School Data Profile/Analysis

School Year: 2010
School District: Hamilton Community Schools
School Name: Hamilton Middle School
Principal: Mr. Scott Smith, Principal
Building Code: 08890

School Data Profile/Analysis

Contents

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

NEVER

Demographic Enrollment

Student Enrollment by Grade Level

Year	2006		2007		2008		2009		2010	
Grade	#	%	#	%	#	%	#	%	#	%
6	202	32.69	187	31.38	202	33.33	202	33.72	190	31.61
7	206	33.33	204	34.23	189	31.19	208	34.72	203	33.78
8	210	33.98	205	34.40	215	35.48	189	31.55	208	34.61

Sub-Group Demographic Enrollment Data

	Total School Enrollment									
Group	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	587	94.98	555	93.12	571	94.22	566	94.49	557	92.68
Black	6	0.97	6	1.01	5	0.83	2	0.33	4	0.67
Asian	1	0.16	2	0.34	6	0.99	7	1.17	8	1.33
Hispanic	8	1.29	21	3.52	22	3.63	20	3.34	27	4.49
American Indian	15	2.43	11	1.85	2	0.33	3	0.50	2	0.33
Native Hawaiian	0	0.00	0	0.00	0	0.00	0	0.00	1	0.17
Multiracial	1	0.16	1	0.17	0	0.00	1	0.17	2	0.33
Male	313	50.65	292	48.99	321	52.97	319	53.26	317	52.75
Female	305	49.35	304	51.01	285	47.03	280	46.74	284	47.25

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?
Our enrollment is unchanged.

3. What patterns or trends in enrollment need to be addressed?
No trend noted.

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?
We have not experienced significant mobility in any sub-group. Our enrollment has remained stable in each of the subgroups identified.

2. What grade level(s) have the highest mobility rate? What grade level(s) have the lowest mobility rate?
We have not experienced significant mobility in any sub-group. Our enrollment has remained stable in each of the subgroups identified.

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?
We have not experienced significant mobility in any sub-group. Our enrollment has remained stable in each of the subgroups identified.

4. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?
N/A. Our enrollment has been stable for the last four years.

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. Our dropout rate is zero.

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?
Very good.

7. What sub-groups have the highest percentage of students who missed more than 11 days of school?
There isn't a subgroup that stands out from the masses in this area.

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

Grade	% of Population Demonstrating Proficiency of GLCE/HSCE											
	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
6	184	93.40	183	92.89	181	91.88	176	90.26	0	0.00	178	89.00
7	181	90.05	185	92.04	166	82.59	153	76.12	0	0.00	0	0.00
8	170	83.33	175	85.78	168	82.35	182	88.35	184	89.32	0	0.00

Year: 2007

Grade	% of Population Demonstrating Proficiency of GLCE/HSCE											
	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
6	156	85.71	162	89.01	138	75.82	149	81.87	0	0.00	147	80.77
7	185	91.58	180	89.11	186	92.08	182	90.10	0	0.00	0	0.00
8	175	88.83	176	89.34	166	84.26	181	91.41	185	93.43	0	0.00

Year: 2008

	% of Population Demonstrating Proficiency of GLCE/HSCE										
Grade	**ELA**		**Reading**		**Writing**		**Math**		**Science**		**Social Studies**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
6	180	89.55	178	88.12	183	91.04	177	87.62	0	0.00	176	87.56
7	154	84.15	151	82.51	158	86.34	164	89.62	0	0.00	0	0.00
8	192	90.57	188	88.68	192	90.57	193	91.04	196	92.45	0	0.00

Year: 2009

	% of Population Demonstrating Proficiency of GLCE/HSCE										
Grade	**ELA**		**Reading**		**Writing**		**Math**		**Science**		**Social Studies**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
6	0	0.00	182	95.79	0	0.00	181	95.26	0	0.00	178	89.45
7	0	0.00	180	90.45	0	0.00	189	95.45	0	0.00	0	0.00
8	0	0.00	161	92.53	0	0.00	154	88.00	166	92.22	0	0.00

Year: 2010

	% of Population Demonstrating Proficiency of GLCE/HSCE										
Grade	**ELA**		**Reading**		**Writing**		**Math**		**Science**		**Social Studies**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
6	0	0.00	177	95.68	0	0.00	177	94.65	0	0.00	169	90.37
7	0	0.00	184	92.46	153	76.50	189	94.50	0	0.00	0	0.00
8	0	0.00	190	90.48	0	0.00	194	92.82	191	91.39	0	0.00

1. How has student achievement changed over the last 5 years?
Our students continue to perform well in the area of grade level achievement which has resulted in our data to be very good. We have seen slight increases in overall achievement.

2. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies?
We haven't developed any outcome indicators for analysis of writing, reading, science, math, and social studies.

3. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies?
We haven't developed any demographic indicators for analysis of writing, reading, science, math, and social studies

4. What process indicators have been developed for analysis of writing, reading, science, math, and social studies?
We haven't developed any process indicators for analysis of writing, reading, science, math, and social studies

5. What are the area(s) of improvement according to Student Achievement Data?
We have experienced slight increases in each of the areas based on our Student Achievement Data.

6. What are the possible action(s) that can be taken to address the factors identified?
We have implemented an RtI program to support students who are below grade level in reading and math. Students are improving in each of these areas which has resulted in fewer students scoring in the lower ranges.

7. In what content area(s) is the school showing improvement?
We have experienced slight increases in each of the areas based on our Student Achievement Data.

8. What are the area(s) of improvement according to Grade Level Achievement Data?
We have experienced slight increases in each of the areas based on our Student Achievement Data.

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 have implemented an RtI program to support students who are below grade level in reading and math. Students are improving in each of these areas which has resulted in fewer students scoring in the lower ranges.

10. When comparing the school with the district and state, which content area would the staff identify as a challenge area for the school?
6-8 Writing, 8th grade Math and 8th Grade Science
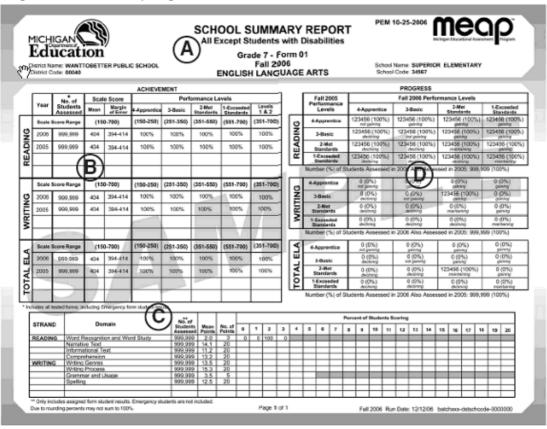
Sub Group Achievement

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%

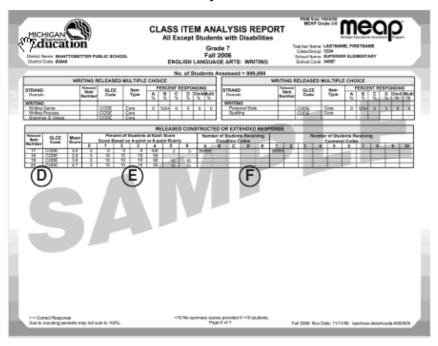*Targets were unchanged during these years*
*** Reading only starting 2009-10*
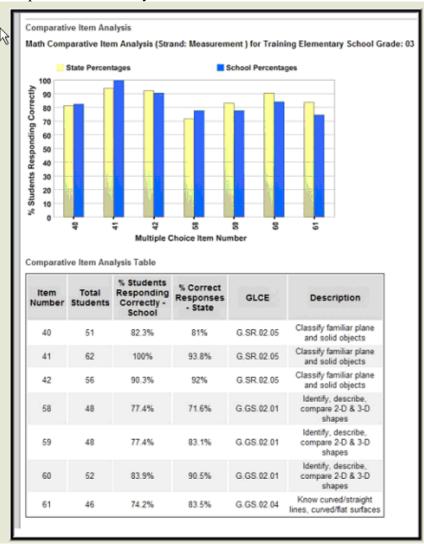
MEAP/MME Achievement Reports

Sample School Summary Report

MEAP Assessment Test Item Analysis

Comparative Item Analysis

Comparative Item Analysis

Math Comparative Item Analysis (Strand: Measurement) for Training Elementary School Grade: 03

Comparative Item Analysis Table

Item Number	Total Students	% Students Responding Correctly - School	% Correct Responses - State	GLCE	Description
40	51	82.3%	81%	G.SR.02.05	Classify familiar plane and solid objects
41	62	100%	93.8%	G.SR.02.05	Classify familiar plane and solid objects
42	56	90.3%	92%	G.SR.02.05	Classify familiar plane and solid objects
58	48	77.4%	71.6%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
59	48	77.4%	83.1%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
60	52	83.9%	90.5%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
61	46	74.2%	83.5%	G.GS.02.04	Know curved/straight lines, curved/flat surfaces

Subgroup Achievement Data

Grade: 6

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	90.91	88.00	90.00	93.10	92.31	87.88	80.00	95.00	0.00	0.00
Asian	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	0.00	0.00
Black	100.00	100.00	-	100.00	100.00	100.00	100.00	-	0.00	0.00
White	92.39	89.02	88.48	95.53	95.27	91.85	76.88	90.58	0.00	0.00
Hispanic	100.00	83.33	71.43	100.00	100.00	85.71	50.00	100.00	0.00	0.00
Students with Disabilities	58.33	47.62	54.55	100.00	78.26	58.33	19.05	59.09	0.00	0.00
Male	91.49	83.52	85.95	96.84	95.35	89.36	63.74	88.33	0.00	0.00
Female	94.17	94.51	91.36	94.74	95.96	94.17	87.91	95.06	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	90.91	86.00	92.50	0.00	0.00	78.79	76.00	82.50	94.83	86.54
Asian	100.00	100.00	100.00	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Black	100.00	100.00	-	0.00	0.00	100.00	100.00	-	100.00	100.00
White	92.93	86.13	89.53	0.00	0.00	90.11	82.66	89.01	94.97	95.32
Hispanic	100.00	66.67	83.33	0.00	0.00	85.71	50.00	42.86	100.00	81.82
Students with Disabilities	58.33	42.86	50.00	0.00	0.00	40.00	52.38	50.00	81.82	76.00
Male	90.43	78.02	87.50	0.00	0.00	92.47	75.82	85.95	96.84	91.95
Female	96.12	93.41	92.59	0.00	0.00	88.24	87.91	90.12	93.68	97.00

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	85.29	72.00	87.50	84.38	82.69
Asian	0.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	75.00	100.00
Black	0.00	0.00	-	0.00	0.00	75.00	0.00	-	100.00	100.00
White	0.00	0.00	0.00	0.00	0.00	89.30	81.50	86.91	89.73	90.64
Hispanic	0.00	0.00	0.00	0.00	0.00	85.71	66.67	100.00	100.00	81.82
Students with Disabilities	0.00	0.00	0.00	0.00	0.00	46.67	61.90	59.09	60.00	56.00
Male	0.00	0.00	0.00	0.00	0.00	86.46	70.33	86.67	87.38	93.10

Female	0.00	0.00	0.00	0.00	0.00	91.35	91.21	88.89	91.67	88.00

Grade: 7

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	90.63	87.18	77.50	85.19	87.93	68.75	89.74	80.00	0.00	70.69
Asian	-	100.00	100.00	100.00	100.00	-	100.00	100.00	0.00	100.00
Black	-	100.00	-	100.00	100.00	-	100.00	-	0.00	100.00
White	91.49	89.30	82.86	91.49	92.43	82.98	91.44	86.29	0.00	75.27
Hispanic	100.00	77.78	83.33	57.14	87.50	66.67	100.00	83.33	0.00	87.50
Students with Disabilities	57.14	40.00	50.00	72.22	66.67	52.38	60.00	54.17	0.00	43.75
Male	88.35	86.73	77.01	91.45	92.16	78.64	86.73	75.86	0.00	66.02
Female	95.92	91.35	87.50	89.02	92.78	86.73	97.12	95.83	0.00	87.63

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	84.38	87.18	80.00	0.00	0.00	71.88	84.62	82.50	92.59	91.38
Asian	-	100.00	100.00	0.00	0.00	-	100.00	100.00	100.00	100.00
Black	-	100.00	-	0.00	0.00	-	100.00	-	100.00	100.00
White	89.89	91.98	84.00	0.00	0.00	76.06	90.37	90.29	95.19	94.62
Hispanic	66.67	77.78	83.33	0.00	0.00	66.67	77.78	66.67	100.00	100.00
Students with Disabilities	61.90	46.67	50.00	0.00	0.00	38.10	46.67	54.17	88.89	56.25
Male	85.44	87.76	75.86	0.00	0.00	73.79	88.78	86.21	96.55	91.26
Female	94.90	95.19	91.67	0.00	0.00	78.57	91.35	92.71	93.90	97.94

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	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 |

Grade: 8

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	74.42	94.29	80.56	96.30	86.27	76.74	77.14	86.11	0.00	0.00
Asian	-	-	100.00	100.00	100.00	-	-	100.00	0.00	0.00
Black	-	-	100.00	-	100.00	-	-	100.00	-	0.00
White	86.50	89.13	88.32	93.41	90.36	83.00	83.70	90.36	0.00	0.00
Hispanic	100.00	75.00	87.50	75.00	88.89	100.00	100.00	87.50	0.00	0.00
Students with Disabilities	30.77	47.06	57.89	69.23	56.52	30.77	47.06	57.89	0.00	0.00
Male	80.00	84.00	85.85	88.61	87.30	75.24	76.00	85.85	0.00	0.00
Female	91.92	94.85	91.51	95.79	95.24	89.90	92.78	95.28	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	74.42	94.29	86.11	0.00	0.00	79.55	88.57	86.11	83.02	86.00
Asian	-	-	100.00	0.00	0.00	-	-	100.00	100.00	100.00
Black	-	-	100.00	-	0.00	-	-	100.00	-	100.00
White	84.00	88.59	90.36	0.00	0.00	89.11	91.85	90.86	87.50	92.39
Hispanic	100.00	75.00	87.50	0.00	0.00	100.00	80.00	87.50	100.00	100.00
Students with Disabilities	15.38	47.06	57.89	0.00	0.00	20.00	82.35	36.84	57.14	60.87
Male	75.24	83.00	86.79	0.00	0.00	84.11	88.00	86.79	81.71	91.20
Female	91.92	94.85	94.34	0.00	0.00	92.93	94.90	95.28	93.55	95.24

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	75.56	85.71	91.67	85.45	86.00	0.00	0.00	0.00	0.00	0.00
Asian	-	-	100.00	100.00	50.00	-	-	0.00	0.00	0.00
Black	-	-	80.00	-	100.00	-	-	0.00	-	0.00
White	89.60	93.48	92.39	92.49	91.37	0.00	0.00	0.00	0.00	0.00
Hispanic	100.00	100.00	100.00	75.00	100.00	0.00	0.00	0.00	0.00	0.00
Students with Disabilities	42.86	88.24	52.63	94.74	69.57	0.00	0.00	0.00	0.00	0.00
Male	86.79	93.00	91.51	90.59	91.20	0.00	0.00	0.00	0.00	0.00

Female	92.00	93.88	93.40	93.68	91.67	0.00	0.00	0.00	0.00	0.00

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

2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets?
No

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?
We appear to be on the right track as our students are demonstrating growth across the board.

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)?
Math/Reading/Writing

6. What are the possible action(s) that can be taken to address the areas for improvement?
Keep supporting our RtI program including the use of our extension program in the summers.

Students with Disabilities

1. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?
23 of 32 special education students at the middle school took the MEAP test

2. What percentage of students took MI-Access or other modified test?
9 of 32 special education students at the middle school took the MI-Access test

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?
30 of 32 special education students at the middle school were provided with accommodations. Usually these accommodations included small group settings and audio presentation. All students who received accommodations were able to focus better and, as a result, perform better on the assessment.

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

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?
Those with milder impairments generally receive the majority of their instruction in the general ed classroom (often in a co-taught class) and perform the same as those in the non-special education population. We have noticed that those special education students who receive math instruction in special education settings have more difficulty on the MEAP math test.

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, assistive technology, differentiated instruction, Read 180 interventions

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.)?
Services are provided based on assessment results and are provided to all qualifying students (those with disabilities and those without disabilities have equal access).

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?
We only have one student that is in the LEP Group Demographic profile.

2. How is each of the LEP Group Demographics achieving in comparison to the school aggregate?
We only have one student that is in the LEP Group Demographic profile.

3. Which LEP Group Demographics score more than 10 percentage points lower than the state AYP standards?
We only have one student that is in the LEP Group Demographic profile.

4. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?
We only have one student that is in the LEP Group Demographic profile.

5. What has the school staff determined to be the leading cause(s) for the gap in performance?
We only have one student that is in the LEP Group Demographic profile.

6. What are the area(s) for improvement for LEP Group Demographics Data?
We only have one student that is in the LEP Group Demographic profile.

Extended Learning Opportunities

1. What percentages of students participate in Extended Learning Opportunities?
100% of our students participate on some form of an extended learning opportunity through our Primetime program. We also have students who participate in a wide variety of extra-curricular programs.

2. What is the school doing to inform students and parents of Extended Learning Opportunities?
The primary tool used is the daily announcements and then we use our website and word-of-mouth of course.

Staff Demographics

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

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

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

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

5. What are the area(s) of improvement for Staff Demographic Data?
Overall, our staff demographic data is very stable. We have very little change from year to year in people assigned to the middle school. Once they are hired, they tend to stay. Everyone is highly qualified and they are making progress toward meeting their PD requirements to maintain their certification.

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

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

Perception Data

Students

1. What are the perceptions of students regarding the quality of the instructional program?
We don't collect perception data of students. This is an area that we can improve upon in the future. Informally, students appear to be very satisfied with their instructional program.

2. What are the perceptions of students regarding support for student learning?
We don't collect perception data of students. This is an area that we can improve upon in the future. Informally, students appear to be very satisfied with the support they feel regarding their learning.

3. What are the perceptions of students regarding school climate?
Overall, students are comfortable with our school climate.

4. What are the perceptions of students regarding student/school relationships?
Overall, students are comfortable with our student/school relationships.

5. What are the areas of strength identified from the students perception data?
Relationships with each other and with their teachers.

6. What are the areas of improvement identified from the students perception data?
Overall, things are going well. Students haven't made any recommendations to improve specific areas of our climate/culture.

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?
Overall quality is great. Specific concerns have been raised about Science 8 and Algebra curriculum.

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

3. What are the perceptions of parents/guardians regarding school climate?
Parents feel that school climate is healthy.

4. What are the perceptions of parents/guardians regarding parent/school relationships?
Parents are pleased with the relationships that exist between parents/school. We could always improve the quality and quantity of our communication.

5. What are the perceptions of parents/guardians regarding resource management?
Parents feel that resource management is appropriate.

6. What are the areas of strength identified from the parents/guardians perception data?
Relationships between students and staff. Overall MS program is very well supported.

7. What are the areas of improvement identified from the parents/guardians perception data?
Improve instructional experience in 8th grade Science and Algebra.

Teachers/Staff

1. What are the perceptions of teachers/staff regarding the quality of the instructional program?
They are satisfied with our instructional program. They would appreciate more professional development in the area of assessment.

2. What are the perceptions of teachers/staff regarding support for student learning?
Staff feels that student learning is well supported at the MS. Our use of our Student Support Groups and RtI has been a great addition to our program.

3. What are the perceptions of teachers/staff regarding school climate?
The staff feels the climate is conducive to student learning.

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

5. What are the areas of strength identified from the teachers/staff perception data?
Continuing to reduce the number of students who struggle/fail to be successful in class. They are also working to increase the numbers of students performing at the 80% level in their classes.

6. What are the areas of improvement identified from the teachers/staff perception data?
Continuing to reduce the number of students who struggle/fail to be successful in class. They are also working to increase the numbers of students performing at the 80% level in their classes. Stay the course...keep doing what we are doing.

Community

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

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

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

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

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

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

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

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?
This is a area that is in need of improvement in the future. We have limited opportunities for parents to engage in this area.

2. What are the areas of improvement for parent/community participation and engagement?
This is a area that is in need of improvement in the future. We have limited opportunities for parents to engage in this area.

3. What are the possible action(s) that can be taken to address the areas identified?
This is a area that is in need of improvement in the future. We have limited opportunities for parents to engage in this area.

Health & Safety

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

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

School Data Analysis

1. Strengths:

We continue to reduce the number of students failing core classes and we continue to increase the number of students performing above 80% in core classes. Work done with RtI and our Student Support Groups have been outstanding to make us stronger in this area.

2. Challenges:

Doing more with less. We may have to cut teaming at the middle school and move to a junior high model. This will be a challenge for us to overcome.