

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

[X] Public or [] Non-public

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

Name of Principal Mr. David DeYoung, Ph.D.

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

Official School Name Wines Elementary School

(As it should appear in the official records)

School Mailing Address 1701 Newport Road

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

City Ann Arbor State MI Zip Code+4 (9 digits total) 48103-2323

County Washtenaw State School Code Number* 81010

Telephone 734-994-1973 Fax 734-996-3023

Web site/URL http://www.a2schools.org/wines E-mail deyoung@aaps.k12.mi.us

Twitter Handle _____ Facebook Page _____ Google+ _____
Blog

YouTube/URL _____ www.winesprincipal.blogspot.com 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*Dr. Jeanice Swift

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

E-mail: swift@aaps.k12.mi.us

Other)

District Name Ann Arbor Public Schools Tel. 734-994-2200

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 Ms. Deb Mexicotte

(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

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

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):
- 21 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 32 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. 5 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	33	38	71
1	36	25	61
2	37	36	73
3	35	43	78
4	38	41	79
5	38	27	65
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	217	210	427

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 4 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 15 % 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: 4%

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, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1	441
(5) Total transferred students in row (3) divided by total students in row (4)	0.036
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 4 %
16 Total number ELL
 Number of non-English languages represented: 11
 Specify non-English languages: Spanish, French, Hindi, Urdu, Thai, Japanese, German, Romanian, Arabic, Chinese, Bulgarian
8. Students eligible for free/reduced-priced meals: 9 %
 Total number students who qualify: 40

Information for Public Schools Only - Data Provided by the State

The state has reported that 22 % 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 %
31 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>17</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>8</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>2</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:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 24:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	93%	95%	93%	95%
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

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: The mission of the Wines school community is to create for every student a joyful environment that stimulates lifelong learning and inspires respect for individual differences.

PART III – SUMMARY

Levi D. Wines Elementary School is situated in Ann Arbor, Michigan just one mile from the heart of the University of Michigan’s central campus. Ann Arbor boasts a prestigious public school system with over 16,000 students coming from a wide variety of backgrounds. With Ann Arbor as our home, we share a deep connection with the University of Michigan allowing us to forge partnerships to enhance student learning and experiences. At Wines, well over half of our families have direct ties to the University ranging from current faculty members, administrators, students, and alumni. Ann Arbor is known nationally for its diverse population, a thriving art scene, vibrant downtown, outstanding cultural events, and of course, the largest football stadium in the country! Ann Arbor is regularly ranked in various publications as one of or the most desirable places in America to live and the Ann Arbor Public Schools is consistently an important factor in these rankings.

Opening its doors in 1957, Wines Elementary—as we say—has been “growing children for over 50 years.” Our community is invested in our school and our families are active participants in our successes. The mission of the Wines community is to create for every student a joyful environment that stimulates lifelong learning and inspires respect for individual differences. On any given day, you will see a number of parent volunteers in our classrooms, our library, the art room, the lunchroom, and even on the grounds making sure our school is beautiful inside and out. In addition to daily opportunities to be part of the learning environment, there are a multitude of school-wide opportunities for families to participate in all school events ranging from our annual Run-a-Thon and Country Fair fundraisers to the Science Olympiad and the Science and Builders’ Fair. The culminating event for our students as they finish their time at Wines is our fifth grade trip to Camp Tanuga in beautiful northern Michigan. Our community is dedicated to supporting all of our members. No child or family is ever left without an opportunity to participate. Our Parent Teacher Organization provides scholarships for all school events and we pride ourselves on this high level of participation among families.

Wines is predominantly a neighborhood school with over half of our 427 students living within walking distance. Wines also participates in both within district school of choice and out of district (within county) school of choice. Availability of seats is based on space available and we consistently have more interest from families wanting to join our school than we have space. When this occurs, a lottery system takes place for placement. In addition, we proudly house three self-contained special education classrooms for students from across the school district with special needs. These students and families are important members of our school community and we are leaders in the area of inclusion for special needs students. We have a diverse population with 15% of our students considered “multi-ethnic,” 4% African American, 5% Asian, 2% Hispanic, and 74% Caucasian. Our students speak over ten languages other than English and 9% of our students receive free or reduced lunch.

All staff members at Wines ensure each student realizes his or her aspirations while advancing the common good through a community dynamic. We have successfully implemented Positive Behavior Intervention and Supports (PBIS) school-wide to teach and support positive behavior. Our students earn “Power Paws” for exhibiting the values of respect, responsibility and safety. Once a week our principal draws a Power Paw winner from each classroom. These students have their picture displayed for celebration.

Student learning at Wines is personalized, curiosity driven, student directed, and inspired by outstanding faculty. Our teachers collaborate on a daily basis to identify academic and social needs of students. We analyze data from local formative and summative assessments as well as from state and national assessments. Through our Data Team process, we identify focus areas for all students. This data is used to develop Personalized Learning Plans for each student and ensures for a challenging and provocative curriculum. The support staff at Wines works closely with classroom teachers, help develop individualized lessons, and accommodate and differentiate instruction to ensure that all students reach yearly growth targets.

The collaborative spirit of our staff extends to our families. We develop relationships that foster teamwork. Before the start of the school year, parents and students come to school to meet their teacher and classmates. Shortly after the school year begins, parents attend our annual Curriculum Night where classroom teachers provide an informative and detailed presentation for the grade level curriculum, and the principal presents achievement data and other information to the community. Each fall, 100% of our parents attend parent teacher conferences. To maintain regular communication, all of teachers publish weekly newsletters and/or maintain class websites to enable parents to gain insights into what their child is learning.

Wines Elementary School encourages and challenges students to develop their full potential. We offer multiple opportunities to help students succeed academically, emotionally, physically, socially, and culturally. We pride ourselves in not only being successful academically, but also in our dedication to ensuring that each and every child and family in our community feels welcome, cared for, and part of something special.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wines Elementary School offers an exceptional comprehensive academic curriculum that allows students to meet the standards outlined by Grade Level Content Expectations (GLCES) from the State of Michigan, the Ann Arbor Public Schools, the Common Core State Standards (CCSS), as well as individual student learning goals. We offer extended learning opportunities for students to go beyond the scope and sequence of our offerings and we also support all learners who may need additional opportunities to access the curriculum in modified way. In the area of Literacy and Mathematics, we have transitioned from the GLCES to a more focused approach using the CCSS. In Science and Social Studies, we are still currently following the GLCES as we begin to transition to next generation standards in these content areas.

Mathematics

Our Mathematics curriculum utilizes the Everyday Mathematics curriculum as a resource and focuses on real world applications and standards of mathematical practice. Foundational skills are addressed beginning in Kindergarten and our approach emphasizes a spiraling methodology so that students have exposure to all foundational skills throughout their experience. Thus, when mastery is expected, students have had experience with these concepts previously. Foundational skills that are worked on from grades K-5 include Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations (base ten), Numbers and Operation (Fractions), Measurement and Data, and Geometry. We provide students with mathematical instruction and experiences that support the Common Core Mathematical Standards and Practices. Conceptual understanding is developed through a carefully sequenced series of lessons that involve students in concrete and abstract activities. Teachers connect concepts to real world examples providing a purpose for learning. Mastery of skills is achieved through ongoing practice over time.

As we have come to account for the CCCS in our enactment of curriculum, our students have opportunities to engage in problem solving and are challenged to persevere to solve complex real life situations. In working with the University of Michigan School of Education, our teachers have focused on challenging students to construct arguments to prove their knowledge reasoning as well as challenge each other's reasoning.

Reading/English Language Arts

The term Balanced Literacy describes our literacy curriculum and the instructional approaches to teaching that are described in part III of this section. We chose this curricular approach due to our belief in the idea of the reading continuum K-5 and how the Balanced Literacy approach views reading as neither a single skill nor a collection of isolated or “linear” skills and strategies. Rather, it is a process in which a large number of skills and strategies are employed in a flexible fashion to construct and reconstruct meaning. A child is using phonetic, semantic, and meaning based knowledge, predicting from experience and text knowledge, and continuously monitoring for understanding as she or he constructs meaning. All of this happens simultaneously and interactively at a barely conscious level. It is the smooth orchestration of these and other skills that constitute the effective reading process.

Science

In Science, Wines follows the GLCEs utilizing inquiry and exploration. Our inquiry-based science program engages students in hands-on science and process skills used by scientists. The units are aligned from grade-to-grade, with a life science, earth science and physical science module at each grade level. Each grade level has between three and five science units that are used to support instruction. The units were developed by Ann Arbor Public Schools teachers and administrators and the supplies for the units were funded through by Ann Arbor Educational Foundation. Since we share science materials at the building between teachers and our curriculum is vast and time is of the essence, we have moved to a less compartmentalized approach to science instruction and made it more interdisciplinary. Using building funds, PTO funds, and School Improvement funds, we have purchased a wide array of guided reading and independent reading books aligned with grade level outcomes. This allows our teachers to explore science instruction throughout their day and allows for extensive differentiation. This guided approach mirrors the

approaches used in other core curriculum areas as described in part III of this section. Furthermore, students are required to apply their skills in reading, writing, and mathematics throughout the program as they inquire, observe, measure, record and interpret data, draw conclusions, and make connections to what they already know.

Social Studies

In Social Studies, teachers follow the Michigan GLCEs. Students are taught a curriculum that starts with how families live and work together and then builds outward. Students explore the relationships in students' lives with their families, friends, teachers, and neighbors, and then move on to how people live uniquely in different places around the world. Students learn the essentials of geography, economics, and citizenship in the context of learning about their local community. The subject is based on the instructional practice that allows students of all abilities to truly experience history through a considerate expository text structure. Using resources provided by our Parent Teacher Organization, we purchased guided reading books aligned with Social Studies outcomes to allow for more interdisciplinary instruction in Social Studies.

2. Other Curriculum Areas:

Wines special area teachers (Art, Music, PE and ILT) integrate common core standards from social studies and science curriculum at each grade level. Studies show that interdisciplinary instruction provides students with multiple opportunities for rich and varied learning to achieve outcomes. Increasing relevance through embedded or applied learning increases student understanding and rigor. The primary purpose of special area instruction, however, is to teach children the inherent values of physical education, literacy and technology, visual arts and music, following National and State Standards.

Physical Education classes (all grades, 2-3 times weekly) help children develop health-related fitness, physical competence, and positive attitudes about physical activity so that they can adopt healthy and active lifestyles. PE helps students meet developmental needs by providing learning experiences that improve mental alertness, academic performance, and readiness and enthusiasm for learning. Classes address grade level health curriculums regarding fitness and nutrition. Our PE program includes Field Day, an extra-curricular walking club for grades 2 through 5, and a yearly all-school mile-long walk (All Children Exercise Simultaneously).

Information Literacy and Technology, or ILT (all grades, 1-2 times weekly), provides a fully integrated information literacy and technology program, combining traditional services with the instruction and use of new digital resources. ILT supports district achievement goals, technologies, and services required to meet students' learning and information needs are readily available. Classes stress creativity and innovation, communication and collaboration, critical thinking, problem-solving, decision-making, digital citizenship, and technology operations and concepts.

Wines arts classes (all grades, once weekly) develop children's creativity, art appreciation, and art-making skills. We follow the National Core Arts Standards and emphasize elements of art plus principles of design, which are the building blocks of visual art. Wines art students participate in numerous community art exhibits, create permanent 5th grade murals for the building each year, celebrate with a school-wide Art Night, and display beautiful artwork in the halls throughout the year.

Music classes (all grades, 2-4 times weekly) provide a variety of experiences that allow children to respond to, create, and perform music. Songs, games, dances, projects and performances encompass various styles and time periods, reflecting our diverse world. Mathematics and language arts are reinforced through music at all grade levels, along with interdisciplinary learning to enhance science and social studies curricula. Fifth Grade Chorus is available as an extra-curricular activity to all who are interested in further vocal development and additional performing opportunities.

All 5th graders participate in Instrumental Music (twice weekly). Students choose from standard orchestral or band instruments to learn and perform in formal and informal settings. They are loaned instruments for the year and families do not pay rental fees.

Finally, because of our strong commitment to providing a world-class education that places students in a globally competitive standing, the Ann Arbor Public Schools offers world language to all upper elementary students. This places students on a path to achieve high school credit for World Language in middle school and supports the district's strategic plan to educate students in rigorous, internationally comparable ways. As part of the district World Language curriculum, and in collaboration with the University of Michigan, Spanish is offered twice weekly to grades three, four and five at Wines.

3. Instructional Methods and Interventions:

Across all of our core curriculum areas and our non-core areas, our approach is defined by Differentiated Instruction for all students. Students work in flexible guided groups across curricular areas and engage in discourse both with their teachers and with other students as they learn to think deeply about content. To support and extend our curriculum, our students interface with a number of online resources both at school and at home. In mathematics, we utilize Xtra Math, Moby Max, FASTT Math and the Everyday Math online suite. In literacy, we use RazKidz in all classrooms, as well as SYSTEM 44 and READ 180 for students who need additional intervention or enrichment. Access to technology and online resources have been particularly helpful in enhancing our level of rigor in Science and Social Studies. In Social Studies, for example, our entire textbook and resources (History Alive!) are 100% digital giving students access to content and extra resources in and out of the classroom.

Students participate in differentiated guided instruction in all curricular areas daily. Students who are below grade level in reading meet in small groups or individually with their classroom teacher five times a week and also receive Tier II interventions including our Reading Intervention program, READ 180, and Systems 44. Guided math instruction allows teachers to focus on the strengths and challenges faced by each learner as they work to meet the demands of the CCSS. Students are supported via Tier II math intervention via Do The Math as well as support from Teaching Assistants and other interventionists. As evidenced from the data found later in this application, we have achieved at a consistently high rate on standardized measures of achievement in math and literacy. In addition to quality Tier I teaching taking place in our classrooms, our school's Achievement Team--consisting of our principal, speech and language teacher, teacher consultant, social worker, school psychologist, and occupational therapist--meets with teachers weekly to discuss students who struggle and identify both in and out of classroom Tier II interventions to support these students. This team also supports students if and when more intensive Tier III/Special Education intervention is necessary.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The five year trends in achievement across the grade levels assessed with Michigan's MEAP test reveal consistent high achievement, with a slight overall upward trend. Our average percentage of students scoring proficient or advanced in Reading was 82% in 2009-10, 75% in 2010-11, 76% in 2011-12, 83% in 2012-13, and 84% in 2013-14. In addition, the percentage of students scoring in the advanced level more than doubled in 2013-2014 to 34% from a low in 2011-2012 of 15%. At a school with relative high achievement, it is this area of growth where we have much pride.

In Mathematics, we see a similar trend of overall high achievement with the average percentage of students scoring in the proficient or advanced level in 2009-10 at 91%, 2010-11 at 87%, 2011-12 at 84%, 2012-13 at 87%, and 2013-14 our five year high of 93%. Our level of students scoring at the advanced level fluctuated during those five years from a high of 39% in 2009-10, a low of 21% in 2011-12 with a five year average of nearly 28%.

While our high achievement on state indicators of proficiency are areas of pride for our school, we admittedly believe that our school district and our school in particular set our standards even higher than the state. Thus, we are focused on reaching 100% proficiency on state indicators. To reach these goals, we will continue to engage our students in a robust curriculum as described in other sections of this application. Furthermore, our school uses ongoing, formative assessments to inform our instruction, identify differentiation opportunities, and track student progress.

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

Our school utilizes a variety of formal and informal assessments including substantive formative assessment to improve student and school performance. Our teachers formally assess reading progress via the Fountas and Pinnell Benchmark Assessment program quarterly. In addition, teachers progress monitor student reading growth via running records on a daily basis. This allows for fluid, flexible reading groups to take place in all classrooms. Like with reading, teacher informally assess students in math daily as well as formally by unit in order to plan for instruction and find opportunities for re-teaching and extension opportunities in guided math groups.

Our students take part in the Northwest Evaluation Association Measures of Academic Progress assessment three times a year in Reading and Math. This computer adaptive assessment provides teachers with real time data they can use as another piece of the larger data picture. Teachers analyze classroom and student specific NWEA progress as yet another data point in which to individualize instruction.

To support our work at collecting and analyzing data and use it for instruction, our school is invested in the Data Teams process. For each goal in our School Improvement Plan, Data Teams are a critical component. Our grade level teams are given devoted time out of every staff meeting to participate in the Data Teams. This process involves identifying a specific goal area, performing pre-assessment, analyzing pre-assessment results, identifying common teaching practices based on student proficiency, setting class/grade/individual goals, and finally analyzing post-assessment data.

Finally, ongoing feedback to students and parents regarding student progress and goals is an important part of our assessment system. Each student at Wines has a Personalized Learning Plan (PLP) that includes ongoing measures of student performance in all content areas. Teachers share multiple measures of quantitative and qualitative data with students and parents via student led conferences. Ultimately, teachers, students, and parents work collaboratively to develop goals and plans for student growth via the PLP.

Part VI School Support

1. School Climate/Culture

Walk through the door of Wines Elementary School! Our devoted office personnel welcomes all with a friendly smile. Peruse down the hall and admire the bulletin boards and hallways adorned with the latest student artwork, pictures of proud PBIS winners, exciting upcoming events, and the academic works of our students.

At the beginning of all school days the principal greets students at the front door as they arrive. All teachers greet their students as they enter the classroom and display a welcoming message. Our teachers are approachable, prepared, and sensitive to all student needs. These daily rituals help to ensure that teachers provide a positive environment for all students. Students feel valued when we connect with them each day.

Each classroom has been carefully designed to allow for students to be actively learning in a multitude of scenarios. The physical environment provides opportunity for students to work independently, in learning teams, or partnerships. This variation in learning format shows attention to different student needs, and a respect for diversity of learners. Our PTO provides classrooms with large carpets and seating specialties (seating discs and wedge cushions) to enhance the physical environment for optimal student learning.

Classrooms begin their day with a class meeting where students share successes, appreciations, and potentially discuss and solve problems. These meetings teach students valuable social and life skills. Students learn to value and accept differences. Over 130 students participate in a peer mentoring program making strong connections with students in our self-contained, special education classrooms. Our third through fifth graders have the opportunity to participate in student council leadership roles. Having students serve as active citizens ensures that their voices are heard.

Our teachers have a passion for the instruction they deliver and believe that student engagement and motivation increases when students have a clear purpose to learning. Students are involved in setting and monitoring their own learning goals. Through this process students are given control over their learning and develop confidence for learning. Many students participate in student led conferences. Teachers create opportunities for students to lead interest groups particularly in the area of language arts. Students are challenged to explain answers when teachers pose questions. These questioning techniques provide students with opportunity to reflect, question, evaluate, and make connections to all content areas of study.

Our school culture is an environment where teachers are valued and supported. The building principal is supportive, trusts staff decisions, and offers positive feedback. We share high expectations for all students. Positive behavior is taught and recognized via our school wide Positive Behavior Intervention and Support system. Students can receive a “Power Paw” from any staff member for following these agreed guidelines. Teachers work in grade level data teams to examine student work. It is of utmost importance to adapt instruction to the changing needs of our students. Teachers build relationships that revolve around enhancing their craft. Teachers are encouraged to volunteer to participate in committees or other leadership opportunities. The work that is done in committees encourages creativity among staff, builds commitment to shared goals, and develops a sense of trust and collegiality.

2. Engaging Families and Community

Community and family involvement is a cornerstone of student engagement and achievement at Wines Elementary. All families and teachers are members of the Wines Elementary PTO. To ensure participation from all Wines families, the PTO meeting times vary and childcare is provided. Each year the PTO provides classroom budgets for teachers, funds field trips for every class, regularly purchases leveled books for classrooms, provides scholarships for before school and after school care, scholarships for every school event, and provides school materials (backpacks, boots, shoes, etc.). The PTO recently purchased an iPad cart that students at every grade level use daily. The PTO is also committed to continuing learning during the summer months, providing a summer learning packet and hosting weekly student work sessions at the

school for interested students and families.

Parent and community volunteers can be seen at Wines Elementary every day. Volunteers work regularly in classrooms – reading to students, chaperoning field trips, working one on one with students, or with small groups. Family volunteers are also responsible for organizing the most beloved Wines Elementary events. Annual events such as the Run-a-Thon, International Night, Wines Wahoo, Science and Builders’ Fair, Movie Nights, Field Day, Art Night, and the Country Fair are attended by nearly every member of the Wines community. Volunteers also regularly run activities before, during, and after school to enrich the experience of Wines students. Community members run Science Olympiad, Lunchtime “Extra Special” activities, Girls on the Run, Debate Club, Chess Club, Garden Club, Girl Scouts, and Boy Scouts. The enormity of family involvement is evident on National African American Parent Involvement Day (NAAPID) where Wines Elementary regularly hosts over 400 family members during the school day. For NAAPID, the Wines staff invites every Wines family member to come to school for the day and learn with their children, have lunch at school, take photographs to commemorate the experience, and attend a school wide assembly.

Wines teachers are committed to building community engagement with their students. Teachers have formed strong connections and partnerships with many local organizations, such as the Ann Arbor Public Library, Leslie Science Center, Community High School, 826 Ann Arbor, Peace Neighborhood Center, local nursing homes, Ronald McDonald House, and the University of Michigan. Students at Wines learn to give back to their community through donations of food, clothing, supplies, and funds. They also learn that their time and work are valuable resources by raking leaves, reading and writing to the elderly, and testing local water sources. Community and family involvement not only provide invaluable experiences and resources for every student at Wines Elementary, but they also help students see their roles and responsibilities within the community at large.

3. Professional Development

Within the Ann Arbor Public Schools, professional development is a part of the teaching and learning process and is ongoing, collaborative, situated in practice, and linked to teaching and learning goals. Before the school year begins, newly hired teachers, or teachers new to a grade level receive district-provided professional development in all curricular areas. Each month throughout the school year, building level professional development takes place where teacher leaders engage staff with the purpose of aligning the district level focus and initiatives to the school level. In addition, three times a year, all district staff attend centralized district-wide professional development sessions. Recently, these sessions have focused on the implementation of the Common Core State Standards – specifically in the areas of mathematics, language arts, and technology. The district Strategic Plan and Technology Plan provide for a vision for the future of technology use in our school district. These two plans are the framework and drive our vision of 21st Century learning in Ann Arbor Public Schools.

Members of our Wines Leadership Team are actively involved in the delivery of professional development at both the school and district level. Examples include training newly hired staff in the area of ELA, and facilitating workshops such as: "Engaging Students With Writer’s Talks and Writer’s Notebooks," "Enhancing Our Curriculum with Technology (BYOT)," "Using RIT Data to Plan for Instruction," "Assessment Literacy: Student Involvement, and MSTEP Study." Within these sessions, teachers engage in cross-grade collaboration, share effective instructional methods, reflect upon problems and solutions, and develop a better understanding of goals for student learning. In addition to delivering professional development throughout the district, the principal and teacher leaders of Wines serve on district-wide committees to plan future professional development sessions, map curriculum, create assessments, and enhance our curriculum.

Our school improvement plan focuses on yearly individual student growth rather than school-wide performance targets. To meet individual student growth goals, teachers at Wines meet in data teams on a weekly basis during staff meetings and common planning times. During this data team process, grade level teams collect and chart student data, collectively analyze student strengths and obstacles, establish

classroom and student goals, select instructional strategies, and determine results indicators. The data team process gives teachers ongoing multiple data points to determine student needs and goals. These goals become part of the Personalized Learning Plan (PLP) that teachers develop collaboratively for every student in the school. Ultimately, our professional development plan utilizes district resources and focus areas, fits these areas to meet the needs of the school, and ultimately translates to individual growth plans for all students.

4. School Leadership

At Wines Elementary, there is a sense of shared leadership in the building that manifests itself with specific leadership titles and roles assigned to individual staff members as well as individual leadership opportunities for all stakeholders.

The principal is the single district appointed leader for the entire school. He leads our school improvement team which is comprised of teachers, parents, and interested community members. This team meets regularly to discuss the direction of the school, engage in data analysis, and set the direction and goals for the school each year. Our principal is highly visible for our students and our community. He knows all students by name and greets them at the front door in the morning and again as they leave. He visits each classroom daily, serves hot lunch to students, and is generally “present” at all times. The principal is approachable to teachers and parents. He has an open door policy and is in constant communication with the community via weekly emails and his blog. The principal is present at all school functions and is a model for setting a positive tone and friendly climate in the building.

Perhaps the most important quality of the principal is his strong interest in developing and maintaining teacher leadership in the school. Wines has a strong committee of teachers called the Teacher Leadership Committee (TLC) which meets at least monthly with the principal to work on issues facing the school. The entire TLC committee also serves on the School Improvement Team. In addition, the principal has given the TLC and its individual members the charge (and freedom) of not just bringing issues to the attention of the principal, but also to be active leaders in the building to identify, address, and solve issues on their own. Our teachers value their involvement in leadership and decision making in the school.

Wines has four teachers who serve as Curriculum and Instructional Specialists at the school district level. Two of these teacher leaders are active in current district level professional development and engage our staff – as well as staff across the district – in professional development in the areas of curriculum development and alignment with the Common Core State Standards. The other two teacher leaders engage in future planning efforts and the roles switch yearly in a cyclical fashion.

We have an established Lead Teacher who is in charge of the school when the principal is not on campus. In addition, our Lead Teacher serves as a constant backup for all issues when the principal is on campus. She is part of our crisis response team, and is a member of individual student behavior and crisis plans. Furthermore, the Lead Teacher is also a crucial member of the TLC committee.

As part of our School Improvement Plan, another teacher serves as our “Data Team Coach” and works with teachers in both large and small groups to ensure that our Data Team process is consistent and efficacious for student growth.

Our parent community is active and engaged in the school. We have a strong Parent Teacher Organization (PTO) which serves as a leadership group for all parents. In addition, a small leadership team within the PTO serve as the Executive Committee, which meets to set the agenda for PTO meetings and also meets monthly with the principal.

Our students play an important leadership role as well. Beginning in 3rd grade, students participate in our Student Council program where student-specific issues are addressed. This group also engages in leading our school in philanthropic efforts for our community. Fifth grade students all participate in Safety Patrol and are all identified as leaders in the building.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	81	79	75	57	72
Advanced (Level 1)	33	20	4	3	20
Number of students tested	82	66	73	68	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	8	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	81	84	81	67	73
Advanced (Level 1)	31	20	6	0	22
Number of students tested	62	54	47	42	55
10. Two or More Races identified Students					
Proficient (Level 2) and above	91	80	70	50	75
Advanced (Level 1)	55	20	0	0	0
Number of students tested	11	5	10	8	4
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Our school houses three self-contained special education classrooms primarily for students with Autism. Students come to our program from across our school district. The students in this program are unable to access the general education curriculum, thus they are in a self-contained program. In addition, these students are unable to access the traditional MEAP state assessment even with accommodations. As a result, they take the alternative Mi-Access assessment. All students whose results in the above tables are reported in the alternative assessment columns are in our self-contained program and spend less than 40% of their school day in general education.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	84	87	76	79	86
Advanced (Level 1)	43	28	16	20	37
Number of students tested	67	75	67	66	58
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	7	4	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	87	88	80	80	85
Advanced (Level 1)	47	35	21	19	32
Number of students tested	53	51	45	55	48
10. Two or More Races identified Students					
Proficient (Level 2) and above	88	67	83	67	80
Advanced (Level 1)	25	11	0	33	40
Number of students tested	8	9	6	6	5
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Our school houses three self-contained special education classrooms primarily for students with Autism. Students come to our program from across our school district. The students in this program are unable to access the general education curriculum, thus they are in a self-contained program. In addition, these students are unable to access the traditional MEAP state assessment even with accommodations. As a result, they take the alternative Mi-Access assessment. All students whose results in the above tables are reported in the alternative assessment columns are in our self-contained program and spend less than 40% of their school day in general education.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	89	85	79	93	89
Advanced (Level 1)	30	23	27	29	29
Number of students tested	77	66	68	55	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	1	3	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	89	89	80	91	90
Advanced (Level 1)	33	23	26	22	30
Number of students tested	53	44	54	45	50
10. Two or More Races identified Students					
Proficient (Level 2) and above	90	100	88	100	67
Advanced (Level 1)	22	17	25	50	33
Number of students tested	10	6	8	4	3
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	93	83	86	83	88
Advanced (Level 1)	26	26	12	18	25
Number of students tested	82	66	73	68	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	9	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	92	89	98	86	89
Advanced (Level 1)	26	28	17	64	29
Number of students tested	62	54	47	42	55
10. Two or More Races identified Students					
Proficient (Level 2) and above	100	80	70	88	75
Advanced (Level 1)	36	20	0	88	0
Number of students tested	11	5	10	8	4
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	93	89	84	85	95
Advanced (Level 1)	21	12	15	23	39
Number of students tested	67	75	67	66	58
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	7	4	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	96	96	88	87	96
Advanced (Level 1)	24	16	16	25	32
Number of students tested	51	49	43	53	48
10. Two or More Races identified Students					
Proficient (Level 2) and above	88	67	100	83	80
Advanced (Level 1)	0	0	17	33	40
Number of students tested	8	9	6	6	5
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Michigan</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	95	91	84	95	93
Advanced (Level 1)	44	40	38	35	53
Number of students tested	77	66	68	55	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	1	3	5	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	96	91	84	96	94
Advanced (Level 1)	54	37	43	33	54
Number of students tested	52	44	52	45	50
10. Two or More Races identified Students					
Proficient (Level 2) and above	89	100	88	100	100
Advanced (Level 1)	33	68	25	25	33
Number of students tested	9	6	8	4	3
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Our school houses three self-contained special education classrooms primarily for students with Autism. Students come to our program from across our school district. The students in this program are unable to access the general education curriculum, thus they are in a self-contained program. In addition, these students are unable to access the traditional MEAP state assessment even with accommodations. As a result, they take the alternative Mi-Access assessment. All students whose results in the above tables are reported in the alternative assessment columns are in our self-contained program and spend less than 40% of their school day in general education.