

School Data Profile/Analysis

School Year: 2010

School District: Bronson Community School District

School Name: Ryan Elementary School

Principal: Mr. Mark Heifner, Principal

Building Code: 03305

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	#	%	#	%	#	%	#	%	#	%
2	-	-	-	-	0	0.00	38	16.52	50	22.32
3	-	-	-	-	91	47.15	102	44.35	69	30.80
4	-	-	-	-	102	52.85	90	39.13	105	46.88

Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	-	-	-	-	154	79.79	176	76.52	170	75.89
Black	-	-	-	-	3	1.55	1	0.43	0	0.00
Asian	-	-	-	-	1	0.52	1	0.43	0	0.00
Hispanic	-	-	-	-	30	15.54	41	17.83	49	21.88
American Indian	-	-	-	-	1	0.52	2	0.87	0	0.00
Native Hawaiian	-	-	-	-	0	0.00	0	0.00	0	0.00
Multiracial	-	-	-	-	4	2.07	9	3.91	5	2.23
Male	-	-	-	-	101	52.33	117	50.87	119	53.13
Female	-	-	-	-	92	47.67	113	49.13	105	46.88

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?

The economically disadvantaged sub-group has been growing in the past five years. Other groups are stable.

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

Increase of low economic students at Ryan Elementary should be addressed.

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 children that come from low low economic families. Additional supports needed in free reduced lunches and breakfasts.

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

The school could conduct a book study on a recent publication on how to support lower economic families. PD for staff on resources available from social services.

Mobility & Attendance

1. What sub-group(s) have the highest mobility rate? What sub-group(s) have the lowest mobility rate?

Economically disadvantaged has the highest and the lowest is not economically disadvantaged.

2. What grade level(s) have the highest mobility rate? What grade level(s) have the lowest mobility rate?

not significant

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 is a concern for lower economic and for some students from all groups.

4. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?

Families that are experiencing economic hardships that lead to crisis which quite often create a 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?

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?

The attendance rate is greater than 95% for all the school. The non lower economic has the highest, and low economic students have the lowest attendance rate in the aggregate.

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

Lower economic students has the highest percentage of students with more 11 days of school absenteeism.

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

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	64	79.01	71	87.65	40	49.38	74	90.24	0	0.00	0	0.00
4	57	72.15	63	79.75	23	29.11	69	86.25	0	0.00	0	0.00

Year: 2007

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	80	76.19	87	82.86	55	52.38	95	90.48	0	0.00	0	0.00
4	56	65.88	63	74.12	31	36.47	72	83.72	0	0.00	0	0.00

Year: 2008

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	

	#	%	#	%	#	%	#	%	#	%	#	%
3	78	85.71	79	86.81	58	63.74	86	94.51	0	0.00	0	0.00
4	72	72.00	79	79.00	45	45.00	85	85.00	0	0.00	0	0.00

Year: 2009

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	0	0.00	90	90.00	0	0.00	99	99.00	0	0.00	0	0.00
4	0	0.00	73	82.95	0	0.00	80	90.91	0	0.00	0	0.00

Year: 2010

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	0	0.00	60	88.24	0	0.00	68	100.00	0	0.00	0	0.00
4	0	0.00	93	89.42	46	43.81	99	94.29	0	0.00	0	0.00

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

Reading in 4th has increased in previous years a gradual improvement is noted. There was one year that was down but now nearly 90% in Reading and above 90% in Math. 100% in Math at 3rd grade. This improvement in MEAP scores is also indicated in the NWEA (Northwest Evaluation Association) assessments that are done 3 times per year.

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

Reading uses DRA, Dibels, NWEA, and MEAP. Writing uses classroom and grade level rubrics. Science and Social Studies uses common end of unit assessments that are scored into Data Director. Math uses NWEA and Everyday Math assessments along with Odyssey online learning assessments.

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

When data is put into our data warehouse we can they dis-aggregate data with demographics. We do know that are boys and lower economic students score lower in grades 4 and higher. In third grade the scores are comparable across these two variables.

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

Pacing guides are developed for most subjects and common grade level assessments in all subjects. New pacing guides are being developed with new standard based report cards for the new CCSS.

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

Reading and Math in MEAP and in Language Usage with the NWEA assessment. We need to be concerned with boys and lower economic students in grades 3 and higher at Ryan Elementary and Chicago Street School. This trend also continues into higher grades.

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

Keep working tier II and tier III interventions for all students. When using the parent/school compact so indicate which supports parents can or can not give to their students. Students that lack support invite them to the after school program. Professional development on how to teach boys and lower economic students. The use of visual to organize skills and content to promote higher thinking skills and meta-cognition.

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

Overall in Read, Math, and Language Usage. Some improvement in Social Studies and Science but behind the state averages.

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

We still have weaknesses in informational text comprehension at both grade levels. Concerns about boys starting in third grade but especially in 4th grade and higher. Lower economic students need more literature to read at home. Some students still lack basic decoding skills as they did not master them in primary grades. We are not pleased with our 4th grade writing at 45% even though it was the highest in the immediate area.

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?

1. Lack of literature in some homes. 2. Developmentally students could not master decoding and need further support. 3. Lack of literature with boy interest. 4. More support for students that come from poorer homes and parents that give little support.

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

1. Writing and overall literacy - comprehension and for some students word study skills. 2. The fifth grade science scores are a concern for Ryan Elementary also.

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%
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* 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%

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%

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%)

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%) gaining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	123456 (100%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

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

* 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%.

Page 1 of 1

Fall 2006 Run Date: 12/12/06 batchcode-districtcode-0000000

MEAP Assessment Test Item Analysis

MICHIGAN
Department of
Education

CLASS ITEM ANALYSIS REPORT
All Except Students with Disabilities

MEAP Item 180005
MEAP Grade 7-8

meap
Michigan Educational Assessment Program

Grade 7
Fall 2006

Teacher Name: LASTNAME, FIRSTNAME
Class/Group: 1234
School Name: SUPERIOR ELEMENTARY
School Code: 34567

District Name: WANTS BETTER PUBLIC SCHOOL
District Code: 80948

ENGLISH LANGUAGE ARTS: WRITING

No. of Students Assessed = 999,999

WRITING RELEASED MULTIPLE CHOICE											
STRAND Domain	Release Item Number	GLCE Code	Item Type	PERCENT RESPONDING							
				A %	B %	C %	D %	One %	Multi %	NA %	NA %
WRITING											
Writing Genre	0000	0000	Comp	0	100	0	0	0	0	0	0
Writing Process	0000	0000	Comp								
Generator & Issue	0000	0000	Comp								

WRITING RELEASED MULTIPLE CHOICE											
STRAND Domain	Release Item Number	GLCE Code	Item Type	PERCENT RESPONDING							
				A %	B %	C %	D %	One %	Multi %	NA %	NA %
WRITING											
Personal Style	0000	0000	Comp	0	100	0	0	0	0	0	0
Spelling	0000	0000	Comp								

RELEASED CONSTRUCTED OR EXTENDED RESPONSE																									
Release Item Number	GLCE Code	Mean Score	Number of Students at Each Score Score Based on 4-point or 5-point Rubric								Number of Students Receiving Constructed Codes					Number of Students Receiving Constructed Codes									
			1	2	3	4	5	6	7	8	A	B	C	D	E	1	2	3	4	5	6	7	8	9	10
17	0000	3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0000	2.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0000	3.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0000	4.3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

D **E** **F**

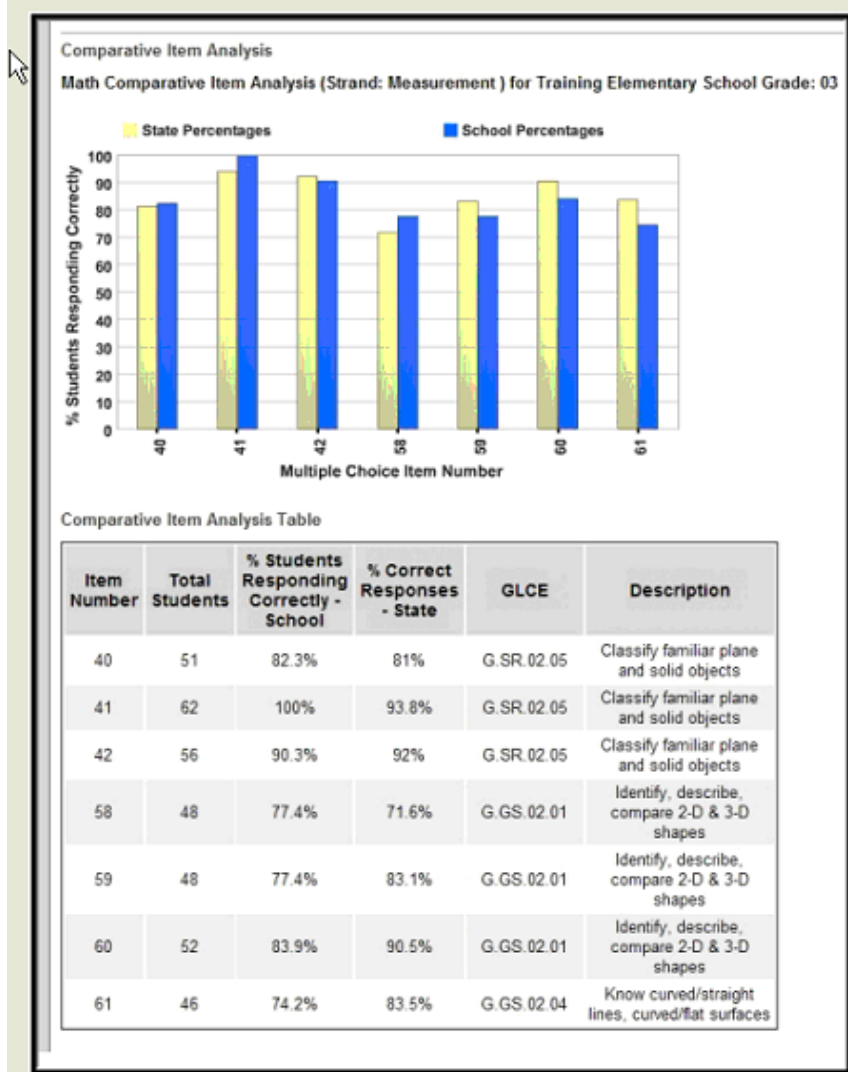
SAMI

* = Correct Response
Due to rounding percentages may not add to 100%.

<10: No summary scores provided if <10 students.
Page 8 of 7

Fall 2006 Run Date: 11/11/06 JobName: distcode-3000003

Comparative Item Analysis



Subgroup Achievement Data

Grade: 3

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	86.54	80.33	92.16	89.19	87.50	46.15	44.26	58.82	0.00	0.00
Asian	-	-	100.00	-	-	-	-	100.00	-	-
Black	-	-	100.00	-	-	-	-	66.67	-	-
White	88.33	84.44	85.07	89.74	87.27	48.33	56.67	64.18	0.00	0.00
Hispanic	85.71	76.92	88.89	88.89	90.91	52.38	30.77	55.56	0.00	0.00
Students with Disabilities	-	45.45	66.67	40.00	80.00	-	18.18	33.33	0.00	0.00
Male	88.10	79.63	83.67	86.96	88.89	35.71	50.00	69.39	0.00	0.00
Female	87.18	86.27	90.48	92.59	87.50	64.10	54.90	57.14	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	78.85	70.49	90.20	0.00	0.00	90.57	85.25	94.12	98.65	100.00
Asian	-	-	100.00	-	-	-	-	100.00	-	-
Black	-	-	100.00	-	-	-	-	66.67	-	-
White	81.67	78.89	82.09	0.00	0.00	91.67	91.01	97.01	98.72	100.00
Hispanic	71.43	61.54	94.44	0.00	0.00	86.36	85.71	88.89	100.00	100.00
Students with Disabilities	-	27.27	58.33	0.00	0.00	-	45.45	83.33	80.00	100.00
Male	73.81	72.22	85.71	0.00	0.00	90.48	85.45	95.92	97.83	100.00
Female	84.62	80.39	85.71	0.00	0.00	90.00	96.00	92.86	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	-	-
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
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)	74.07	69.09	72.58	84.48	88.73	31.48	36.36	37.10	0.00	36.11
Asian	100.00	-	-	100.00	-	0.00	-	-	0.00	-
Black	100.00	100.00	-	-	-	0.00	100.00	-	-	-
White	82.81	77.78	81.40	81.69	89.87	32.81	36.51	47.67	0.00	45.00
Hispanic	61.54	60.00	61.54	85.71	87.50	15.38	30.00	30.77	0.00	41.67
Students with Disabilities	-	36.36	50.00	45.45	57.14	-	9.09	10.00	0.00	25.00
Male	76.32	68.18	78.85	82.98	86.27	23.68	36.36	38.46	0.00	40.38
Female	82.93	80.49	79.17	82.93	92.45	34.15	36.59	52.08	0.00	47.17

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	68.52	58.18	64.52	0.00	0.00	80.00	80.36	77.42	91.38	94.44
Asian	100.00	-	-	0.00	-	100.00	-	-	100.00	-
Black	100.00	100.00	-	-	-	100.00	100.00	-	-	-
White	73.44	71.43	75.58	0.00	0.00	90.63	85.71	89.53	90.14	93.75
Hispanic	61.54	45.00	53.85	0.00	0.00	64.29	76.19	53.85	92.86	95.83
Students with Disabilities	-	27.27	40.00	0.00	0.00	-	36.36	40.00	81.82	87.50
Male	68.42	63.64	69.23	0.00	0.00	86.84	84.44	82.69	91.49	94.23
Female	75.61	68.29	75.00	0.00	0.00	85.71	82.93	87.50	90.24	94.34

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	-	-	-	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
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

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

All core subjects are at AYP (Adequate Yearly Progress) targets.

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

No

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

n/a

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

Significant improvement in Reading and good improvement in Math. Writing is at 45% at 4th and 5th grade Science is improving after the adoption of new Science Kits and professional development.

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)?

Economically disadvantaged students and boys are the most significant gap in the area of reading.

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

A study of how to teach boys and economically disadvantaged students. Continue tier II and III interventions. Use of an after school program. Implementation of standards based report cards. Parent meeting to discuss standards and how they can help at home. Purchasing high interest reading materials for boys.

Students with Disabilities

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

nine students

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

2%

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% We believe the standard accommodates leveled the playing field for student when assessing. We believe our co-teaching model helps special ed students function better on the MEAP than other area schools and the state special ed. averages.

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?

There has been an improvement in special ed. scores due to standard accommodations and especially the use of co-teaching and inclusion practices.

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 as full co-teaching was implemented 4 years ago and our scores have improved with special ed. Also they are included in our Tier II and Tier III interventions.

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 co-teaching, differentiated instruction with computer assisted instruction daily. We also use interventions programs such as Read Naturally and Gate .8 and 1.3. We use guided reading groups and multiple sensory math groups.

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.)?

The are not excluded form general ed programs but general ed and special ed work closely together.

Limited English Proficient

1. For each LEP Group Demographics, what is the percent of students who are not at/or above the current state standard for each content area?

We have LEP students but the number are insignificant.

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

LEP students are achieving comparable to other students.

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

The group is too small for significance. They are supported in our literacy program and are supported with after school Title III support using Rosetta Stone.

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 by assessments that guide students into support services. All LEP students were invited to our after school ESL program but few attended as there were transportation problems with several students. Nearly all LEP students demonstrated good improvement with English proficiency levels and NWEA assessment progress.

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

none noticed

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

none noted

Extended Learning Opportunities

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

15 percent

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

At parent teacher conferences and school newsletters inform students and families of the opportunities offered at the youth center. LEP students are also invited to a program at Ryan Elementary school.

Staff Demographics

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

21.4

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

12

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

5 years

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

n/a

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

We have one probationary teacher this year at third grade and another new teacher at third grade that was our previous literacy coach.

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

New teachers are inexperienced and need mentoring and support.

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

Refine new teacher induction program and articulate mentor agreements. The board has just approved a mentoring process this past summer 2011.

Perception Data

Students

1. What are the perceptions of students regarding the quality of the instructional program?
Students are survey annually and the majority of students feel the work is appropriate for them and they are learning. They really enjoy Science as it is hands on and a constructive approach is used.
2. What are the perceptions of students regarding support for student learning?
They appreciate the paraprofessionals and intervention and extensions periods we have included in our schedule.
3. What are the perceptions of students regarding school climate?
Students enjoy our PBS program.
4. What are the perceptions of students regarding student/school relationships?
Students feel safe in at our school.
5. What are the areas of strength identified from the students perception data?
In all subjects the majority of students feel the amount of work is correct for them and they can do the work. They really like Science, P.E., recess, and lunch. They like coming to our school.
6. What are the areas of improvement identified from the students perception data?
We would like to see students enjoy Math and ELA more.

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?
92% strongly agree
2. What are the perceptions of parents/guardians regarding support for student learning?
90% strongly agree
3. What are the perceptions of parents/guardians regarding school climate?
93% strongly agree
4. What are the perceptions of parents/guardians regarding parent/school relationships?
100% sign Parent/Student/School Compact and on survey they respond with 91% strongly agree.
5. What are the perceptions of parents/guardians regarding resource management?
In the parent advisory council they are knowledgeable about the programming and resource management.
6. What are the areas of strength identified from the parents/guardians perception data?
Parents are please with ~90% strongly agree on all questions.
7. What are the areas of improvement identified from the parents/guardians perception data?

The staff and parents would like to see an average of 95% strongly agree.

Teachers/Staff

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

Since the program development of RTI (Response to Instruction) with interventions and extensions teachers have been pleased, but concerns about the management of the groups is an issue. Some teachers have concerns about content materials like text books and quality literature resources for students to read and use with their learning.

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

The use of Title 1 paraprofessionals to support the RTI tier II and tier III students is essential and this has helped our academic progress.

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

Teachers actively participate in a positive school climate through our PBS system. Daily Viking CREW notes are read over the announcements about students' successes in the school. Teachers express concerns about the principal's ability to manage his time to properly address needs. He has two buildings that he administers. Some teachers feel he is ineffective.

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

75% of teachers strongly agree that administration is highly effective. Some teachers express concerns about the principal's ability to manage his time to properly address needs. He has two buildings that he administers. Some teachers feel he is ineffective.

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

Overall programming is effective and progress is being made.

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

More collaboration with autonomy from the PLC teams in the areas of curriculum alignment and resources. Develop committees and empower them to make collaborative decisions about managing future resources and the development of instructional programming.

Community

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

The board is pleased with the instructional program. No formal community survey is currently being used.

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

The board is pleased with support for student learning. No formal community survey is currently being used.

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

The board is pleased with the school climate. No formal community survey is currently being used. Monthly school reports are presented in a public meeting and parents are allowed to speak with any concerns.

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

The board has some concerns with the community/school relationships. No formal community survey is currently being used. Monthly school reports are presented in a public meeting and parents are allowed to speak with any concerns. A district committee is set up on this topic and one of the board's goals is to improve these relationships.

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

The board is pleased with the resource management. No formal community survey is currently being used. Monthly school reports and budgets are presented in a public meeting and parents are allowed to speak with any concerns. Despite the dwindling state fund allowance our district still maintains a healthy fund equity.

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

Overall quality instructional programming with support for student learning. A positive school climate while managing resources well.

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

The school board would like an improvement in public relations and community collaboration as stated in the school board goals.

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?

A parent advisory council meets annually to review student surveys and parent surveys. 1. Volunteer programs that included training 2. Back to school night 3. Parent conferences twice annually and open door policy to meet as necessary with student/parent concerns 4. Parent involvement nights 5. MEAP Parent Report information meetings

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

The school needs to increase the use of parent advisory council and support PTO development. The school needs to develop partnerships through the community to encourage more parent communication. The school needs to provide easy access to meaningful information for parents.

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

Increase use of parents advisement through the use of parent advisory council minutes. Increase information on website and provide regularly school newsletters. Use of school messenger on important school dates.

Health & Safety

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

N/A

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

N/A

School Data Analysis

1. Strengths:

Positive Math and Reading achievement and progress in proficiency levels continue to increase through the process of RTI and quality instruction in all three tiers.

2. Challenges:

Writing, Science, and Social Studies continue to be concerns for the school and the need to continue progress in Math and Reading to attain 100% proficiency by 2014 as we still have gaps of 10-15% in our grade levels. The school needs to continue to develop parent and community collaboration to promote future academic growth in all children. A need to address the learning of boys in literacy and how to teach and support students that come from lower economic homes that lack resources.