

School Data Profile/Analysis

School Year: 2010

School District: Bronson Community School District

School Name: Anderson Elementary School

Principal: Mrs. Dixie Koenemann

Building Code: 00092

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	#	%	#	%	#	%	#	%	#	%
K	-	-	-	-	107	36.15	102	45.74	103	41.87
1	-	-	-	-	84	28.38	87	39.01	93	37.80
2	-	-	-	-	105	35.47	34	15.25	50	20.33

Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	-	-	-	-	223	75.34	182	81.61	197	80.08
Black	-	-	-	-	1	0.34	1	0.45	1	0.41
Asian	-	-	-	-	1	0.34	1	0.45	1	0.41
Hispanic	-	-	-	-	49	16.55	27	12.11	41	16.67
American Indian	-	-	-	-	1	0.34	0	0.00	0	0.00
Native Hawaiian	-	-	-	-	0	0.00	0	0.00	0	0.00
Multiracial	-	-	-	-	21	7.09	12	5.38	6	2.44
Male	-	-	-	-	157	53.04	115	51.57	131	53.25
Female	-	-	-	-	139	46.96	108	48.43	115	46.75

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?

Economically disadvantaged has increased by more than 5% over the past five years.

3. What patterns or trends in enrollment need to be addressed?

The number of students who are economically disadvantaged has increased over the past five years. The number of LEP students has fluctuated in recent years. Other groups are stable.

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?

Additional supports needed in terms of free/reduced lunches and breakfasts, PD for staff in working with families

in poverty.

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

PD for staff in working with families in poverty; enriched social service needs to be addressed

Mobility & Attendance

1. What sub-group(s) have the highest mobility rate? What sub-group(s) have the lowest mobility rate?
Economically disadvantaged students have the highest mobility rate. Non-economically disadvantaged students have the lowest mobility rate.
2. What grade level(s) have the highest mobility rate? What grade level(s) have the lowest mobility rate?
There is no statistically significant difference among the three grade levels in my building.
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?
Student attendance is a challenge for a small number of students. Behavioral concerns are also in existence for approximately 2% of our students.
4. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?
Families who are experiencing economic hardships tend to be in crisis which often leads to poor attendance and lack of parental support for behavior management.
5. What sub-group(s) have the highest dropout rate in the last 5 years? What sub-group(s) have the lowest dropout rate?
NA
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?
Average daily attendance rate is approximately 95%. The only sub-group that shows a significant difference in attendance rate is the economically disadvantaged sub-group.
7. What sub-groups have the highest percentage of students who missed more than 11 days of school?
Economically disadvantaged students have the highest excessive absenteeism rates by a significant margin.

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?

Reading MEAP scores for third grade students have shown a steady upward trend. Math MEAP scores for third grade students have dramatically increased from 93% proficient in 2005 to 100% in 2010.

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

DIBELS measures, curriculum bound measures, common grade level assessments, Bronson Measures of Academic Progress, Developmental Reading Assessment (DRA)

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

Disaggregated data analysis examined by English Language Proficiency levels, SES, and gender.

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

Examination of teaching strategies, RTI models, and parental involvement.

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

Our students have demonstrated significant improvement in Reading and Math.

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

Social Studies, Science, and Writing are areas in need of improvement.

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

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

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?
Our Board of Education has indicated that curriculum realignment in all core content areas will be a very high priority in the immediate future.

10. When comparing the school with the district and state, which content area would the staff identify as a challenge area for the school?
Writing, social studies, and science are major challenge areas.

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

District Name: WANTTODIRECT PUBLIC SCHOOL
District Code: 80848

SCHOOL SUMMARY REPORT
All Except Students with Disabilities
Grade 7 - Form 01
Fall 2006
ENGLISH LANGUAGE ARTS

PEM 10-25-2006



School Name: SUPERIOR ELEMENTARY
School Code: 34567

ACHIEVEMENT

Year	No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
		(150-700)	(150-250)	(251-350)	(351-450)	(451-700)	(351-700)	
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

Year	No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
		(150-700)	(150-250)	(251-350)	(351-450)	(451-700)	(351-700)	
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

Year	No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
		(150-700)	(150-250)	(251-350)	(351-450)	(451-700)	(351-700)	
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

PROGRESS

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

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

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

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

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

* Includes all tested forms, including Emergency form state #0000

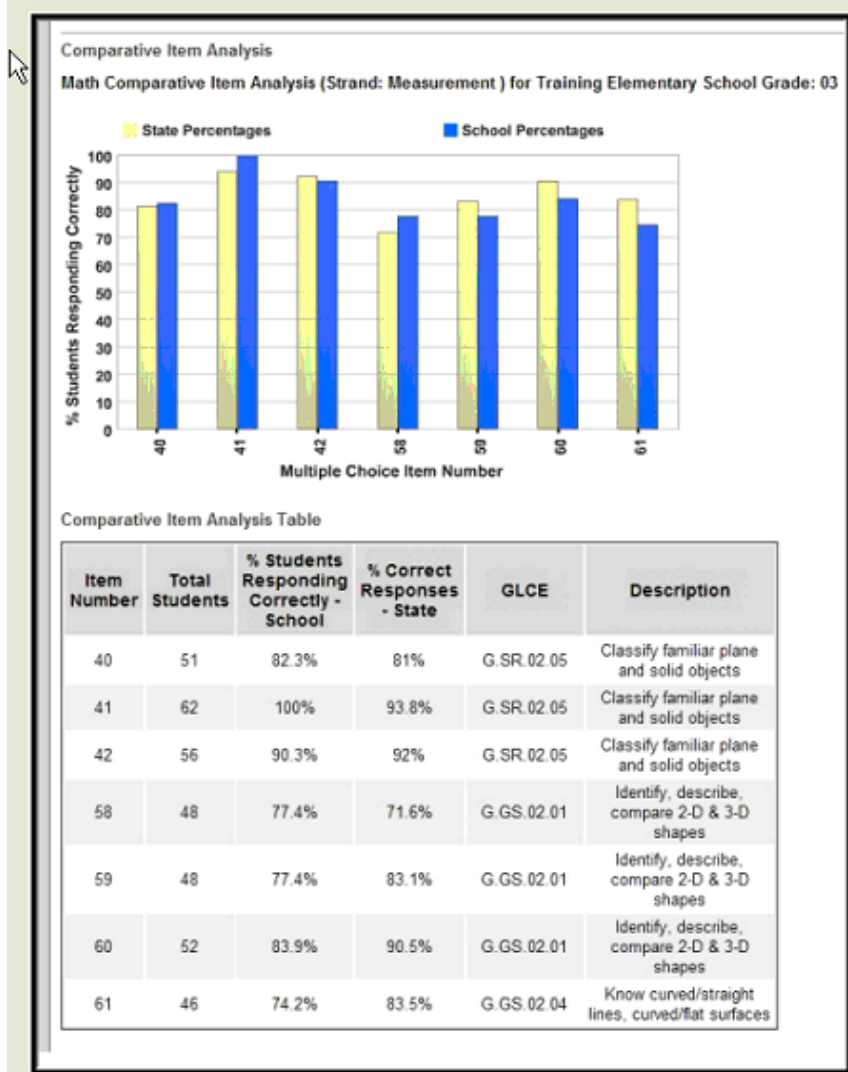
STRAND	Domain	No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																			
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
READING	Word Recognition and Word Study	999,999	2.0	3	0	0	100	0																
	Narrative Text	999,999	14.1	20																				
	Informational Text	999,999	11.2	20																				
WRITING	Compositions	999,999	13.2	20																				
	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 batchcode-districtcode-0000000

Comparative Item Analysis



Subgroup Achievement Data

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

Anderson is a primary building and, therefore, does not give the MEAP. We do recognize, however, that we are largely responsible for third grade MEAP scores in ELA and Math as well as Writing, Science, and Social Studies scores in later grade levels.

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

NA

3. What has the school staff determined to be the contributing cause(s) for the gaps?

NA

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

NA

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)?

NA

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

At Anderson, we will focus on the need areas that are identified by Ryan Elementary School, for which we are the only feeder school.

Students with Disabilities

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

NA...we are a primary building and do not administer the MEAP.

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

NA

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?

NA

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?

NA

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?

NA

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.

We use differentiated instruction, RTI interventions, LEP supports.

7. How do you ensure that students with disabilities have access to the full array of intervention programs (Title I, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We are a schoolwide Title I building. All students are able to access all support services if they qualify. Qualification criteria is the same for all students regardless of disability.

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?

Anderson is a K-2 building which does not give the MEAP test. Approximately 17% of our students have English as a Second Language (ESL). Of these students, in Kindergarten, 36% of our students tested Basic on the ELPA, 36% tested Low Intermediate, 5% High Intermediate, 18% Proficient, and 5% tested Advanced Proficient. In first grade, 0% tested Basic, 13% Low Intermediate, 50% High Intermediate, 13% Proficient, and 25% Advanced Proficient. In second grade, 0% tested Basic and Low Intermediate, 26% High Intermediate, 13% Proficient, and 63% Advanced Proficient.

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

Based on local assessment data, LEP students are achieving in literacy at a similar pace to that of non-LEP students.

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

comparable state data not available for local assessment data

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

Students are identified for support based on ELPA scores, local assessments, and teacher recommendation.

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

NA

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

NA

Extended Learning Opportunities

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

6% of our Anderson students attend after-school tutoring to meet ELL needs.

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

The parents of all eligible students receive a letter inviting their child. These letters are followed up with phone calls when a response is not forthcoming.

Staff Demographics

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

17/6

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

15

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

14/9

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?

There are no areas of needed improvement in this area. Teachers tend to stay at Anderson until they are involuntarily transferred (a rare occurrence) or until they retire.

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 report consistently favorable perceptions regarding the quality of the instructional program at Anderson.
2. What are the perceptions of students regarding support for student learning?
Students report a high level of satisfaction regarding support for learning.
3. What are the perceptions of students regarding school climate?
Students are consistently appreciative of the positive school climate at Anderson.
4. What are the perceptions of students regarding student/school relationships?
Students report a high level of satisfaction regarding student/school relationships.
5. What are the areas of strength identified from the students perception data?
Kgn-second grade students identify caring teachers as the most notable area of strength.
6. What are the areas of improvement identified from the students perception data?
Students would like to see improved playground equipment at Anderson.

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?
Anecdotal input from parents/guardians is highly favorable. No empirical perception data was collected during the 2010/2011 school year.
2. What are the perceptions of parents/guardians regarding support for student learning?
Anecdotal input from parents/guardians is highly favorable. No empirical perception data was collected during the 2010/2011 school year.
3. What are the perceptions of parents/guardians regarding school climate?
Anecdotal input from parents/guardians is highly favorable. No empirical perception data was collected during the 2010/2011 school year.
4. What are the perceptions of parents/guardians regarding parent/school relationships?
Anecdotal input from parents/guardians is highly favorable. No empirical perception data was collected during the 2010/2011 school year.
5. What are the perceptions of parents/guardians regarding resource management?
Anecdotal input from parents/guardians is highly favorable. No empirical perception data was collected during the 2010/2011 school year.
6. What are the areas of strength identified from the parents/guardians perception data?

Anecdotal input from parents/guardians is highly favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from parents/guardians is highly favorable. No empirical perception data was collected during the 2010/2011 school year.

Teachers/Staff

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

Anecdotal input from teachers is highly favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from teachers is highly favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from teachers is highly favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from teachers is highly favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from teachers is highly favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from teachers is highly favorable. No empirical perception data was collected during the 2010/2011 school year.

Community

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

Anecdotal input from the community is favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from the community is favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from the community is favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from the community is favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from the community is favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from the community is favorable. No empirical perception data was collected during the 2010/2011 school year.

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

Anecdotal input from the community is favorable. No empirical perception data was collected during the 2010/2011 school year.

Parent & Community

1. What types of family/community participation/engagement are in place that encourage two way communications, actively involve parents/community in the decision making at the building, and actively involve parents/community in student learning?

Parent Advisory Council participates in decision-making, volunteer programs, parent education nights (math night, literacy, etc.), parent/teacher conferences twice annually, open house, kindergarten orientation for parents and students

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

additional parental involvement in decision-making, need for parent perception information, easier access to information for parents

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

Increased use of parent advisory council in decision-making, collect parent perception surveys, principal coffees regularly scheduled, improve website

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:

Strength: Students score consistently high on the third grade MEAP test in mathematics based on K-2 instruction.

Challenges: DIBELS scores show an area of concern in terms of decoding fluency and oral reading fluency.

While MEAP scores are improving in ELA Reading, ELA writing is still a major area of concern.

2. Challenges:

The challenges involve identification and implementation of ever-improving teaching strategies and practices in Tier I reading/writing instruction.