

School Data Profile/Analysis

School Year: 2010

School District: Hamilton Community Schools

School Name: Blue Star Elementary School

Principal: Mr. Tim Lyman, Principal

Building Code: 01548

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.

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:

Gather Data	Where are we now (status) and where do we want to be?
Study/Analyze	What did the data/information we collected tell us (gap analysis)?
Plan	How do we organize our work so that it aligns to our goals and resources (SIP)?
Do	What strategies and action steps do staff members need to implement to meet the goals?
Gather Data II	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 - click on test results and <http://www.data4ss.org>

Demographic Enrollment

Student Enrollment by Grade Level

Year	2006		2007		2008		2009		2010	
Grade	#	%	#	%	#	%	#	%	#	%
K	74	25.17	75	24.19	73	23.17	69	22.55	59	18.67
1	47	15.99	45	14.52	47	14.92	47	15.36	51	16.14
2	45	15.31	51	16.45	49	15.56	44	14.38	57	18.04
3	37	12.59	45	14.52	55	17.46	45	14.71	46	14.56
4	49	16.67	38	12.26	45	14.29	56	18.30	47	14.87
5	42	14.29	56	18.06	46	14.60	45	14.71	56	17.72

Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	261	88.78	280	90.32	280	88.89	273	89.22	289	91.46
Black	7	2.38	8	2.58	3	0.95	4	1.31	5	1.58
Asian	6	2.04	5	1.61	9	2.86	4	1.31	5	1.58
Hispanic	19	6.46	16	5.16	23	7.30	24	7.84	16	5.06
American Indian	1	0.34	1	0.32	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	1	0.33	1	0.32
Male	164	55.78	167	53.87	163	51.75	162	52.94	171	54.11
Female	130	44.22	143	46.13	152	48.25	144	47.06	145	45.89

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?

Current staffing meets the needs of our current enrollment needs. Full day kindergarten legislation will cause new needs for the 2012-2013 school year.

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

At this time, no action is required. We will be developing the plan for implementation of full day kindergarten, which will likely begin during the 2012-2013 school year.

Mobility & Attendance

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

Low mobility was the norm across all subgroups. No subgroup had a substantial amount of mobility.

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

Low mobility was the norm across all subgroups. No subgroup had a substantial amount of mobility.

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?

Low mobility was the norm across all subgroups. No subgroup had a substantial amount of mobility.

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

Low mobility was the norm across all subgroups. No subgroup had a substantial amount of mobility.

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

Low drop-out rates are the norm across all subgroups. No subgroup had a substantial amount of drop-outs.

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?

High attendance rates are the norm across all subgroups. All subgroups have high attendance rates. 7% of students missed more than 11 days of school during 2009-2010. Of that group, 5% were male and 2% were female. This is a drastic improvement as each of the previous 5 school years, nearly 20% of students missed more than 11 days of school.

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

7% of students missed more than 11 days of school during 2009-2010. Of that group, 5% were male and 2% were female.

Grade Level Achievement

Michigan AYP Targets

Content	2001-04*	2004-07*	2007-09*	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary								
Math	47%	56%	65%	65%	74%	82%	91%	100%
ELA/Reading**	38%	48%	59%	69%	77%	85%	92%	100%
Middle School								
Math	31%	43%	54%	54%	66%	77%	89%	100%
ELA/Reading**	31%	43%	54%	66%	74%	82%	91%	100%
High School								
Math	33%	44%	55%	55%	67%	78%	89%	100%
ELA/Reading**	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	34	94.44	36	100.00	23	63.89	36	100.00	0	0.00	0	0.00
4	45	93.75	45	93.75	31	64.58	46	93.88	0	0.00	0	0.00
5	35	87.50	37	92.50	31	77.50	36	92.31	39	97.50	0	0.00

Year: 2007

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	38	86.36	40	90.91	33	75.00	42	95.45	0	0.00	0	0.00
4	34	91.89	36	94.74	23	62.16	35	92.11	0	0.00	0	0.00
5	48	92.31	48	92.31	40	76.92	45	84.91	49	92.45	0	0.00

Year: 2008

	% of Population Demonstrating Proficiency of GLCE/HSCE											
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	46	85.19	48	87.27	35	63.64	52	94.55	0	0.00	0	0.00
4	40	86.96	41	89.13	30	65.22	44	95.65	0	0.00	0	0.00
5	41	91.11	41	91.11	35	77.78	39	86.67	43	97.73	0	0.00

Year: 2009

	% of Population Demonstrating Proficiency of GLCE/HSCE											
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	0	0.00	42	97.67	0	0.00	43	100.00	0	0.00	0	0.00
4	0	0.00	48	87.27	0	0.00	54	98.18	0	0.00	0	0.00
5	0	0.00	41	95.35	0	0.00	41	95.35	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	44	95.65	0	0.00	45	97.83	0	0.00	0	0.00
4	0	0.00	41	87.23	30	63.83	45	95.74	0	0.00	0	0.00
5	0	0.00	51	92.73	0	0.00	47	85.45	51	92.73	0	0.00

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

According to MEAP reports, our students in each grade level stay within the 85-100% proficiency rating. Each grade level shows growth at some points and decline at other points. There is not a trend associated with these peaks and valleys.

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

Writing is assessed and analyzed using the 6+1 traits writing rubrics. Each grade level has a specific prompt in which they are required to provide students in order to create a common assessment district-wide. Reading is assessed using SRI, DIBEL's and common unit assessments at each grade level. Science, math and social studies have common assessments used at the end of units of instruction to measure student progress on GLCE's.

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 sub-group 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 DIBEL's testing team has been

trained on how to appropriately test using DIBEL's Next screeners. Grade levels also determine the common assessments and develop testing protocols and procedures.

5. What are the area(s) of improvement according to Student Achievement Data?

An analysis of Math MEAP data indicates the need for all grade levels to increase student understanding of fractions. Fractions at all grade levels are poor. An analysis of reading MEAP data indicates the need for students to improve in the areas of authors organization of text, making personal connections and explaining key elements to an authors purpose for writing.

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

We need to increase the amount of time students are writing across the curriculum. Students will read, write then discuss as they read materials in all classes. For increasing understanding of fractions, students will receive instruction that is common across grade levels. We will accomplish this task by discussing fraction instruction in staff meetings and providing a common strategy for improved student understanding of fractions.

7. In what content area(s) is the school showing improvement?

Overall, the students at Blue Star Elementary are performing well in reading, math and science.

8. What are the area(s) of improvement according to Grade Level Achievement Data?

An analysis of Math MEAP data indicates the need for all grade levels to increase student understanding of fractions. Fractions at all grade levels are poor. An analysis of reading MEAP data indicates the need for students to improve in the areas of authors organization of text, making personal connections and explaining key elements to an authors purpose for writing.

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 need to increase the amount of time students are writing across the curriculum. Students will read, write then discuss as they read materials in all classes. For increasing understanding of fractions, students will receive instruction that is common across grade levels. We will accomplish this task by discussing fraction instruction in staff meetings and providing a common strategy for improved student understanding of fractions.

10. When comparing the school with the district and state, which content area would the staff identify as a challenge area for the school?

The students at Blue Star Elementary fare well against the students in the state and district. The staff at Blue Star understands that fractions must be addressed and that our students are not proficient in this area. We are utilizing math RtI at the first through fifth grade level to help increase the specific skills our students are struggling with during the RtI time.

Sub Group Achievement

Michigan AYP Targets

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

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

District Name: WANTTODIRECT PUBLIC SCHOOL
District Code: 00040

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	Levels 1 & 2
Scale Score Range (150-700) (150-250) (251-350) (351-450) (451-700) (351-700)								
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

READING

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

WRITING

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

TOTAL ELA

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

PROGRESS

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

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

WRITING

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

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

TOTAL ELA

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

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

STANDARD

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																				
WRITING	Comprehension	999,999	13.2	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%.

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Fall 2006 Run Date: 12/12/06 batchcode=0000000

MEAP Assessment Test Item Analysis

MICHIGAN
Department of
Education

CLASS ITEM ANALYSIS REPORT
All Except Students with Disabilities

Grade 7
Fall 2006
ENGLISH LANGUAGE ARTS: WRITING

PEM 5.01 1803/05
MEAP Grade 7-8

meap
Michigan Educational Assessment Program

School Name: WABTTOBETTER PUBLIC SCHOOL
District Code: 80948

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

No. of Students Assessed = 999,999

WRITING RELEASED MULTIPLE CHOICE

STRAND Domain	Item Number	GLCE Code	Item Type	PERCENT RESPONSE					
				A %	B %	C %	D %	One or More %	
WRITING									
Writing Genre	0000	Core		0	100	0	0	0	0
Writing Process	0000	Core							
Grammar & Usage	0000	Core							

WRITING RELEASED MULTIPLE CHOICE

STRAND Domain	Item Number	GLCE Code	Item Type	PERCENT RESPONSE					
				A %	B %	C %	D %	One or More %	
WRITING									
Writing Style	0000	Core		0	100	0	0	0	0
Spelling	0000	Core							

RELEASED CONSTRUCTED OR EXTENDED RESPONSE

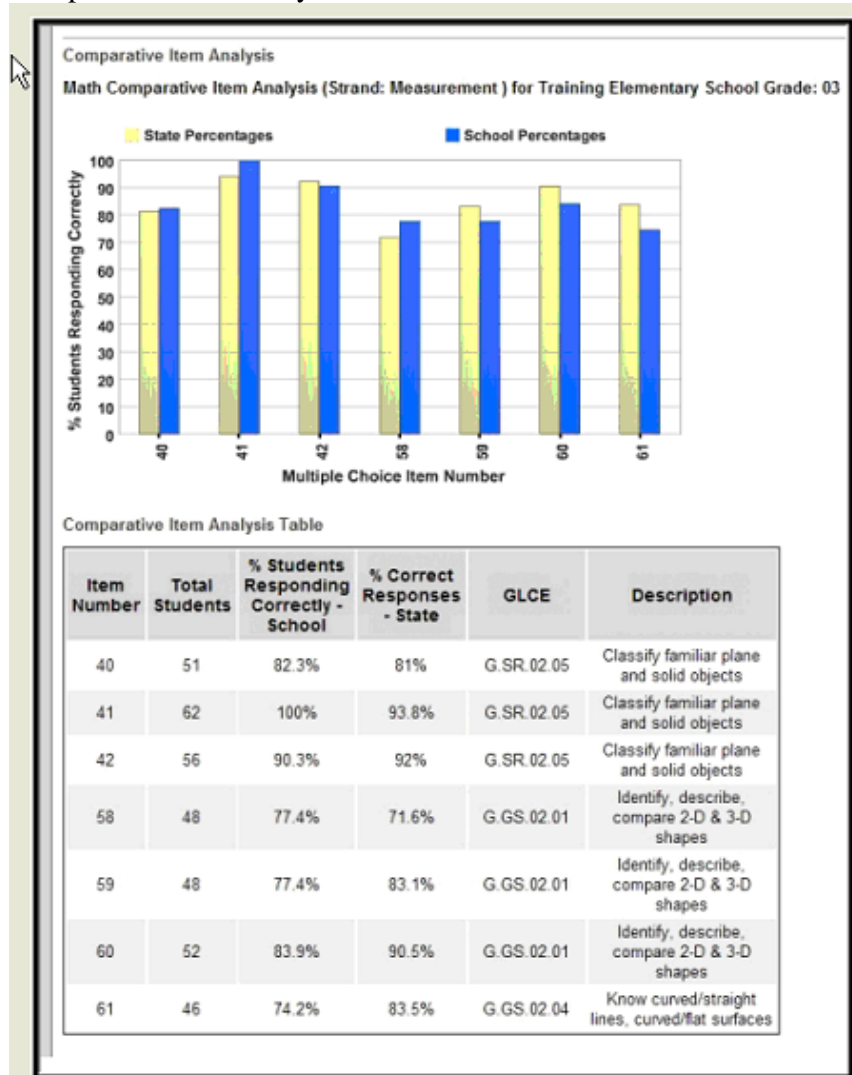
Release Item Number	GLCE Code	Mean Score	Percent of Students at Each Score Score Based on 4-point or 6-point Rubric								Number of Students Receiving Candidate Codes					Number of Students Receiving Candidate Codes									
			1	2	3	4	5	6	A	B	C	D	E	1	2	3	4	5	6	7	8	9	10		
17	0000	3.9	0	0	0	0	0	0	0	0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

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

<10: No summary scores provided if <10 students.
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Fall 2006 Run Date: 11/11/06 Testbook database code: 900603

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	66.67	78.95	100.00	94.74	60.00	50.00	42.11	0.00	0.00
Asian	-	-	100.00	-	-	-	-	33.33	-	-
Black	100.00	0.00	100.00	100.00	100.00	100.00	0.00	0.00	0.00	0.00
White	100.00	92.31	87.50	97.30	95.35	63.64	74.36	68.09	0.00	0.00
Hispanic	100.00	100.00	66.67	100.00	100.00	50.00	100.00	33.33	0.00	0.00
Students with Disabilities	100.00	60.00	42.86	75.00	85.71	33.33	40.00	16.67	0.00	0.00
Male	100.00	88.89	82.14	100.00	95.65	65.22	61.11	50.00	0.00	0.00
Female	100.00	92.31	92.59	94.44	95.65	61.54	84.62	77.78	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	80.00	50.00	73.68	0.00	0.00	100.00	83.33	84.21	100.00	94.74
Asian	-	-	66.67	-	-	-	-	100.00	-	-
Black	100.00	0.00	100.00	0.00	0.00	100.00	0.00	100.00	100.00	100.00
White	93.94	87.18	87.23	0.00	0.00	100.00	97.44	95.83	100.00	97.67
Hispanic	100.00	100.00	66.67	0.00	0.00	100.00	100.00	66.67	100.00	100.00
Students with Disabilities	100.00	60.00	33.33	0.00	0.00	100.00	80.00	100.00	100.00	85.71
Male	95.65	88.89	77.78	0.00	0.00	100.00	94.44	96.43	100.00	95.65
Female	92.31	84.62	92.59	0.00	0.00	100.00	96.15	92.59	100.00	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	0.00	0.00	0.00	0.00	0.00	0.00	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
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Grade: 4

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	92.31	100.00	73.33	84.62	83.33	69.23	33.33	46.67	0.00	50.00
Asian	-	-	-	100.00	-	-	-	-	0.00	-
Black	-	-	0.00	0.00	100.00	-	-	0.00	0.00	100.00
White	95.35	97.22	89.47	89.36	85.37	65.12	61.11	65.79	0.00	63.41
Hispanic	75.00	100.00	100.00	75.00	100.00	50.00	100.00	71.43	0.00	60.00
Students with Disabilities	60.00	100.00	50.00	75.00	57.14	40.00	33.33	50.00	0.00	28.57
Male	90.00	100.00	83.33	89.29	83.33	60.00	66.67	55.56	0.00	53.33
Female	100.00	88.24	92.86	85.19	94.12	72.22	56.25	71.43	0.00	82.35

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	92.31	88.89	66.67	0.00	0.00	92.86	100.00	86.67	96.15	91.67
Asian	-	-	-	0.00	-	-	-	-	100.00	-
Black	-	-	0.00	0.00	0.00	-	-	0.00	100.00	100.00
White	95.35	91.67	86.84	0.00	0.00	95.45	94.44	97.37	97.87	95.12
Hispanic	75.00	100.00	100.00	0.00	0.00	75.00	100.00	100.00	100.00	100.00
Students with Disabilities	60.00	100.00	50.00	0.00	0.00	66.67	100.00	66.67	100.00	71.43
Male	90.00	95.24	83.33	0.00	0.00	93.55	100.00	94.44	96.43	96.67
Female	100.00	87.50	89.29	0.00	0.00	94.44	82.35	96.43	100.00	94.12

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	0.00	-	-	0.00	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
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Grade: 5

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	100.00	93.75	81.82	92.31	95.24	76.92	75.00	63.64	0.00	0.00
Asian	-	-	100.00	-	100.00	-	-	100.00	-	0.00
Black	100.00	-	-	-	100.00	50.00	-	-	-	0.00
White	91.89	91.49	90.24	94.44	91.67	81.08	80.85	75.61	0.00	0.00
Hispanic	100.00	100.00	100.00	100.00	100.00	0.00	25.00	100.00	0.00	0.00
Students with Disabilities	100.00	50.00	100.00	100.00	72.73	25.00	50.00	50.00	0.00	0.00
Male	89.47	88.24	95.83	90.00	85.19	63.16	73.53	83.33	0.00	0.00
Female	95.24	100.00	85.71	100.00	100.00	90.48	83.33	71.43	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	100.00	93.75	72.73	0.00	0.00	100.00	76.47	81.82	92.31	71.43
Asian	-	-	100.00	-	0.00	-	-	100.00	-	100.00
Black	100.00	-	-	-	0.00	100.00	-	-	-	66.67
White	89.19	91.49	90.24	0.00	0.00	94.59	85.42	85.37	94.44	87.50
Hispanic	0.00	100.00	100.00	0.00	0.00	0.00	75.00	100.00	100.00	0.00
Students with Disabilities	50.00	50.00	100.00	0.00	0.00	66.67	80.00	50.00	100.00	72.73
Male	78.95	88.24	91.67	0.00	0.00	84.21	85.71	87.50	90.00	85.19
Female	95.24	100.00	90.48	0.00	0.00	100.00	83.33	85.71	100.00	85.71

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	100.00	88.24	90.00	100.00	85.71	0.00	0.00	0.00	0.00	0.00
Asian	-	-	100.00	-	100.00	-	-	0.00	-	0.00
Black	100.00	-	-	-	33.33	0.00	-	-	-	0.00
White	97.30	91.67	97.50	97.30	95.83	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	80.00	100.00	100.00	90.91	0.00	0.00	0.00	0.00	0.00
Male	94.74	91.43	100.00	95.00	92.59	0.00	0.00	0.00	0.00	0.00
Female										

Female	100.00	94.44	95.24	100.00	92.86	0.00	0.00	0.00	0.00	0.00
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1. Which of the core academic subjects are not at the current state AYP content targets?

All of the core tests are at the current AYP targets.

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

None of the subgroups are 10 percentage points below the current AYP targets.

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

None.

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

Over the previous five years, our students with disabilities have scored below the grade level in both third and fourth grade. They have fared slightly better in fifth grade, but still lower than the school average.

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)?

Students with disabilities need to increase their achievement in order to close the gap between themselves and their peer groups at the school.

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

Students will increase their scores based on new standards for IEPs, where students are still expected to learn the same grade-level standards as their peers. We will continue to see students with disabilities increase achievement because we expect them to learn material that is related to grade-level GLCE's.

Students with Disabilities

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

15 students with disabilities participated in the MEAP test of 16 students with disabilities.

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

6% of students with disabilities, which equals 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?

100% of IEP students include standard accommodations on their IEP.

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?

No significant changes occurred over the past five years. Our students with disabilities, generally perform at a lower level than non disabled peers, but that percentage stays consistent across grade levels.

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?

Students who have speech and language impairments generally fare at the same proficiency level as their non-disabled peers.

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.

Co-teaching and differentiating instruction are common at Blue Star Elementary. Students routinely have the opportunity to attend class with non-disabled peers.

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.)?

Students with disabilities are given every opportunity as their general education counterparts. I assure this by evaluating teacher schedules and actively participating in placement decisions. All students are discussed in quarterly meetings where we decide which interventions are appropriate based on individual student needs.

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?

None

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

None

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

None

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

None

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

None

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

None

Extended Learning Opportunities

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

100%

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

All students are grouped during RtI instruction. During this time, individual needs are addressed and met in order to extend learning for all students.

Staff Demographics

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

11.2

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

9.5

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

4

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

0

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

NA

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

NA

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

NA

Perception Data

Students

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

Students believe they receive a high quality, personal experience throughout their experience in Hamilton Community Schools.

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

Guided academics are key to success in HCS. At the elementary level, this includes the RtI model of instruction in both reading and math.

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

Personal experience is mentioned over and over again in the survey completed by students. In students minds, the experience in Hamilton allows them to grow as people and expand who they will be in life based on the caring staff they interact with on a daily basis.

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

Again, a personal experience shows that students feel valued by all staff. In addition, based on a bullying survey, nearly 99% of students feel safe at school.

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

High quality education ranks among the key strengths of HCS. Students believe they are getting a world-class education by attending our schools.

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

Students who responded to the survey are very positive. Some commented they would like to see less of an emphasis on sports and athletics.

Parents/Guardians

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

Parents believe the core areas are strong at Hamilton. They also believe that teachers care about their children, providing personal experience and exceptional results.

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

Parents believe support levels are high. They agree with their children that guided studies in the secondary schools as well as the RtI model for instruction provide supportive relationships between teachers and students.

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

Parents believe the climate of the school is generally positive. Most comment on how welcoming teachers are, how they develop relationships with individual students etc.

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

Parents believe their child's teacher does a good job of communicating student needs. They site access to power

school, email and phone calls as the major areas of communication.

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

Parents believe HCS is and has been fiscally responsible over the past many years.

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

Student/teacher relationships seem to be the top area of strength indicated on the parent surveys. Most parents feel like teachers take a personal stake in each child and their future.

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

Although a minority, some parents would like to see our district continue on the status quo, even though current financial situation require districts to look at philosophically changing the way schools deliver instruction.

Teachers/Staff

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

Teachers believe the core is strong in Hamilton. They also believe HCS does a great job of building strong relationships with students, allowing them to create more caring classrooms where students want to excel.

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

Teachers at the elementary level would like to see HCS hire additional support staff to help differentiate and meet individual needs of learners. This is specifically true at the k-2 level.

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

Teachers believe HCS provides a strong positive climate where student learning is the top priority.

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

Teachers believe the administrator is communicating effectively regarding changes in programming and organizational structure. They also feel like they are in the loop and have a voice in decision-making.

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

Teachers believe a strength of HCS is providing high quality core instruction. Teachers also believe they build exceptional relationships with students, which creates a desire in students to achieve to their full potential.

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

Teachers at the elementary level would like to see HCS hire additional support staff to help differentiate and meet individual needs of learners. This is specifically true at the k-2 level.

Community

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

Strong instructional program in the basics.

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

Not discussed in survey results.

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

Not identified in survey.

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

Not identified in survey.

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

Not identified in survey.

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

Not identified in survey.

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

Not identified in survey.

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?

Parents are used in the school as volunteers throughout the year. This year, we logged well over 1000 hours of volunteer time at Blue Star Elementary. We also hold several PTO events over the school year. Parent teacher conferences are well attended at Blue Star with 100% attendance in the fall.

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

I would like to continue to grow the PTO group to include more parents. By involving more parents, we can accurately communicate to the masses first hand.

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

Continue to encourage and support parents by offering child care at meetings, inviting them to the school to volunteer and continually encouraging active participation at all school events.

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.

NA

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

NA

School Data Analysis

1. Strengths:

The biggest strength identified through data is the use of the RtI process to identify struggling students and identify instructional methods that meet the individual needs of students.

2. Challenges:

The biggest challenge moving forward is the transition to common core curriculum standards over the coming year. This transition will force new alignment, new formation of assessments etc.