

# **School Data Profile/Analysis**

School Year: 2010

School District: Holly Academy

School Name: Holly Academy

Principal: Ms. Julie Kildee

Building Code: 08734

# 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](mailto: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:

<b>Gather Data</b>	Where are we now (status) and where do we want to be?
<b>Study/Analyze</b>	What did the data/information we collected tell us (gap analysis)?
<b>Plan</b>	How do we organize our work so that it aligns to our goals and resources (SIP)?
<b>Do</b>	What strategies and action steps do staff members need to implement to meet the goals?
<b>Gather Data II</b>	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](http://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	
	#	%	#	%	#	%	#	%	#	%
K	75	11.70	91	13.87	93	13.14	99	13.88	104	13.35
1	102	15.91	80	12.20	89	12.57	89	12.48	100	12.84
2	78	12.17	96	14.63	86	12.15	81	11.36	88	11.30
3	73	11.39	80	12.20	98	13.84	99	13.88	90	11.55
4	79	12.32	70	10.67	82	11.58	93	13.04	102	13.09
5	70	10.92	81	12.35	70	9.89	77	10.80	96	12.32
6	62	9.67	67	10.21	79	11.16	62	8.70	79	10.14
7	54	8.42	49	7.47	64	9.04	70	9.82	56	7.19
8	48	7.49	42	6.40	47	6.64	43	6.03	64	8.22

### Sub-Group Demographic Enrollment Data

Group	Total School Enrollment									
	2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%
White	590	92.04	607	92.53	662	93.50	660	92.57	722	92.68
Black	17	2.65	16	2.44	13	1.84	13	1.82	16	2.05
Asian	10	1.56	10	1.52	8	1.13	8	1.12	11	1.41
Hispanic	11	1.72	12	1.83	15	2.12	16	2.24	18	2.31
American Indian	13	2.03	11	1.68	10	1.41	8	1.12	8	1.03
Native Hawaiian	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Multiracial	0	0.00	0	0.00	0	0.00	8	1.12	4	0.51
Male	305	47.58	307	46.80	348	49.15	345	48.39	374	48.01
Female	336	52.42	349	53.20	360	50.85	368	51.61	405	51.99

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

*Increasing*

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

*There hasn't been markable change in any of our sub-groups over the last 5 years.*

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

*Our students of African American descent tend to score about 10% lower than those of their peers at 87% in math. In reading, they received a 5% lower score than that of their peers placing them at an average of 88% over the last five years.*

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?

*Increase in enrollment has created a need for increased staffing as well as the need for more space. Holly Academy is in the construction phase of increasing their facilities. Professional development for new staff is a continuous part of our new teacher induction program.*

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

*We have created a plan to address parent/student/staff concerns that are connected to construction, i.e. access to school, traffic congestion. We have followed our standard operating procedures in regards to new staffing needs.*

## Mobility & Attendance

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

*We do not have sub-group(s) of significant numbers that would necessitate the need to track this data.*

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

*Our middle school grades have the highest mobility rate. Our k-1 students have the lowest mobility rate.*

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 not an issue. However, we have noticed a indication of higher tardy rates in the students of African American sub-group.*

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

*For the middle school mobility rate, we believe it is due to the lack of sports that are offered at the academy.*

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?

*98%*

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

*n/a We have students that have missed more than 11 days of school. However, they are not in a specific sub-group.*

# Grade Level Achievement

## Michigan AYP Targets

Content	2001-04*	2004-07*	2007-09*	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>								
<b>Math</b>	47%	56%	65%	65%	74%	82%	91%	100%
<b>ELA/Reading**</b>	38%	48%	59%	69%	77%	85%	92%	100%
<b>Middle School</b>								
<b>Math</b>	31%	43%	54%	54%	66%	77%	89%	100%
<b>ELA/Reading**</b>	31%	43%	54%	66%	74%	82%	91%	100%
<b>High School</b>								
<b>Math</b>	33%	44%	55%	55%	67%	78%	89%	100%
<b>ELA/Reading**</b>	42%	52%	61%	71%	79%	86%	93%	100%

\* Targets were unchanged during these years

\*\* Reading only starting 2009-10

## Grade Level Achievement for all Students

Year: 2006

Grade	% of Population Demonstrating Proficiency of GLCE/HSCE											
	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	67	93.06	70	97.22	47	65.28	71	98.61	0	0.00	0	0.00
4	69	87.34	75	94.94	45	56.96	79	100.00	0	0.00	0	0.00
5	69	97.18	69	97.18	56	78.87	55	77.46	65	90.28	0	0.00
6	61	98.39	60	96.77	59	95.16	55	88.71	0	0.00	60	96.77
7	51	94.44	51	94.44	51	94.44	48	88.89	0	0.00	0	0.00
8	38	79.17	40	83.33	35	72.92	44	93.62	41	85.42	0	0.00

Year: 2007

Grade	% of Population Demonstrating Proficiency of GLCE/HSCE											
	ELA		Reading		Writing		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
3	69	87.34	71	89.87	52	65.82	77	97.47	0	0.00	0	0.00

4	63	92.65	64	94.12	46	67.65	68	100.00	0	0.00	0	0.00
5	77	95.06	79	97.53	61	75.31	73	90.12	79	97.53	0	0.00
6	60	93.75	61	95.31	57	89.06	60	93.75	0	0.00	60	90.91
7	49	100.00	49	100.00	47	95.92	48	97.96	0	0.00	0	0.00
8	39	95.12	40	97.56	38	92.68	38	92.68	39	95.12	0	0.00

Year: 2008

<b>% of Population Demonstrating Proficiency of GLCE/HSCE</b>												
<b>Grade</b>	<b>ELA</b>		<b>Reading</b>		<b>Writing</b>		<b>Math</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
3	88	91.67	90	93.75	69	71.13	94	96.91	0	0.00	0	0.00
4	77	95.06	79	97.53	51	62.96	75	92.59	0	0.00	0	0.00
5	64	92.75	66	95.65	53	76.81	67	97.10	67	97.10	0	0.00
6	77	97.47	74	93.67	75	94.94	75	94.94	0	0.00	75	94.94
7	61	95.31	60	93.75	59	92.19	58	90.63	0	0.00	0	0.00
8	44	95.65	44	95.65	42	91.30	42	91.30	42	91.30	0	0.00

Year: 2009

<b>% of Population Demonstrating Proficiency of GLCE/HSCE</b>												
<b>Grade</b>	<b>ELA</b>		<b>Reading</b>		<b>Writing</b>		<b>Math</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
3	0	0.00	93	93.94	0	0.00	92	92.93	0	0.00	0	0.00
4	0	0.00	86	94.51	0	0.00	90	98.90	0	0.00	0	0.00
5	0	0.00	74	97.37	0	0.00	71	93.42	74	96.10	0	0.00
6	0	0.00	60	96.77	0	0.00	59	95.16	0	0.00	56	90.32
7	0	0.00	66	94.29	0	0.00	67	95.71	0	0.00	0	0.00
8	0	0.00	40	93.02	0	0.00	35	81.40	38	88.37	0	0.00

Year: 2010

<b>% of Population Demonstrating Proficiency of GLCE/HSCE</b>												
<b>Grade</b>	<b>ELA</b>		<b>Reading</b>		<b>Writing</b>		<b>Math</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
3	0	0.00	87	96.67	0	0.00	88	97.78	0	0.00	0	0.00
4	0	0.00	95	93.14	58	56.86	101	99.02	0	0.00	0	0.00
5	0	0.00	90	95.74	0	0.00	83	88.30	92	95.83	0	0.00
6	0	0.00	76	96.20	0	0.00	76	96.20	0	0.00	76	96.20
7	0	0.00	54	96.43	47	83.93	55	98.21	0	0.00	0	0.00
8	0	0.00	61	95.31	0	0.00	59	92.19	62	96.88	0	0.00

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

*In reference to our grade level achievement data on standardized testing our students have achieved proficiency on a consistently high level. We have experienced the same peaks and valleys due to the changing of cut scores as other schools.*

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

*First and foremost Holly Academy utilizes standards based report cards that are aligned with the Michigan Grade Level Content Expectations. In addition, Holly Academy utilizes the benchmarks established at the intermediate school district for writing. Rubrics are used to evaluate whether students have met these goals. Data is analyzed to identify areas of strength and weakness. Reading and math outcome indicators are established from the benchmarks set forth by Central Michigan University, Holly Academy's authorizer. These benchmarks are aligned with college and career readiness expectations. Science and social studies outcome indicators are based on the grade level standards. Assessments have been developed that are administered to the students at multiple grade levels.*

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

*Holly Academy looks at the gender specific demographics. We have also monitored the progress between the regular education and special education students.*

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

*Holly Academy has developed a systematic process for the analysis of writing, reading, science, math, and social studies. Each content area possesses a committee that reviews curriculum and data. Core content committee chairs meet with the curriculum director on a monthly basis. Data analysis training as well as curriculum development training is provided at these sessions.*

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

*We are continuing to focus on improvement with our writing data to ensure that our students are college and career ready. Mathematics is also an area where we continue to strive for student improvement.*

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

*We have instituted an intervention program to identify the students that are not achieving proficiency and have targeted those students with intense instruction using research based techniques to achieve growth in language arts and mathematics.*

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

*Holly Academy data indicates an upward trend overall in reading, math. Our overall success in science and social studies is indicated by the high percentage of student proficiency also.*

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

*We are continually focused on improving our overall writing performance. Based on the Grade Level Achievement Data we have noticed an atypical downward trend from fourth to fifth grade math.*

9. What are the factors identified that contribute to opportunities for improvement? What are the possible action(s) that can be taken to address the factors identified?

*In reference to our writing we have identified that our students need to improve the inclusion of details in their writing. The atypical downward trend in reference to our Grade Level Achievement Data does afford us the opportunity for improvement. We have continued to work on aligning our curriculum in fourth and fifth grade to*

*what is being assessed.*

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

*When comparing our school to others our staff would indicate that our gap to the state average in math is closing.*

## Sub Group Achievement

### Michigan AYP Targets


Content	2001-04*	2004-07*	2007-09*	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>								
<b>Math</b>	47%	56%	65%	65%	74%	82%	91%	100%
<b>ELA/Reading**</b>	38%	48%	59%	69%	77%	85%	92%	100%
<b>Middle School</b>								
<b>Math</b>	31%	43%	54%	54%	66%	77%	89%	100%
<b>ELA/Reading**</b>	31%	43%	54%	66%	74%	82%	91%	100%
<b>High School</b>								
<b>Math</b>	33%	44%	55%	55%	67%	78%	89%	100%
<b>ELA/Reading**</b>	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
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%	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
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%	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
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%	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	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																					

\* Includes all tested forms, including Emergency form state results.

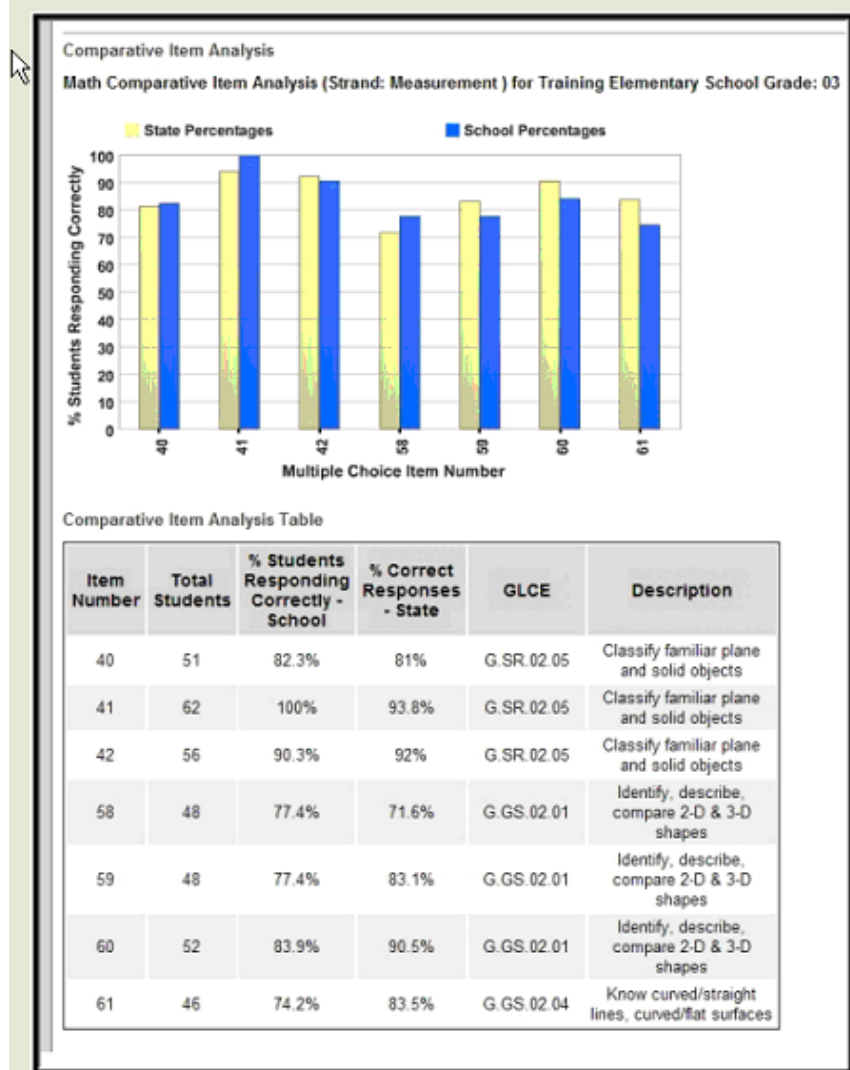
\*\* Only includes assigned form student results. Emergency students are not included. Due to rounding percents may not sum to 100%.

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Fall 2006 Run Date: 12/12/06 batchcode-districtcode-0000100



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)	-	-	90.00	90.91	93.75	-	-	60.00	0.00	0.00
Asian	100.00	-	-	-	100.00	100.00	-	-	-	0.00
Black	-	100.00	75.00	100.00	75.00	-	0.00	75.00	0.00	0.00
White	97.10	90.54	94.44	93.55	97.56	65.22	68.92	72.53	0.00	0.00
Hispanic	100.00	66.67	100.00	100.00	100.00	100.00	33.33	0.00	0.00	0.00
Students with Disabilities	100.00	40.00	63.64	88.89	91.67	76.92	40.00	36.36	0.00	0.00
Male	100.00	89.19	88.89	91.67	95.56	59.46	54.05	62.22	0.00	0.00
Female	94.29	90.48	98.04	96.08	97.78	71.43	76.19	78.85	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	90.00	0.00	0.00	-	-	100.00	100.00	87.50
Asian	100.00	-	-	-	0.00	100.00	-	-	-	100.00
Black	-	100.00	75.00	0.00	0.00	-	100.00	75.00	33.33	75.00
White	92.75	87.84	92.22	0.00	0.00	98.55	97.30	98.90	95.70	98.78
Hispanic	100.00	66.67	100.00	0.00	0.00	100.00	100.00	50.00	100.00	100.00
Students with Disabilities	100.00	40.00	63.64	0.00	0.00	92.31	100.00	90.91	88.89	83.33
Male	91.89	83.78	86.67	0.00	0.00	97.30	97.30	93.33	93.75	100.00
Female	94.29	90.48	96.08	0.00	0.00	100.00	97.62	100.00	92.16	95.56

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
Asian	0.00	-	-	-	0.00	0.00	-	-	-	0.00
Black	-	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
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Grade: 4

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	100.00	88.89	66.67	-	-	33.33	0.00	33.33
Asian	100.00	0.00	-	-	-	33.33	0.00	-	-	-
Black	-	-	100.00	-	66.67	-	-	50.00	-	0.00
White	94.67	95.38	97.37	95.45	93.75	57.33	67.69	64.47	0.00	58.33
Hispanic	100.00	100.00	100.00	100.00	100.00	100.00	100.00	33.33	0.00	100.00
Students with Disabilities	91.67	100.00	75.00	75.00	75.00	41.67	63.64	25.00	0.00	25.00
Male	90.24	93.94	97.50	94.87	93.62	46.34	57.58	57.50	0.00	34.04
Female	100.00	94.29	97.56	94.23	92.73	68.42	77.14	68.29	0.00	76.36

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	88.89	0.00	0.00	-	-	77.78	88.89	100.00
Asian	100.00	0.00	-	-	-	100.00	100.00	-	-	-
Black	-	-	100.00	-	0.00	-	-	100.00	-	66.67
White	86.67	93.85	94.74	0.00	0.00	100.00	100.00	92.11	98.86	100.00
Hispanic	100.00	100.00	100.00	0.00	0.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	66.67	100.00	62.50	0.00	0.00	100.00	100.00	62.50	100.00	95.00
Male	78.05	93.94	97.50	0.00	0.00	100.00	100.00	90.00	100.00	100.00
Female	97.37	91.43	92.68	0.00	0.00	100.00	100.00	95.12	98.08	98.18

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
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	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
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Grade: 5

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	100.00	100.00	100.00	-	-	87.50	0.00	0.00
Asian	100.00	100.00	100.00	100.00	-	0.00	66.67	100.00	0.00	-
Black	100.00	-	-	100.00	0.00	33.33	-	-	0.00	0.00
White	96.72	97.40	95.45	98.51	95.65	80.33	75.32	75.76	0.00	0.00
Hispanic	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	0.00	0.00
Students with Disabilities	88.89	100.00	100.00	100.00	76.92	55.56	50.00	50.00	0.00	0.00
Male	93.94	97.62	91.18	100.00	91.89	63.64	69.05	70.59	0.00	0.00
Female	100.00	97.44	100.00	95.00	98.25	92.11	82.05	82.86	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	100.00	0.00	0.00	-	-	100.00	100.00	72.73
Asian	100.00	100.00	100.00	0.00	-	100.00	100.00	100.00	50.00	-
Black	100.00	-	-	0.00	0.00	33.33	-	-	100.00	0.00
White	96.72	94.81	92.42	0.00	0.00	77.05	89.61	96.97	97.01	88.04
Hispanic	100.00	100.00	100.00	0.00	0.00	100.00	100.00	100.00	66.67	100.00
Students with Disabilities	88.89	100.00	100.00	0.00	0.00	55.56	100.00	100.00	80.00	46.15
Male	93.94	95.24	88.24	0.00	0.00	75.76	90.48	97.06	91.67	94.59
Female	100.00	94.87	97.14	0.00	0.00	78.95	89.74	97.14	95.00	84.21

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	100.00	100.00	91.67	-	-	0.00	0.00	0.00
Asian	100.00	100.00	100.00	50.00	-	0.00	0.00	0.00	0.00	-
Black	33.33	-	-	100.00	100.00	0.00	-	-	0.00	0.00
White	91.94	97.40	96.97	98.53	95.70	0.00	0.00	0.00	0.00	0.00
Hispanic	100.00	100.00	100.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00
Students with Disabilities	80.00	100.00	100.00	83.33	80.00	0.00	0.00	0.00	0.00	0.00
Male	90.91	97.62	97.06	97.22	92.31	0.00	0.00	0.00	0.00	0.00
Female										

Female	89.74	97.44	97.14	95.12	98.25	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)	-	-	100.00	100.00	100.00	-	-	100.00	0.00	0.00
Asian	66.67	100.00	100.00	100.00	66.67	66.67	100.00	100.00	0.00	0.00
Black	100.00	100.00	-	-	100.00	100.00	0.00	-	-	0.00
White	98.21	94.55	93.33	96.67	97.06	96.43	90.91	94.67	0.00	0.00
Hispanic	100.00	100.00	100.00	-	100.00	100.00	100.00	100.00	-	0.00
Students with Disabilities	80.00	57.14	100.00	100.00	75.00	80.00	57.14	85.71	0.00	0.00
Male	93.94	96.30	95.00	96.15	94.87	90.91	85.19	92.50	0.00	0.00
Female	100.00	94.59	92.31	97.22	97.50	100.00	91.89	97.44	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	100.00	0.00	0.00	-	-	100.00	100.00	100.00
Asian	100.00	100.00	100.00	0.00	0.00	33.33	100.00	100.00	100.00	66.67
Black	100.00	50.00	-	-	0.00	100.00	50.00	-	-	100.00
White	98.21	94.55	97.33	0.00	0.00	91.07	94.55	94.67	95.00	97.06
Hispanic	100.00	100.00	100.00	-	0.00	100.00	100.00	100.00	-	100.00
Students with Disabilities	100.00	57.14	100.00	0.00	0.00	40.00	71.43	100.00	91.67	75.00
Male	96.97	96.30	95.00	0.00	0.00	84.85	100.00	100.00	92.31	92.31
Female	100.00	91.89	100.00	0.00	0.00	93.10	89.19	89.74	97.22	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	-	-	100.00	75.00	100.00
Asian	0.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00	66.67
Black	0.00	0.00	-	-	0.00	100.00	100.00	-	-	100.00
White	0.00	0.00	0.00	0.00	0.00	96.43	91.07	94.67	90.00	97.06
Hispanic	0.00	0.00	0.00	-	0.00	100.00	66.67	100.00	-	100.00
Students with Disabilities	0.00	0.00	0.00	0.00	0.00	80.00	62.50	100.00	83.33	75.00
Male	0.00	0.00	0.00	0.00	0.00	96.97	92.86	97.50	84.62	92.31

Female	0.00	0.00	0.00	0.00	0.00	96.55	89.47	92.31	94.44	100.00
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Grade: 7

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	80.00	85.71	100.00	-	-	90.00	0.00	81.82
Asian	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	0.00	100.00
Black	100.00	-	100.00	-	-	50.00	-	0.00	-	-
White	93.88	100.00	94.74	95.31	96.23	95.92	95.65	92.98	0.00	84.91
Hispanic	100.00	-	75.00	100.00	-	100.00	-	100.00	0.00	-
Students with Disabilities	50.00	100.00	100.00	100.00	80.00	50.00	75.00	75.00	0.00	80.00
Male	90.00	100.00	92.59	97.30	92.00	90.00	95.65	85.19	0.00	68.00
Female	97.06	100.00	94.59	90.91	100.00	97.06	96.15	97.30	0.00	96.77

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	90.00	0.00	0.00	-	-	80.00	85.71	100.00
Asian	100.00	100.00	100.00	0.00	0.00	100.00	50.00	100.00	100.00	100.00
Black	50.00	-	100.00	-	-	50.00	-	100.00	-	-
White	95.92	100.00	96.49	0.00	0.00	89.80	100.00	91.23	95.31	98.11
Hispanic	100.00	-	75.00	0.00	-	100.00	-	75.00	100.00	-
Students with Disabilities	50.00	100.00	87.50	0.00	0.00	25.00	75.00	75.00	87.50	100.00
Male	90.00	100.00	92.59	0.00	0.00	85.00	95.65	85.19	97.30	100.00
Female	97.06	100.00	97.30	0.00	0.00	91.18	100.00	94.59	93.94	96.77

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
Asian	0.00	0.00	0.00	0.00	0.00	0.00	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	-
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
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Grade: 8

Group	Reading					Writing				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	100.00	83.33	100.00	-	-	100.00	0.00	0.00
Asian	-	100.00	100.00	-	100.00	-	100.00	100.00	-	0.00
Black	-	50.00	-	100.00	-	-	50.00	-	0.00	-
White	82.22	100.00	95.35	95.12	94.92	75.56	94.59	93.02	0.00	0.00
Hispanic	-	-	100.00	0.00	100.00	-	-	0.00	0.00	0.00
Students with Disabilities	30.00	100.00	50.00	77.78	66.67	10.00	66.67	100.00	0.00	0.00
Male	83.33	100.00	95.00	84.21	96.97	70.83	87.50	85.00	0.00	0.00
Female	83.33	96.00	96.15	100.00	93.55	75.00	96.00	96.15	0.00	0.00

Group	Total ELA					Math				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	100.00	0.00	0.00	-	-	100.00	83.33	100.00
Asian	-	100.00	100.00	-	0.00	-	100.00	100.00	-	100.00
Black	-	50.00	-	0.00	-	-	50.00	-	100.00	-
White	80.00	97.30	95.35	0.00	0.00	93.18	94.59	93.02	80.49	91.53
Hispanic	-	-	100.00	0.00	0.00	-	-	0.00	100.00	100.00
Students with Disabilities	20.00	66.67	50.00	0.00	0.00	77.78	33.33	50.00	55.56	100.00
Male	75.00	93.75	95.00	0.00	0.00	100.00	87.50	100.00	68.42	96.97
Female	83.33	96.00	96.15	0.00	0.00	87.50	96.00	84.62	91.67	87.10

Group	Science					Social Studies				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Social Economic Status (SES)	-	-	100.00	83.33	100.00	-	-	0.00	0.00	0.00
Asian	-	100.00	100.00	-	100.00	-	0.00	0.00	-	0.00
Black	-	50.00	-	100.00	-	-	0.00	-	0.00	-
White	84.44	97.30	93.02	90.24	96.61	0.00	0.00	0.00	0.00	0.00
Hispanic	-	-	0.00	0.00	100.00	-	-	0.00	0.00	0.00
Students with Disabilities	40.00	100.00	50.00	55.56	100.00	0.00	0.00	0.00	0.00	0.00
Male	87.50	100.00	90.00	78.95	100.00	0.00	0.00	0.00	0.00	0.00

Female	83.33	92.00	92.31	95.83	93.55	0.00	0.00	0.00	0.00	0.00
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1. Which of the core academic subjects are not at the current state AYP content targets?

*None of the core academic subjects are at the current AYP content 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?

*na*

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

*Our trends in all content areas have been to stay between the 90-95% range of proficiency within the last 5 years of MEAP. We saw a minimal increase in all subject areas in the 2010-2011 MEAP scores.*

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)?

*Our male/female gender groups have been closing the achievement gap which was minimal. Our economically disadvantaged children do tend to achieve lower results on the MEAP assessment and other assessments that are utilized at Holly Academy.*

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

*We have taken several actions to address the areas for improvement, but most specifically our response to intervention program has been the most concerted effort to meet the needs of our economically disadvantaged students.*

## Students with Disabilities

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

*64 students participated in the MEAP. The students with IEPs participating in the MEAP made up 8% of the total school population.*

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

*Less than 1%*

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?

*Approximately 10% of the students had some type of testing accommodation. These accommodations ranged from enlarged print (two students), to having math, science and social studies MEAP read aloud. Four students had scribes for the writing section of the MEAP. All accommodations were written on their IEPs and were also provided as accommodations throughout the school year in their general education and/or resource room classrooms.*

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?

*Significant improvement in the area of reading and math for grades 4, 5, 6, and 7. Declines were noted in the levels from the 2008 to the 2009 MEAP. In 8th grade reading a 44% decline, 33% maintaining and 22% improvement. In 8th grade math a 56% decline, 11% maintaining, and 11% significant improvement.*

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?

*Three students are on a separate reading, math and writing curriculum. Contributing factors are the individual students IQ levels, distractibility and emotional concerns, and attendance.*

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.

*In class support through special education teachers, speech pathologists, occupational therapist, and school social worker has been beneficial. Students do not miss valuable instruction time. Teachers utilize DI to meet the various needs of the students in the classroom. Extra planning time has been available on a monthly basis for the special education teacher and general education teacher to plan lessons. Additional interventions include but are not limited to the use of soundfields within the classrooms, use of Smartboards, IPADS, and laptops for students with writing goals.*

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.)?

*At IEP meetings arrangements are made to provide students this access. Parents are informed and given the appropriate handouts to enroll their child in these programs.*

## 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 do not have an LEP group at Holly Academy.*

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

*n/a*

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

*n/a*

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

*n/a*

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

*n/a*

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

*n/a*

## Extended Learning Opportunities

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

*Ten percent of our students participate in the following extended learning opportunities; after-school tutoring and summer remediation classes.*

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

*Holly Academy sends home information regarding extended learning opportunities in the weekly newsletters as well as through Skyward, our student management system. In addition, students are personally invited via phone, email, and invitations that are sent in the mail.*

## Staff Demographics

1. What is the average number of years teachers in this school have been teaching?  
8
2. What is the average number of years current teachers have been assigned to this school?  
6
3. What is the length of time the Principal has been assigned to this school?  
9/0
4. What is the length of time the Assistant Principal has been assigned to this school?  
5/0
5. What are the area(s) of improvement for Staff Demographic Data?  
*We don't have any identified areas of improvement.*
6. What are the factors identified that contribute to the areas of improvement?  
*n/a*
7. What are the possible action(s) that can be taken to address the factors identified?  
*n/a*

## Perception Data

### Students

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

*Holly Academy students perceived the instructional program of high quality.*

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

*The responding students felt that Holly Academy programs adequately prepared them in reading, writing, social studies, and Spanish. Several students indicated a need to improve the preparation offered in math and science.*

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

*Holly Academy students continuously express their desire to expand our k-8 school into a high school.*

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

*Holly Academy students have a positive perception of the relationship between the school and themselves.*

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

*Holly Academy students identified our Spanish program as a strength of our school.*

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

*Holly Academy students expressed a desire to be more prepared for report writing as well as mathematics preparation.*

### Parents/Guardians

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

*Holly Academy received a 98% approval rating on the quality of the instructional program.*

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

*Holly Academy received a 91% approval rating regarding support for student learning.*

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

*Holly Academy received an averaged rating of 92% regarding school climate.*

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

*Holly Academy received an averaged rating of 89% regarding parent/school relationships.*

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

*Holly Academy received a 75% approval rating regarding resource management in addition to 25% of the parents feeling neutral.*

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

*Administration and staff were identified as the strengths of the Academy.*

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

*Updates on parking and the buildings was suggested by parents.*

### **Teachers/Staff**

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

*The teachers are pleased with the quality of the instructional program.*

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

*Holly Academy received a 93% approval rating in regards to support for student learning.*

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

*Holly Academy received an average of 90% approval rating in regards to school climate.*

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

*Holly Academy received an average of 92% approval rating in regards to school organization and administration.*

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

*Building a positive climate Listening to staff concerns*

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

*More professional development Increased health benefits at decreased cost*

### **Community**

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

*Community perceives Holly Academy as a school of high academic expectations.*

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

*Community perceives Holly Academy as a school that can "fix" students in regards to academic needs.*

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

*Community perceives Holly Academy as a school where parents are treated with respect and promotes a "family feel".*

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

*Community perceives Holly Academy as welcoming to the community.*

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

*Community perceives Holly Academy efficient at handling their resources. Holly Academy is the only school in the surrounding area whose enrollment is increasing and buildings are being expanded.*

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

*Staff and administration are identified as strengths as well as a strong academic program.*

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

*Some of the community feel we are "stealing" students from other districts. We are a charter school.*



## 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?

*Holly Academy's PTO and Parent University along with the Parent Ambassador are the core components of our school programs. Holly Academy administration is present and active in the planning of the programs. Data driven decisions are utilized in the planning of our comprehensive parent involvement program. Student Achievement Data is collected and analyzed. In addition, Holly Academy collects perception data through an annual parent survey. Holly Academy has a 75% return rate on the surveys. This alone demonstrates the involvement of our parents. Areas for improvement are outlined and committees create plans to address these areas. Holly Academy's Parent University as well as the Parent Teacher Organization provides the connection between the instructional staff and parent realm. Deficit areas are addressed throughout the sessions that are hosted by Parent University. They offer a variety of workshops that are focused on students' achievement. Holly Academy conducts an all-school, annual parent survey as an evaluation of our total program. Community information nights are offered twice per school year during which community members are given an overview of the school programs and are extended an opportunity to ask questions of administration and select teachers. In addition, middle school orientation takes place in the spring. During middle school orientation, all prospective parents and students are invited to meet staff members and administration, in order to discuss the specific program needs and requirements for middle school students. Holly Academy's administration also conducts a question and answer session several times throughout the year to field questions and receive feedback from parents.*

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

*Increased attendance at Parent University sessions*

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

*Parent University is going to develop a marketing strategy to increase awareness of the parent sessions.*

## 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.

*We have not utilized the MiPHY online survey. We will incorporate that into our program during the 2011-2012 school year.*

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

*We have not utilized the MiPHY online survey. We will incorporate that into our program during the 2011-2012 school year.*

## School Data Analysis

1. Strengths:

*Holly Academy is very strong in the areas of reading, math, social studies, and science. Our school ranked 10th in the state on the MEAP for all Michigan school districts.*

2. Challenges:

*Holly Academy's challenge is 4th grade writing according to the MEAP assessment. In addition, we were seeing a drop in our math achievement, but this has been remedied and is now on the rise again.*