School Data Profile/Analysis

School Year: 2010
School District: Hamilton Community Schools
School Name: Pioneer Tech High School
Principal: Mr. Doug Braschler, Principal
Building Code: 00427

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	-	-	-	-	-	-	-	-	0	0.00
10	-	-	-	-	-	-	-	-	0	0.00
11	-	-	-	-	-	-	-	-	7	30.43
12	-	-	-	-	-	-	-	-	16	69.57

Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	-	-	-	-	-	-	-	-	23	100.00
Black	-	-	-	-	-	-	-	-	0	0.00
Asian	-	-	-	-	-	-	-	-	0	0.00
Hispanic	-	-	-	-	-	-	-	-	0	0.00
American Indian	-	-	-	-	-	-	-	-	0	0.00
Native Hawaiian	-	-	-	-	-	-	-	-	0	0.00
Multiracial	-	-	-	-	-	-	-	-	0	0.00
Male	-	-	-	-	-	-	-	-	11	47.83
Female	-	-	-	-	-	-	-	-	12	52.17

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. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

3. What patterns or trends in enrollment need to be addressed?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

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. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

5. What are the possible action(s) that can be taken to address the implications identified?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

Mobility & Attendance

1. What sub-group(s) have the highest mobility rate? What sub-group(s) have the lowest mobility rate?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

2. What grade level(s) have the highest mobility rate? What grade level(s) have the lowest mobility rate?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

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?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

4. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

5. What sub-group(s) have the highest dropout rate in the last 5 years? What sub-group(s) have the lowest dropout rate?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

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?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

7. What sub-groups have the highest percentage of students who missed more than 11 days of school?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

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

No Data Available

1. How has student achievement changed over the last 5 years?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

2. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

3. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

4. What process indicators have been developed for analysis of writing, reading, science, math, and social studies?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

5. What are the area(s) of improvement according to Student Achievement Data?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We

had between 20 and 25 students this first year and have just begun to collect data on our students.

6. What are the possible action(s) that can be taken to address the factors identified?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

7. In what content area(s) is the school showing improvement?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

8. What are the area(s) of improvement according to Grade Level Achievement Data?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

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?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

10. When comparing the school with the district and state, which content area would the staff identify as a challenge area for the school?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

Sub Group Achievement

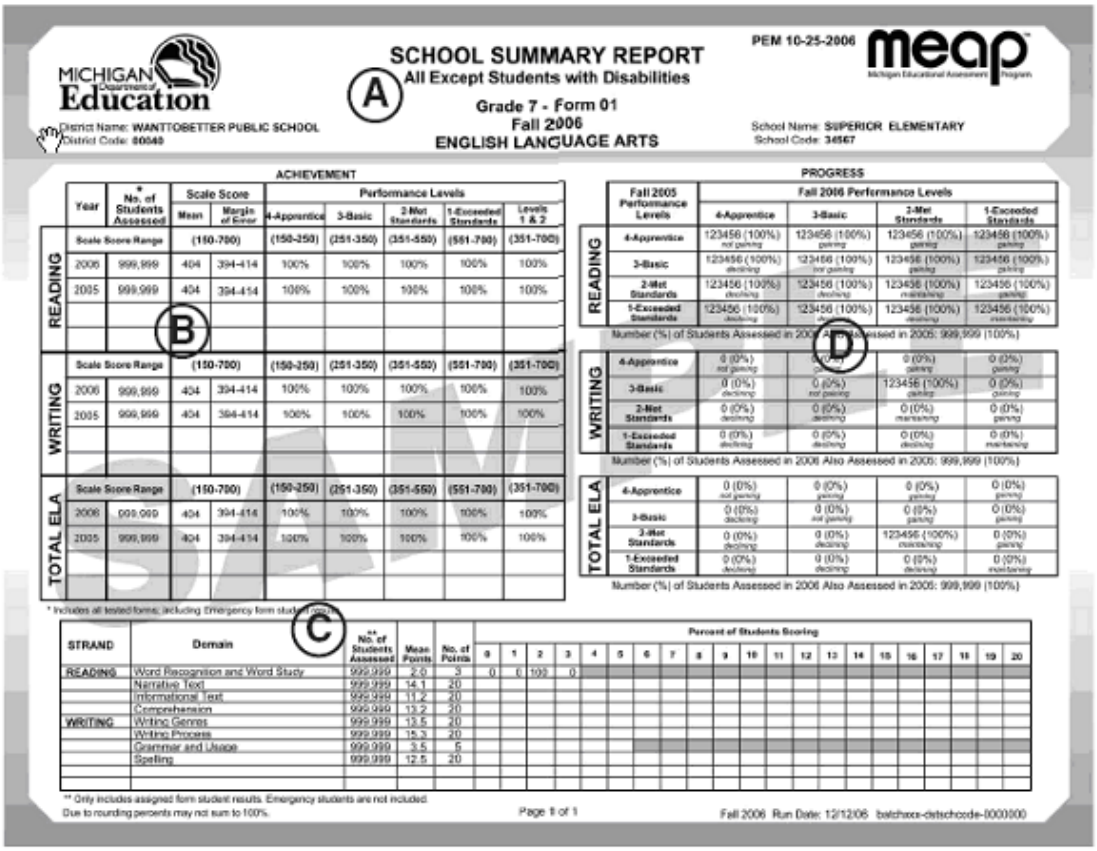
Michigan AYP Targets

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: WANTTOBETTER PUBLIC SCHOOL
District Code: 80040

School Name: SUPERIOR ELEMENTARY
School Code: 34567

ACHIEVEMENT

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

* Includes all tested forms; including Emergency form student results

PROGRESS

	Fall 2005 Performance Levels	Fall 2006 Performance Levels 4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
READING	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%) maintaining	123456 (100%) maintaining

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

WRITING	4-Apprentice	0 (0%) not gaining	0 (0%) gaining	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	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%)

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	13.5	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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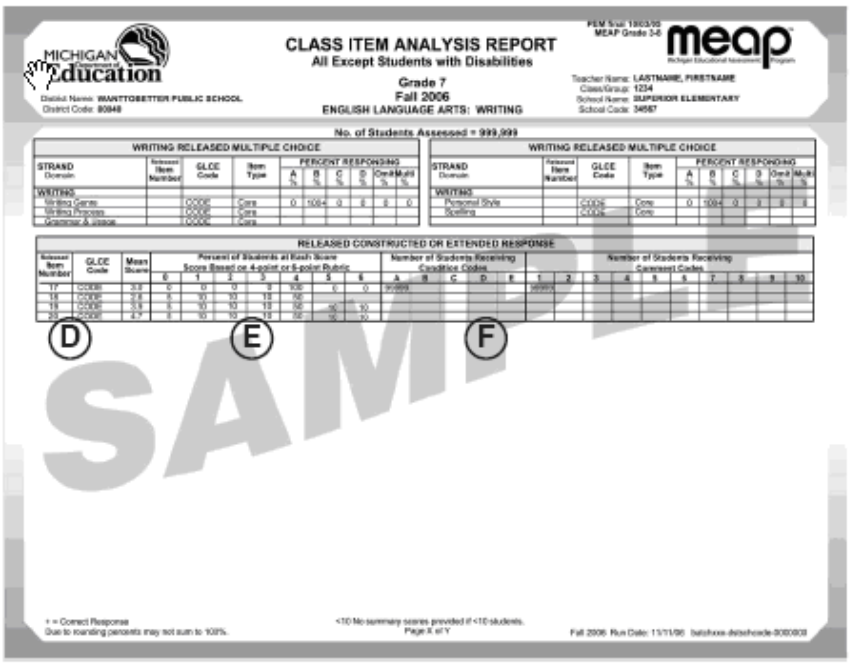
Fall 2006 Run Date: 12/12/06 batchxxx-districode-0000000

MEAP Assessment Test Item Analysis



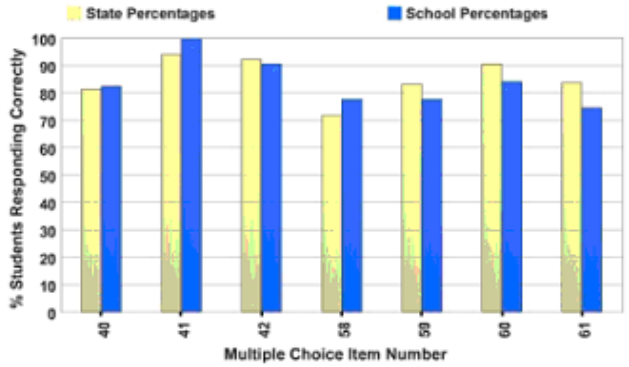
CLASS ITEM ANALYSIS REPORT
All Except Students with Disabilities
Grade 7
Fall 2006
ENGLISH LANGUAGE ARTS: WRITING

SAMPLE

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

1. Which of the core academic subjects are not at the current state AYP content targets?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

2. Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

3. What has the school staff determined to be the contributing cause(s) for the gaps?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

4. What trends have been identified when looking at the 5 years of MEAP/MME of data?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

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)?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

6. What are the possible action(s) that can be taken to address the areas for improvement?
None. Pioneer Tech is in it's first year of existence and no data has been collected as of yet to determine this. We had between 20 and 25 students this first year and have just begun to collect data on our students.

Students with Disabilities

1. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?
None.

2. What percentage of students took MI-Access or other modified test?
None.

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?
None.

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?
None.

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.
None.

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.)?
None.

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 had no students identified with limited English proficiency.

2. How is each of the LEP Group Demographics achieving in comparison to the school aggregate?
We had no students identified with limited English proficiency.

3. Which LEP Group Demographics score more than 10 percentage points lower than the state AYP standards?
We had no students identified with limited English proficiency.

4. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?
We had no students identified with limited English proficiency.

5. What has the school staff determined to be the leading cause(s) for the gap in performance?
We had no students identified with limited English proficiency.

6. What are the area(s) for improvement for LEP Group Demographics Data?
We had no students identified with limited English proficiency.

Extended Learning Opportunities

1. What percentages of students participate in Extended Learning Opportunities?
None.

2. What is the school doing to inform students and parents of Extended Learning Opportunities?
We had no opportunities this first year.

Staff Demographics

1. What is the average number of years teachers in this school have been teaching?
6

2. What is the average number of years current teachers have been assigned to this school?
1

3. What is the length of time the Principal has been assigned to this school?
1

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?
Too early to tell anything from our data.

6. What are the factors identified that contribute to the areas of improvement?
Too early to tell anything from our data.

7. What are the possible action(s) that can be taken to address the factors identified?
Too early to tell anything from our data.

Perception Data

Students

1. What are the perceptions of students regarding the quality of the instructional program?
We have taken 20-25 students and have given the a new opportunity to be successful in an education world where they haven't for some time. All students were successful to the level of effort that they put into the program.

2. What are the perceptions of students regarding support for student learning?
They have found a renewed sense of pride in their learning. We have designed the program to fit the students learning style, whether that is via the computer, through teacher designed projects, or directed learning right from the teacher. Students have options and have the power to choose one that makes the most sense for them.

3. What are the perceptions of students regarding school climate?
We truly struggled in this area. Students engaged in way too many off task behaviors mainly because of the setting. Students were placed in one of two portables completely away from our regular high school. Students felt cooped up and acted out because of their frustrations.

4. What are the perceptions of students regarding student/school relationships?
The student to school relationship was very strong. Students were put through a Pioneer Tech Community class that stress student to school, student to district, and student to community relationships. The majority of students completed this course and used the strategies discussed within the course to improve.

5. What are the areas of strength identified from the students perception data?
Simply the fact that students feel a strong sense of satisfaction in a job well done.

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

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?
Parents are very grateful that their child has been given a second chance and have expressed great pride in this new offering.

2. What are the perceptions of parents/guardians regarding support for student learning?
Parents are appreciative of our mastery learning concept and feel that their child is getting a great opportunity to learn.

3. What are the perceptions of parents/guardians regarding school climate?
Parents were equally concerned about the drama within the school and have expressed positive comments on how we have addressed this issue for the upcoming school year.

4. What are the perceptions of parents/guardians regarding parent/school relationships?
There are strong relationships that have been formed through our efforts of including parents in the school

process.

5. What are the perceptions of parents/guardians regarding resource management?
Parents would like to see more resources put into the program, but that will be difficult at this time.

6. What are the areas of strength identified from the parents/guardians perception data?
Simply the overall perceptions from parents and the positive feeling for the school.

7. What are the areas of improvement identified from the parents/guardians perception data?
None at this time.

Teachers/Staff

1. What are the perceptions of teachers/staff regarding the quality of the instructional program?
The two teachers in the program are both at the core of our quality program. They are completely dedicated to the positive outcome for each and every student.

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

3. What are the perceptions of teachers/staff regarding school climate?
Both share to concern that has already been expressed for this area.

4. What are the perceptions of teachers/staff regarding school organization and administration?
There has been a great working environment centered around collaboration, camaraderie, and care for each person within the school.

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

6. What are the areas of improvement identified from the teachers/staff perception data?
None at this time.

Community

1. What are the perceptions of the community regarding the quality of the instructional program?
The community is very positive toward our first attempt at an alternative setting for students. We have gained great publicity from our local media and community members have expressed many positive comments.

2. What are the perceptions of the community regarding support for student learning?
We have promoted the fact that Pioneer Tech has the same basic curriculum as any other high school in the state and that through the differentiation of instruction, we are preparing all of our students for the next step in their life. Our community has recognized this and has accepted the fact that Pioneer Tech is a very viable option for students.

3. What are the perceptions of the community regarding school climate?
There would be very little perception at this time due to the newness of the program.

4. What are the perceptions of the community regarding community/school relationships?
There would be very little perception at this time due to the newness of the program.

5. What are the perceptions of the community regarding resource management?
There would be very little perception at this time due to the newness of the program.

6. What are the areas of strength identified from the community perception data?
None at this time.

7. What are the areas of improvement identified from the community perception data?
None at this time.

Parent & Community

1. What types of family/community participation/engagement are in place that encourage two way communications, actively involve parents/community in the decision making at the building, and actively involve parents/community in student learning?
Parents participated in an orientation at the start of the year and then were encouraged to attend parent teacher conferences three times during the year. We also have a strong volunteer organization within our district and we took advantage of this commodity by having several mentors for students.

2. What are the areas of improvement for parent/community participation and engagement?
none.

3. What are the possible action(s) that can be taken to address the areas identified?
Continue supporting our students with an adult rich school.

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 did not do anything with this in our first year.

2. How does your school use the MiPHY results along with other school-reported data to help make data-driven decisions?
We did not do anything with this in our first year.

School Data Analysis

1. Strengths:
The relations that were formed between students and teachers, students and administration, and teachers and administration. The fact that all students passed all classes that they were enrolled in with a minimum of 70%. Students felt very good about their learning and have a renewed sense of pride in themselves and their ability to do school.

2. Challenges:
School climate needs to be the focus for the upcoming school year. We have added a social work component to help us in our effort to create a school climate that leaves the drama of having a few students together for a long period of time. We have also moved Pioneer Tech out of the portables that were used into Hamilton High School. This will create some challenges as we try to blend Pioneer Tech students and Hamilton High School students within the same building.