

School Data Profile/Analysis

School Year: 2010

School District: Bronson Community School District

School Name: Chicago Street School

Principal: Mr. Mark Heifner

Building Code: 00409

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	#	%	#	%	#	%	#	%	#	%
5	-	-	-	-	91	52.60	95	51.63	91	47.89
6	-	-	-	-	82	47.40	89	48.37	99	52.11

Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	-	-	-	-	129	74.57	147	79.89	159	83.68
Black	-	-	-	-	2	1.16	2	1.09	0	0.00
Asian	-	-	-	-	1	0.58	0	0.00	0	0.00
Hispanic	-	-	-	-	37	21.39	33	17.93	27	14.21
American Indian	-	-	-	-	0	0.00	0	0.00	2	1.05
Native Hawaiian	-	-	-	-	0	0.00	0	0.00	0	0.00
Multiracial	-	-	-	-	4	2.31	2	1.09	2	1.05
Male	-	-	-	-	85	49.13	95	51.63	101	53.16
Female	-	-	-	-	88	50.87	89	48.37	89	46.84

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

No Change

2. For which sub-groups has the percentage of students changed by more than 5% over the past (5) years?

None

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

We have seen a growing number of lower socio economic students.

4. What implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, public relations, and/or recruitment?

The importance of maintaining a position that can support lower socio economic students, students that have attendance problems, and students that have behavior-emotional problems. We have concerns about parent accountability with before and after school learning opportunities.

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

1. Keep the elementary interventionist position. 2. Maintain before and after school programming. i.e. Bronson Area Youth Center 3. Implement the new BISD attendance policy for elementary students. 4. Consider student handbook ruling on 6 tardy events leads to one after school tardy detention to make up for lost time.

Mobility & Attendance

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

Economically disadvantaged have the highest rate. Non-economically disadvantaged have the lowest mobility rate. We also indicate a slight decline in Hispanic population.

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

There is no statistically based difference with two grade levels in this building. We have had more move in at sixth grade level than fifth grade but it is minimal.

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 issues are a challenge for a number of students and behavioral concerns are also a problem for some students. Quite often students are identified or recommended to the youth center program but parents have transportation problems as they live in the rural areas.

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

Families in economic hardship tend to be in crisis which leads to poor attendance, lack of parental behavior support for behavior management. Teachers have a full day of work load with some classes with high numbers of 34 students. We find it necessary to build more supports around struggling students.

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

Not applicable

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?

Greater than 95% for the building. Non-socio economic disadvantaged groups have the highest attendance and socio-economic disadvantaged groups have the lowest attendance rate.

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

The socio-economic disadvantaged group has the greatest number.

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	
	#	%	#	%	#	%	#	%	#	%	#	%
5	60	66.67	69	76.67	39	43.33	69	76.67	71	78.89	0	0.00
6	71	73.96	73	76.04	60	62.50	72	75.00	0	0.00	74	77.08

Year: 2007

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
5	60	70.59	63	74.12	45	52.94	66	77.65	61	71.76	0	0.00
6	77	84.62	74	81.32	70	76.92	73	78.49	0	0.00	68	73.12

Year: 2008

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

	#	%	#	%	#	%	#	%	#	%	#	%
5	59	67.82	66	75.00	43	49.43	70	79.55	60	68.97	0	0.00
6	65	80.25	64	79.01	60	74.07	68	83.95	0	0.00	56	69.14

Year: 2009

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
5	0	0.00	79	86.81	0	0.00	71	78.02	66	69.47	0	0.00
6	0	0.00	64	76.19	0	0.00	62	73.81	0	0.00	48	56.47

Year: 2010

% of Population Demonstrating Proficiency of GLCE/HSCE												
Grade	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
5	0	0.00	70	78.65	0	0.00	73	83.91	64	73.56	0	0.00
6	0	0.00	83	83.84	0	0.00	91	91.92	0	0.00	74	74.75

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

Significant increase in math achievement in 5th grade, gradual improvement in reading, a slight upward trend in 5th grade science. 6th grade math experienced an unusual increase this past year. 6th grade reading is in flux but remains nearly constant, social studies in 6th grade have dipped but returned to a higher level.

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

End of unit assessments in Science and Social Studies, Bronson Measures of Academic Progress (NWEA), Dibels, MEAP, Developmental Reading Assessment, and Math Benchmarking through DataDirector have been developed for analysis of progress.

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

Data can be disaggregated by staff and student demographics through DataDirector.

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

We use benchmarks in DIBELS and at grade level in DRA work. Also, we develop cut scores in the Bronson Measures of Academic Progress current targets are set at 50th percentile. Examination of teaching strategies, parental involvement, and RTI models is ongoing through teacher evaluations.

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

6th grade reading needs improvement as well as 6th grade social studies. A system of tracking writing needs to be developed. Science and Social Studies has improved but still below regional averages and our goal is to be the best in the region and above state averages.

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

Curriculum examination and realignment to the CCSS, evaluation and possible revision of RTI practices, development of Standards Based Report Cards, and professional development in best practices.

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

Math appears to be the area of greatest growth according to achievement indicators.

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

Math is the area of greatest improvement. It is noted in a gradual increase each year with BMAP (NWEA) test scores.

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?

Relief in class size has helped in these two areas, ongoing professional development has helped, the aligned math curriculum, the daily common planning time for PLC/GLT work. (professional learning community / grade level teaming)

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

English Language Arts is the greatest challenge for this building.

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

A

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
Scale Score Range		(150-700)	(150-250)	(251-350)	(351-450)	(451-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%
2005	999,999	404	394-414	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
Scale Score Range		(150-700)	(150-250)	(251-350)	(351-450)	(451-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%
2005	999,999	404	394-414	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%) 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%))				

Year	No. of Students Assessed	Scale Score		Performance Levels			
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
Scale Score Range		(150-700)	(150-250)	(251-350)	(351-450)	(451-700)	(351-700)
2006	000,000	404	394-414	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%

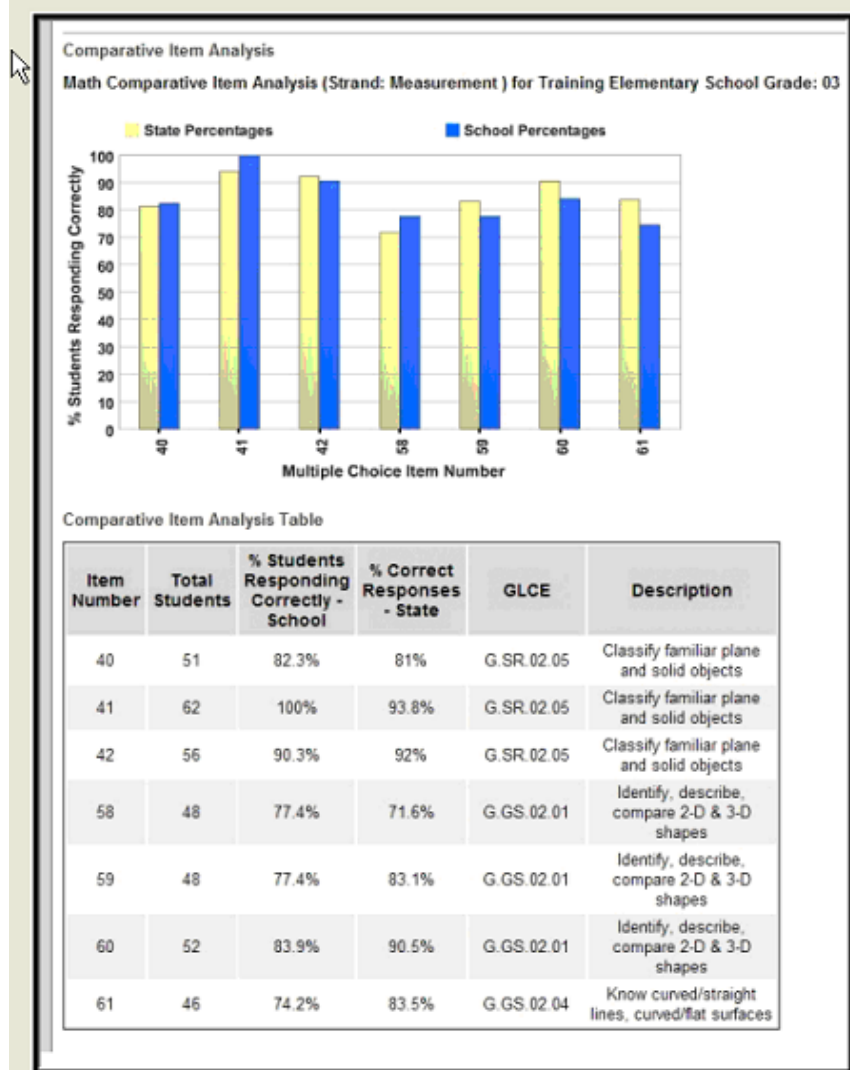
Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	123456 (100%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining
Number (% of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%))				

STRAND	Domain	No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																			
					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: 5

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	69.64	62.96	65.08	85.00	72.92	37.50	50.00	41.94	0.00	0.00
Asian	-	100.00	-	-	-	-	100.00	-	-	-
Black	100.00	100.00	100.00	-	-	0.00	0.00	100.00	-	-
White	79.71	79.41	78.46	88.61	79.17	44.93	58.82	56.25	0.00	0.00
Hispanic	63.16	42.86	61.90	72.73	73.33	42.11	28.57	23.81	0.00	0.00
Students with Disabilities	0.00	50.00	23.08	80.00	66.67	0.00	25.00	0.00	0.00	0.00
Male	65.71	69.05	70.21	89.58	83.33	28.57	42.86	43.48	0.00	0.00
Female	83.64	79.07	80.49	83.72	73.17	52.73	62.79	56.10	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	58.93	61.11	59.68	0.00	0.00	71.43	74.07	73.02	70.00	78.72
Asian	-	100.00	-	-	-	-	100.00	-	-	-
Black	100.00	100.00	100.00	-	-	100.00	100.00	100.00	-	-
White	66.67	76.47	70.31	0.00	0.00	79.71	79.41	82.81	79.75	84.29
Hispanic	63.16	35.71	57.14	0.00	0.00	63.16	64.29	68.18	72.73	80.00
Students with Disabilities	0.00	50.00	0.00	0.00	0.00	33.33	25.00	23.08	60.00	91.67
Male	48.57	64.29	58.70	0.00	0.00	71.43	76.19	78.72	79.17	89.36
Female	78.18	76.74	78.05	0.00	0.00	80.00	79.07	80.49	76.74	77.50

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	71.43	64.81	61.29	63.33	74.47	0.00	0.00	0.00	0.00	0.00
Asian	-	100.00	-	-	-	-	0.00	-	-	-
Black	100.00	100.00	100.00	-	-	0.00	0.00	0.00	-	-
White	82.61	75.00	73.44	69.88	72.86	0.00	0.00	0.00	0.00	0.00
Hispanic	63.16	50.00	52.38	72.73	73.33	0.00	0.00	0.00	0.00	0.00
Students with Disabilities	0.00	75.00	16.67	33.33	66.67	0.00	0.00	0.00	0.00	0.00
Male	74.29	69.05	60.87	65.38	78.72	0.00	0.00	0.00	0.00	0.00
Female										

Female	81.82	74.42	78.05	74.42	67.50	0.00	0.00	0.00	0.00	0.00
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Grade: 6

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	78.57	76.27	75.00	74.58	77.97	64.29	69.49	67.86	0.00	0.00
Asian	-	-	100.00	-	-	-	-	100.00	-	-
Black	0.00	100.00	100.00	100.00	-	0.00	0.00	100.00	0.00	-
White	75.00	81.69	82.26	75.41	86.05	63.10	76.06	82.26	0.00	0.00
Hispanic	90.91	82.35	66.67	75.00	66.67	63.64	88.24	33.33	0.00	0.00
Students with Disabilities	-	50.00	50.00	25.00	44.44	-	25.00	37.50	0.00	0.00
Male	70.69	76.32	70.27	65.00	80.00	46.55	68.42	64.86	0.00	0.00
Female	84.21	84.91	86.36	86.36	87.76	86.84	83.02	81.82	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	76.79	77.97	75.00	0.00	0.00	80.36	72.13	82.14	67.80	88.14
Asian	-	-	100.00	-	-	-	-	100.00	-	-
Black	0.00	100.00	100.00	0.00	-	0.00	100.00	100.00	100.00	-
White	72.62	85.92	82.26	0.00	0.00	75.00	81.69	85.48	77.05	94.19
Hispanic	90.91	82.35	66.67	0.00	0.00	81.82	68.42	73.33	60.00	75.00
Students with Disabilities	-	50.00	37.50	0.00	0.00	-	37.50	50.00	37.50	77.78
Male	65.52	78.95	72.97	0.00	0.00	70.69	70.00	78.38	67.50	88.00
Female	86.84	88.68	86.36	0.00	0.00	81.58	84.91	88.64	79.55	95.92

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	69.64	67.21	64.29	52.54	72.88
Asian	-	-	0.00	-	-	-	-	100.00	-	-
Black	0.00	0.00	0.00	0.00	-	0.00	100.00	100.00	100.00	-
White	0.00	0.00	0.00	0.00	0.00	78.57	76.06	70.97	59.02	77.91
Hispanic	0.00	0.00	0.00	0.00	0.00	72.73	63.16	60.00	42.86	50.00
Students with Disabilities	-	0.00	0.00	0.00	0.00	-	62.50	37.50	11.11	55.56
Male	0.00	0.00	0.00	0.00	0.00	74.14	62.50	59.46	53.66	70.00
Female	0.00	0.00	0.00	0.00	0.00	81.58	81.13	77.27	59.09	79.59

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

All subjects exceed the current state AYP content targets.

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

Yes, the socio-economic group is at 64% which is 13% points off of the current AYP target of 77% from the 7th grade Reading MEAP (last years 6th grade class). Also the boys in on that same test were 12% points off of the 77% AYP target in reading. In writing boys were only 28% and girls were 60% in teh 7th grade writing. Socio-economic students were at 37% in writing compared to not socio-economic at 56% proficient in writing.

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

Possibly students not having access to literacy materials in homes or access to public library. Teachers are interested in ways to work with students that come from lower socio-economic and also the differences between boys and girls with literacy.

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

Significant increase in math achievement in 5th to 6th grade, gradual improvement in reading from 5th to 6th grade, a slight upward trend in 5th grade science. There has been minimal imprvement from 6th to 7th grade in ELA and Math. 6th grade reading is in flux but remains nearly constant, social studies in 6th grade have dipped but returned to a higher level.

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)?

Girls continue to demonstrate improvement and students from not socio-economic situations.

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

Realignment of curriculum, professional development in best teaching practice, professional development related to working with Hispanic students and their parents, improving direct instruction, providing support for students that show problems with behavior, teachers to study how to address adolescent literacy especially with boys, how to teach students that come from lower socio-economic situations.

Students with Disabilities

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

Ten students with disabilities participated with the MEAP.

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

Two percent took the Mi-Access.

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?

Seven percent.

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?

Yes, the special ed students are performing better due to co-teaching.

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, due to inclusive practice.

6. What services are provided that will help the student become successful in the general education setting? For example: Co-Teaching, Differentiated instruction, Supplementary aids and services, Peer tutoring, Additional interventions.

Co-Teaching, Differentiated instruction, Supplementary aids and services, Peer tutoring, Additional interventions.

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.)?

Title 1, Title III, Section 31a, after-school programs at Youth Center, Tier 2 and Tier 3 interventions through our RTI program and PLC (Professional Learning Community) work. We also have operated a very strong inclusion program through co-teaching and hope to continue these processes.

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?

The group is so small the percent (less than 10%) is insignificant to report.

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

The group is so small the percent is insignificant to report.

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

The group is so small the percent is insignificant to report.

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

The group is so small the percent is too insignificant to report.

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

The group is so small the percent is too insignificant to report.

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

The group is so small the percent is insignificant to report.

Extended Learning Opportunities

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

20%

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

Parents and students are informed at parent teacher conferences, school newsletters, teacher recommendations, LEP students receive letters after ELPA testing for after school Title III programming. Students are recommended to attend the after school program at the Bronson Area Youth Center.

Staff Demographics

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

18/4

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

14/6

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

2/8

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?

We have two new teachers in the building. We have difficulty maintaining a teacher for instrumental music. We currently do not have a staff member that is not Caucasian in ethnicity.

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

We have had retirements, increased class sizes so we have had to add sections and new staff members. The band position is a shared position with another building which can be problematic.

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

We are implementing a teacher induction program and modifying the music offerings and schedule. In hiring practices we usually have a very limited number of applicants and very rarely are the applicants are from a different ethnicity other than Caucasian.

Perception Data

Students

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

According to our student survey 78% of students feel they are given the right amount of time for listening to the teacher and the materials are somewhat interesting. 52% of the students feel they have the right amount of time to write their ideas on paper. 61% of the students feel they have enough time to look at visuals.

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

60% of the time the students feel they are getting time to work in learning groups. 69% percent of the students feel they are given the right amount of time to try their work by themselves. 73% of the students feel they are given the right amount of time to listen to their teachers. 81% of students feel they are given enough time to get their work done in class.

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

41% of the students say they feel good most of the time at school. 35% of the students say they feel good almost always at school. 16% of the students say they feel good some of the time at school. 6% of the students say they feel good some of the time at school.

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

The transition from Ryan Elementary to Chicago Street School is a big change for our students (i.e, new building, new staff, grades, lockers). 75% of the students feel that they have a positive relationships at Chicago Street School.

5. What are the areas of strength identified from the students perception data?

60% of students feel math materials are somewhat interesting and 26% say they are very interesting. 57% of the students say the science materials are very interesting while 34% of students say they are somewhat interesting. 73% of the students feel they are given the right amount of time to listen to their teachers. 81% of students feel they are given enough time to get their work done in class.

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

The students perceptions are identifying the need for more cooperative learning, 54% of the students feel they do not have enough time to work with other students. 60% of the time the students feel they are getting time to work in learning groups. AS we move into CCSS we hope to utilize more cooperative learning and the use of Thinking Maps to process complex text and processes that students need to master.

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?

Parent are please with the quality of program as indicated in the parent family survey.

2. What are the perceptions of parents/guardians regarding support for student learning?

Parent are please with the quality of student learning as indicated in the parent family survey.

3. What are the perceptions of parents/guardians regarding school climate?

Parent are please with the school climate as indicated in the parent family survey.

4. What are the perceptions of parents/guardians regarding parent/school relationships?

The parents want more parent involvement in the intermediate grades. Some parents indicate they do not understand or able to help their children with the Everyday Math activities that students some time bring home for practice.

5. What are the perceptions of parents/guardians regarding resource management?

Parent are very frugal with any taxation from the schools and they desire the school to be ran with the utmost efficiency. They are currently pleased with resources management. Last year there was concern for the large sixth grade classrooms and a 5/6 educator was hired in October that taught 5 and 6 ELA and Math thus reducing those class sizes across the school. This summer a 4th teacher was placed and hired at grades 5 and 6.

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

Teachers care about their students and overall good school to home communication. They want to see better communication and clarity coming from the lead administrator of the building.

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

Improve the quality of instruction in Tier 1 and continue Tier 2 and 3 with interventions and extensions.

Teachers/Staff

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

They feel confident of the instructional program but have concerns about the changing from GLCEs to CCSSs.

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

They desire a more meaningful evaluation process with credible statements from the lead administrator to promote better student learning.

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

Most teachers express we have a very close school "family" that cares about each other professionally and personally.

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

They want more clarity of program and initiatives from the administration.

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

The recognize the commitment of the administration but want good accountability from all staff members and also they want initiatives well thought out and planned for progress.

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

Clarity across the professional learning community. A rigorous relevant curriculum with staff accountability to the processes of implementation and delivering instruction. Upon the review of CCSS they want more technology to support the curriculum change.

Community

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

no perception gathered , only board comments

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

no perception gathered , only board comments

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

no perception gathered , only board comments

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

no perception gathered , only board comments

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

no perception gathered , only board comments

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

no perception gathered , only board comments

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

The BCS board has set school board goals for the district and this is guiding the district, administrators, schools, teachers, and staff members.

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 do a review parent and student surveys, volunteer programs, parent education nights, open houses, parent teacher conferences, MEAP parent information meeting, and currently the BCS Professional Studies Committee and its sub-committees that support parent and community collaboration.

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

We need to increase the use of parent advisory council, improve communications and public relations, develop more partnerships with the community. We need to increase the number of parent events and parent participation in events and in the number of parents who volunteer for academic support during the school day.

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

Plan to encourage more parent participation, improve communications through electronic media, improve district website, principal designate a monthly time to discuss school issues with parents, identify interventions/extensions that parents can help with during the school day.

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?

We do not use MiPHY at this time (grades 5 & 6), but we do use discipline data to identify students that are Tier II and Tier III behaviors concerns. Our elementary interventionist works with BIP for students. We also have just based lined our students with a bullying survey. We record accident/ incidents to identify unsafe conditions with our students and staff.

School Data Analysis

1. Strengths:

The school has a focused staff committed to quality education. It has made advances in Math instruction with a rich curriculum resource of Everyday Math. The school uses a variety of assessments that guide a RTI program that helps all learners in Math and ELA. It uses computer assisted instruction for differentiation in meeting the needs of all learners. It uses guided reading to advance students in literacy skills. Reading fluency has been improving in the elementary.

2. Challenges:

Parent involvement is still low and a stronger home to school relationship is needed. Lower socioeconomic students struggle the most with learning and especially boys in the middle school years. The district loses boys to girls in proficiency levels 3 to 1 in the grades 5,6,7, and 8. Comprehension remains a concern in reading that affects future growth of all students as they move into secondary education. A challenge is to move from GLCE focus to CCSS focus. A more detailed method of assessing writing is needed in the schools coupled with that improved writing instruction.