School Data Profile/Analysis

School Year: 2010
School District: Hamilton Community Schools
School Name: Sandyview Elementary School
Principal: Mr. Dan Scoville, Principal
Building Code: 03403

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

Demographic Enrollment

Student Enrollment by Grade Level

Year	2006		2007		2008		2009		2010	
Grade	#	%	#	%	#	%	#	%	#	%
K	17	15.45	34	25.19	22	16.67	20	14.93	19	15.57
1	20	18.18	22	16.30	20	15.15	24	17.91	18	14.75
2	18	16.36	21	15.56	21	15.91	20	14.93	21	17.21
3	26	23.64	19	14.07	24	18.18	22	16.42	19	15.57
4	13	11.82	23	17.04	19	14.39	26	19.40	21	17.21
5	16	14.55	16	11.85	26	19.70	22	16.42	24	19.67

Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	100	90.91	123	91.11	121	91.67	125	93.28	114	93.44
Black	1	0.91	1	0.74	2	1.52	1	0.75	1	0.82
Asian	3	2.73	3	2.22	0	0.00	0	0.00	1	0.82
Hispanic	5	4.55	7	5.19	7	5.30	7	5.22	6	4.92
American Indian	0	0.00	0	0.00	1	0.76	0	0.00	0	0.00
Native Hawaiian	1	0.91	1	0.74	1	0.76	1	0.75	0	0.00
Multiracial	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Male	50	45.45	72	53.33	71	53.79	66	49.25	64	52.46
Female	60	54.55	63	46.67	61	46.21	68	50.75	58	47.54

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?
Steady with a significant number of schools of choice 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?
At this point, current staffing is adequate. Legislation regarding full day kindergarten will impact staffing in 2012/12.

5. What are the possible action(s) that can be taken to address the implications identified?
Planning for facilities use, staffing and parent involvement with possible changes in kindergarten. Parent involvement is high; continued communication will help to maintain this level.

Mobility & Attendance

1. What sub-group(s) have the highest mobility rate? What sub-group(s) have the lowest mobility rate?
Most new students at Sandyview are kindergarteners. Students who move into Sandyview tend to stay. Eighteen percent of students, including kindergarteners, were new; only 2% moved out in 2009/10. This pattern is similar in other years.

2. What grade level(s) have the highest mobility rate? What grade level(s) have the lowest mobility rate?
All of the kindergarteners are new to Sandyview; other new students enter mainly in the early grades (1st and 2nd). Few students at any grade move out.

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?
Since most students who enter Sandyview tend to stay in the school, it is important to make new students and families feel welcome and to provide information to make the transition a smooth one. Identification of strengths and challenges for new students should be done soon after the students enter to enable classroom teachers to appropriately place students in RtI groups and to determine what gaps may exist in prior learning. Designating staff to help with this entry assessment is a challenge to be addressed.

4. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?
Sandyview is a small, one section school. Staff members, other than classroom teachers, frequently serve more than one building (e.g., reading specialist, special ed coordinator, school social worker).

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

6. What is the attendance rate for the school? What sub-groups have the highest attendance rate? What sub-groups have the lowest attendance rate?
In 2009/10 over 97% of the students missed fewer than 10 days of school. This was an improvement from the prior two years when just over 20% of the students missed more than ten days. Although widespread illness, like the flu, contributed to the absences, efforts to improve attendance helped, as well. For example, clearer messages to parents about guidelines for fevers and follow up by the school nurse appear to have been successful. The 2009/10 school year was the first time that a school nurse was available (one day per week in the district).

7. What sub-groups have the highest percentage of students who missed more than 11 days of school?
In a small school like Sandyview, most subgroups are small and determining trends is difficult. During the 2007/08 and 2008/09 school years, low-income students missed the most school relative to other groups. Only 3 students in the building had more than 10 absences in the 2009/10 school year.

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	
	#	%	#	%	#	%	#	%	#	%	#	%
3	25	96.15	25	96.15	20	76.92	26	100.00	0	0.00	0	0.00
4	14	100.00	14	100.00	13	92.86	14	100.00	0	0.00	0	0.00
5	16	100.00	16	100.00	14	87.50	16	100.00	16	100.00	0	0.00

Year: 2007

Grade	% of Population Demonstrating Proficiency of GLCE/HSCE											
	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	15	83.33	15	83.33	15	83.33	17	89.47	0	0.00	0	0.00
4	21	91.30	22	95.65	18	78.26	23	100.00	0	0.00	0	0.00
5	15	93.75	16	100.00	12	75.00	15	93.75	15	93.75	0	0.00

Year: 2008

	% of Population Demonstrating Proficiency of GLCE/HSCE										
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	22	95.65	22	95.65	15	65.22	24	100.00	0	0.00	0	0.00
4	16	88.89	17	94.44	13	72.22	17	89.47	0	0.00	0	0.00
5	25	96.15	25	96.15	18	69.23	24	92.31	25	96.15	0	0.00

Year: 2009

	% of Population Demonstrating Proficiency of GLCE/HSCE										
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	0	0.00	21	100.00	0	0.00	21	100.00	0	0.00	0	0.00
4	0	0.00	24	96.00	0	0.00	24	96.00	0	0.00	0	0.00
5	0	0.00	19	95.00	0	0.00	20	95.24	19	90.48	0	0.00

Year: 2010

	% of Population Demonstrating Proficiency of GLCE/HSCE										
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	0	0.00	17	94.44	0	0.00	18	100.00	0	0.00	0	0.00
4	0	0.00	21	100.00	14	66.67	21	100.00	0	0.00	0	0.00
5	0	0.00	19	79.17	0	0.00	23	95.83	21	87.50	0	0.00

1. How has student achievement changed over the last 5 years?
Performance rates over the last 5 years have remained high with MEAP proficiency rates over 90% on all tests. The percent of students in the highest category(Level 1) has increased.

2. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies?
Writing analysis is done using writing samples and grade-level rubrics. DIBELS, SRI lexile levels and running records are used to measure growth in reading; DELTA math, MEAP and common classroom assessments are used for measuring progress in math; science and social studies are assessed using common grade level assessments.

3. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies?
Gender, economic level and special education subgroups are considered when analyzing achievement in these areas.

4. What process indicators have been developed for analysis of writing, reading, science, math, and social studies?
Grade levels determine common assessment procedures and review common rubrics or scoring guides.

5. What are the area(s) of improvement according to Student Achievement Data?
Mathematics (number sense, fractions and decimals, writing (main ideas and detail, reading (informational text, inference)

6. What are the possible action(s) that can be taken to address the factors identified?
Reexamine curriculum for alignment, continue intervention groups and strategies, continue to collect and analyze formative assessment data.

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

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

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?
Differences in performance of special ed/non special ed students has helped to identify the need to more closely align the curriculum and instruction to the GLCEs.

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

Sub Group Achievement

Michigan AYP Targets

Content	2001-04*	2004-07*	2007-09*	2009-10	2010-11	2011-12	2012-13	2013-14
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High School								
Math	33%	44%	55%	55%	67%	78%	89%	100%
ELA/Reading**	42%	52%	61%	71%	79%	86%	93%	100%

Targets were unchanged during these years
* Reading only starting 2009-10*

MEAP/MME Achievement Reports

Sample School Summary Report

MEAP Assessment Test Item Analysis
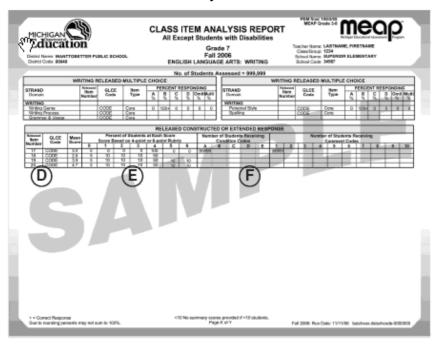
Comparative Item Analysis

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: 3

Group	Reading					Writing				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Social Economic Status (SES)	100.00	100.00	100.00	100.00	66.67	33.33	100.00	100.00	0.00	0.00
Asian	100.00	100.00	-	-	-	100.00	100.00	-	-	-
Black	-	-	100.00	-	-	-	-	100.00	-	-
White	100.00	81.25	95.00	100.00	94.12	78.26	81.25	70.00	0.00	0.00
Hispanic	50.00	100.00	100.00	100.00	100.00	50.00	100.00	0.00	0.00	0.00
Students with Disabilities	100.00	50.00	100.00	100.00	0.00	33.33	50.00	66.67	0.00	0.00
Male	100.00	100.00	92.31	100.00	91.67	78.57	100.00	61.54	0.00	0.00
Female	91.67	76.92	100.00	100.00	100.00	75.00	76.92	70.00	0.00	0.00

Group	Total ELA					Math				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Social Economic Status (SES)	100.00	100.00	100.00	0.00	0.00	100.00	80.00	100.00	100.00	100.00
Asian	100.00	100.00	-	-	-	100.00	100.00	-	-	-
Black	-	-	100.00	-	-	-	-	100.00	-	-
White	95.65	81.25	95.00	0.00	0.00	100.00	88.24	100.00	100.00	100.00
Hispanic	100.00	100.00	100.00	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	100.00	50.00	100.00	0.00	0.00	100.00	33.33	100.00	100.00	100.00
Male	92.86	100.00	92.31	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Female	100.00	76.92	100.00	0.00	0.00	100.00	85.71	100.00	100.00	100.00

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

Female	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Grade: 4

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	100.00	83.33	100.00	87.50	100.00	100.00	83.33	66.67	0.00	42.86
Asian	100.00	-	100.00	-	100.00	100.00	-	100.00	-	0.00
Black	-	-	-	100.00	-	-	-	-	0.00	-
White	100.00	100.00	93.75	100.00	100.00	92.31	85.71	68.75	0.00	73.68
Hispanic	-	50.00	100.00	50.00	100.00	-	0.00	100.00	0.00	0.00
Students with Disabilities	100.00	66.67	100.00	80.00	100.00	100.00	33.33	0.00	0.00	66.67
Male	100.00	92.31	100.00	100.00	100.00	85.71	84.62	66.67	0.00	62.50
Female	100.00	100.00	91.67	90.00	100.00	100.00	70.00	75.00	0.00	69.23

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	100.00	83.33	100.00	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Asian	100.00	-	100.00	-	0.00	100.00	-	100.00	-	100.00
Black	-	-	-	0.00	-	-	-	-	100.00	-
White	100.00	100.00	87.50	0.00	0.00	100.00	100.00	88.24	95.45	100.00
Hispanic	-	0.00	100.00	0.00	0.00	-	100.00	100.00	100.00	100.00
Students with Disabilities	100.00	66.67	100.00	0.00	0.00	100.00	100.00	66.67	100.00	100.00
Male	100.00	92.31	100.00	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Female	100.00	90.00	83.33	0.00	0.00	100.00	100.00	84.62	90.00	100.00

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Asian	0.00	-	0.00	-	0.00	0.00	-	0.00	-	0.00
Black	-	-	-	0.00	-	-	-	-	0.00	-
White	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Hispanic	-	0.00	0.00	0.00	0.00	-	0.00	0.00	0.00	0.00
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: 5

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	100.00	100.00	100.00	100.00	100.00	0.00	100.00	57.14	0.00	0.00
Asian	-	100.00	-	100.00	-	-	0.00	-	0.00	-
Black	-	-	-	-	100.00	-	-	-	-	0.00
White	100.00	100.00	100.00	94.44	76.19	87.50	80.00	78.26	0.00	0.00
Hispanic	-	-	50.00	100.00	100.00	-	-	0.00	0.00	0.00
Students with Disabilities	100.00	100.00	100.00	100.00	80.00	100.00	0.00	25.00	0.00	0.00
Male	100.00	100.00	100.00	100.00	80.00	66.67	85.71	62.50	0.00	0.00
Female	100.00	100.00	90.00	92.86	77.78	92.31	66.67	80.00	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	100.00	100.00	100.00	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Asian	-	100.00	-	0.00	-	-	100.00	-	100.00	-
Black	-	-	-	-	0.00	-	-	-	-	100.00
White	100.00	93.33	100.00	0.00	0.00	100.00	93.33	100.00	94.74	100.00
Hispanic	-	-	50.00	0.00	0.00	-	-	50.00	100.00	50.00
Students with Disabilities	100.00	100.00	100.00	0.00	0.00	100.00	100.00	75.00	66.67	100.00
Male	100.00	100.00	100.00	0.00	0.00	100.00	100.00	93.75	100.00	100.00
Female	100.00	88.89	90.00	0.00	0.00	100.00	88.89	90.00	93.33	88.89

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	100.00	100.00	100.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00
Asian	-	100.00	-	100.00	-	-	0.00	-	0.00	-
Black	-	-	-	-	100.00	-	-	-	-	0.00
White	100.00	93.33	100.00	89.47	90.48	0.00	0.00	0.00	0.00	0.00
Hispanic	-	-	50.00	100.00	50.00	-	-	0.00	0.00	0.00
Students with Disabilities	100.00	100.00	100.00	33.33	100.00	0.00	0.00	0.00	0.00	0.00
Male	100.00	100.00	100.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00

Female	100.00	88.89	90.00	86.67	66.67	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?
None

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?
Mathematics and writing have continued to be the most difficult.

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)?
Subgroups at Sandyview Elementary are too small to make meaningful comparisons. However, district data indicates that students who are economically disadvantaged or those receiving special education services have difficulty in the areas of writing.

6. What are the possible action(s) that can be taken to address the areas for improvement?
Additional opportunities for writing, use of examplars in writing instruction, coordination of general education and special education instruction and planning.

Students with Disabilities

1. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?
All students with disabilities participate in MEAP testing (9 of the 63 students in grades 3, 4 and 5).

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

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?
The majority (77%) of students were provided testing accommodations (generally testing in a smaller group). It is difficult to determine if this made a difference in performance, but it made a big difference in the students' concentration and attitude about testing.

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

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, classroom modifications, targeted interventions, supplemental aids and services.

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.)?
Child study team meetings, IEP's, quarterly review of student progres.

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?
N/A

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

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

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

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

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

Extended Learning Opportunities

1. What percentages of students participate in Extended Learning Opportunities?
The extended learning opportunities are provided through extensions during the RtI time period for reading and math. Approximately 25% of each grade level is involved in these extensions.

2. What is the school doing to inform students and parents of Extended Learning Opportunities?
Reports to parents through conferences, report cards and email correspondence.

Staff Demographics

1. What is the average number of years teachers in this school have been teaching?
12/1

2. What is the average number of years current teachers have been assigned to this school?
5/9

3. What is the length of time the Principal has been assigned to this school?
0/5

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

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

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

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

Perception Data

Students

1. What are the perceptions of students regarding the quality of the instructional program?
Students feel that they are learning well and can identify personal goals for improvement.

2. What are the perceptions of students regarding support for student learning?
Students are able to get help from peers and from adults working with their class (teacher, paraprofessional)

3. What are the perceptions of students regarding school climate?
Students feel that the school is safe and supportive. Issues related to playground game rules are discussed at monthly student forum meetings.

4. What are the perceptions of students regarding student/school relationships?
Students feel that they are accepted and encouraged to be successful.

5. What are the areas of strength identified from the students perception data?
Students feel that they know the other students in the school well.

6. What are the areas of improvement identified from the students perception data?
Increased awareness and discussion of how to handle teasing and/or bullying has begun and will continue.

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?
Parents feel that the instructional program is personalized and strong.

2. What are the perceptions of parents/guardians regarding support for student learning?
Student needs are identified and plans developed to meet them.

3. What are the perceptions of parents/guardians regarding school climate?
Positive, family oriented and supportive.

4. What are the perceptions of parents/guardians regarding parent/school relationships?
School staff is caring and supportive.

5. What are the perceptions of parents/guardians regarding resource management?
Conservative, but sufficient for program needs.

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

7. What are the areas of improvement identified from the parents/guardians perception data?
Communication with new families, more opportunities to support student learning.

Teachers/Staff

1. What are the perceptions of teachers/staff regarding the quality of the instructional program?
Strong, based on GLCE's, overloaded, need for more coordination across the district grade levels.

2. What are the perceptions of teachers/staff regarding support for student learning?
Formative assessment data has helped to identify needs and track student progress.

3. What are the perceptions of teachers/staff regarding school climate?
Positive, family oriented.

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

5. What are the areas of strength identified from the teachers/staff perception data?
Caring, hard working teachers who work as a team.

6. What are the areas of improvement identified from the teachers/staff perception data?
Greater communication about upcoming changes, fiscal stresses.

Community

1. What are the perceptions of the community regarding the quality of the instructional program?
Strong core curriculum instruction.

2. What are the perceptions of the community regarding support for student learning?
Desire for students to succeed academically and to be prepared for real life applications.

3. What are the perceptions of the community regarding school climate?
Support of teachers and other staff members, desire for more emphasis on 21st century skills.

4. What are the perceptions of the community regarding community/school relationships?
Concern about communication related to current and upcoming fiscal pressures and impact on school program and staffing.

5. What are the perceptions of the community regarding resource management?
Concern about reduced funding and increased expenditures.

6. What are the areas of strength identified from the community perception data?
Teachers, students, supportive relationships.

7. What are the areas of improvement identified from the community perception data?
Concern about funding and communication about future plans.

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?
Frequent opportunities for participation in school-wide activities (reading with students, helping in classrooms, family activities), scheduled parent teacher conferences, classroom phones and voice mail, email correspondence.

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

3. What are the possible action(s) that can be taken to address the areas identified?
Partner new parents with established parents; orientation/welcoming activities; individual contact.

Health & Safety

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

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

School Data Analysis

1. Strengths:

Most students at Sandyview achieve at or above proficiency levels. Strengths are in the areas of reading, science and social studies.

2. Challenges:

In the area of math, number sense with particular attention to decimals and fractions is an area of challenge. Writing is also an area designated for improvement.