

School Data Profile/Analysis

School Year: 2010

School District: Hamilton Community Schools

School Name: Hamilton High School

Principal: Mr. Douglas W. Braschler, Principal

Building Code: 01547

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	#	%	#	%	#	%	#	%	#	%
9	184	22.74	208	26.50	207	26.81	221	27.87	189	23.63
10	208	25.71	183	23.31	201	26.04	208	26.23	220	27.50
11	225	27.81	197	25.10	177	22.93	192	24.21	205	25.63
12	192	23.73	197	25.10	187	24.22	172	21.69	186	23.25

Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	737	91.10	740	94.27	728	94.30	754	95.08	756	94.50
Black	1	0.12	4	0.51	4	0.52	9	1.13	9	1.13
Asian	21	2.60	16	2.04	9	1.17	3	0.38	5	0.63
Hispanic	26	3.21	7	0.89	10	1.30	16	2.02	21	2.63
American Indian	23	2.84	16	2.04	19	2.46	9	1.13	8	1.00
Native Hawaiian	1	0.12	1	0.13	0	0.00	0	0.00	0	0.00
Multiracial	0	0.00	1	0.13	2	0.26	2	0.25	1	0.13
Male	428	52.90	422	53.76	405	52.46	411	51.83	392	49.00
Female	381	47.10	363	46.24	367	47.54	382	48.17	408	51.00

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?

none

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

none

Mobility & Attendance

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

Our SES population has the highest mobility rate and our SWD population has the lowest.

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

The 11th grade has the highest and the 10th grade has the lowest.

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?

Our mobility rate for all subgroups has been reduced drastically over the years. We have implemented a Teacher/Student Assistance Program (TSAP) which has helped reach the majority of troubled students.

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

Some students simply aren't motivated to meet the challenges of increased rigor. By offering Transitions, Guided Academics, TSAP, and other support functions to the school, we have dramatically reduced problem areas.

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

We do not have a sub-group that has any significant information regarding drop out. We average 1-3 dropouts per year.

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?

The average daily attendance is between 95-97%. There is no sub-group that sticks out with a significant variation from that.

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

No sub-group has any significant variation.

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	
	#	%	#	%	#	%	#	%	#	%	#	%
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	160	88.40
11	128	66.00	143	73.00	106	55.00	131	67.00	139	71.00	176	90.00
12	2	50.00	3	50.00	10	55.56	5	62.50	2	33.33	0	0.00

Year: 2007

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	184	88.04
11	130	70.00	139	75.00	115	62.00	127	69.00	138	75.00	173	94.00
12	-	-	-	-	-	-	-	-	-	-	-	-

Year: 2008

	% of Population Demonstrating Proficiency of GLCE/HSCE											
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	175	87.94
11	114	68.00	123	73.00	102	61.00	124	74.00	121	72.00	158	94.00
12	1	33.00	1	33.00	0	0.00	1	33.00	1	33.00	3	100.00

Year: 2009

	% of Population Demonstrating Proficiency of GLCE/HSCE											
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	177	81.94
11	0	0.00	147	81.00	114	63.00	145	80.00	141	77.00	172	94.00
12	-	-	-	-	-	-	-	-	-	-	-	-

Year: 2010

	% of Population Demonstrating Proficiency of GLCE/HSCE											
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	156	83.42
11	-	-	-	-	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-	-	-	-	-

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

Student achievement has risen in each of the four core areas slightly over the last 5 years. English has risen from 63-68% of the students showing proficiency, Math has shown the largest gain from 66-80% of the students showing proficiency, Science staying very flat with 75-77% showing proficiency, and Social Studies gaining from 90-94% proficiency.

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

Common course assessments including final exams.

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

We know that we have an issue with both our SES and SWD population. Both sub-groups will have a focus as we begin next year.

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

departmental work in this area

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

SES and SWD

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

We have begun a more aggressive approach with our struggling students by expanding our team taught sections to include English 10 and English 11. We have team taught Algebra 1, Geometry, and Algebra 2, but class sizes don't make it as an effective support as it could be. We plan to reduce the class sizes and will continue to offer PD support for staff involved with struggling students.

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

With the recently completed MME, Hamilton High School showed gains in each of the core areas. English gained from 67% to 71% in the college readiness benchmark. Likewise, Math gained from 47% to 57%, Reading gained from 49% to 56%, Science gained from 29% to 36%. Overall the school achieved 30% college ready in all areas compared to the state average of 19% and the national average of 24%.

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

We still feel that we need to address the skill development of students without losing the content of specific courses. As we look back over our previous 4 years of data, significant in that this is when the merit curriculum began, we have made only slight gains in math and reading. This continues to be our focus for improvement.

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 will begin working with incoming freshmen this year to expand the Read 180 program that has been established in the middle school. We will also focus our TSAP work with students who struggle with mathematical concepts.

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

We are above the state and national average in all content areas. Reading and English are the closest to the national average and would most likely be a place to start. Again, we feel that if we focus on 21st century skills, specifically critical thinking and problem solving along with reading for information and process writing, we should see increases across the board in our test scores.

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%
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

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 passing	123456 (100%) passing	123456 (100%) passing	123456 (100%) passing
3-Basic	123456 (100%) declining	123456 (100%) not passing	123456 (100%) passing	123456 (100%) passing
2-Met Standards	123456 (100%) declining	123456 (100%) declining	123456 (100%) maintaining	123456 (100%) passing
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%)

READING

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

WRITING

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

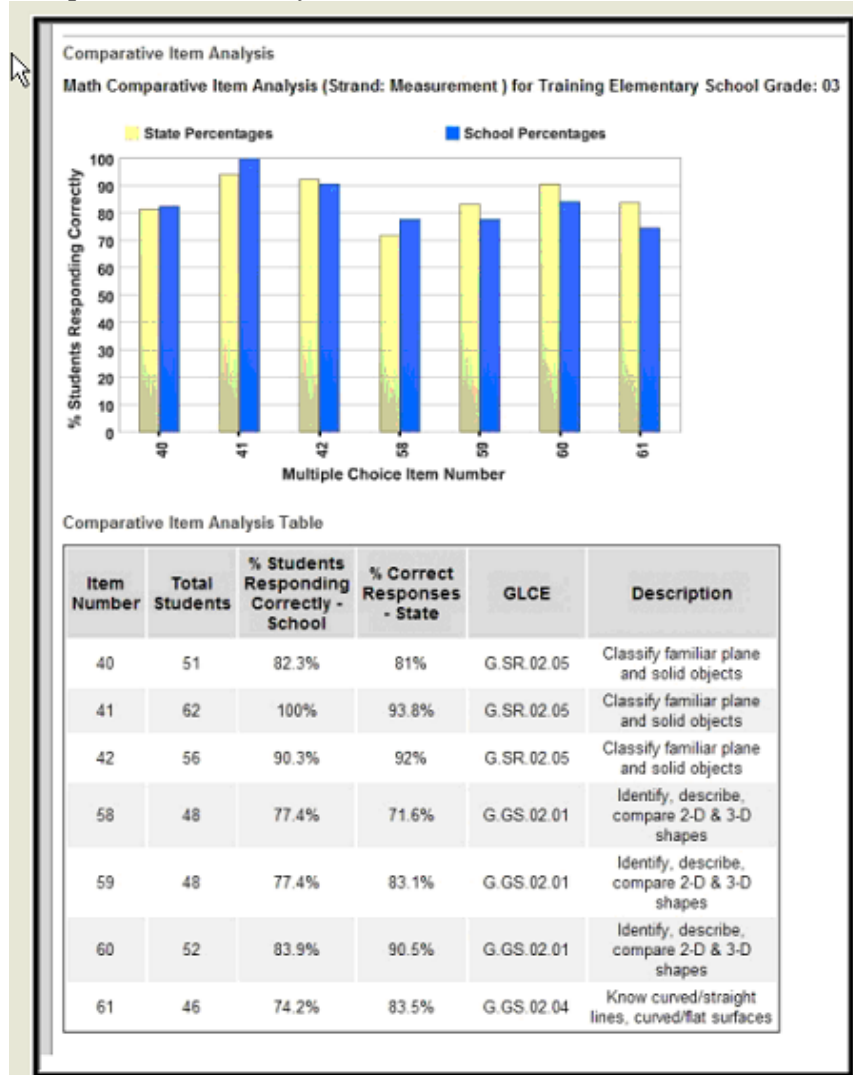
* Only includes assigned form student results. Emergency students are not included.
Due to rounding percents may not sum to 100%.

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

School Data Profile/Analysis

Comparative Item Analysis



Subgroup Achievement Data

Grade: 9

Group	Reading					Writing				
	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	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
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

Group	Total ELA					Math				
	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	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
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

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	88.00	83.72	84.85	77.36	73.91
Asian	0.00	0.00	-	0.00	0.00	100.00	0.00	-	100.00	100.00
Black	-	0.00	0.00	0.00	-	-	0.00	0.00	40.00	-
White	0.00	0.00	0.00	0.00	0.00	88.51	88.83	89.67	83.58	84.36
Hispanic	0.00	-	0.00	0.00	0.00	0.00	-	75.00	66.67	40.00
Students with Disabilities	0.00	0.00	0.00	0.00	0.00	76.92	37.50	63.16	42.31	40.00
Male	0.00	0.00	0.00	0.00	0.00	90.29	85.98	86.14	84.76	83.15
Female	0.00	0.00	0.00	0.00	0.00	85.90	90.20	89.80	79.28	83.67

Grade: 11

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	61.00	54.00	59.00	70.00	-	30.00	50.00	45.00	49.00	-
Asian	71.00	86.00	100.00	-	-	43.00	86.00	0.00	-	-
Black	100.00	-	100.00	0.00	-	0.00	-	0.00	0.00	-
White	75.00	75.00	74.00	82.00	-	57.00	61.00	62.00	63.00	-
Hispanic	50.00	100.00	0.00	0.00	-	50.00	50.00	0.00	0.00	-
Students with Disabilities	27.00	25.00	20.00	30.00	-	8.00	6.00	10.00	0.00	-
Male	65.00	67.00	72.00	74.00	-	47.00	55.00	57.00	57.00	-
Female	82.00	84.00	75.00	87.00	-	63.00	70.00	67.00	68.00	-

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	48.00	50.00	45.00	0.00	-	46.00	54.00	77.00	70.00	-
Asian	57.00	86.00	100.00	-	-	57.00	71.00	100.00	-	-
Black	100.00	-	100.00	0.00	-	0.00	-	100.00	0.00	-
White	68.00	70.00	68.00	0.00	-	70.00	69.00	74.00	81.00	-
Hispanic	50.00	100.00	0.00	0.00	-	0.00	50.00	0.00	0.00	-
Students with Disabilities	23.00	13.00	20.00	0.00	-	20.00	6.00	20.00	0.00	-
Male	58.00	61.00	66.00	0.00	-	66.00	67.00	75.00	78.00	-
Female	75.00	81.00	71.00	0.00	-	68.00	70.00	72.00	82.00	-

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	61.00	71.00	59.00	62.00	-	79.00	83.00	91.00	86.00	-
Asian	57.00	86.00	100.00	-	-	100.00	100.00	100.00	-	-
Black	100.00	-	100.00	0.00	-	100.00	-	100.00	100.00	-
White	72.00	75.00	73.00	78.00	-	92.00	94.00	96.00	94.00	-
Hispanic	50.00	50.00	0.00	0.00	-	50.00	100.00	0.00	0.00	-
Students with Disabilities	40.00	19.00	30.00	20.00	-	38.00	63.00	70.00	50.00	-
Male	66.00	71.00	70.00	76.00	-	85.00	95.00	94.00	92.00	-
Female	77.00	78.00	75.00	78.00	-	96.00	92.00	94.00	96.00	-

Grade: 12

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	0.00	-	-	-	-	0.00	-	-	-	-
Asian	0.00	-	-	-	-	50.00	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-
White	60.00	-	50.00	-	-	56.25	-	0.00	-	-
Hispanic	0.00	-	0.00	-	-	0.00	-	0.00	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-
Male	40.00	-	50.00	-	-	57.14	-	0.00	-	-
Female	100.00	-	0.00	-	-	50.00	-	0.00	-	-

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	0.00	-	-	-	-	0.00	-	-	-	-
Asian	0.00	-	-	-	-	100.00	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-
White	66.67	-	50.00	-	-	57.14	-	50.00	-	-
Hispanic	0.00	-	0.00	-	-	0.00	-	0.00	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-
Male	50.00	-	50.00	-	-	50.00	-	50.00	-	-
Female	0.00	-	0.00	-	-	75.00	-	0.00	-	-

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	0.00	-	-	-	-	0.00	-	-	-	-
Asian	0.00	-	-	-	-	0.00	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-
White	50.00	-	50.00	-	-	0.00	-	100.00	-	-
Hispanic	0.00	-	0.00	-	-	0.00	-	100.00	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-	-
Male	50.00	-	50.00	-	-	0.00	-	100.00	-	-
Female	0.00	-	0.00	-	-	0.00	-	100.00	-	-

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

All are at current AYP targets.

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?

none

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

We have noticed that SES and SWD are both under the AYP targets. We have increased the number of co-taught classes as well as talked with students through our TSAP program.

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)?

SES and SWD

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

none

Students with Disabilities

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

We had 26 students with disabilities, 20 of which took the MME this past school year.

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

3% of the students took the Mi-Access (6 out of 202)

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?

4% of the students (8 of 202) were provided accommodations. Since we always provided the accommodations, there is no comparison data available.

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?

none

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 significant difference

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, differentiated instruction, tutoring, Pioneer Tech

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.)?

Case provider works specifically with families to make sure that this happens.

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?

Sub-group is too small for analysis

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

Sub-group is too small for analysis

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

Sub-group is 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?

Sub-group is too small for analysis

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

Sub-group is too small for analysis

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

Sub-group is too small for analysis

Extended Learning Opportunities

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

100% of our students have an active EDP which qualifies them for this section. We also have 95 students in AP courses, 11 taking Dual Enrollment, and 85 students taking courses at our Tech Center.

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

newsletters, curriculum guide, counselor meetings.

Staff Demographics

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

13/0

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

11/3

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

7

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

5

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

none

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

none

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

none

Perception Data

Students

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

In a recent survey, the general feeling of students is that they value the education that they are getting at Hamilton. They feel that the teachers know them as individuals and that they are treated with respect. There is a general warmth and caring environment.

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

They value the individualized approach that they receive. Many talked about having their needs met by simply working individually with teachers.

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

Safe, orderly, learning environment.

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

Very positive

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

relationships

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

Continue supporting the struggling student as content continues to get more rigorous.

Parents/Guardians

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

There is a strong relationship with parents and the school. Parents feel that school is doing a good job of teaching their children based on a recent survey taken. Strong relationships is identified as the key component.

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

Parents appreciate the levels of support provided for students. They can describe the tiered approach that most students have available to them.

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

Parents feel that they are sending their children to a safe environment. The main issue of bullying is addressed often, usually with favorable results.

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

Attendance at PT conferences in the fall usually hover around 70%. This does taper in the winter and spring, but overall conferences are well attended and usually with positive results.

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

There is a strong sense of fiscal responsibility within parents' perception. Parents are appreciative of the

programming that is available for their children.

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

The relationships that teachers form with students and the challenging courses that are achieved by most students. This year we had a failure rate of 2.2% overall for the three trimesters.

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

Parents would like to see each student successful. Until the failure rate is zero, there is always room for improvement. Overall, it continues to be help for struggling students.

Teachers/Staff

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

Teachers feel very good about the quality of instruction at the high school. There is tremendous focus on data, formatively and summatively, and on building relationships with students.

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

Student learning is supported with a tiered approach to interventions. Students are identified by our TSAP group, offered many different ways to support their learning, and given ample opportunities to show that they understand the content.

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

Teachers generally feel safe and secure while at the high school. There are few incidents and most that occur are handled in a swift professional manner.

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

There is a strong relationship between the teachers and administration. Monthly meetings focus on the perceptions of the staff, and most issues are dealt with quickly.

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

Relationships between staff and students and staff and administration. Also the rigor of coursework is a strength.

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

Skill building. Content is solid and students perform well on standardized testing, but there needs to be more of a focus on 21st century skills. Problem solving, critical thinking, reading for information, and process writing are all areas that need some attention, both within courses and with new courses on the horizon.

Community

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

The community is very proud of the school system and the high school specifically. There is a sense of pride that people are from Hamilton. Hamilton has a very strong and positive name amongst area schools.

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

The community is very supportive of the programs that are in place at the high school. The community supports that high school with volunteers and is always willing to lend a helping hand.

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

The community values the safe and secure environment that exists at Hamilton High School.

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

Community times are supported well. This includes forums, surveys, and events. The relationships are very strong.

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

The community is very supportive of the school and its resource management. Whenever there has been a need shown, the community has supported financially with positive bond votes.

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

A strong academic program with great relationships between school and community.

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

Continue to work and find ways to support all student learning.

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?

Parent teacher conferences, individual meetings with teachers, open houses

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

We plan on including parents in our school improvement process.

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

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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.

We have not used this survey

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

We have not used this survey

School Data Analysis

1. Strengths:

Our strength would be our overall structure of support for students. Failure rates at the high school are 2.3% for the 2010-11 school year with the best trimester being the fall at 1.7% Test scores are solid when compared to state and national average. Relationships with students should also be noted in this category.

2. Challenges:

Our biggest challenge is the changing demographics of our district with more SWD and SES students than ever before. This puts a strain on the staffing and overall resources available to these groups of students. Even though the overall programming appears to be meeting the needs, these two sub-groups are the biggest challenges that we face.