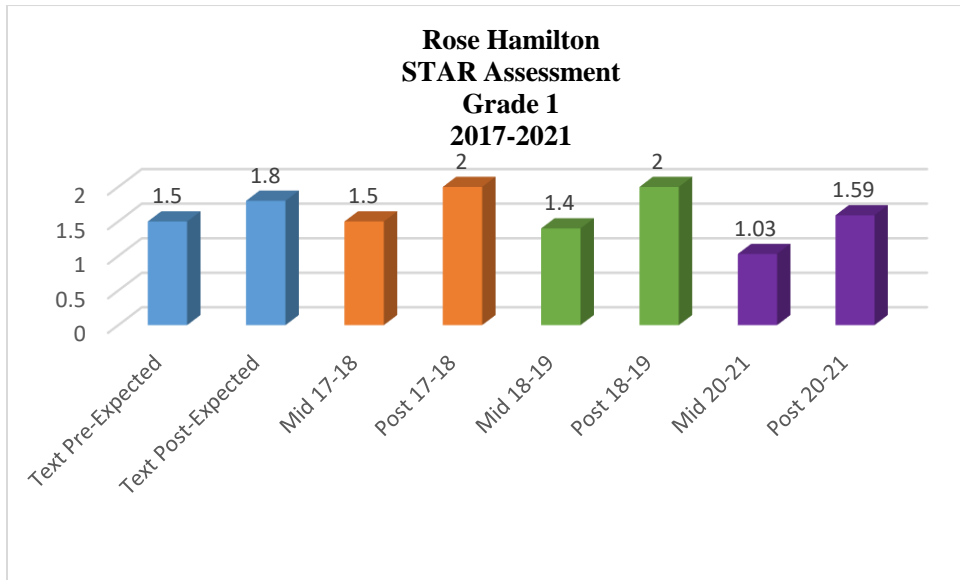
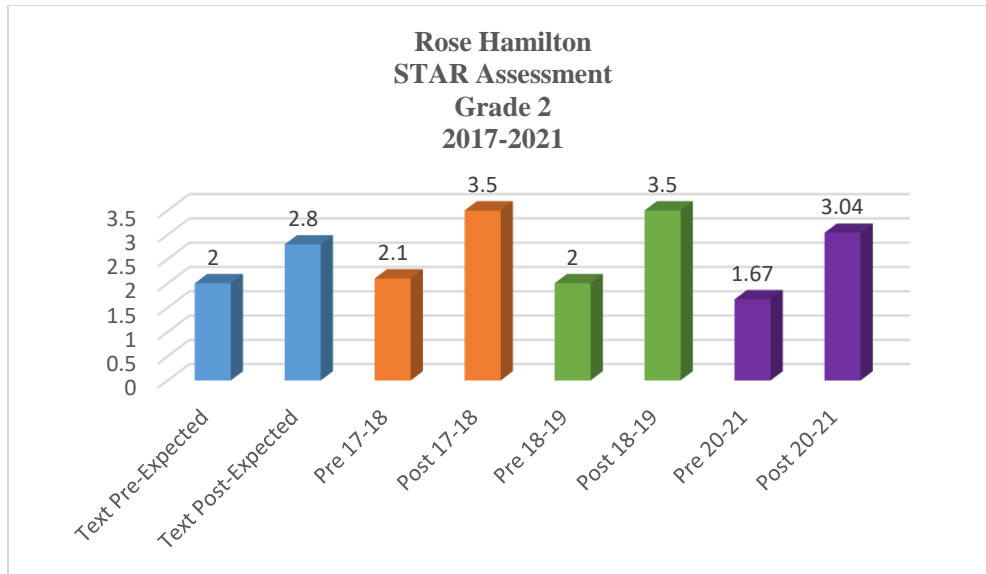


Rose Hamilton  
Demographic and  
Student Assessment  
Data and Analysis  
2020-2021

Presentation of Data: Existing School Data Using STAR



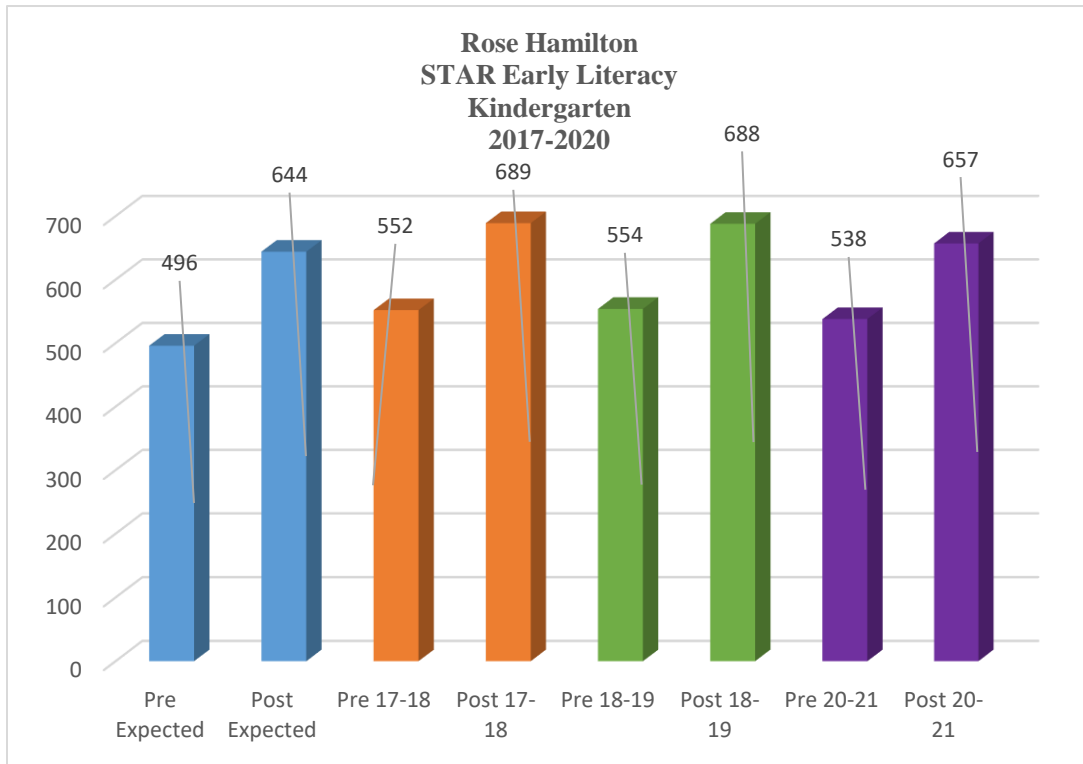
Grade 1	
Text Pre-Expected	1.5
Text Post-Expected	1.8
Mid 17-18	1.5
Post 17-18	2
Mid 18-19	1.4
Post 18-19	2
Mid 20-21	1.03
Post 20-21	1.59



Grade 2	
Text Pre-Expected	2
Text Post-Expected	2.8
Pre 17-18	2.1
Post 17-18	3.5
Pre 18-19	2
Post 18-19	3.5
Pre 20-21	1.67
Post 20-21	3.04

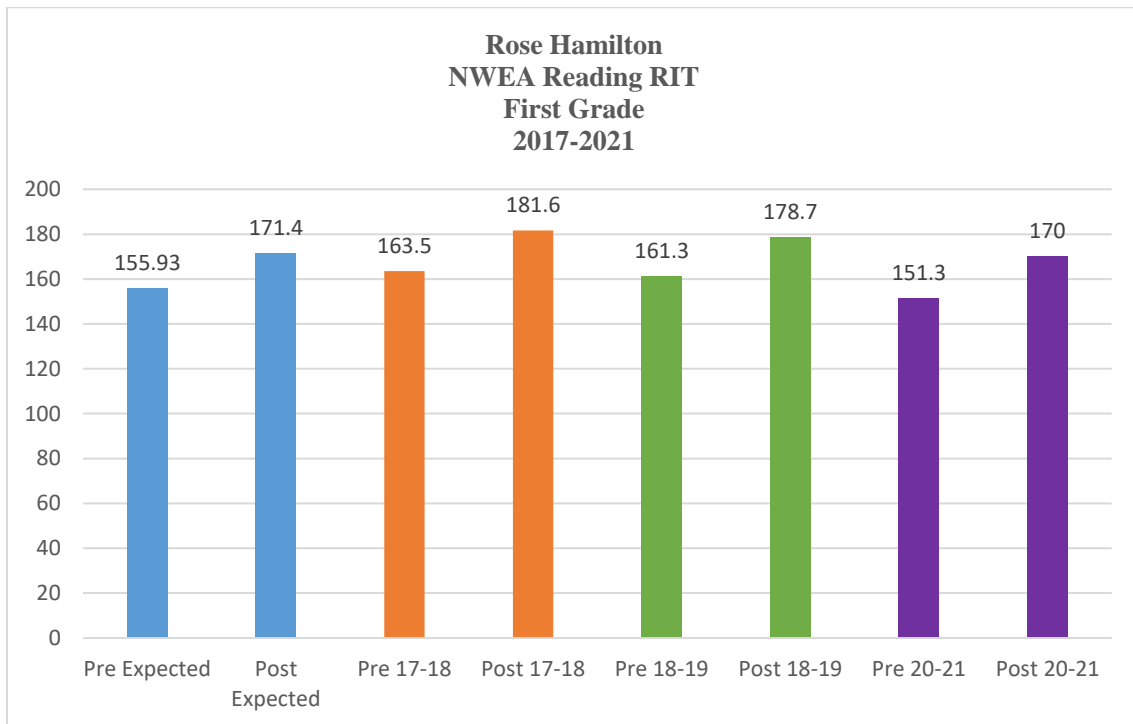
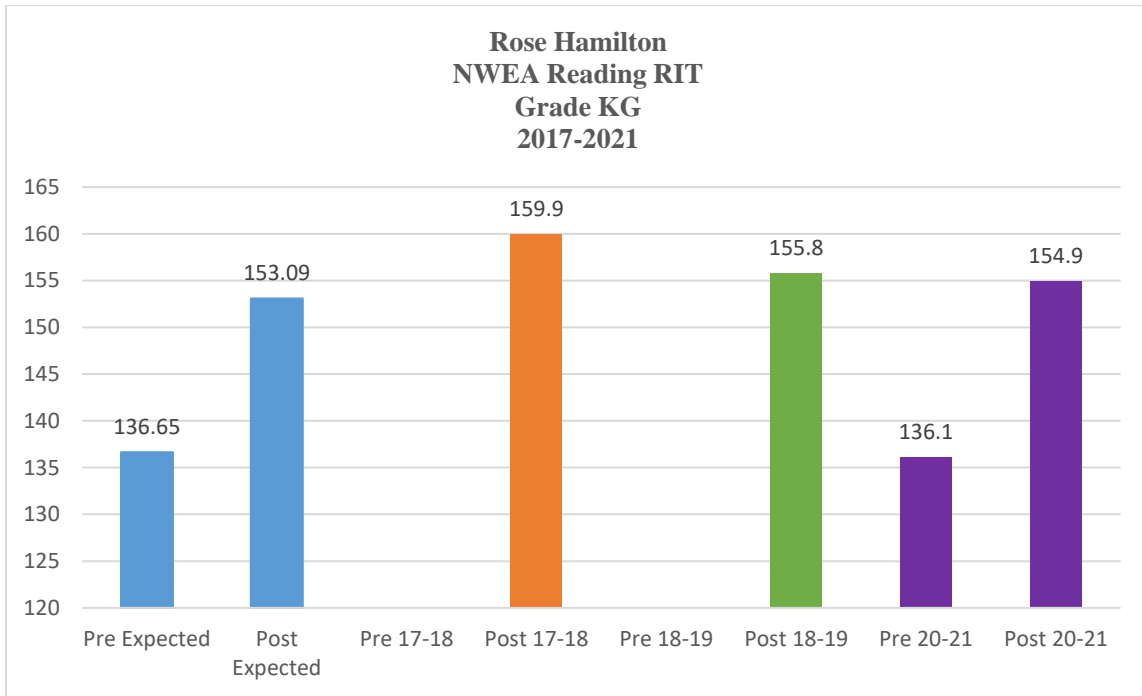
The STAR reading test is administered to first and second grade students. The data from the STAR test shows that our students at Rose Hamilton are meeting or exceeding reading level. The expected level in first grade at the end of the year is 1.8 and our students from 2017-2019 had met that goal. However, in school year of 2020-2021 our post-expected was 1.59, which fell slightly below the expected range. The expected level in second grade at the end of the year is 2.8 and our students from 2017-2021 were at 3.0 or higher.

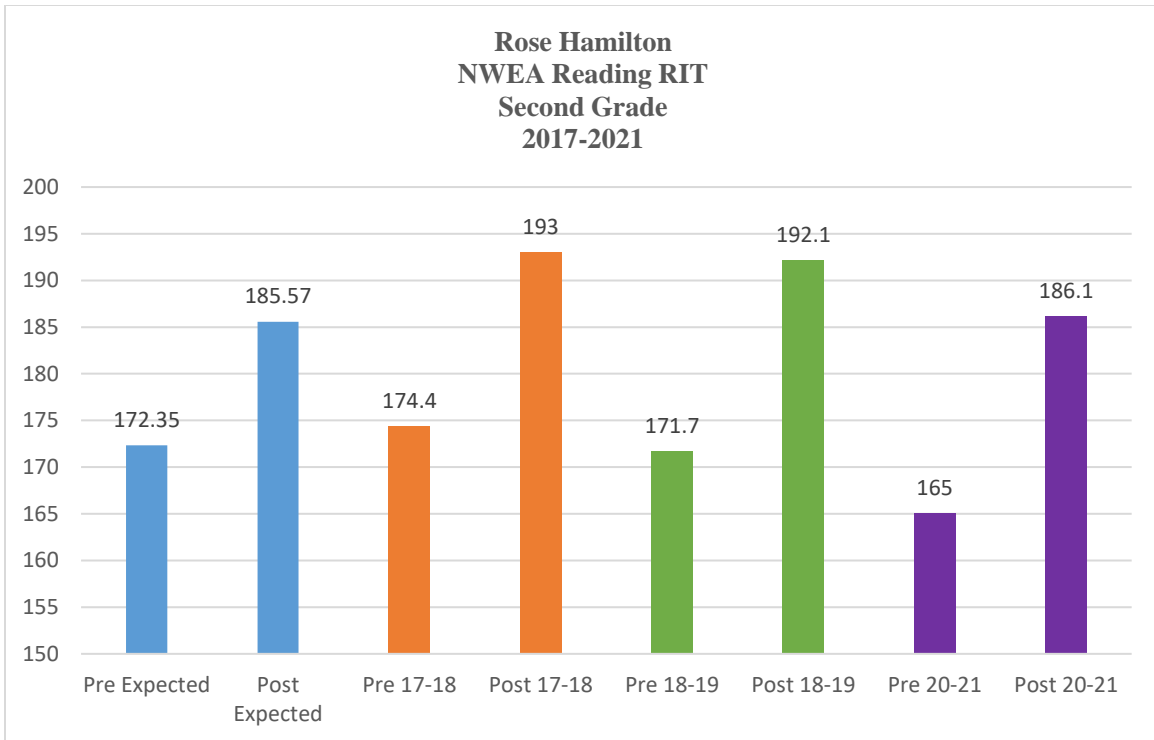
Presentation of Data: Existing School Data Using STAR Early Literacy



Beginning in the fall of 2012 Kindergarten students were given the STAR Early Literacy Test (SEL). The reading test is given at the beginning, middle, and end of the year. The data from the SEL test shows that our students at Rose Hamilton are exceeding skill level. The expected level at the end of the year is 644 and our students were at 657 or above in the spring each year.

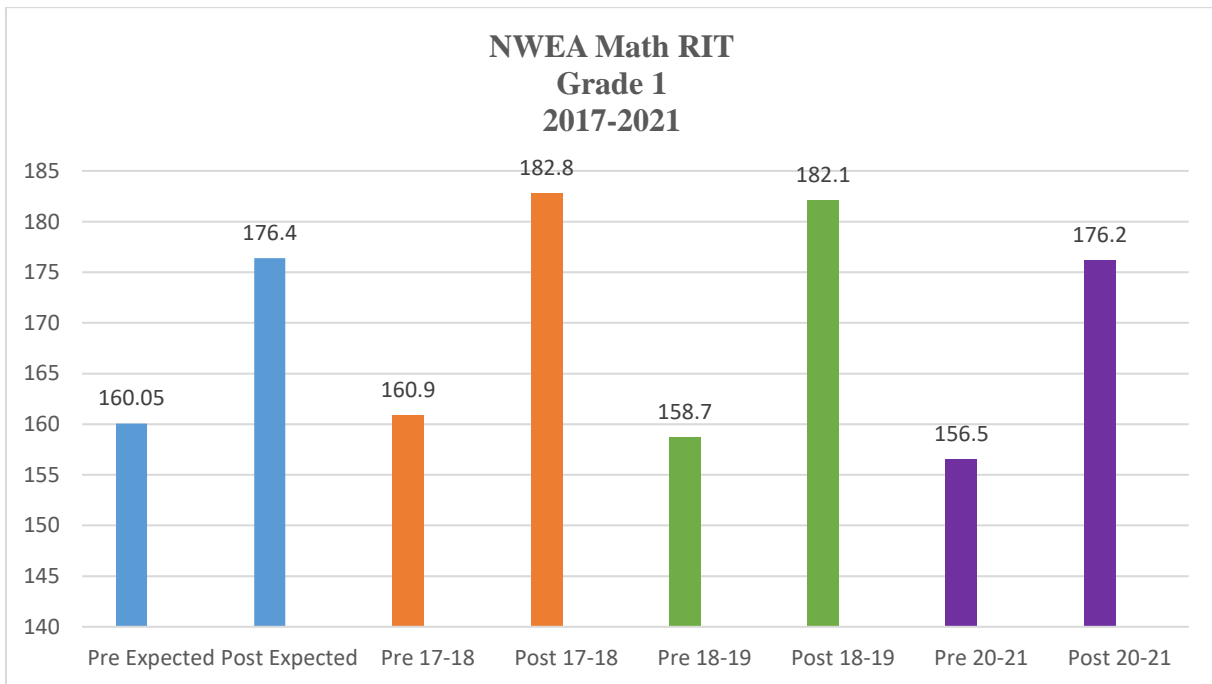
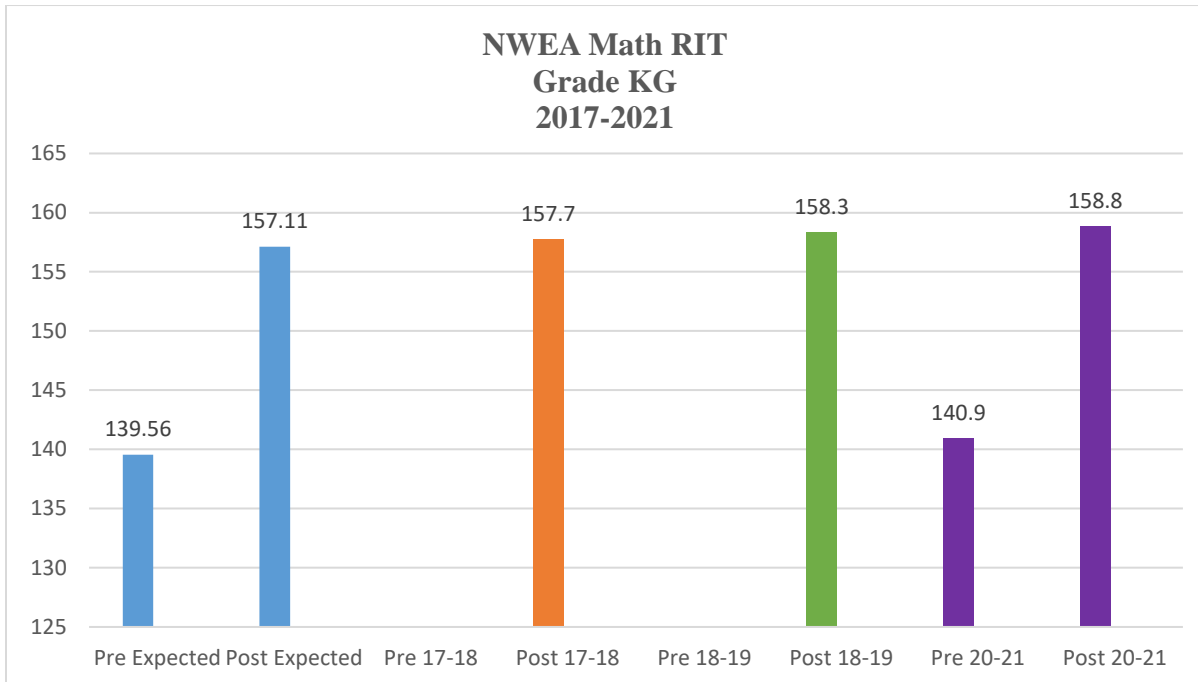
Presentation of Data: Existing School Data Using NWEA Reading RIT

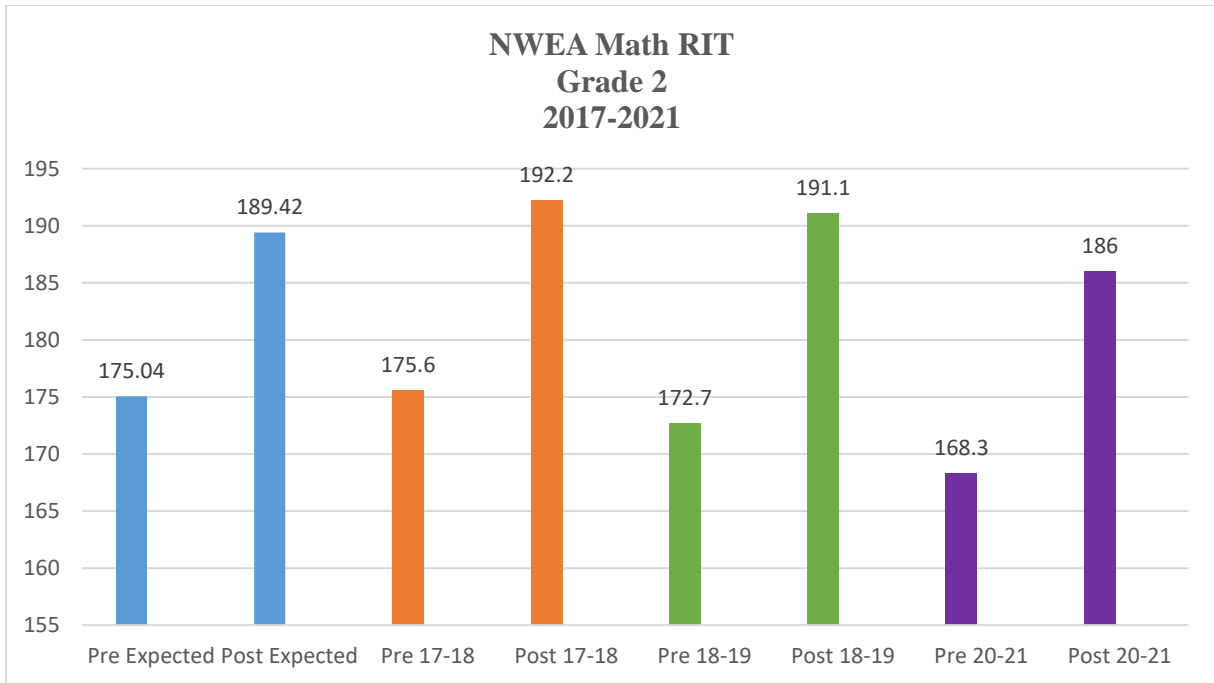




Testing using NWEA Reading Assessment reveals that Kindergarten (which took the test in winter and spring from 2017-2019) was above the expected RIT level for 2017-2021. Kindergarten started taking Fall, Winter, and Spring assessments when we made Reading and Math a corporation goal. First grade was above the expected level for both pre and posttest scores in 2017-2019, but fell slightly short in 2020-2021. Second grade was below the expected level for pre-test scores in years 2018-2021. This is attributed to the fact that this is the first time that the students have to read the questions. However, in 2017-2021, they were above the expected level for posttest each year.

Presentation of Data: Existing School Data Using NWEA Math RIT

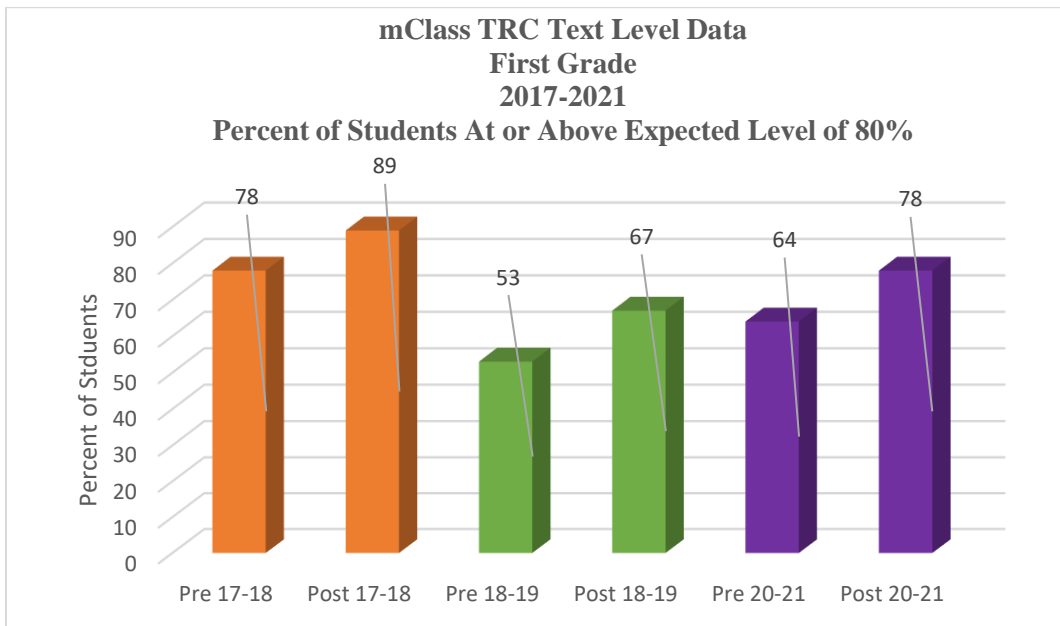
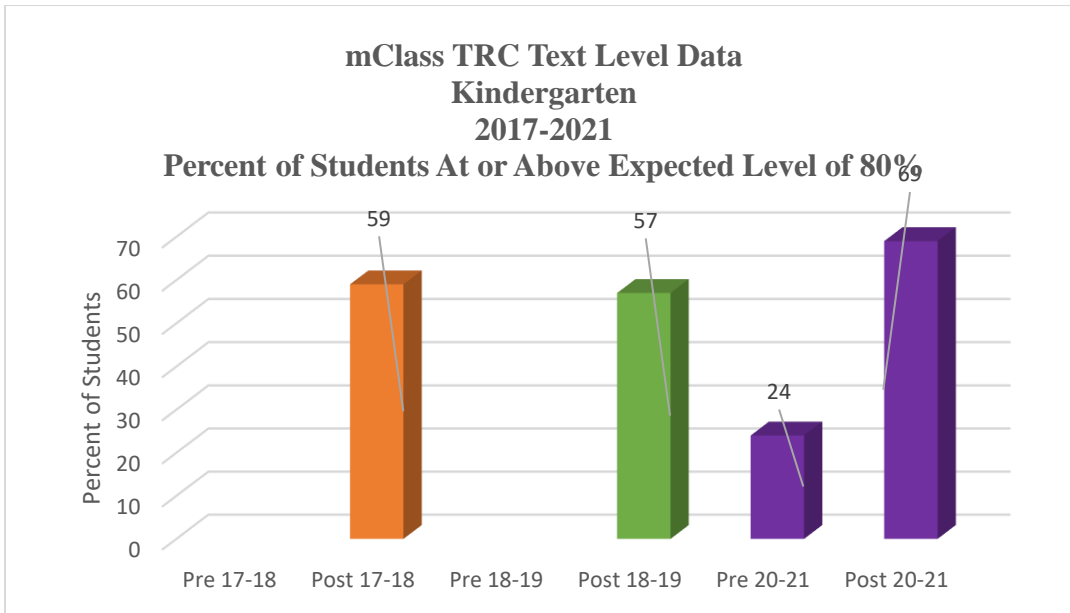


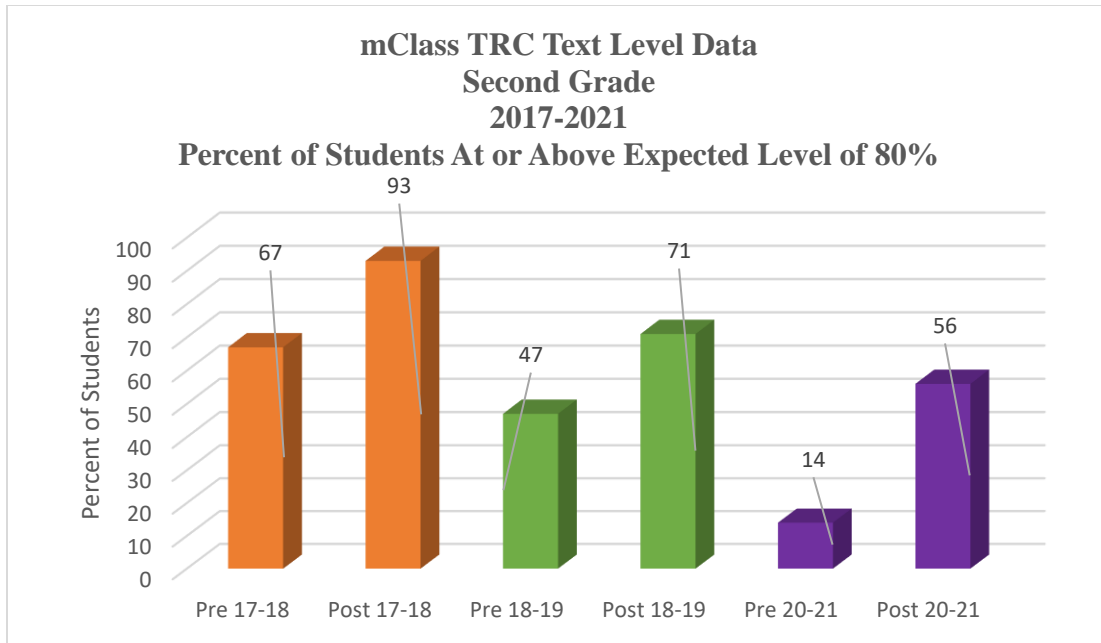


Testing using NWEA Math Assessment reveals that Kindergarten (which took the test in winter and spring from 2017-2019) was above the expected RIT level for 2018-2021. They were slightly below expected RIT level for 2017-2018. Starting in the year of 2020, they started testing in the fall, winter, and spring since we made Reading and Math our corporation goals. First grade was above the expected post RIT score from 2017-2019, but fell slightly short in 2020-2021. Second grade was below the expected post RIT score for 2020-2021, but we attribute the decline in first and second grade to the closure of school due to the Covid-19 pandemic.



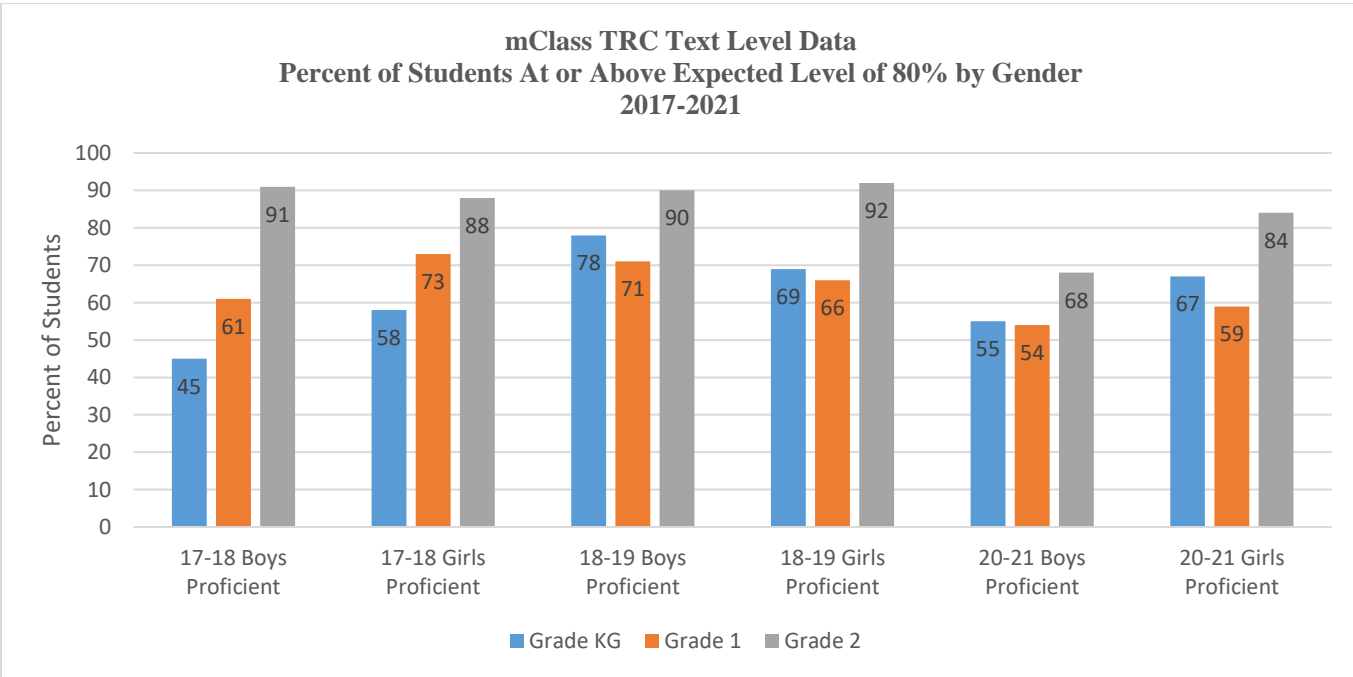
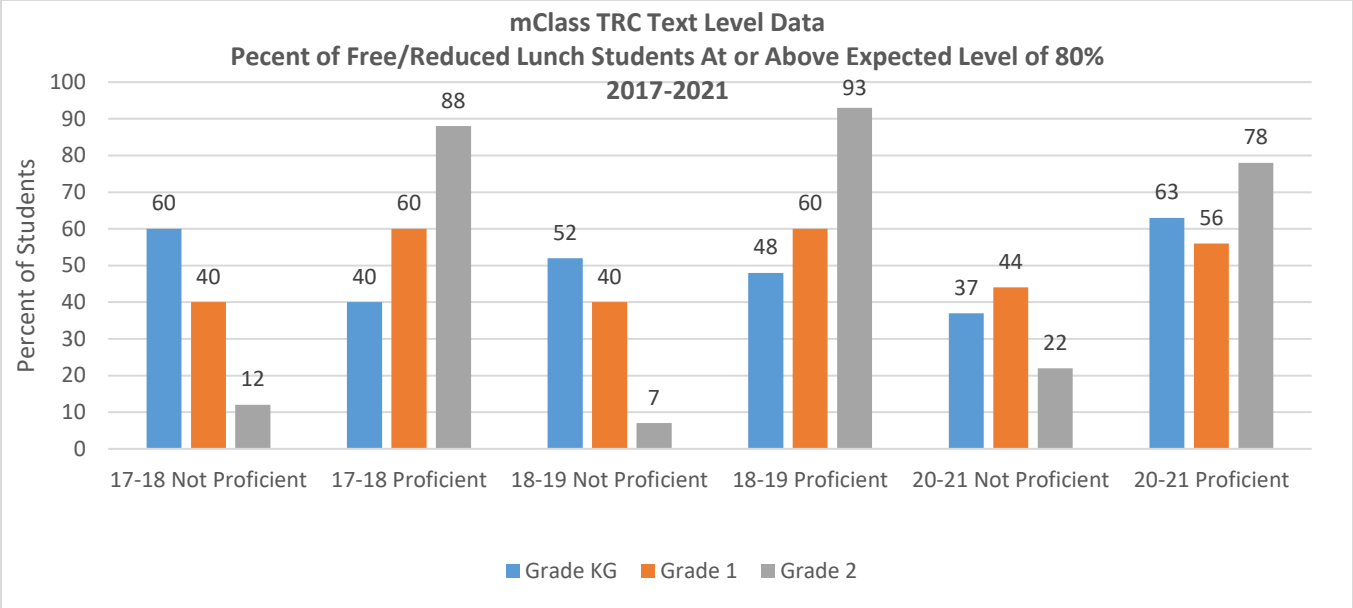
Presentation of Data: Existing School Data Using mClass TRC Text Level

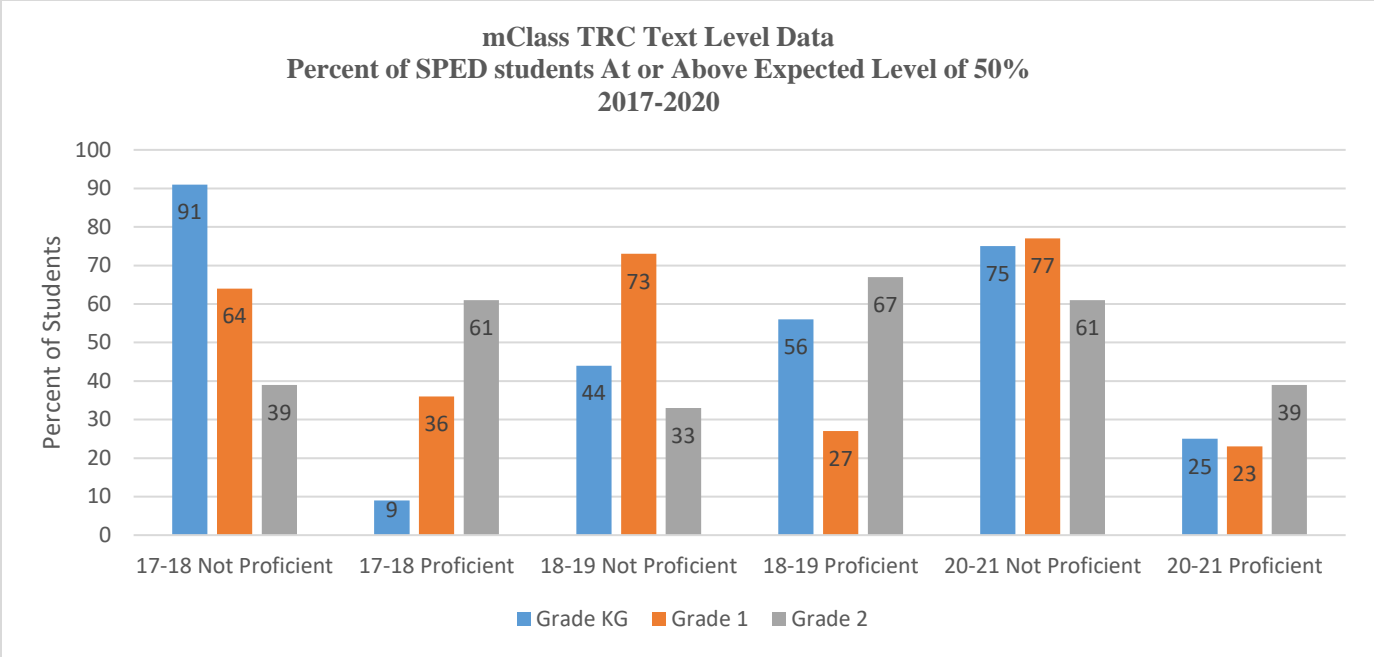




Key:	Grade KG	Grade 1	Grade 2
Expected Text Level for Pre Test	PC/RB	C	J
Expected Text Level for Post Test	C	I	M

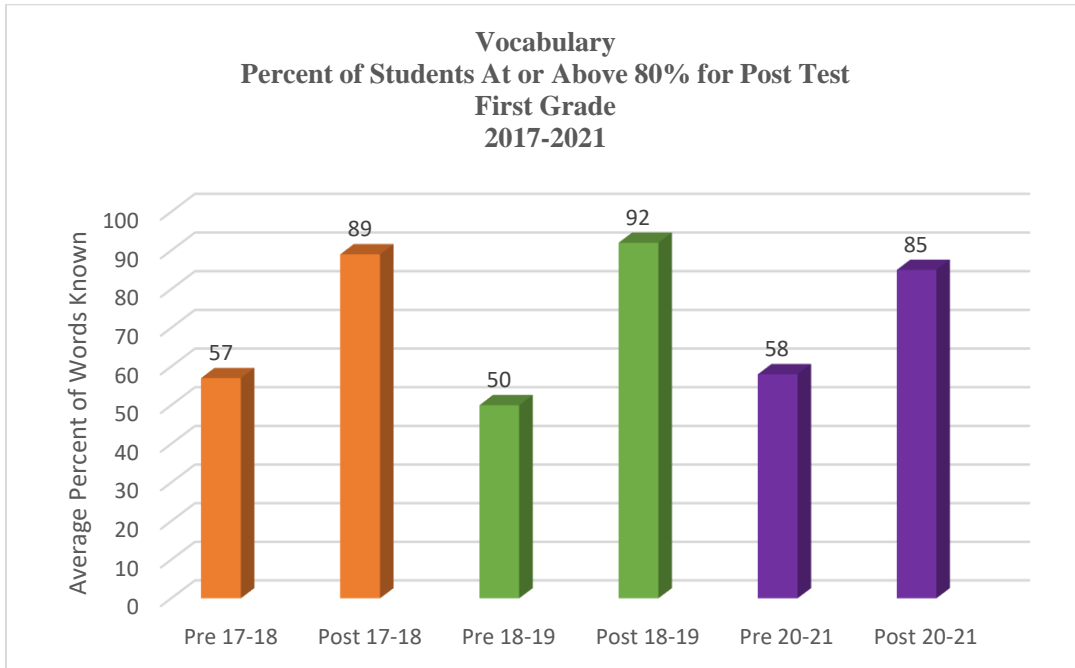
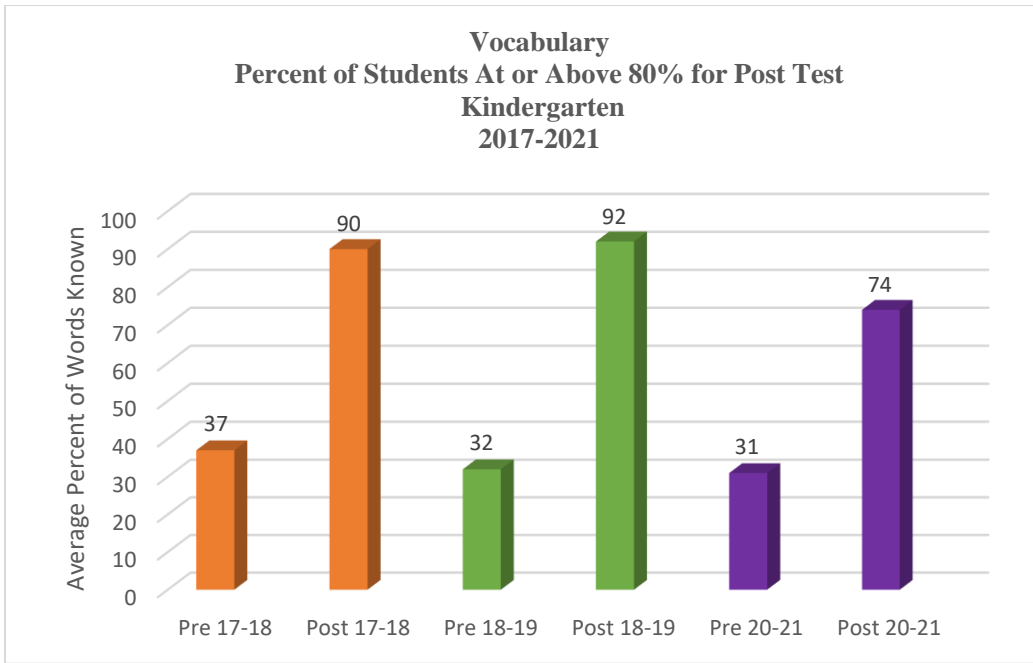
The student' text level is determined by using Amplify mClass Reading TRC. Each student in grades K-2 has text level assessments in the Fall, Winter, and Spring. The data from these graphs show that the average student text level for each grade was lower than the expected level for the years of 2018-2021. Even though the data from the graph shows that the percentage of students meeting the expected levels on pre and posttest are lower than the 80% expected, students are showing growth between pre and post testing.

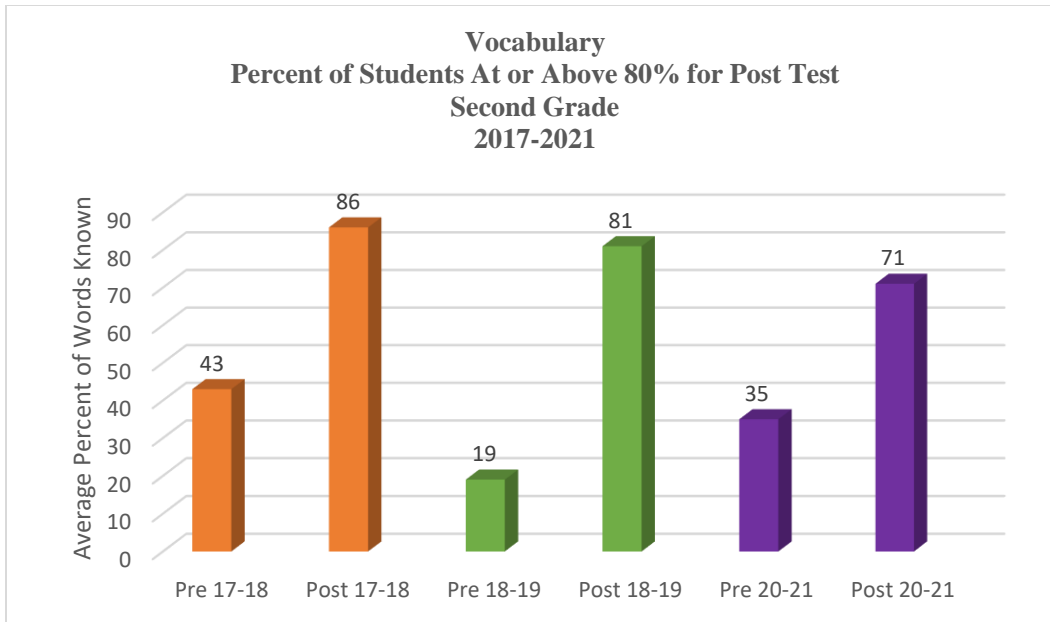




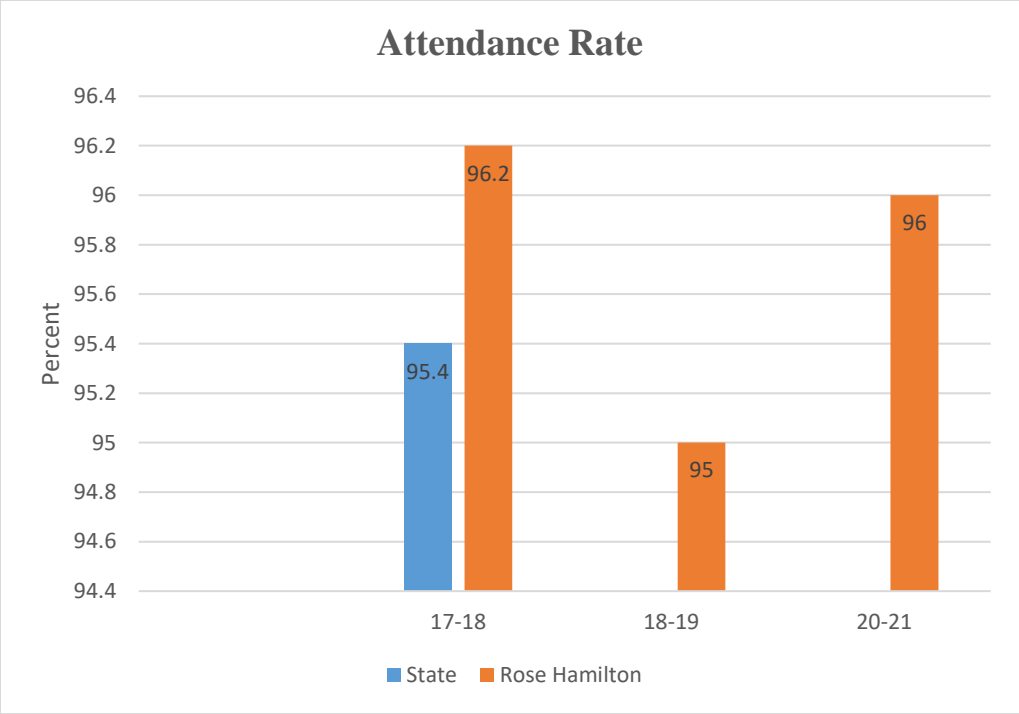
Analysis of disaggregated data: The three graphs above show the breakdown of mClass TRC (Text Reading Levels) according to SES (Social Economic Status), Gender and Special Education students. In the first graph showing SES, it shows that we are closing the gap between expected text levels from Kindergarten to Second Grade. In Gender, it shows that by the end of Second Grade in years 2017-2019 we reached our goal of 80% proficiency for all students. However, the year of 2020-2021 the boys were slightly lower than the expected proficiency. Historical data shows that students in Kindergarten, First Grade, and Second Grade scored well below the expected text level in Special Education. Due to the school closures from the pandemic, students' scores were significantly impacted. However, the data shows a steady growth and closing of the gap from Kindergarten to Second Grade. We attribute this growth to the many interventions that are in place to improve their literacy skills while here at Rose Hamilton.

Presentation of Data: Existing School Data Using Vocabulary





Each grade level at Rose Hamilton Elementary School chooses and teaches content area vocabulary words. Strategies for increasing student vocabulary are from Building Academic Vocabulary: Teacher’s Manual, by Marzano and Pickering. Our data indicates that the average student score for grades K-2 is at expected or above average growth.



Rose Hamilton Elementary charts the average monthly attendance for the entire school year. The data shows that the average attendance for the school years from 2017-2018 was slightly above the state average. Due to Covid-19, the years from 2018-2021 we do not have the state average to compare the data.