

# **School Data Profile/Analysis**

School Year: 2010

School District: Hamilton Community Schools

School Name: Bentheim Elementary School

Principal: Mr. Dan Scoville, Principal

Building Code: 04975

# School Data Profile/Analysis

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# **Instructions**

Use the following instructions to complete the profile:

1. Using the navigation area on the left hand side of the screen, click on each section heading of the Profile to complete the questions. Provide the most accurate and detailed responses possible; each section includes tools to help users formulate these responses.
2. Complete all the questions.
3. Submit the report

## **Questions**

If you experience technical difficulties while completing the report, please contact our tech support line at 800.525.9517 or at [helpdesk@advanc-ed.org](mailto:helpdesk@advanc-ed.org).

# Introduction

The School Data Profile/Analysis (SDP/A) is a tool to assist school staff in determining the strengths and needs for improvement of their school based on an analysis of data and responses to a series of data related questions. It provides the model of the kind of school and student data that should be reviewed, along with your local school data. The SDP/A is intended to support deeper dialogue about the data and information, and to draw thoughtful conclusions about the areas of need. Completion of the SDP/A is required.

The process of completing the SDP/A enables a school to utilize student demographic and student achievement data to more effectively plan its school improvement goals and actions. By engaging in this process, school staff will become engaged in meaningful and rich dialogue- leading the staff to make thoughtful conclusions about the school's areas of progress and areas in which to focus. When the SDP/A is completed and submitted, the school has a comprehensive blueprint to proceed to the next phase of school improvement planning.

The School Data Profile/Analysis is an effective tool for schools to....

- identify issues of achievement for all students;
- identify areas of need to be included in the School Improvement Plan;
- serve as the basis for all other needs assessments that may be required of the school;
- determine the basis of the school's professional learning plan;
- satisfy AdvancED and Michigan requirements for a School Profile Report and;
- comply with federal grant requirements (including NCLB and IDEA 2004) for appropriate resource alignment with identified needs through a comprehensive needs analysis.

The SDP/A is aligned to the Michigan Department of Education's School Improvement Framework that establishes a vision for school improvement. The Process Cycle for School Improvement has five major components that move in continuous praxis. They are:

|                       |  |
|-----------------------|--|
| <b>Gather Data</b>    | Where are we now (status) and where do we want to be?  |
| <b>Study/Analyze</b>  | What did the data/information we collected tell us (gap analysis)?   |
| <b>Plan</b>           | How do we organize our work so that it aligns to our goals and resources (SIP)?  |
| <b>Do</b>             | What strategies and action steps do staff members need to implement to meet the goals?                                   |
| <b>Gather Data II</b> | Where are we now (status) and did we reach our goals? How effective were the strategies and action steps we implemented? |

## Structure of the SDP/A Report

Each section of the School Data Profile/Analysis presents data and a series of questions that probe deeper into the data and information. Along with the pre-populated data, schools should look at local data, common assessments and any other data that informs instruction regarding student achievement.

The SDP/A consists of twelve components:

1. Demographic Enrollment
2. Mobility & Attendance

3. Grade Level Achievement
4. Sub Group Achievement
5. Students with Disabilities
6. Limited English Proficient
7. Extended Learning Opportunities
8. Staff Demographics
9. Perception Data
10. Parent & Community
11. Health & Safety
12. School Data Analysis

Additional resources for completing the SDP/A can be accessed at:

[www.mi.gov/meap](http://www.mi.gov/meap) - click on test results and <http://www.data4ss.org>

# Demographic Enrollment

## Student Enrollment by Grade Level

| Year  | 2006 |       | 2007 |       | 2008 |       | 2009 |       | 2010 |       |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
| Grade | #    | %     | #    | %     | #    | %     | #    | %     | #    | %     |
| K     | 67   | 22.87 | 58   | 20.21 | 81   | 26.38 | 68   | 22.74 | 66   | 21.64 |
| 1     | 45   | 15.36 | 50   | 17.42 | 41   | 13.36 | 49   | 16.39 | 52   | 17.05 |
| 2     | 39   | 13.31 | 47   | 16.38 | 49   | 15.96 | 41   | 13.71 | 47   | 15.41 |
| 3     | 42   | 14.33 | 38   | 13.24 | 48   | 15.64 | 51   | 17.06 | 41   | 13.44 |
| 4     | 47   | 16.04 | 49   | 17.07 | 42   | 13.68 | 46   | 15.38 | 49   | 16.07 |
| 5     | 53   | 18.09 | 45   | 15.68 | 46   | 14.98 | 44   | 14.72 | 50   | 16.39 |

## Sub-Group Demographic Enrollment Data

| Group           | Total School Enrollment |       |      |       |      |       |      |       |      |       |
|-----------------|-------------------------|-------|------|-------|------|-------|------|-------|------|-------|
|                 | 2006                    |       | 2007 |       | 2008 |       | 2009 |       | 2010 |       |
|                 | #                       | %     | #    | %     | #    | %     | #    | %     | #    | %     |
| White           | 285                     | 97.27 | 274  | 95.47 | 292  | 95.11 | 285  | 95.32 | 289  | 94.75 |
| Black           | 0                       | 0.00  | 1    | 0.35  | 2    | 0.65  | 2    | 0.67  | 3    | 0.98  |
| Asian           | 1                       | 0.34  | 1    | 0.35  | 1    | 0.33  | 3    | 1.00  | 3    | 0.98  |
| Hispanic        | 7                       | 2.39  | 11   | 3.83  | 12   | 3.91  | 9    | 3.01  | 8    | 2.62  |
| American Indian | 0                       | 0.00  | 0    | 0.00  | 0    | 0.00  | 0    | 0.00  | 0    | 0.00  |
| Native Hawaiian | 0                       | 0.00  | 0    | 0.00  | 0    | 0.00  | 0    | 0.00  | 0    | 0.00  |
| Multiracial     | 0                       | 0.00  | 0    | 0.00  | 0    | 0.00  | 0    | 0.00  | 2    | 0.66  |
| Male            | 165                     | 56.31 | 165  | 57.49 | 164  | 53.42 | 155  | 51.84 | 161  | 52.79 |
| Female          | 128                     | 43.69 | 122  | 42.51 | 143  | 46.58 | 144  | 48.16 | 144  | 47.21 |

1. What is the enrollment trend for the past 5 years? (no change, increasing, decreasing)

*No Change*

2. For which sub-groups has the percentage of students changed by more than 5% over the past (5) years?

*None.*

3. What patterns or trends in enrollment need to be addressed?

*None.*

4. What implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, public relations, and/or recruitment?

*Continue to meet the needs of the economically disadvantaged. They are currently performing well, but that group is likely to grow.*

5. What are the possible action(s) that can be taken to address the implications identified?

*N/A, based on this data.*

## Mobility & Attendance

1. What sub-group(s) have the highest mobility rate? What sub-group(s) have the lowest mobility rate?

*The SES (ED) subgroup has the highest mobility rate coming in, but all groups have low mobility going out.*

2. What grade level(s) have the highest mobility rate? What grade level(s) have the lowest mobility rate?

*Aside from incoming Kindergarten, the grades are pretty equal. Very few leave.*

3. Based on a review of the student mobility data, attendance, behavior, dropout, graduation rates, and extended learning opportunities, did the staff identify any areas of challenge?

*Kindergarten students with 10 absences or more seems to be far greater than other grades. Is this because of the half-day Kindergarten schedule or other variables?*

4. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?

*3.5 hour day? First child in school? Parents prioritizing attendance at this age? These are all questions we have at this point.*

5. What sub-group(s) have the highest dropout rate in the last 5 years? What sub-group(s) have the lowest dropout rate?

*N/A*

6. What is the attendance rate for the school? What sub-groups have the highest attendance rate? What sub-groups have the lowest attendance rate?

*97% Attendance Rate. Girls' attendance is slightly better than boys.*

7. What sub-groups have the highest percentage of students who missed more than 11 days of school?

*We do not have a disproportionate amount of any subgroups. Our highest numbers are white, male and SES (ED), but those numbers fall in line with the number of students in those subgroups.*



# Grade Level Achievement

## Michigan AYP Targets

| Content              | 2001-04* | 2004-07* | 2007-09* | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|----------------------|----------|----------|----------|---------|---------|---------|---------|---------|
| <b>Elementary</b>    |          |          |          |         |         |         |         |         |
| <b>Math</b>          | 47%      | 56%      | 65%      | 65%     | 74%     | 82%     | 91%     | 100%    |
| <b>ELA/Reading**</b> | 38%      | 48%      | 59%      | 69%     | 77%     | 85%     | 92%     | 100%    |
| <b>Middle School</b> |          |          |          |         |         |         |         |         |
| <b>Math</b>          | 31%      | 43%      | 54%      | 54%     | 66%     | 77%     | 89%     | 100%    |
| <b>ELA/Reading**</b> | 31%      | 43%      | 54%      | 66%     | 74%     | 82%     | 91%     | 100%    |
| <b>High School</b>   |          |          |          |         |         |         |         |         |
| <b>Math</b>          | 33%      | 44%      | 55%      | 55%     | 67%     | 78%     | 89%     | 100%    |
| <b>ELA/Reading**</b> | 42%      | 52%      | 61%      | 71%     | 79%     | 86%     | 93%     | 100%    |

\* Targets were unchanged during these years

\*\* Reading only starting 2009-10

## Grade Level Achievement for all Students

Year: 2006

| % of Population Demonstrating Proficiency of GLCE/HSCE |     |       |         |       |         |       |      |        |         |       |                |      |
|--|-----|-------|---------|-------|---------|-------|------|--------|---------|-------|----------------|------|
| Grade  | ELA |       | Reading |       | Writing |       | Math |        | Science |       | Social Studies |      |
|  | #   | %     | #       | %     | #       | %     | #    | %      | #       | %     | #              | %    |
| 3  | 39  | 95.12 | 40      | 97.56 | 28      | 68.29 | 42   | 100.00 | 0       | 0.00  | 0              | 0.00 |
| 4  | 39  | 86.67 | 43      | 95.56 | 23      | 51.11 | 45   | 97.83  | 0       | 0.00  | 0              | 0.00 |
| 5  | 40  | 78.43 | 46      | 90.20 | 31      | 60.78 | 44   | 84.62  | 50      | 96.15 | 0              | 0.00 |

Year: 2007

| % of Population Demonstrating Proficiency of GLCE/HSCE |     |       |         |        |         |       |      |        |         |       |                |      |
|--|-----|-------|---------|--------|---------|-------|------|--------|---------|-------|----------------|------|
| Grade  | ELA |       | Reading |        | Writing |       | Math |        | Science |       | Social Studies |      |
|  | #   | %     | #       | %      | #       | %     | #    | %      | #       | %     | #              | %    |
| 3  | 36  | 97.30 | 37      | 100.00 | 30      | 81.08 | 37   | 100.00 | 0       | 0.00  | 0              | 0.00 |
| 4  | 44  | 91.67 | 47      | 97.92  | 31      | 64.58 | 47   | 97.92  | 0       | 0.00  | 0              | 0.00 |
| 5  | 41  | 93.18 | 41      | 93.18  | 33      | 75.00 | 41   | 93.18  | 43      | 97.73 | 0              | 0.00 |

Year: 2008

|       | % of Population Demonstrating Proficiency of GLCE/HSCE |       |         |        |         |       |      |        |         |        |                |      |
|-------|--|-------|---------|--------|---------|-------|------|--------|---------|--------|----------------|------|
| Grade | ELA  |       | Reading |        | Writing |       | Math |        | Science |        | Social Studies |      |
|       | #  | %     | #       | %      | #       | %     | #    | %      | #       | %      | #              | %    |
| 3     | 44   | 95.65 | 46      | 100.00 | 39      | 84.78 | 46   | 100.00 | 0       | 0.00   | 0              | 0.00 |
| 4     | 41   | 97.62 | 41      | 97.62  | 33      | 78.57 | 42   | 100.00 | 0       | 0.00   | 0              | 0.00 |
| 5     | 44   | 97.78 | 44      | 97.78  | 38      | 84.44 | 42   | 91.30  | 46      | 100.00 | 0              | 0.00 |

Year: 2009

|       | % of Population Demonstrating Proficiency of GLCE/HSCE |      |         |        |         |      |      |        |         |       |                |      |
|-------|--|------|---------|--------|---------|------|------|--------|---------|-------|----------------|------|
| Grade | ELA  |      | Reading |        | Writing |      | Math |        | Science |       | Social Studies |      |
|       | #  | %    | #       | %      | #       | %    | #    | %      | #       | %     | #              | %    |
| 3     | 0  | 0.00 | 50      | 98.04  | 0       | 0.00 | 50   | 98.04  | 0       | 0.00  | 0              | 0.00 |
| 4     | 0  | 0.00 | 43      | 100.00 | 0       | 0.00 | 43   | 100.00 | 0       | 0.00  | 0              | 0.00 |
| 5     | 0  | 0.00 | 43      | 97.73  | 0       | 0.00 | 44   | 100.00 | 43      | 97.73 | 0              | 0.00 |

Year: 2010

|       | % of Population Demonstrating Proficiency of GLCE/HSCE |      |         |       |         |       |      |        |         |       |                |      |
|-------|--|------|---------|-------|---------|-------|------|--------|---------|-------|----------------|------|
| Grade | ELA  |      | Reading |       | Writing |       | Math |        | Science |       | Social Studies |      |
|       | #  | %    | #       | %     | #       | %     | #    | %      | #       | %     | #              | %    |
| 3     | 0  | 0.00 | 39      | 95.12 | 0       | 0.00  | 41   | 100.00 | 0       | 0.00  | 0              | 0.00 |
| 4     | 0  | 0.00 | 44      | 89.80 | 37      | 75.51 | 47   | 95.92  | 0       | 0.00  | 0              | 0.00 |
| 5     | 0  | 0.00 | 47      | 95.92 | 0       | 0.00  | 44   | 89.80  | 47      | 95.92 | 0              | 0.00 |

1. How has student achievement changed over the last 5 years?

*Third and fourth grade Math MEAP scores have remained steady in the high 90's and even 100%. Fifth grade Math MEAP has improved the most from the mid 80's in 2006-07 to 100% in 2009-10. Third and fourth grade Reading MEAP scores have remained steady, as well, with scores in the high 90's or 100%. Fifth grade Reading MEAP scores improved the most from 90% in 2006-07 to 100% in 2009-10. Fifth grade Science remained steady with scores in the mid 90's. However, those scores did dip slightly to 93% in 2009-10.*

2. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies?

*Writing = 6+1 Writing Traits with specific prompts and use of Write Trait Kits at each grade level. Reading = Scholastic Reading Inventory, DIBELS assessments, and Common Unit Assessments at each grade level. RtI for grades K-3. Science = Common grade level assessments across the district. Math = Common grade level assessments, Delta Math Screener information and Math RtI (grades 1-5).*

3. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies?

*Demographic indicators include free/reduced lunch, gender and students with disabilities. Each subgroup is considered during the analysis of data.*

4. What process indicators have been developed for analysis of writing, reading, science, math, and social studies?  
*Fidelity in assessing students is key to understanding data. Each member of our DIBELS testing team has been trained in DIBELS Next. Grade levels across the district determine the common assessments and develop testing protocols and procedures.*

5. What are the area(s) of improvement according to Student Achievement Data?  
*Analysis of our Delta Math screeners and MEAP GLCE performance history show a need for improvement with fractions. Based on MEAP feedback, we know our students need to improve their writing by using details and examples to adequately develop their ideas and content. For reading, some areas for improvement include: explaining how authors use appendices, headings, subheadings, marginal notes, etc. to enhance understanding of supporting and key ideas. We also want to improve student understanding of how authors use literary devices to depict time, settings, conflict and resolutions.*

6. What are the possible action(s) that can be taken to address the factors identified?  
*We must be more aware of our students weakness in fractions and look to incorporate fractions in the math we do in the early grades. For example, when we teach money, we can include the fraction equivalents of a dollar and provide visuals. We also need to do a curriculum audit and include common core. Teachers must continue to model the development of ideas and examples in writing and include that component on every rubric. For reading, teachers must be more intentional in discussing author's purpose and explaining the impact of literary devices.*

7. In what content area(s) is the school showing improvement?  
*Math seems to be our greatest area of improvement.*

8. What are the area(s) of improvement according to Grade Level Achievement Data?  
*In each of the grade levels, this information was true. Analysis of our Delta Math screeners and MEAP GLCE performance history show a need for improvement with fractions. Based on MEAP feedback, we know our students need to improve their writing by using details and examples to adequately develop their ideas and content. For reading, some areas for improvement include: explaining how authors use appendices, headings, subheadings, marginal notes, etc. to enhance understanding of supporting and key ideas. We also want to improve student understanding of how authors use literary devices to depict time, settings, conflict and resolutions.*

9. What are the factors identified that contribute to opportunities for improvement? What are the possible action(s) that can be taken to address the factors identified?  
*We must be more aware of our students weakness in fractions and look to incorporate fractions in the math we do in the early grades. For example, when we teach money, we can include the fraction equivalents of a dollar and provide visuals. We also need to do a curriculum audit and include common core. Teachers must continue to model the development of ideas and examples in writing and include that component on every rubric. For reading, teachers must be more intentional in discussing author's purpose and explaining the impact of literary devices.*

10. When comparing the school with the district and state, which content area would the staff identify as a challenge area for the school?  
*None, in comparison to district and state.*

# Sub Group Achievement

## Michigan AYP Targets

| Content              | 2001-04* | 2004-07* | 2007-09* | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|----------------------|----------|----------|----------|---------|---------|---------|---------|---------|
| <b>Elementary</b>    |          |          |          |         |         |         |         |         |
| <b>Math</b>          | 47%      | 56%      | 65%      | 65%     | 74%     | 82%     | 91%     | 100%    |
| <b>ELA/Reading**</b> | 38%      | 48%      | 59%      | 69%     | 77%     | 85%     | 92%     | 100%    |
| <b>Middle School</b> |          |          |          |         |         |         |         |         |
| <b>Math</b>          | 31%      | 43%      | 54%      | 54%     | 66%     | 77%     | 89%     | 100%    |
| <b>ELA/Reading**</b> | 31%      | 43%      | 54%      | 66%     | 74%     | 82%     | 91%     | 100%    |
| <b>High School</b>   |          |          |          |         |         |         |         |         |
| <b>Math</b>          | 33%      | 44%      | 55%      | 55%     | 67%     | 78%     | 89%     | 100%    |
| <b>ELA/Reading**</b> | 42%      | 52%      | 61%      | 71%     | 79%     | 86%     | 93%     | 100%    |

\* Targets were unchanged during these years

\*\* Reading only starting 2009-10

## MEAP/MME Achievement Reports

## Sample School Summary Report

**MICHIGAN Department of Education**  
District Name: WANTTODIRECT PUBLIC SCHOOL  
District Code: 00040

**SCHOOL SUMMARY REPORT**  
All Except Students with Disabilities  
Grade 7 - Form 01  
Fall 2006  
ENGLISH LANGUAGE ARTS

PEM 10-25-2006 **meap**  
Michigan Educational Assessment Program

School Name: SUPERIOR ELEMENTARY  
School Code: 34567

| ACHIEVEMENT       |                          |             |                 |                    |           |                 |                      |
|-------------------|--------------------------|-------------|-----------------|--------------------|-----------|-----------------|----------------------|
| Year              | No. of Students Assessed | Scale Score |                 | Performance Levels |           |                 |                      |
|                   |                          | Mean        | Margin of Error | 4-Apprentice       | 3-Basic   | 2-Met Standards | 1-Exceeded Standards |
| Scale Score Range |                          | (150-700)   | (150-250)       | (251-350)          | (351-450) | (451-550)       | (551-700)            |
| 2006              | 999,999                  | 404         | 394-414         | 100%               | 100%      | 100%            | 100%                 |
| 2005              | 999,999                  | 404         | 394-414         | 100%               | 100%      | 100%            | 100%                 |

**READING**

| PROGRESS                     |                              |                              |                              |                              |  |  |  |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|--|--|
| Fall 2005 Performance Levels | Fall 2006 Performance Levels |                              |                              |                              |  |  |  |
|                              | 4-Apprentice                 | 3-Basic                      | 2-Met Standards              | 1-Exceeded Standards         |  |  |  |
| 4-Apprentice                 | 123456 (100%)<br>not gaining | 123456 (100%)<br>gaining     | 123456 (100%)<br>gaining     | 123456 (100%)<br>gaining     |  |  |  |
| 3-Basic                      | 123456 (100%)<br>declining   | 123456 (100%)<br>not gaining | 123456 (100%)<br>gaining     | 123456 (100%)<br>gaining     |  |  |  |
| 2-Met Standards              | 123456 (100%)<br>declining   | 123456 (100%)<br>declining   | 123456 (100%)<br>maintaining | 123456 (100%)<br>gaining     |  |  |  |
| 1-Exceeded Standards         | 123456 (100%)<br>declining   | 123456 (100%)<br>declining   | 123456 (100%)<br>declining   | 123456 (100%)<br>maintaining |  |  |  |

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

**WRITING**

| PROGRESS                     |                              |                       |                          |                       |  |  |  |
|------------------------------|------------------------------|-----------------------|--------------------------|-----------------------|--|--|--|
| Fall 2005 Performance Levels | Fall 2006 Performance Levels |                       |                          |                       |  |  |  |
|                              | 4-Apprentice                 | 3-Basic               | 2-Met Standards          | 1-Exceeded Standards  |  |  |  |
| 4-Apprentice                 | 0 (0%)<br>not gaining        | 0 (0%)<br>declining   | 0 (0%)<br>gaining        | 0 (0%)<br>gaining     |  |  |  |
| 3-Basic                      | 0 (0%)<br>declining          | 0 (0%)<br>not gaining | 123456 (100%)<br>gaining | 0 (0%)<br>gaining     |  |  |  |
| 2-Met Standards              | 0 (0%)<br>declining          | 0 (0%)<br>declining   | 0 (0%)<br>maintaining    | 0 (0%)<br>gaining     |  |  |  |
| 1-Exceeded Standards         | 0 (0%)<br>declining          | 0 (0%)<br>declining   | 0 (0%)<br>declining      | 0 (0%)<br>maintaining |  |  |  |

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

**TOTAL ELA**

| PROGRESS                     |                              |                       |                              |                       |  |  |  |
|------------------------------|------------------------------|-----------------------|------------------------------|-----------------------|--|--|--|
| Fall 2005 Performance Levels | Fall 2006 Performance Levels |                       |                              |                       |  |  |  |
|                              | 4-Apprentice                 | 3-Basic               | 2-Met Standards              | 1-Exceeded Standards  |  |  |  |
| 4-Apprentice                 | 0 (0%)<br>not gaining        | 0 (0%)<br>gaining     | 0 (0%)<br>gaining            | 0 (0%)<br>gaining     |  |  |  |
| 3-Basic                      | 0 (0%)<br>declining          | 0 (0%)<br>not gaining | 0 (0%)<br>gaining            | 0 (0%)<br>gaining     |  |  |  |
| 2-Met Standards              | 0 (0%)<br>declining          | 0 (0%)<br>declining   | 123456 (100%)<br>maintaining | 0 (0%)<br>gaining     |  |  |  |
| 1-Exceeded Standards         | 0 (0%)<br>declining          | 0 (0%)<br>declining   | 0 (0%)<br>declining          | 0 (0%)<br>maintaining |  |  |  |

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)


\* Includes all tested forms, including Emergency form students.

| STRAND  | Domain                          | No. of Students Assessed | Mean Points | No. of Points | Percent of Students Scoring |   |     |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
|---------|---------------------------------|--------------------------|-------------|---------------|-----------------------------|---|-----|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|
|         |                                 |                          |             |               | 0                           | 1 | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| READING | Word Recognition and Word Study | 999,999                  | 2.0         | 3             | 0                           | 0 | 100 | 0 |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
|         | Narrative Text                  | 999,999                  | 14.1        | 20            |                             |   |     |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
|         | Informational Text              | 999,999                  | 11.2        | 20            |                             |   |     |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
|         | Comprehension                   | 999,999                  | 13.2        | 20            |                             |   |     |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
| WRITING | Writing Genres                  | 999,999                  | 15.5        | 20            |                             |   |     |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
|         | Writing Process                 | 999,999                  | 15.3        | 20            |                             |   |     |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
|         | Grammar and Usage               | 999,999                  | 3.5         | 5             |                             |   |     |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |
|         | Spelling                        | 999,999                  | 12.5        | 20            |                             |   |     |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |

\*\* Only includes assigned form student results. Emergency students are not included.  
Due to rounding percents may not sum to 100%.

Page 1 of 1  
Fall 2006 Run Date: 12/12/06 batchcode-detschcode-0000000

MEAP Assessment Test Item Analysis



**MICHIGAN**  
Department of  
**Education**

Statewide Name: WABTTOBETTER PUBLIC SCHOOL  
District Code: 80848


**CLASS ITEM ANALYSIS REPORT**  
All Except Students with Disabilities

**Grade 7**  
**Fall 2006**

**ENGLISH LANGUAGE ARTS: WRITING**

No. of Students Assessed = 999,999

PEM 5.01 1803/05  
MEAP Grade 7-8



Teacher Name: LASTNAME, FIRSTNAME  
Class/Group: 1234  
School Name: SUPERIOR ELEMENTARY  
School Code: 34567

**WRITING RELEASED MULTIPLE CHOICE**

| STRAND<br>Domain | Item<br>Number | GLCE<br>Code | Item<br>Type | PERCENT RESPONSE |        |        |        |                     |   |
|------------------|----------------|--------------|--------------|------------------|--------|--------|--------|---------------------|---|
|                  |                |              |              | A<br>%           | B<br>% | C<br>% | D<br>% | One or<br>More<br>% |   |
| WRITING          |                |              |              |                  |        |        |        |                     |   |
| Writing Genre    | 0000           | Score        |              | 0                | 100    | 0      | 0      | 0                   | 0 |
| Writing Process  | 0000           | Score        |              |                  |        |        |        |                     |   |
| Grammar & Usage  | 0000           | Score        |              |                  |        |        |        |                     |   |

**WRITING RELEASED MULTIPLE CHOICE**

| STRAND<br>Domain | Item<br>Number | GLCE<br>Code | Item<br>Type | PERCENT RESPONSE |        |        |        |                     |   |
|------------------|----------------|--------------|--------------|------------------|--------|--------|--------|---------------------|---|
|                  |                |              |              | A<br>%           | B<br>% | C<br>% | D<br>% | One or<br>More<br>% |   |
| WRITING          |                |              |              |                  |        |        |        |                     |   |
| Writing Genre    | 0000           | Score        |              | 0                | 100    | 0      | 0      | 0                   | 0 |
| Writing Process  | 0000           | Score        |              |                  |        |        |        |                     |   |
| Grammar & Usage  | 0000           | Score        |              |                  |        |        |        |                     |   |

**RELEASED CONSTRUCTED OR EXTENDED RESPONSE**

| Release<br>Item<br>Number | GLCE<br>Code | Mean<br>Score | Percent of Students at Each Score<br>Score Based on 4-point or 5-point Rubric |   |   |   |   |   | Number of Students Receiving<br>Candidate Codes |   |   |   |   | Number of Students Receiving<br>Candidate Codes |   |   |   |   |   |   |   |   |    |   |
|---------------------------|--------------|---------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|
|                           |              |               | 1   | 2 | 3 | 4 | 5 | 6 | A   | B | C | D | E | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |   |
| 17                        | 0000         | 3.9           | 0   | 0 | 0 | 0 | 0 | 0 | 0   | 0 | 0 | 0 | 0 | 0   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 |
| 18                        | 0000         | 2.8           | 0   | 0 | 0 | 0 | 0 | 0 | 0   | 0 | 0 | 0 | 0 | 0   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 |
| 19                        | 0000         | 3.1           | 0   | 0 | 0 | 0 | 0 | 0 | 0   | 0 | 0 | 0 | 0 | 0   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 |
| 20                        | 0000         | 4.3           | 0   | 0 | 0 | 0 | 0 | 0 | 0   | 0 | 0 | 0 | 0 | 0   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 |

D

E

F

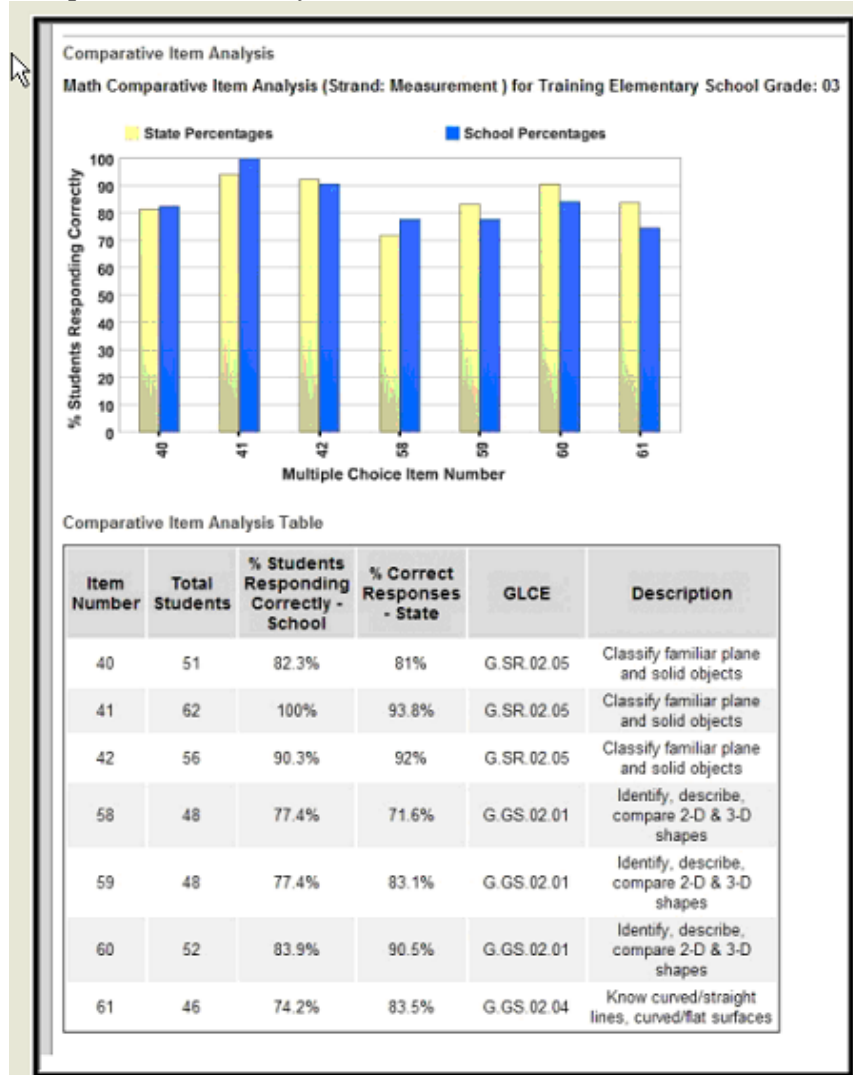
SAMPLE

\* = Correct Response  
Due to rounding percentages may not add to 100%.

<10: No summary scores provided if <10 students.  
Page 8 of 7

Fall 2006 Run Date: 11/11/06 Batchcode: 8084803

## Comparative Item Analysis



## Subgroup Achievement Data

Grade: 3

| Group                        | Reading |        |        |        |        | Writing |        |        |      |      |
|------------------------------|---------|--------|--------|--------|--------|---------|--------|--------|------|------|
|                              | 2006    | 2007   | 2008   | 2009   | 2010   | 2006    | 2007   | 2008   | 2009 | 2010 |
| Social Economic Status (SES) | 100.00  | 100.00 | 100.00 | 100.00 | 66.67  | 66.67   | 88.89  | 81.82  | 0.00 | 0.00 |
| Asian                        | -       | -      | -      | 100.00 | -      | -       | -      | -      | 0.00 | -    |
| Black                        | -       | -      | -      | 100.00 | -      | -       | -      | -      | 0.00 | -    |
| White                        | 97.56   | 100.00 | 100.00 | 97.87  | 95.00  | 68.29   | 80.00  | 84.09  | 0.00 | 0.00 |
| Hispanic                     | -       | 100.00 | 100.00 | 100.00 | 100.00 | -       | 100.00 | 100.00 | 0.00 | 0.00 |
| Students with Disabilities   | 100.00  | 100.00 | 100.00 | 75.00  | 66.67  | 60.00   | 50.00  | 100.00 | 0.00 | 0.00 |
| Male                         | 94.12   | 100.00 | 100.00 | 100.00 | 95.65  | 70.59   | 70.59  | 85.19  | 0.00 | 0.00 |
| Female                       | 100.00  | 100.00 | 100.00 | 95.83  | 94.44  | 66.67   | 90.00  | 84.21  | 0.00 | 0.00 |

| Group                        | Total ELA |        |        |      |      | Math   |        |        |        |        |
|------------------------------|-----------|--------|--------|------|------|--------|--------|--------|--------|--------|
|                              | 2006      | 2007   | 2008   | 2009 | 2010 | 2006   | 2007   | 2008   | 2009   | 2010   |
| Social Economic Status (SES) | 88.89     | 88.89  | 100.00 | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 94.44  | 100.00 |
| Asian                        | -         | -      | -      | 0.00 | -    | -      | -      | -      | 0.00   | -      |
| Black                        | -         | -      | -      | 0.00 | -    | -      | -      | -      | 100.00 | -      |
| White                        | 95.12     | 97.14  | 95.45  | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Hispanic                     | -         | 100.00 | 100.00 | 0.00 | 0.00 | -      | 100.00 | 100.00 | 100.00 | 100.00 |
| Students with Disabilities   | 80.00     | 50.00  | 100.00 | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Male                         | 94.12     | 94.12  | 100.00 | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Female                       | 95.83     | 100.00 | 89.47  | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 95.83  | 100.00 |

| Group                        | Science |      |      |      |      | Social Studies |      |      |      |      |
|------------------------------|---------|------|------|------|------|----------------|------|------|------|------|
|                              | 2006    | 2007 | 2008 | 2009 | 2010 | 2006           | 2007 | 2008 | 2009 | 2010 |
| Social Economic Status (SES) | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Asian                        | -       | -    | -    | 0.00 | -    | -              | -    | -    | 0.00 | -    |
| Black                        | -       | -    | -    | 0.00 | -    | -              | -    | -    | 0.00 | -    |
| White                        | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Hispanic                     | -       | 0.00 | 0.00 | 0.00 | 0.00 | -              | 0.00 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities   | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Male                         | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |



|        |      |      |      |      |      |      |      |      |      |      |
|--------|------|------|------|------|------|------|------|------|------|------|
| Female | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|--------|------|------|------|------|------|------|------|------|------|------|

Grade: 4

| Group                        | Reading |        |        |        |        | Writing |       |        |      |        |
|------------------------------|---------|--------|--------|--------|--------|---------|-------|--------|------|--------|
|                              | 2006    | 2007   | 2008   | 2009   | 2010   | 2006    | 2007  | 2008   | 2009 | 2010   |
| Social Economic Status (SES) | 100.00  | 100.00 | 100.00 | 100.00 | 92.86  | 62.50   | 53.33 | 80.00  | 0.00 | 71.43  |
| Asian                        | -       | -      | -      | -      | 0.00   | -       | -     | -      | -    | 0.00   |
| Black                        | -       | -      | -      | -      | 100.00 | -       | -     | -      | -    | 100.00 |
| White                        | 95.45   | 97.78  | 97.56  | 100.00 | 91.11  | 52.27   | 66.67 | 78.05  | 0.00 | 75.56  |
| Hispanic                     | 100.00  | 100.00 | 100.00 | 100.00 | 100.00 | 0.00    | 0.00  | 100.00 | 0.00 | 100.00 |
| Students with Disabilities   | 100.00  | 85.71  | 100.00 | 100.00 | 40.00  | 44.44   | 28.57 | 100.00 | 0.00 | 20.00  |
| Male                         | 96.77   | 95.65  | 100.00 | 100.00 | 96.30  | 41.94   | 65.22 | 82.35  | 0.00 | 77.78  |
| Female                       | 92.86   | 100.00 | 96.00  | 100.00 | 81.82  | 71.43   | 64.00 | 76.00  | 0.00 | 72.73  |

| Group                        | Total ELA |        |        |      |      | Math   |        |        |        |        |
|------------------------------|-----------|--------|--------|------|------|--------|--------|--------|--------|--------|
|                              | 2006      | 2007   | 2008   | 2009 | 2010 | 2006   | 2007   | 2008   | 2009   | 2010   |
| Social Economic Status (SES) | 87.50     | 86.67  | 100.00 | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 | 85.71  |
| Asian                        | -         | -      | -      | -    | 0.00 | -      | -      | -      | -      | 100.00 |
| Black                        | -         | -      | -      | -    | 0.00 | -      | -      | -      | -      | 100.00 |
| White                        | 88.64     | 91.11  | 97.56  | 0.00 | 0.00 | 97.78  | 100.00 | 100.00 | 100.00 | 95.56  |
| Hispanic                     | 0.00      | 100.00 | 100.00 | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Students with Disabilities   | 88.89     | 57.14  | 100.00 | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Male                         | 87.10     | 91.30  | 100.00 | 0.00 | 0.00 | 96.88  | 95.83  | 100.00 | 100.00 | 96.30  |
| Female                       | 85.71     | 92.00  | 96.00  | 0.00 | 0.00 | 100.00 | 100.00 | 100.00 | 100.00 | 95.45  |

| Group                        | Science |      |      |      |      | Social Studies |      |      |      |      |
|------------------------------|---------|------|------|------|------|----------------|------|------|------|------|
|                              | 2006    | 2007 | 2008 | 2009 | 2010 | 2006           | 2007 | 2008 | 2009 | 2010 |
| Social Economic Status (SES) | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Asian                        | -       | -    | -    | -    | 0.00 | -              | -    | -    | -    | 0.00 |
| Black                        | -       | -    | -    | -    | 0.00 | -              | -    | -    | -    | 0.00 |
| White                        | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Hispanic                     | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities   | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Male                         | 0.00    | 0.00 | 0.00 | 0.00 | 0.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |

|        |      |      |      |      |      |      |      |      |      |      |
|--------|------|------|------|------|------|------|------|------|------|------|
| Female | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|--------|------|------|------|------|------|------|------|------|------|------|

Grade: 5

| Group                        | Reading |        |        |        |        | Writing |       |        |      |      |
|------------------------------|---------|--------|--------|--------|--------|---------|-------|--------|------|------|
|                              | 2006    | 2007   | 2008   | 2009   | 2010   | 2006    | 2007  | 2008   | 2009 | 2010 |
| Social Economic Status (SES) | 78.57   | 100.00 | 100.00 | 93.33  | 100.00 | 50.00   | 87.50 | 93.33  | 0.00 | 0.00 |
| Asian                        | -       | -      | -      | -      | -      | -       | -     | -      | -    | -    |
| Black                        | -       | -      | -      | -      | -      | -       | -     | -      | -    | -    |
| White                        | 90.00   | 92.86  | 97.67  | 97.67  | 95.74  | 62.00   | 78.57 | 83.72  | 0.00 | 0.00 |
| Hispanic                     | 100.00  | 100.00 | 100.00 | 100.00 | 100.00 | 0.00    | 0.00  | 100.00 | 0.00 | 0.00 |
| Students with Disabilities   | 100.00  | 83.33  | 85.71  | 75.00  | 50.00  | 60.00   | 50.00 | 85.71  | 0.00 | 0.00 |
| Male                         | 85.19   | 93.55  | 95.65  | 100.00 | 100.00 | 48.15   | 74.19 | 82.61  | 0.00 | 0.00 |
| Female                       | 95.83   | 92.31  | 100.00 | 96.15  | 90.91  | 75.00   | 76.92 | 86.36  | 0.00 | 0.00 |

| Group                        | Total ELA |        |        |      |      | Math  |        |        |        |        |
|------------------------------|-----------|--------|--------|------|------|-------|--------|--------|--------|--------|
|                              | 2006      | 2007   | 2008   | 2009 | 2010 | 2006  | 2007   | 2008   | 2009   | 2010   |
| Social Economic Status (SES) | 71.43     | 100.00 | 100.00 | 0.00 | 0.00 | 78.57 | 100.00 | 93.33  | 100.00 | 88.89  |
| Asian                        | -         | -      | -      | -    | -    | -     | -      | -      | -      | -      |
| Black                        | -         | -      | -      | -    | -    | -     | -      | -      | -      | -      |
| White                        | 78.00     | 92.86  | 97.67  | 0.00 | 0.00 | 86.27 | 95.24  | 90.91  | 100.00 | 89.36  |
| Hispanic                     | 100.00    | 100.00 | 100.00 | 0.00 | 0.00 | 0.00  | 50.00  | 100.00 | 100.00 | 100.00 |
| Students with Disabilities   | 60.00     | 83.33  | 85.71  | 0.00 | 0.00 | 66.67 | 91.67  | 75.00  | 100.00 | 50.00  |
| Male                         | 77.78     | 93.55  | 95.65  | 0.00 | 0.00 | 89.29 | 90.32  | 95.83  | 100.00 | 96.30  |
| Female                       | 79.17     | 92.31  | 100.00 | 0.00 | 0.00 | 79.17 | 100.00 | 86.36  | 100.00 | 81.82  |

| Group                        | Science |        |        |        |        | Social Studies |      |      |      |      |
|------------------------------|---------|--------|--------|--------|--------|----------------|------|------|------|------|
|                              | 2006    | 2007   | 2008   | 2009   | 2010   | 2006           | 2007 | 2008 | 2009 | 2010 |
| Social Economic Status (SES) | 92.86   | 100.00 | 100.00 | 93.33  | 88.89  | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Asian                        | -       | -      | -      | -      | -      | -              | -    | -    | -    | -    |
| Black                        | -       | -      | -      | -      | -      | -              | -    | -    | -    | -    |
| White                        | 96.08   | 97.62  | 100.00 | 97.67  | 95.74  | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Hispanic                     | 100.00  | 100.00 | 100.00 | 100.00 | 100.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities   | 100.00  | 100.00 | 100.00 | 75.00  | 75.00  | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Male                         | 96.43   | 96.77  | 100.00 | 100.00 | 100.00 | 0.00           | 0.00 | 0.00 | 0.00 | 0.00 |
| Female                       |         |        |        |        |        |                |      |      |      |      |

|        |       |        |        |       |       |      |      |      |      |      |
|--------|-------|--------|--------|-------|-------|------|------|------|------|------|
| Female | 95.83 | 100.00 | 100.00 | 96.15 | 90.91 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|--------|-------|--------|--------|-------|-------|------|------|------|------|------|

1. Which of the core academic subjects are not at the current state AYP content targets?

*None.*

2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets?

*We have very few subgroups, but even the ones we do have, such as Students with Disabilities, are performing above the State AYP targets.*

3. What has the school staff determined to be the contributing cause(s) for the gaps?

*N/A*

4. What trends have been identified when looking at the 5 years of MEAP/MME of data?

*There are no glaring trends in our MEAP data.*

5. What are the area(s) of improvement for Student Achievement Sub Group Analysis Data (i.e. gender, migrant, homeless, neglected, delinquent, and economically disadvantaged)?

*N/A*

6. What are the possible action(s) that can be taken to address the areas for improvement?

*N/A*

## Students with Disabilities

1. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?

*All students participate in the MEAP or MI-Access. Ten of eleven students with disabilities in grades 3-5 took the MEAP. One student took the MI-Access.*

2. What percentage of students took MI-Access or other modified test?

*9% of Students with Disabilities (one student).*

3. What percentages of students were provided testing accommodations per their Individualized Educational Program (IEP)? Was there a difference in performance when accommodations were provided?

*All students with disabilities were accommodated based on their IEPs. Their attention to task and attitude toward testing improved.*

4. Are there any grade levels, subject areas, or disability groups with significant changes in their MEAP/MI-Access performance over the past 5 years? If there are significant changes in performance, why?

*MEAP performance has remained steady over the past five years.*

5. For students with mild impairments (i.e. learning disabilities, speech and language impairments, emotional impairments, other health impairments), is there a difference in performance between students who receive content instruction in general education settings versus special education settings? If so, what may be contributing factors?

*No.*

6. What services are provided that will help the student become successful in the general education setting? For example: Co-Teaching, Differentiated instruction, Supplementary aids and services, Peer tutoring, Additional interventions.

*Differentiated instruction, RtI, classroom aides, sound enhancement systems, Kids Hope.*

7. How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

*Through Benchmark Meetings, a "Students to Watch" list, our child study team, etc.*

## Limited English Proficient

1. For each LEP Group Demographics, what is the percent of students who are not at/or above the current state standard for each content area?

*Subgroup too small for analysis.*

2. How is each of the LEP Group Demographics achieving in comparison to the school aggregate?

*Subgroup too small for analysis.*

3. Which LEP Group Demographics score more than 10 percentage points lower than the state AYP standards?

*Subgroup too small for analysis.*

4. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?

*ELPA testing.*

5. What has the school staff determined to be the leading cause(s) for the gap in performance?

*Subgroup too small for analysis.*

6. What are the area(s) for improvement for LEP Group Demographics Data?

*Subgroup too small for analysis.*

## Extended Learning Opportunities

1. What percentages of students participate in Extended Learning Opportunities?

*100% of students participate in either math or reading RtI.*

2. What is the school doing to inform students and parents of Extended Learning Opportunities?

*Students participate in RtI groups. All parents whose students who are deemed Intensive or Strategic are contacted. All parents are aware of our RtI program through the Newsletter.*

## Staff Demographics

1. What is the average number of years teachers in this school have been teaching?

14

2. What is the average number of years current teachers have been assigned to this school?

11

3. What is the length of time the Principal has been assigned to this school?

5

4. What is the length of time the Assistant Principal has been assigned to this school?

N/A

5. What are the area(s) of improvement for Staff Demographic Data?

*None. We are a pretty balanced, but experienced staff.*

6. What are the factors identified that contribute to the areas of improvement?

N/A

7. What are the possible action(s) that can be taken to address the factors identified?

N/A

## Perception Data

### Students

1. What are the perceptions of students regarding the quality of the instructional program?

*Students perceive the instructional program to be of high quality with a lot of personal attention from their teachers.*

2. What are the perceptions of students regarding support for student learning?

*Students believe sufficient support is in place to help them be successful. This begins with assistance from teachers in the classroom and extends with programs such as RtI and guided academics.*

3. What are the perceptions of students regarding school climate?

*Students believe the school climate mirrors that of the community--a close knit, conservative, small town, where everyone knows one another and is willing to lend a helping hand.*

4. What are the perceptions of students regarding student/school relationships?

*Student and school relationships are viewed as very positive overall.*

5. What are the areas of strength identified from the students perception data?

*Caring teachers and adults who want to see students be successful.*

6. What are the areas of improvement identified from the students perception data?

*Students would like to see an expansion of services and programs, such as more technology, foreign languages and personalized offerings.*

### Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?

*Parents view our instructional program as balanced between required, fundamental courses & extracurricular activities/classes. Building self esteem, confidence, promoting independence, responsibility, & having a wide variety of classes & experiences to grow are important to parents as well. They view us as striving for excellence and promoting a safe, secure, learning environment that helps our children learn and grow. The basics are also very important to parents.*

2. What are the perceptions of parents/guardians regarding support for student learning?

*Parents seem very pleased with the support we currently offer, although they would like to see us expand offerings, strategically, in the arts and foreign languages.*

3. What are the perceptions of parents/guardians regarding school climate?

*Parents appear to be pleased with the school climate as a whole. They value the traditions of Hamilton and want the schools to reflect the conservative nature of the community.*

4. What are the perceptions of parents/guardians regarding parent/school relationships?

*Parents are pleased with the opportunities to be involved in the schools and view that as a strength of our district.*



5. What are the perceptions of parents/guardians regarding resource management?

*Overall, parents are happy with the conservative nature of our Board, and they trust the Board and administration to spend wisely.*

6. What are the areas of strength identified from the parents/guardians perception data?

*Parent/community involvement. Caring teachers and staff.*

7. What are the areas of improvement identified from the parents/guardians perception data?

*Expansion of offerings.*

### **Teachers/Staff**

1. What are the perceptions of teachers/staff regarding the quality of the instructional program?

*Teachers perceive the instructional program to be based on the people who care and the relationships that are built and sustained throughout our Hamilton School community. Quality teachers supported by administration using a team approach to education. Teachers who care, hard work, and compassion toward others and programs that get students ready for the "real" world.*

2. What are the perceptions of teachers/staff regarding support for student learning?

*Everything is important! If our goal is to meet the needs of every student, we need to have as many offerings as possible. Some students are athletes, musicians, scientists, artists, etc. and we need to educate them all. We need more than what is traditional core. RTI and all the students that has helped is key. Counseling, speech, physical therapy, and every single support staff person and all they do are valuable to our district.*

3. What are the perceptions of teachers/staff regarding school climate?

*Our school climate reflects our community. However, this has been a difficult year with be targeted in the media and discouraging news continually coming out of Lansing. The teachers and staff are more somber this year than in normal years.*

4. What are the perceptions of teachers/staff regarding school organization and administration?

*Most teachers believe administrators are here to support them and want to work with them for the good of all students. A handful of teachers believe administration is against them.*

5. What are the areas of strength identified from the teachers/staff perception data?

*Relationships with students, parents and community. Programs we offer to meet the needs of all students.*

6. What are the areas of improvement identified from the teachers/staff perception data?

*Expansion of course offerings. Continuing the support pieces we have in place to at least allow us to maintain what we currently offer.*

### **Community**

1. What are the perceptions of the community regarding the quality of the instructional program?

*Teacher's who care, students encouraged, supported and taught 21st Century skills with the appropriate technology needed for teacher's to accomplish that goal. Preparing kids for their future.*

2. What are the perceptions of the community regarding support for student learning?

*Community members primarily want a strong emphasis on the core and real-world applications. Support should be directed to that end.*

3. What are the perceptions of the community regarding school climate?

*Community members want more communication and increased transparency. They value the traditions of Hamilton.*

4. What are the perceptions of the community regarding community/school relationships?

*Caring teachers and staff who want the best for students. More collaboration opportunities are desired within the community.*

5. What are the perceptions of the community regarding resource management?

*Too much emphasis on sports.*

6. What are the areas of strength identified from the community perception data?

*Relationships.*

7. What are the areas of improvement identified from the community perception data?

*Increased technology and more personalized offerings for students. Continue to emphasize the core subjects as well.*

## Parent & Community

1. What types of family/community participation/engagement are in place that encourage two way communications, actively involve parents/community in the decision making at the building, and actively involve parents/community in student learning?

*Bentheim has great participation in our PTO meetings. We typically have between 15 and 20 parents attending our meetings. Hamilton Schools also have tremendous parent participation through our WISH volunteer program. Parent volunteers are regularly involved in classroom instruction, particularly in the lower elementary grades.*

2. What are the areas of improvement for parent/community participation and engagement?

*We would like to find better ways to involve parents in the School Improvement process at the building and district levels.*

3. What are the possible action(s) that can be taken to address the areas identified?

*I plan to create a podcast this summer to better inform parents of our school improvement data. We will also continue to look for ways to involve parents in the building improvement team.*

## **Health & Safety**

1. For grades 7, 9, and 11, using the MiPHY online student survey, how do you use the health risk behavior results to improve student learning? Please enter N/A if your institution does not have grades 7, 9 & 11.

N/A

2. How does your school use the MiPHY results along with other school-reported data to help make data-driven decisions?

N/A

## School Data Analysis

### 1. Strengths:

*Our students have made great progress with their reading, as measured by DIBELS, Scholastic Reading Inventory, and MEAP data. We have also eliminated many gaps in student learning in math by way of the Delta Math screeners and Math RtI. Science and writing scores continue to improve based on district common assessments.*

### 2. Challenges:

*As the cut scores change for the MEAP test next year, our proficiency scores will drop dramatically. We have many students performing at Level 2, but we need to get more students to Level 1. The Common Core State Standards will create challenges for our students as well.*