriculum is resource-based and aims to help students grow in the areas of number sense and problem solving with each passing year. We pride ourselves on understanding and aligning instruction to the Common Core State Standards, including the eight Standards for Mathematical Practice. Teachers work diligently to help students develop a conceptual understanding of numbers and operations through working with manipulatives first, then connecting manipulative work with written numbers, and finally representing the concept strictly with numbers. Students often are asked to attach a written and/or verbal explanation to their math work to justify their process and solidify the concept. Teachers work hard to use formative assessment data to drive instruction. Data from unit pretests and more formal benchmarking assessments ensure that math interventions (tier 2 and tier 3) meet the needs of our struggling learners, and cross-grade level groups work to challenge the skills of our most talented mathematical minds.

Our elementary social studies curriculum is aligned to Michigan’s Grade Level Content Expectations for K-8 Social Studies. Over the course of their elementary years, Bursley students study history, civics, culture, geography, and economics related to their local community, their state, their country, and the global community. Our resource-based curriculum promotes responsible citizenship through an understanding of the Core Democratic Values. Field trips, both physical and virtual, and a focus on current events (using resources like Time for Kids and CNN Student News) promote student engagement and the development of critical thinking skills.

Our elementary science curriculum is ever evolving, as we aim to align with the Next Generation Science Standards and utilize technology to bring inquiry-based scientific thinking into our classrooms. The Discovery Education Science Techbook provides us with virtual labs, hands-on activities, videos, and age-appropriate scientific reading passages that engage students in meaningful problem solving while also promoting 21st century technology skills. This tremendous tool, combined with experiments, field trips, and connections with scientists in our local community, ensures that students leave the halls of Bursley as scientific thinkers and problem solvers.

## **2. Other Curriculum Areas:**

At Bursley, we have art, music, physical education, Spanish and technology literacy for all K-6 students, once a week, for 50 minutes classes. These programs not only serve to enrich student achievement, but also allow them to express themselves through the different arts using their multiple intelligences.

Our art program is more than simply a time for students to create with materials. At Bursley, the arts are valued and seen as an integral part of teaching the whole child. Students learn how to manipulate materials, develop craftsmanship and technical skills, while creating meaning in their final piece of art. Through art creation they also learn art history and the techniques and stories of some of the worlds' most famous artists. At Bursley, students not only learn about making art, they also learn many lessons through art. Students learn creative problem solving and divergent thinking skills. They learn that problems do not have a singular answer and there is not a singular way to solve a problem.

Beginning in kindergarten, music lessons align with letter and sound acquisition, addition and subtraction basics, and gross and fine motor movement activities. These skills continue through first and second grade. In third grade, students learn and memorize the "Fifty Nifty United States" song to reinforce what they are studying in social studies. In fourth grade, students begin to play recorders which helps to develop intricate fine motor skills. In fifth grade, students have the opportunity to experience a live symphony concert. Before the concert, students study the historical and geographical information alongside the musical information, which helps them better understand the context of each work performed. Finally in sixth grade, we study many cultures outside of our own, including African, Latin and South American, and Asian music. In each of these units, we not only discuss music, but also how its role fits with the culture and geographic location of the area.

Physical education is another area in which the students at Bursley receive enrichment. They learn many life lessons on how to treat others, work together on teams, encourage one another, trust one another, practice sportsmanship and what giving one's best looks like. The games and activities are taught using topics taught in the core curriculum. Students may have to use fractions to complete an obstacle course or name the parts of a body system to join back into a game they've been eliminated from. After an activity or game, students reflect on it and analyze the different elements. Those analyses are then used to problem solve new solutions to problems and applied to the next round. Students are offered clubs for healthy lifestyles such as Total Trek Quest and Girls on the Run, which are programs that promote running, self esteem and healthy living. Each year Bursley school celebrates a 'Be Healthy' Week where students are offered and encouraged to try different fruits and vegetables they may not normally try. They are also encouraged walk or bike to school instead of using motorized transportation.

Spanish is a class that all Bursley students participate in each week. Students are exposed to the Spanish language through music, technology, games and physical activity. Units of study have been developed to have maximum engagement and high energy. Students find themselves highly motivated to solve mysteries, create a rap song and act out the words in a second language. Some units of study include: breakfast, lunch, dinner, holidays, sports, musical instruments and cultures and traditions of Spanish speaking countries.

Technology Literacy is class held in the library. This class incorporates the traditional library course with the essential technological skills needed in today's society. Students learn how to keyboard, open and type in a word processor, create a multi-media slideshow, and navigate websites to research concepts while also evaluating the credibility of the resource. The tech lit program coincides with core curriculum by cooperating with classroom teachers on research projects and computer skills needed for writing using technology.

## **3. Instructional Methods and Interventions:**

Bursley staff is committed to meeting the instructional needs of our diverse student population. Active engagement practices in classrooms and quality differentiated instruction are an on-going priority to meet our students' varied needs. We use a tiered instructional process based on specific data review and have core classroom, small group and individual student supports in place. Examples of core classroom (Tier 1)

instructional methods beyond the general academic core curriculum are the use of Strategic Instruction Model (SIM) learning and content enhancement strategies, the Second Step program to teach social skills, and sensory breaks such as Brain Gym or GoNoodle online videos to keep those bodies and brains busy and engaged. For identified academically talented students, there is a district-wide program a half a day a week that focuses on academic enrichment. Technology is integrated extensively in classrooms, giving students the opportunity to research and present, learn through flipped classroom instruction, or play a skill building game.

Based on assessments given to all students, using the RtI method of instruction, we identify groups of students in need of explicit instruction or supplemental support programs which target specific academic needs (Tier 2). Progress is assessed at a minimum of every two weeks so that students are moved out of the programs and back to core instruction as soon as they are ready. In addition to school day programming, there are varied interventions offered during the summer and before/after school. We also provide small group instruction in the core curriculum areas of reading and math, so that students' individual needs are targeted. More specific (Tier 2) social/emotional needs are met through small group social skills instruction and positive behavior support systems to address student needs, pairing students with an adult mentor.

Students who are in great academic, physical or social/emotional need (Tier 3), or have an Individualized Education Plan (IEP), may have one-on-one instruction from a Special Education teacher, attend a social skills group, have an individualized behavior plan, have a unique 'sensory diet', use assistive technology, and/or are supported by a social worker, psychologist, speech and language therapist, occupational therapist, physical therapist or behavioral consultant. Bursley is fortunate to have an outstanding program for students with Autism Spectrum Disorder and they are included with general education peers for instruction, intervention, and socialization to the fullest extent possible.

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

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### **1. Assessment Results Narrative Summary:**

The Michigan Education Assessment Program (MEAP) has seen a shift in content tested over the five years represented in the data tables. At the end of the 09-10 school year, specifically June of 2010, the Michigan State Board of Education adopted the Common Core State Standards with full implementation expected by the current school year, 2014-2015. Through this time the MEAP has made gradual adjustments in the assessment and we have adjusted our curriculum accordingly. The assessment data demonstrates that our curriculum shifts followed the shift in the state standards over time.

In addition, the assessment data shows that our sub groups, specifically our socio-economically disadvantaged students, make accelerated progress to close the achievement gap with all students over the course of their time in our school. We have made these gains by working with a Response to Intervention model and identifying students early through our benchmark screeners, and then providing specific, targeted instruction to meet the needs of the students at the youngest age possible. As we continue to work to close the achievement gaps we are beginning to teach students to identify their current learning level, set short and long term goals, and develop strategies to reach those goals. Furthermore, we have developed a summer reading program that includes a bus to our high poverty neighborhoods to make sure the opportunity is available for these students to participate and keep reading over the summer.

Another data trend that we are proud to see, and we are confident we will continue to see, is the increase of students at the advanced level. Through our Response to Intervention model we are now spending more time analyzing data, discussing, and planning for all kids, even our on grade level and advanced students. It is our goal to move each child forward at the rate they are ready for. The increase in students at the advanced level on the most recent assessment is an indication that those efforts are paying off.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Data is the driving force behind the instruction at Bursley. Bursley's entire professional community not only recognizes the importance of using data to make instructional decisions, but values the specific role data plays in the education of our diverse student population. Through on-going discussion and collaborative planning sessions, student assessment outcomes are regularly examined and decisions about how to best meet the academic needs of our learners, while balancing their respective social and emotional needs, are made.

Bursley teachers, along with the building principal and school psychologist, gather a minimum of every six weeks for Data Review meetings. At these meetings, this purposeful instructional team reviews all relevant assessment data, including, but not limited to, DIBELS-Next benchmark and/or progress monitoring data, Discovery Education math and ELA data, DELTA math scores, content area assessments, and IEP goals and objectives assessments. These student-centered, data discussion meetings nearly always result in some form of shift to the building-wide education process, including curriculum decisions and interventions at all tiers of academic instruction. In-class student groupings, intervention groups, and special education supports are among the most typical instructional changes that occur, although it is not uncommon for behavior supports to adjust as well, as the Bursley staff is well-aware that academic and behavior successes are closely related.

The fluidity of our of our educational groupings is something that Bursley students and families are very familiar with. When data suggests that a student would benefit from an intervention, evidence of such a need is provided to both the student and parent in varied forms. Parents receive a summary of their child's performance, such as a DIBELS-Next parent report or a Discovery Education Individual Performance Profile, as well as a letter detailing the intervention being offered. Progress is shared with students during progress monitoring and can include a numerical score or visual, plotting progress on a graph. The movement of students into and out of instructional groupings is common practice at Bursley and one that parents and students alike have come to depend on.

## **Part VI School Support**

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### **1. School Climate/Culture**

When one first enters Bursley Elementary, the positive ‘All About Kids’ environment is immediately obvious. Friendly greetings and hallways filled with student artwork and projects greet visitors. Relationships between staff, students and parents are of utmost importance, friendly and genuine. As all staff members have been trained in the Capturing Kids Hearts program, there are handshakes galore, affirmations and ‘good things’ being shared throughout the building.

Bursley’s school-wide Positive Behavior Intervention and Support (PBIS) system (with the acronym PAWS) is implemented in throughout the school, with all staff members positively recognizing all students. Proactive teaching of PAWS expectations happens in the first days of school, with regular reinforcement throughout the year. Students have the opportunity to earn green PAWS for displaying desired behaviors. When students receive a PAW they head to the office with enthusiasm to drop their PAW in the bucket for a chance to win recognition on announcements and a token prize. Next they proudly stamp themselves with a green paw for all (including parents) to see. We hold frequent building-wide celebrations and even opportunities to earn special ‘golden’ PAWS!

Teachers are treated as a valuable resource at Bursley. Teacher innovation and success is celebrated formally (Board of Education recognition) and informally (staff meetings, staff lounge displays). Teachers are self-reflective, striving to learn and grow and are encouraged to observe each other to share new techniques to add to their ‘tool boxes.’ Experienced teachers work side by side with those new to the profession to provide support, share a Bursley historical perspective and converse about best teaching practices. Staff encourage and support each other with public affirmations, solace for those experiencing hardship, festive social events and the simple joy of Friday treats. The Bursley principal is consistently involved and visible, with an open-door policy. She works with students and families in crisis, problem solves concerns, demonstrates or team teaches lessons, and works ‘in the trenches’ on school projects.

Businesses and churches spruce up the grounds and help to feed students in need. Tutors from Jenison High School work as classroom assistants, and elementary classrooms ‘adopt’ a football player each fall. Bursley’s active Parent Club volunteers plan special activities, parties and fundraisers, assist with clerical tasks, and read to/with our youngest learners. Watch Dog Dads, mentoring, and girls and boys running clubs are also exciting Bursley programs staffed by our volunteers.

Bursley students volunteer too! They run a recycling club, participate as part of the Safety Patrol, and are trained as ‘Peer to Peer’ support for students with autism, promoting independence and socialization. Members of our active Student Council share ideas, plan fundraisers, and help with school improvement projects. They are also a driving force behind spirit day plans, The Great Kindness Challenge and other special events which make it even more fun to come to school!

### **2. Engaging Families and Community**

Bursley Elementary employs a variety of resources and strategies that engage families and community members, all of whom contribute to the success of our students and improvement of our school. Our resources include nonprofit organizations, local businesses, institutes of higher education, as well as the Jenison community at large.

Our nonprofit and local business resources support our students and their families through a variety of ways to help our kids know they are loved and supported. Each week a local church provides snack bags in the lockers of about 85 of our neediest students. The snack bags include 5-7 snacks and a meal to take home. Two other local churches support our students by providing one-on-one mentors who are committed to developing a multi-year relationship with a student by connecting for one hour each week. The quality time students spend with a mentor each week, helps them feel loved and valued, leading to success in school as well as enriching their family and peer relationships. Our local YMCA also provides an after

school program with homework supports and access to sports and physical activity. Through this program students can be in a safe and nurturing environment, receive academic support, mentoring, health and fitness activities, volunteer opportunities, and even dinner. Several local businesses support economic growth and education of our students through the Junior Achievement program. In addition, Grand Valley State University partners with Bursley to enrich student learning through the Nutrition Education and Outreach Program, Groundswell, and other activities like Bursley family science/math night.

Our local Jenison community is involved in numerous and varied educational and social projects that engage families and strengthen the home-school connection, leading to student success and school improvement. Our parent club allocates significant funds to open our library several times in the summer. A bus travels our neediest neighborhoods to pick up students and bring them to school where we provide group games, activities, snacks and access to library books. Learnapalooza, Parent Teacher Conferences, Title 1 Parent Meetings, Curriculum Night, Cross Age Learning Tutors, Open House, Parent Club events, Bursley Fun Night, Santa's Secret Shop, Adopt-a-Family, Watch Dog Dads, Muffins with Mom, Donuts with Dad, Mother/Son Bowling, Daddy/Daughter Dance, Girls on the Run, Total Trek Quest, and Be Healthy Week all contribute to Bursley's overall student achievement and success and couldn't happen without strong family relationships and deep community ties.

### **3. Professional Development**

The professional development approach at Bursley is rooted in two basic tenets. The professional development offerings are purposeful and promote continuous improvement. One aspect that makes the professional learning at Bursley unique is the fact that teacher needs are often the catalyst for future planning. Need surveys are administered, results are compiled, and programming is planned. Additionally, teachers are often given the ability to attend sessions that are most relevant to them, whether it be an active engagement session based on the work of Anita Archer or a technology based session focused on effective use of iPad applications. Many of these sessions are facilitated by district staff members, including some Bursley staff members and administrators. Tapping into the expertise of current staff members ensures that the information presented is appropriate for Bursley's specific student population. Overall, implementing an approach that values professional needs, choice, and utilizes "local experts" creates a productive environment in which teachers are constantly analyzing their craft and thinking critically about potential areas of improvement. This critical analysis targets staff needs and therefore has a positive impact on student achievement.

In addition to the district offerings, Bursley teachers seek out opportunities for professional growth. Over the course of the last five years, numerous staff members have worked closely with the Ottawa Area Intermediate School District during the implementation of new curriculum, such as Delta Math. Furthermore, staff members have attended the Michigan Association for Computer Users in Learning (MACUL) conference, Discovery Education Network Ambassador programming, and inter-school district learning labs. A cohort of Bursley teachers is currently participating in a teacher led book club using Carol Dweck's book, *Mindset: The New Psychology of Success*. Members of the Autism Spectrum Disorder staff will be attending a Social Thinking Conference in the spring of 2015. Knowledge, insight, and fresh ideas from these professional learning opportunities are brought back to the building and presented during the fifteen minute "Teach Me" segment of monthly staff meetings.

Bursley teachers are part of a dynamic professional development approach. District and building level professional development is purposeful. It is tailored to the individual needs of the teachers in their quest to meet the needs of all students. Outside of the district offerings, teachers are encouraged to not only pursue interesting and applicable professional learning opportunities, but also to bring their knowledge back to their colleagues. Bursley staff members are focused on constantly improving their craft through lifelong learning.

#### **4. School Leadership**

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” At Bursley School, our leadership philosophy encompasses this quote by John Quincy Adams. We view leadership as global--incorporating administration, staff and students. To begin, our principal sets the tone of collaboration by creating a sense of ownership at every level. She leads grade level teams to facilitate optimal school-wide schedules that allow for necessary interventions, student support and overall student success. When challenges arise, teachers and principal work together to allocate resources to best meet student needs. As just one example, this year our principal took on the responsibility of teaching fourth grade math daily to allow for ability grouping. Our principal facilitates communication within our professional learning community. She encourages us to share, observe and learn from each other. She leads our staff meetings with purpose and direction, sharing with us her latest educational research, areas of interest, and inspires staff to share their learning and passion too.

Every six to eight weeks, a team consisting of our principal, school psychologist, intervention specialists and classroom teachers meets to review student data and overall progress. These team discussions lead to curriculum adjustments that enhance achievement and meet educational goals for each child. At these roundtable discussions, each team member is a valued contributor and is viewed as a leader within his or her area of expertise.

Throughout the year, staff members readily volunteer for various committees to undertake larger tasks, with our principal and teachers taking on leadership positions within these committees. Committees are numerous and include School Improvement (PBIS), curriculum development, summer programming, staff basketball game, family game night, and Science Night.

Because we value leadership as a critical life skill, we strive to model and teach leadership skills by including students in various roles in which they can be student leaders. Under the direction of staff members, we have 42 students who participate in our School Safety program. Our Student Council, led by staff members, meets regularly to plan and execute school activities and functions, often centering around service. Under the leadership and training of a school parent and additional staff members, a student-led team of 27 students is responsible for teaching individual classrooms proper recycling procedures. Our principal has formed a Student Leadership Council to develop a plan to improve our playground environment and atmosphere. Leaders--staff and students who inspire others to “dream more, learn more, do more and become more”-- abound at Bursley!

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	67	63	59	47	72
Advanced (Level 1)	20	14	5	2	7
Number of students tested	70	49	59	51	46
Percent of total students tested	97	98	100	98	94
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	0	2	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above	46	57	32	33	73
Advanced (Level 1)	9	13	0	0	0
Number of students tested	22	23	31	27	11
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above	50	50	26	25	
Advanced (Level 1)	0	0	13	0	
Number of students tested	4	2	8	4	0
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	67	63	64	53	73
Advanced (Level 1)	18	16	4	2	8
Number of students tested	55	45	47	43	40
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

**NOTES:** Bursley School is home to a regional program for students with autism. All students not in the program take the regular assessment. Only students within the program who are instructed in an alternate curriculum take the alternate assessment.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	67	69	74	70	66
Advanced (Level 1)	28	10	13	14	11
Number of students tested	51	59	46	50	47
Percent of total students tested	98	100	100	93	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	0	7	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above	48	46	69	71	59
Advanced (Level 1)	16	10	4	12	12
Number of students tested	25	22	23	17	17
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above	50	33	67	0	33
Advanced (Level 1)	25	33	0	0	0
Number of students tested	4	6	3	2	3
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	70	77	75	74	73
Advanced (Level 1)	30	9	15	14	13
Number of students tested	43	47	40	42	40
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

**NOTES:** Bursley School is home to a regional program for students with autism. All students not in the program take the regular assessment. Only students within the program who are instructed in an alternate curriculum take the alternate assessment.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	52	56	64	50	67
Advanced (Level 1)	4	4	2	0	11
Number of students tested	56	50	52	50	45
Percent of total students tested	100	100	96	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	4	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above	29	57	50	39	56
Advanced (Level 1)	0	0	0	0	6
Number of students tested	21	23	18	18	16
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above	40	0	0	29	0
Advanced (Level 1)	20	0	0	0	0
Number of students tested	5	2	3	7	0
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	51	61	71	52	64
Advanced (Level 1)	2	5	3	0	10
Number of students tested	47	43	40	42	16
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

**NOTES:** Bursley School is home to a regional program for students with autism. All students not in the program take the regular assessment. Only students within the program who are instructed in an alternate curriculum take the alternate assessment.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	68	74	53	56	56
Advanced (Level 1)	19	10	0	5	17
Number of students tested	47	50	47	41	54
Percent of total students tested	100	93	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	7	0	5	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above	65	69	44	59	48
Advanced (Level 1)	12	13	0	6	24
Number of students tested	17	16	16	17	21
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above	0	0	50	100	50
Advanced (Level 1)	0	0	0	0	0
Number of students tested	0	2	6	1	4
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	69	80	54	56	60
Advanced (Level 1)	21	13	0	6	19
Number of students tested	42	39	41	36	42
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	77	86	67	71	87
Advanced (Level 1)	17	8	12	8	13
Number of students tested	70	50	58	51	46
Percent of total students tested	97	98	100	98	94
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	0	2	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above	55	75	50	56	81
Advanced (Level 1)	9	8	7	7	9
Number of students tested	22	24	30	27	11
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above	50	100	43	50	
Advanced (Level 1)	0	100	14	0	
Number of students tested	4	2	7	4	0
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	73	82	73	74	90
Advanced (Level 1)	16	7	13	9	15
Number of students tested	55	46	47	43	40
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	84	83	91	84	86
Advanced (Level 1)	4	10	9	16	23
Number of students tested	51	59	45	50	43
Percent of total students tested	98	100	100	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above	75	65	86	71	86
Advanced (Level 1)	4	9	4	12	22
Number of students tested	24	22	22	17	14
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above	100	50	67	50	67
Advanced (Level 1)	0	17	0	0	33
Number of students tested	4	6	3	2	3
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	82	90	92	86	89
Advanced (Level 1)	5	9	10	19	24
Number of students tested	43	47	39	42	37
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	82	84	89	76	89
Advanced (Level 1)	27	12	17	8	26
Number of students tested	56	50	53	50	46
Percent of total students tested	100	100	98	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above	67	74	84	62	89
Advanced (Level 1)	24	9	17	6	18
Number of students tested	21	23	18	18	17
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above	40	50	100	43	0
Advanced (Level 1)	40	0	0	0	0
Number of students tested	5	2	3	7	0
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	88	91	88	82	95
Advanced (Level 1)	26	14	22	10	26
Number of students tested	47	43	41	42	39
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

**NOTES:** Bursley School is home to a regional program for students with autism. All students not in the program take the regular assessment. Only students within the program who are instructed in an alternate curriculum take the alternate assessment.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	87	82	71	78	82
Advanced (Level 1)	21	30	22	17	15
Number of students tested	47	50	49	41	54
Percent of total students tested	100	98	100	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	5	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above	77	75	59	65	86
Advanced (Level 1)	12	25	18	12	14
Number of students tested	17	16	17	17	21
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above	0	50	50	100	75
Advanced (Level 1)	0	0	17	100	0
Number of students tested	0	2	6	1	4
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	93	85	74	81	81
Advanced (Level 1)	24	36	23	17	17
Number of students tested	42	39	43	36	42
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

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