

# **School Data Profile/Analysis**

School Year: 2010

School District: Hamilton Community Schools

School Name: Hamilton Elementary School

Principal: Mr. Craig Hoekstra, Principal

Building Code: 01545

# 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	92	18.59	83	17.04	98	21.17	80	17.62	78	17.65
1	75	15.15	74	15.20	64	13.82	79	17.40	67	15.16
2	87	17.58	75	15.40	71	15.33	67	14.76	75	16.97
3	81	16.36	88	18.07	72	15.55	77	16.96	72	16.29
4	90	18.18	82	16.84	79	17.06	74	16.30	81	18.33
5	70	14.14	85	17.45	79	17.06	77	16.96	69	15.61

## Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	457	92.32	448	91.99	425	91.79	420	92.51	410	92.76
Black	1	0.20	1	0.21	2	0.43	2	0.44	2	0.45
Asian	7	1.41	6	1.23	5	1.08	5	1.10	4	0.90
Hispanic	27	5.45	27	5.54	26	5.62	22	4.85	17	3.85
American Indian	3	0.61	5	1.03	5	1.08	5	1.10	2	0.45
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	7	1.58
Male	271	54.75	273	56.06	259	55.94	255	56.17	242	54.75
Female	224	45.25	214	43.94	204	44.06	199	43.83	200	45.25

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?

*N/A*

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?

*N/A*

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

*N/A*

## Mobility & Attendance

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

*Highest sub-group: Caucasian Lowest sub-group: African American*

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

*Over the last five years, second grade has had the highest mobility rate (even though it is still at a relatively low percentage). At the fifth grade level, there has been a very low percentage of movement (students coming in or leaving the district).*

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?

*No. The areas listed in this question have resulted in very little affect.*

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

*Minimal - outside the school circumstances*

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?

*98% Highest sub-group: Male Lowest sub-group: Female*

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

*Female*



# 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	73	96.05	75	98.68	46	60.53	77	98.72	0	0.00	0	0.00
4	73	90.12	76	93.83	49	60.49	83	97.65	0	0.00	0	0.00
5	61	95.31	60	93.75	48	75.00	63	91.30	64	91.43	0	0.00

Year: 2007

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	80	96.39	80	95.24	69	83.13	84	100.00	0	0.00	0	0.00
4	74	92.50	77	96.25	48	60.00	78	96.30	0	0.00	0	0.00
5	73	92.41	76	96.20	62	78.48	75	88.24	84	98.82	0	0.00

Year: 2008

	% of Population Demonstrating Proficiency of GLCE/HSCE											
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	61	92.42	64	94.12	53	79.10	69	100.00	0	0.00	0	0.00
4	69	94.52	71	97.26	40	54.79	73	98.65	0	0.00	0	0.00
5	69	92.00	71	94.67	58	77.33	69	90.79	75	96.15	0	0.00

Year: 2009

	% of Population Demonstrating Proficiency of GLCE/HSCE											
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	0	0.00	70	95.89	0	0.00	72	98.63	0	0.00	0	0.00
4	0	0.00	67	95.71	0	0.00	69	100.00	0	0.00	0	0.00
5	0	0.00	69	94.52	0	0.00	66	95.65	63	87.50	0	0.00

Year: 2010

	% of Population Demonstrating Proficiency of GLCE/HSCE											
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	0	0.00	63	90.00	0	0.00	69	98.57	0	0.00	0	0.00
4	0	0.00	74	92.50	45	56.96	81	98.78	0	0.00	0	0.00
5	0	0.00	62	92.54	0	0.00	60	88.24	66	97.06	0	0.00

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

*Our MEAP data has remained relatively consistent over the past 5 years. As an overall review of this data, we have stayed within a few percentage points in many of the areas.*

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

*We have been very strategic in reviewing this data overtime. Our school improvement team (consisting of the building administrator, teachers, support staff and parents) do a thorough process of reviewing the trends and areas to identify specific plans to close the gap of achievement.*

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

*Depending on the year, male students under perform female students in the area of writing. With that identified area, the staff has become intentional with addressing this gap, and overtime, it has shrunk.*

4. What process indicators have been developed for analysis of writing, reading, science, math, and social studies?

*The school improvement team continues to evaluate the data available to us as we develop strategies to address gaps in achievement levels. I have found that in the past and current practices, the staff is proactive in addressing these areas and is evident that what gets focused on get done.*

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

*Mathematics and Science. ELA has trended up and down, but not at concerning levels. Regardless of our successes, we will continue to implement safeguards to ensure ongoing success.*

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

*Continued attention to address the gaps in achievement and work the plan to assist all students to meet passing levels.*

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

*Mathematics and Science. ELA as well, but has trended up and down within a few percentage points (historically, it has measured in the mid 90 percentile).*

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

*Reading, mathematics and science.*

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?

*Intentional and strategic intervention in these areas for identified students. We have local measures to identify these students as they are incorporated into response to intervention groupings.*

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

*Writing. We are cognizant that this is an area of need and we have been and will continue to address specific assistance and instruction for this core area.*

# 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**

**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	20
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%.

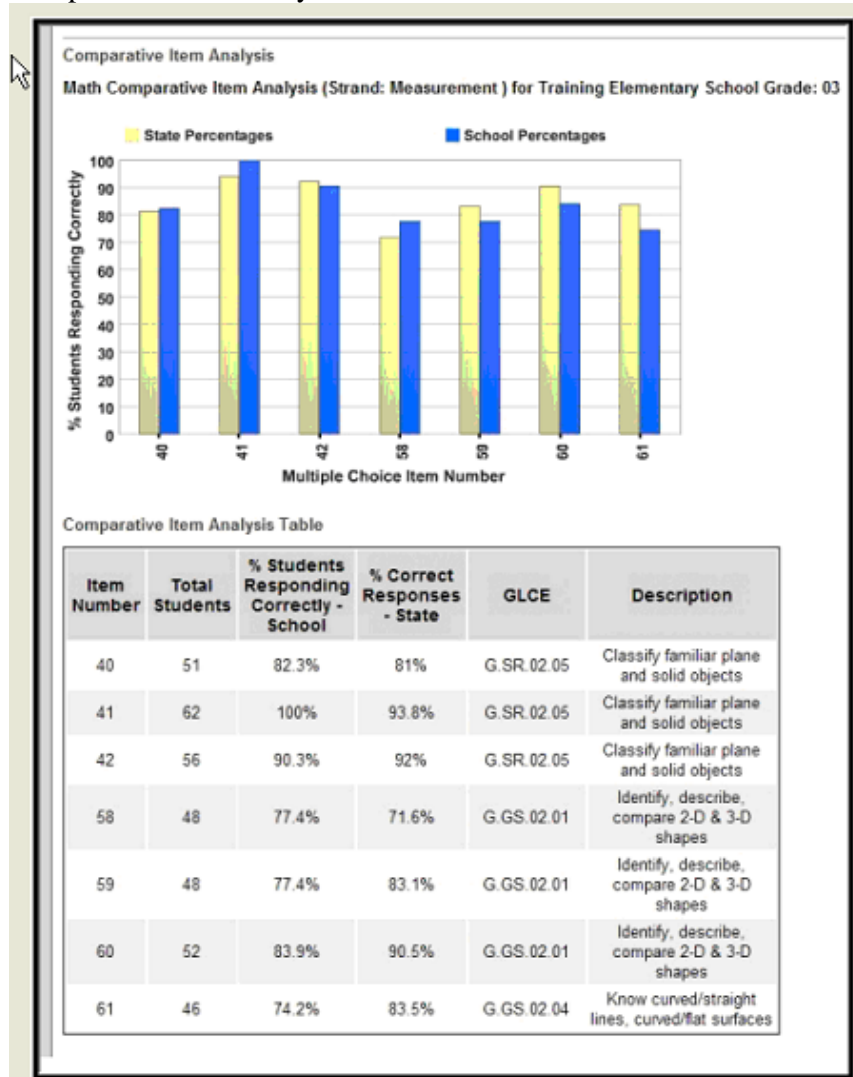
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Fall 2006 Run Date: 12/12/06 batchcode=0000000

# MEAP Assessment Test Item Analysis

[illegible]

# 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	88.24	93.33	100.00	85.19	57.14	88.24	73.33	0.00	0.00
Asian	-	100.00	100.00	-	100.00	-	100.00	0.00	-	0.00
Black	-	-	-	-	100.00	-	-	-	-	0.00
White	98.61	95.95	93.55	98.57	91.38	62.50	83.56	77.78	0.00	0.00
Hispanic	100.00	85.71	100.00	33.33	87.50	25.00	71.43	100.00	0.00	0.00
Students with Disabilities	100.00	100.00	85.71	100.00	50.00	50.00	40.00	57.14	0.00	0.00
Male	100.00	91.11	93.18	94.59	88.89	47.37	81.82	79.07	0.00	0.00
Female	97.37	100.00	95.83	97.22	91.18	73.68	84.62	79.17	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	85.71	88.24	93.33	0.00	0.00	93.75	100.00	100.00	100.00	96.30
Asian	-	100.00	0.00	-	0.00	-	100.00	100.00	-	100.00
Black	-	-	-	-	0.00	-	-	-	-	100.00
White	95.83	97.26	91.94	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Hispanic	100.00	85.71	100.00	0.00	0.00	80.00	100.00	100.00	66.67	100.00
Students with Disabilities	83.33	100.00	71.43	0.00	0.00	87.50	100.00	100.00	100.00	90.00
Male	94.74	93.18	92.86	0.00	0.00	97.50	100.00	100.00	97.30	100.00
Female	97.37	100.00	91.67	0.00	0.00	100.00	100.00	100.00	100.00	97.06

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	-	0.00	-	0.00	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
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Grade: 4

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	83.33	93.75	100.00	88.24	90.63	58.33	62.50	50.00	0.00	51.61
Asian	100.00	100.00	100.00	100.00	-	100.00	100.00	0.00	0.00	-
Black	-	100.00	-	-	-	-	100.00	-	-	-
White	94.81	96.00	97.10	95.45	93.15	62.34	58.67	55.07	0.00	60.27
Hispanic	66.67	100.00	100.00	100.00	85.71	0.00	66.67	100.00	0.00	16.67
Students with Disabilities	100.00	77.78	100.00	83.33	77.78	0.00	44.44	75.00	0.00	22.22
Male	93.18	95.00	97.44	95.83	88.37	54.55	50.00	53.85	0.00	48.84
Female	94.59	97.50	97.06	95.45	97.30	67.57	70.00	55.88	0.00	66.67

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	75.00	87.50	90.00	0.00	0.00	100.00	94.12	100.00	100.00	96.88
Asian	100.00	100.00	100.00	0.00	-	100.00	100.00	100.00	100.00	-
Black	-	100.00	-	-	-	-	100.00	-	-	-
White	90.91	92.00	94.20	0.00	0.00	97.53	97.33	98.55	100.00	98.68
Hispanic	66.67	100.00	100.00	0.00	0.00	100.00	75.00	100.00	100.00	100.00
Students with Disabilities	100.00	44.44	75.00	0.00	0.00	87.50	80.00	100.00	100.00	100.00
Male	90.91	87.50	92.31	0.00	0.00	97.92	92.68	97.50	100.00	97.67
Female	89.19	97.50	97.06	0.00	0.00	97.30	100.00	100.00	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	0.00	0.00	-	0.00	0.00	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
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Grade: 5

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	92.31	100.00	94.12	94.12	90.91	84.62	75.00	58.82	0.00	0.00
Asian	100.00	100.00	-	100.00	-	100.00	100.00	-	0.00	-
Black	-	-	100.00	-	-	-	-	100.00	-	-
White	93.22	96.00	94.44	95.52	91.94	72.88	78.67	77.78	0.00	0.00
Hispanic	100.00	100.00	100.00	66.67	100.00	100.00	66.67	50.00	0.00	0.00
Students with Disabilities	33.33	75.00	80.00	100.00	66.67	66.67	50.00	40.00	0.00	0.00
Male	90.32	95.24	94.59	90.00	90.70	64.52	76.19	75.68	0.00	0.00
Female	96.97	97.30	94.74	100.00	95.83	84.85	81.08	78.95	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	92.31	93.75	76.47	0.00	0.00	93.75	82.35	77.78	86.67	66.67
Asian	100.00	100.00	-	0.00	-	100.00	100.00	-	100.00	-
Black	-	-	100.00	-	-	-	-	100.00	-	-
White	94.92	93.33	91.67	0.00	0.00	92.06	87.65	91.67	95.45	88.89
Hispanic	100.00	66.67	100.00	0.00	0.00	75.00	100.00	66.67	0.00	100.00
Students with Disabilities	33.33	75.00	40.00	0.00	0.00	50.00	70.00	71.43	66.67	25.00
Male	90.32	88.10	91.89	0.00	0.00	90.91	95.74	89.47	97.30	86.36
Female	100.00	97.30	92.11	0.00	0.00	91.67	78.95	92.11	93.75	91.67

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	81.25	100.00	89.47	81.25	90.91	0.00	0.00	0.00	0.00	0.00
Asian	100.00	100.00	-	100.00	-	0.00	0.00	-	0.00	-
Black	-	-	100.00	-	-	-	-	0.00	-	-
White	93.75	98.77	97.30	86.76	96.88	0.00	0.00	0.00	0.00	0.00
Hispanic	50.00	100.00	66.67	100.00	100.00	0.00	0.00	0.00	0.00	0.00
Students with Disabilities	55.56	100.00	75.00	50.00	80.00	0.00	0.00	0.00	0.00	0.00
Male	91.18	97.87	95.00	87.18	95.45	0.00	0.00	0.00	0.00	0.00
Female										

Female	91.67	100.00	97.37	87.88	100.00	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?

*None. We have met and exceeded current AYP levels.*

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

*None.*

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?

*Results have remained consistent.*

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 MEAP or MI-Access.*

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

*Less than 1 %.*

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 are 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 5 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?

*100%*

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

*At or above the school aggregate data.*

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?

*28 students (or, 18.4%).*

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

*Throughout the elementary grades, we have focused on reading comprehension as a continuum as students encounter more challenging vocabulary and sentence structure as they progress through the grades. However, in the past, the main focus has been on early literacy skills such as fluency and phonics, with the assumption that this foundation would lead to higher levels of comprehension in the later grades. The upper elementary teachers need to place more emphasis on explicit teaching of reading comprehension strategies. While we address the needs of all students, specifically, the 18.4% of students that did not meet this past years MEAP cut scores, we will continue to focus on the needs of these particular students as we measure growth over time.*

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

*Address the needs within this group of students while measuring their growth in areas that they did not meet the passing criteria.*

## Extended Learning Opportunities

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

*35% (focusing on reading and mathematics)*

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

*Through various school communications (letter, school and classroom newsletters, etc.)*

## Staff Demographics

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

11.7

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

27

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

2

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?

*Ongoing professional development specific to instructional practices, while integrating technology.*

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

*The infusion of technology into the classroom.*

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

*Continued support to make this possible for all professional staff.*

## Perception Data

### Students

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

*The perception from students is that they are offered and experience a highly effective educational experience. Students are consistently involved in the process of what is experienced. Moreover, they experience higher level thinking skills that require problem solving and real life application.*

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

*Students clearly understand and aware that the staff is fully committed to supporting their educational needs. Specifically, students have reported out that they are most appreciative to the differentiated instruction in ELA and mathematics.*

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

*Positive. We just completed the first year of rolling out a new student leadership committee. Students at all grade levels were represented in weekly meetings that addressed our school culture. This student-led committee addressed areas that adults and students felt need to be addressed and celebrated as we made our way through the school year. This was a very positive initiative for our school and the students clearly have a voice in the decisions and ongoing development of the school culture we collectively develop.*

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

*Through many opportunities to share out about their schooling experience, the perception is students value what we have in all areas. Children enjoy coming to school due to the fact that they are part of what is offered and developed over time.*

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

*Communication. All stakeholders (students as well) have a voice in the educational process at Hamilton Elementary.*

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

*The ongoing process to involve even more students in all facets of their schooling experience. The perception is that we are in a very good place, but there is always ways to grow and we can challenge ourselves to get even more creative to extend the student voice we've established.*

### Parents/Guardians

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

*Very positive. Parents have openly shared that they are extremely pleased with the instruction their children receive at Hamilton Elementary.*

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

*This too, is at a high level. Through a parent survey, parents have shared that what is offered to their students prepares their children for grade-level success with the many measures they experience throughout the school year.*



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

*Hamilton El has a supportive Parent Teacher Organization (PTO). Parents, grandparents, and community members volunteer significant amounts of time tutoring individual students, organizing school fundraisers, planning special events, and helping in our classrooms. We are very fortunate to have this strong community support for our school. All of these things result in a positive and supportive school climate.*

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

*Positive. We collectively have a high level of home-to-school communication. With the many things that we have in place has afforded to a positive relationship built overtime.*

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

*Parents respect the resources we have available to us and appreciate how those resources are used throughout the school year to support students.*

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

*Ongoing communication between home and school. We have a great relationship established that will continue to focus on the needs of our students.*

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

*Identify additional ways to bring in the community/businesses into our schools to provide additional real-life application with their learning experiences.*

### **Teachers/Staff**

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

*Through ongoing communication (in person, staff meetings, data review meetings, etc.), the staff has expressed we collectively offer a highly effective instructional program for students to grow and move forward on the learning continuum.*

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

*Our highly qualified teachers and staff care deeply for its students, striving to meet their academic, social, and emotional needs. All subject areas are valued and we consistently implement current best practices in education. Our district is privileged to have state of the art technology. Staff training is ongoing throughout the year. Hamilton El provides a caring, nurturing environment, allowing students to build their self-confidence. We work to provide a friendly and positive learning environment, creating a learning community that promotes continuous improvement in student achievement. Our curriculum is aligned with the Michigan Curriculum Framework and the Michigan Grade Level Content Expectations. State test scores for 3rd - 5th graders are consistently well above state averages. We are truly committed to provide high quality education for each one of our students.*

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

*An established safe, supportive and welcoming learning environment for staff to work with students.*

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

*The perception is that the staff is supportive of their efforts as we work with students and parents.*

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

*A collective and ongoing supportive system that continues to evaluate the educational offerings our students experience.*

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

*Continue to include technology into even more learning opportunities for students.*

### Community

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

*The community over time has shared that they are impressed with the educational offerings our students experiences. Education in the Hamilton Community Schools is highly valued due to the fact that we receive a high level of support from all stakeholders.*

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

*Again, the community over time has shared that they are impressed with the educational offerings our students experiences. Education in the Hamilton Community Schools is highly valued due to the fact that we receive a high level of support from all stakeholders.*

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

*Positive. The greater community often experiences and is part of building our school climate. Through a partnerships and volunteering, the community supports and is part of the school climate.*

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

*The greater community often experiences and is part of building our school climate. Through a partnerships and volunteering, the community supports and is part of the school climate.*

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

*The community has expressed that they are appreciative of how our school make decisions with the resources afforded to us. This is also represented in a recent passing of a school bond.*

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

*The relationship established overtime that continues to involve the community into the experiences our students participate in.*

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

*Additional ways to get even more community members involved in our students' experiences.*

## 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?

*We have two parents that serve on our School Improvement Team (this team meets once a month). Additionally, we have parents serve on our District School Improvement Team (this team meets throughout the school year). Additionally, we have a very active Parent Teacher Organization (PTO). Our PTO is highly effective in involving many stakeholders into the decision making that directly and indirectly impacts student experiences/learning.*

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

*Even though we have a solid foundation to draw from, we have identified the need and value to expand on additional ways to involve our parents into the decision making process as it affects our student body.*

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

*Continued outreach communications that invite and encourage additional involvement.*

## 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 - Hamilton Elementary is a K-5 school building.*

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 biggest strength is the fact that we have and will continue to evaluate our effectiveness with student achievement. We will continue to involve all stakeholders in that process as we celebrate our students' achievement, but more importantly, examine and identify the gaps where students are not at a proficient level.*

### 2. Challenges:

*Our biggest challenge will be having the ability to measure previous data (the MEAP) with future MEAP with cut scores changing. My hope is that we'll be provided with some form of comparative data that we'll be able to measure previous gap analysis to future gaps as we continue to develop specific interventions for student growth.*