

School Data Profile/Analysis

School Year: 2010

School District: Bronson Community School District

School Name: Bronson Jr/Sr High School

Principal: Mr. Wesley McCrea

Building Code: 00408

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	#	%	#	%	#	%	#	%	#	%
7	-	-	-	-	103	16.19	92	15.06	85	14.89
8	-	-	-	-	101	15.88	98	16.04	85	14.89
9	-	-	-	-	98	15.41	104	17.02	108	18.91
10	-	-	-	-	108	16.98	95	15.55	93	16.29
11	-	-	-	-	99	15.57	109	17.84	91	15.94
12	-	-	-	-	127	19.97	113	18.49	109	19.09

Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	-	-	-	-	544	85.53	510	83.47	462	80.91
Black	-	-	-	-	12	1.89	9	1.47	8	1.40
Asian	-	-	-	-	6	0.94	4	0.65	8	1.40
Hispanic	-	-	-	-	66	10.38	79	12.93	88	15.41
American Indian	-	-	-	-	1	0.16	1	0.16	0	0.00
Native Hawaiian	-	-	-	-	0	0.00	0	0.00	0	0.00
Multiracial	-	-	-	-	7	1.10	8	1.31	5	0.88
Male	-	-	-	-	334	52.52	309	50.57	283	49.56
Female	-	-	-	-	302	47.48	302	49.43	288	50.44

1. What is the enrollment trend for the past 5 years? (no change, increasing, decreasing)

Decreasing

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 5 years.

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

The increase in the hispanic population The increase in socio-economic numbers

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?

The school should study the academic and supports needed for students who come from lower socio-economically disadvantaged families. Additional supports needed for free and reduced lunches and breakfasts.

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

Professional development to understand the implications of impoverished families and students. Enriched social services 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?

Highest - economically disadvantaged. Lowest - non economically disadvantaged.

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 in the mobility of grade levels at the junior/senior high school.

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?

Attendance - for a small number of students Behavior - are in existence for some 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)?

If they are not in class, they can not get the instruction. Not enough internal motivation. 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?

White is less than 5%. Only the white demographic group had more than 10 individuals.

6. What is the attendance rate for the school? What sub-groups have the highest attendance rate? What sub-groups have the lowest attendance rate?

The subgroup with the highest percent in attendance is white. The subgroup with the lowest percent in attendance is the economically disadvantaged.

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

White Economically disadvantaged.

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	
	#	%	#	%	#	%	#	%	#	%	#	%
7	64	66.67	69	71.88	55	57.29	66	68.75	0	0.00	0	0.00
8	64	58.72	77	70.64	52	47.71	81	73.64	75	68.18	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	82	77.36
11	37	39.00	51	54.00	25	27.00	35	37.00	54	57.00	81	84.00
12	3	42.86	6	24.00	5	45.45	3	6.52	2	5.56	0	0.00

Year: 2007

Grade	% of Population Demonstrating Proficiency of GLCE/HSCE											
	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
7	75	74.26	73	72.28	72	71.29	71	71.00	0	0.00	0	0.00
8	55	61.80	63	70.79	49	55.06	66	74.16	74	83.15	0	0.00

9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	78	69.64
11	47	42.00	64	57.00	37	33.00	43	38.00	63	56.00	91	81.00
12	2	33.00	3	50.00	1	17.00	1	17.00	1	17.00	5	83.00

Year: 2008

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
7	77	75.49	77	75.49	76	74.51	86	85.15	0	0.00	0	0.00
8	74	75.51	76	76.77	69	69.70	72	72.00	71	71.72	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	67	70.53
11	35	36.00	49	51.00	19	20.00	36	38.00	47	49.00	72	75.00
12	1	33.00	2	67.00	0	0.00	1	33.00	1	33.00	3	100.00

Year: 2009

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
7	0	0.00	65	72.22	0	0.00	79	87.78	0	0.00	0	0.00
8	0	0.00	77	78.57	0	0.00	73	74.49	67	68.37	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	81	80.20
11	0	0.00	55	55.00	24	24.00	42	42.00	47	47.00	72	72.00
12	0	0.00	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00

Year: 2010

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
7	0	0.00	63	75.90	36	43.37	71	85.54	0	0.00	0	0.00
8	0	0.00	70	82.35	0	0.00	74	87.06	67	78.82	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	86	79.63
11	-	-	-	-	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-	-	-	-	-

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

9th Social Studies - slight increase 7th Math - increase 7th Reading - increase 8th Math - big increase 8th Reading - increase 8th Science - increase

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

social studies?

SRI, SMI, end of course assessments, BMAP,

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

Desegregated 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?

All categories from last year.

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

Continued development of RTI mathematics and english classes.A

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

All areas.

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

All areas.

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?

Because of our RTI classes and reading apprenticeship.

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

Science and Social Studies

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: WANTTOBETTER 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)	(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%

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%))

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)	(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%

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%) 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%))

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)	(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%

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%) 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	123456 (100%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

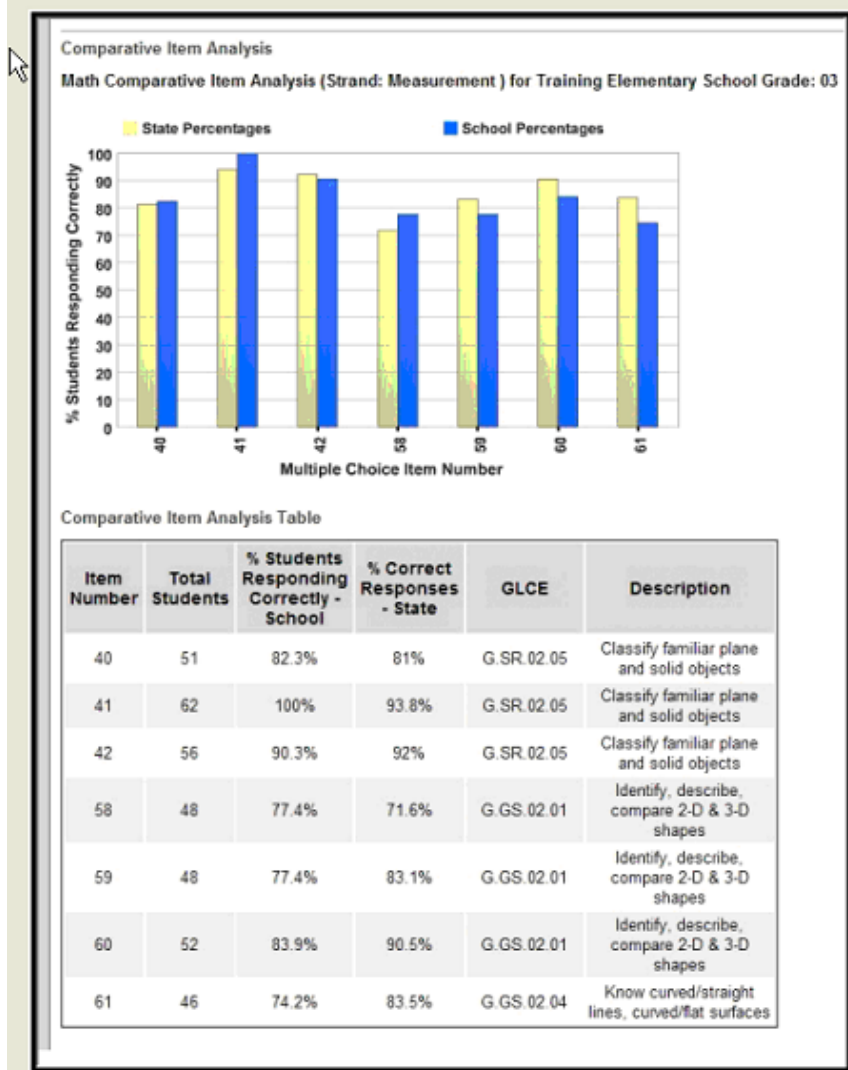
Number (% of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%))

STRAND	Domain	No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																			
					9	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	Comprehension	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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Comparative Item Analysis



Subgroup Achievement Data

Grade: 7

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	70.91	68.66	65.63	67.69	67.86	52.73	68.66	60.94	0.00	37.50
Asian	-	-	-	100.00	-	-	-	-	0.00	-
Black	100.00	0.00	33.33	100.00	100.00	100.00	0.00	66.67	0.00	100.00
White	71.43	73.26	76.92	73.61	79.37	55.95	73.26	75.64	0.00	44.44
Hispanic	72.73	66.67	73.68	64.29	63.16	63.64	66.67	73.68	0.00	36.84
Students with Disabilities	100.00	33.33	33.33	62.50	28.57	0.00	0.00	40.00	0.00	14.29
Male	76.36	67.86	61.70	69.05	66.67	56.36	62.50	53.19	0.00	26.19
Female	65.85	77.78	87.27	75.00	85.37	58.54	82.22	92.73	0.00	60.98

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	61.82	70.15	64.06	0.00	0.00	70.91	68.18	77.78	84.62	83.93
Asian	-	-	-	0.00	-	-	-	-	100.00	-
Black	100.00	0.00	33.33	0.00	0.00	0.00	0.00	100.00	100.00	100.00
White	65.48	75.58	75.64	0.00	0.00	67.86	72.94	85.71	90.28	85.71
Hispanic	72.73	66.67	78.95	0.00	0.00	81.82	58.33	84.21	78.57	84.21
Students with Disabilities	100.00	33.33	40.00	0.00	0.00	0.00	33.33	46.67	50.00	42.86
Male	69.09	66.07	57.45	0.00	0.00	74.55	66.07	76.09	85.71	78.57
Female	63.41	84.44	90.91	0.00	0.00	60.98	77.27	92.73	89.58	92.68

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	-
Black	0.00	0.00	0.00	0.00	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										

Female	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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Grade: 8

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	68.42	70.83	70.97	68.25	84.31	43.86	52.08	65.08	0.00	0.00
Asian	100.00	-	-	-	100.00	100.00	-	-	-	0.00
Black	100.00	100.00	100.00	100.00	100.00	50.00	0.00	0.00	0.00	0.00
White	69.89	69.74	78.82	80.00	83.33	50.54	56.58	74.12	0.00	0.00
Hispanic	69.23	75.00	54.55	70.00	73.33	23.08	50.00	45.45	0.00	0.00
Students with Disabilities	0.00	55.56	16.67	36.36	42.86	0.00	22.22	9.09	0.00	0.00
Male	61.82	69.64	69.64	60.98	70.00	29.09	46.43	60.71	0.00	0.00
Female	79.63	72.73	86.05	91.23	93.33	66.67	69.70	81.40	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	56.14	58.33	70.97	0.00	0.00	68.42	77.08	65.08	65.08	88.24
Asian	100.00	-	-	-	0.00	100.00	-	-	-	100.00
Black	50.00	100.00	100.00	0.00	0.00	50.00	100.00	100.00	0.00	100.00
White	59.14	61.84	77.38	0.00	0.00	75.27	75.00	74.42	77.33	86.36
Hispanic	53.85	58.33	54.55	0.00	0.00	64.29	66.67	45.45	65.00	86.67
Students with Disabilities	0.00	22.22	9.09	0.00	0.00	0.00	44.44	25.00	45.45	85.71
Male	47.27	53.57	69.64	0.00	0.00	66.07	80.36	69.64	60.98	87.50
Female	70.37	75.76	83.33	0.00	0.00	81.48	63.64	75.00	84.21	86.67

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	59.65	83.33	66.67	60.32	74.51	0.00	0.00	0.00	0.00	0.00
Asian	100.00	-	-	-	100.00	0.00	-	-	-	0.00
Black	100.00	100.00	100.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
White	70.97	84.21	72.94	70.67	75.76	0.00	0.00	0.00	0.00	0.00
Hispanic	42.86	75.00	54.55	60.00	86.67	0.00	0.00	0.00	0.00	0.00
Students with Disabilities	0.00	66.67	33.33	36.36	85.71	0.00	0.00	0.00	0.00	0.00
Male	67.86	83.93	65.45	60.98	75.00	0.00	0.00	0.00	0.00	0.00
Female										

Female	68.52	81.82	79.55	73.68	82.22	0.00	0.00	0.00	0.00	0.00
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Grade: 9

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Asian	-	0.00	-	-	-	-	0.00	-	-	-
Black	0.00	0.00	0.00	0.00	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

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Asian	-	0.00	-	-	-	-	0.00	-	-	-
Black	0.00	0.00	0.00	0.00	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

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	68.52	67.24	76.00	78.69	74.14
Asian	-	0.00	-	-	-	-	100.00	-	-	-
Black	0.00	0.00	0.00	0.00	0.00	0.00	50.00	50.00	100.00	100.00
White	0.00	0.00	0.00	0.00	0.00	78.95	70.53	70.24	81.40	78.31
Hispanic	0.00	0.00	0.00	0.00	0.00	70.00	64.29	77.78	66.67	83.33
Students with Disabilities	0.00	0.00	0.00	0.00	0.00	25.00	36.36	25.00	25.00	44.44
Male	0.00	0.00	0.00	0.00	0.00	82.46	70.91	67.27	78.57	71.11
Female	0.00	0.00	0.00	0.00	0.00	71.43	68.42	75.00	82.22	85.71

Grade: 11

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	30.00	53.00	36.00	39.00	-	15.00	19.00	18.00	23.00	-
Asian	-	-	-	100.00	-	-	-	-	100.00	-
Black	-	-	-	50.00	-	-	-	-	0.00	-
White	57.00	59.00	55.00	57.00	-	29.00	35.00	22.00	27.00	-
Hispanic	0.00	0.00	14.00	36.00	-	0.00	0.00	0.00	0.00	-
Students with Disabilities	0.00	8.00	0.00	43.00	-	0.00	0.00	0.00	15.00	-
Male	49.00	46.00	45.00	51.00	-	27.00	22.00	14.00	22.00	-
Female	60.00	67.00	58.00	58.00	-	27.00	43.00	27.00	26.00	-

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	15.00	33.00	30.00	0.00	-	22.00	33.00	25.00	32.00	-
Asian	-	-	-	0.00	-	-	-	-	100.00	-
Black	-	-	-	0.00	-	-	-	-	0.00	-
White	43.00	43.00	40.00	0.00	-	40.00	40.00	39.00	43.00	-
Hispanic	0.00	0.00	0.00	0.00	-	0.00	0.00	14.00	36.00	-
Students with Disabilities	0.00	0.00	0.00	0.00	-	40.00	0.00	0.00	36.00	-
Male	33.00	30.00	31.00	0.00	-	49.00	37.00	43.00	45.00	-
Female	47.00	53.00	42.00	0.00	-	24.00	40.00	31.00	40.00	-

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	33.00	47.00	34.00	34.00	-	69.00	79.00	66.00	64.00	-
Asian	-	-	-	100.00	-	-	-	-	100.00	-
Black	-	-	-	50.00	-	-	-	-	50.00	-
White	59.00	58.00	52.00	48.00	-	87.00	83.00	77.00	71.00	-
Hispanic	25.00	0.00	14.00	36.00	-	50.00	40.00	57.00	82.00	-
Students with Disabilities	20.00	8.00	0.00	21.00	-	60.00	33.00	33.00	57.00	-
Male	63.00	56.00	45.00	47.00	-	80.00	76.00	73.00	68.00	-
Female	51.00	57.00	53.00	47.00	-	89.00	86.00	78.00	75.00	-

Grade: 12

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	20.00	50.00	100.00	100.00	-	33.33	25.00	0.00	0.00	-
Asian	-	-	-	-	-	-	-	-	-	-
Black	0.00	-	-	-	-	0.00	-	-	-	-
White	26.09	50.00	67.00	-	-	45.45	17.00	0.00	-	-
Hispanic	0.00	-	-	100.00	-	0.00	-	-	0.00	-
Students with Disabilities	-	-	100.00	-	-	-	-	0.00	-	-
Male	21.43	100.00	100.00	100.00	-	28.57	0.00	0.00	0.00	-
Female	27.27	40.00	50.00	-	-	75.00	20.00	0.00	-	-

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	0.00	25.00	50.00	0.00	-	0.00	0.00	0.00	0.00	-
Asian	-	-	-	-	-	-	-	-	-	-
Black	0.00	-	-	-	-	0.00	-	-	-	-
White	42.86	33.00	33.00	-	-	7.14	17.00	33.00	-	-
Hispanic	0.00	-	-	0.00	-	0.00	-	-	0.00	-
Students with Disabilities	-	-	0.00	-	-	-	-	0.00	-	-
Male	40.00	100.00	0.00	0.00	-	4.76	100.00	0.00	0.00	-
Female	50.00	20.00	50.00	-	-	8.00	0.00	50.00	-	-

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	6.25	0.00	0.00	0.00	-	0.00	75.00	100.00	100.00	-
Asian	-	-	-	-	-	-	-	-	-	-
Black	0.00	-	-	-	-	0.00	-	-	-	-
White	6.45	17.00	33.00	-	-	0.00	83.00	100.00	-	-
Hispanic	0.00	-	-	0.00	-	0.00	-	-	100.00	-
Students with Disabilities	-	-	0.00	-	-	-	-	100.00	-	-
Male	0.00	100.00	0.00	0.00	-	0.00	100.00	100.00	100.00	-
Female	8.70	0.00	50.00	-	-	0.00	80.00	100.00	-	-

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

7th Grade ELA

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

None. 7th grade ELA only down by 4%

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

Poor reading skills

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

MEAP in general we have increased. MME has been sporadic. ACT raised by 2% points.

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)?

Male gender, socio-economic disadvantaged.

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

Build more interest in literacy for males and females. Continue to make RTI classes larger.

Students with Disabilities

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

99%

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

11th grade 1% 7th grade 3%

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?

100% of students with IEP were provided with accommodations. Results vary by subject.

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?

Unknown at present. We have made strides in literacy in the past two years.

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?

Yes, the more individualized the instruction the better the students perform in a given content area.

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.

The greatest service BHS provides to its tier II and tier III students are supplemental classes in math and reading.

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 use data to place them in the tier II and tier III literacy and mathematics RTI courses.

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?

No LEP/AYP sub group.

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

No LEP/AYP sub group.

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

No LEP/AYP sub group.

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

No LEP/AYP sub group.

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

No LEP/AYP sub group.

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

No LEP/AYP sub group.

Extended Learning Opportunities

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

65% over all.

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

Advertise at parent/teacher conferences - after school program AP Classes - Advertised to the students by counselors, administration and teachers. RTI Classes - mandated by administration and teachers with communication to parents. Career Center - recruitment begins at all grade levels prior to the 11th grade, by word of mouth and by visits. Michigan Virtual - counselors 100% of the students (7-12) have EDP's on file.

Staff Demographics

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

15

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

14.5

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

1 year

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?

Need to ensure that all teachers are teaching in areas in which they are highly qualified. Ensure we are offering all courses of interest and career pathways

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

Highly qualified teachers in all classes Loss of programs

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

Improving the mentoring program for new teachers (induction program). Support new administration and teachers with appropriate professional development. Encouraging teachers/administrators to expand their professional license by taking college classes. Ensure we have the staff hired to accomplish offering courses of interest and career pathways. Refine new teacher induction program, and articulate mentor/mentee agreements.

Perception Data

Students

1. What are the perceptions of students regarding the quality of the instructional program?
2/3 are highly confident in the quality of the instruction received at BHS.
2. What are the perceptions of students regarding support for student learning?
2/3 are highly confident in the quality of the instruction received at BHS.
3. What are the perceptions of students regarding school climate?
over 80% are comfortable
4. What are the perceptions of students regarding student/school relationships?
over 80% are comfortable
5. What are the areas of strength identified from the students perception data?
Teacher/student relationships Instructional quality A sense of belonging and safety
6. What are the areas of improvement identified from the students perception data?
student to student relationships

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?
The surveys are appropriate but we only had 8 respondents. Thus next year, we will have improved methods for collecting data.
2. What are the perceptions of parents/guardians regarding support for student learning?
The surveys are appropriate but we only had 8 respondents. Thus next year, we will have improved methods for collecting data.
3. What are the perceptions of parents/guardians regarding school climate?
The surveys are appropriate but we only had 8 respondents. Thus next year, we will have improved methods for collecting data.
4. What are the perceptions of parents/guardians regarding parent/school relationships?
The surveys are appropriate but we only had 8 respondents. Thus next year, we will have improved methods for collecting data.
5. What are the perceptions of parents/guardians regarding resource management?
The surveys are appropriate but we only had 8 respondents. Thus next year, we will have improved methods for collecting data.
6. What are the areas of strength identified from the parents/guardians perception data?

The surveys are appropriate but we only had 8 respondents. Thus next year, we will have improved methods for collecting data.

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

The surveys are appropriate but we only had 8 respondents. Thus next year, we will have improved methods for collecting data.

Teachers/Staff

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

We are awaiting results of a survey this May.

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

We are awaiting results of a survey this May.

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

We are awaiting results of a survey this May.

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

We are awaiting results of a survey this May.

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

We are awaiting results of a survey this May.

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

We are awaiting results of a survey this May.

Community

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

No data, this year

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

No data, this year

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

No data, this year

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

No data, this year

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

No data, this year

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

No data, this year

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

No data, this 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?

Open House Parent/Teacher Conferences Parent Connect - electronic grade book that the parents can access; e-mail communication School Messenger District Website

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

Open House - making it more of an event to get more parents/community to come out. Surveys

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

Parent/Community/School Collaboration Meetings Open House Event

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.

Incorporate/strengthen the curriculum in the areas that are needed. Training for the teachers on things to say and do in the classroom, in areas of concern.

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

Health curriculum/special resources needed

School Data Analysis

1. Strengths:

Strongest in 7/8 grade math

2. Challenges:

Writing Certification of the staff