

## Student Performance Data Document

In the spring of 2015, Hamilton 3<sup>rd</sup> through 8<sup>th</sup> grade students took the Smarter Balanced Assessment for English Language Arts and Mathematics. 11<sup>th</sup> grade students took the ACT. As early as 2013, Smarter Balanced proposed the potential interim assessments that schools and teachers could access to monitor student progress. However, it is still unknown when those assessments will be available. Hamilton is in the process of coordinating common assessments using pre and post-test data to monitor student growth and status in Math. Below is a table that illustrates Hamilton School District Sub-groups that participated in the SBAC and ACT.

<b>Sub Groups N &gt;30</b>		
<b>Year</b>	<b>2015</b>	<b>2016</b>
<b>Male</b>	53%	52%
<b>Female</b>	47%	48%
<b>IDEA</b>	11%	11%
<b>Free and Reduced</b>	50%	44%
<b>Non-White</b>	11%	11%
<b>504 Status</b>	4%	5%

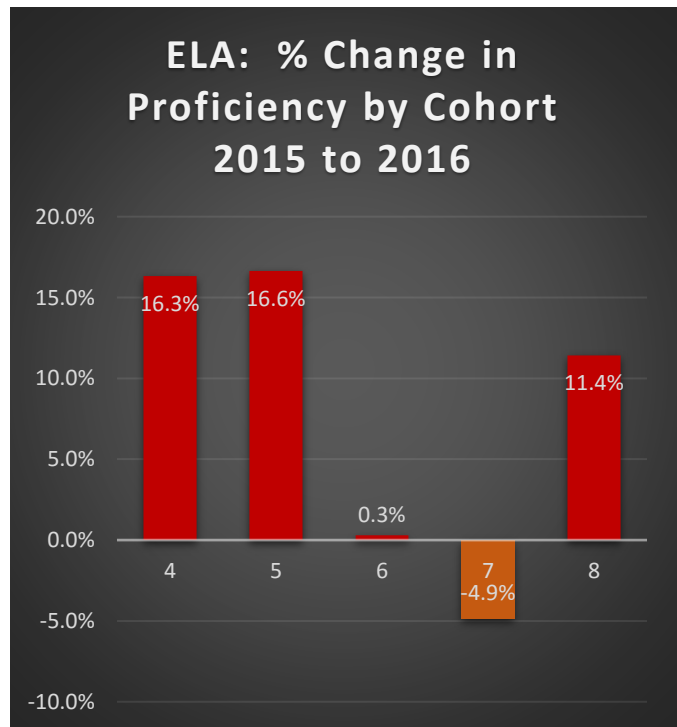
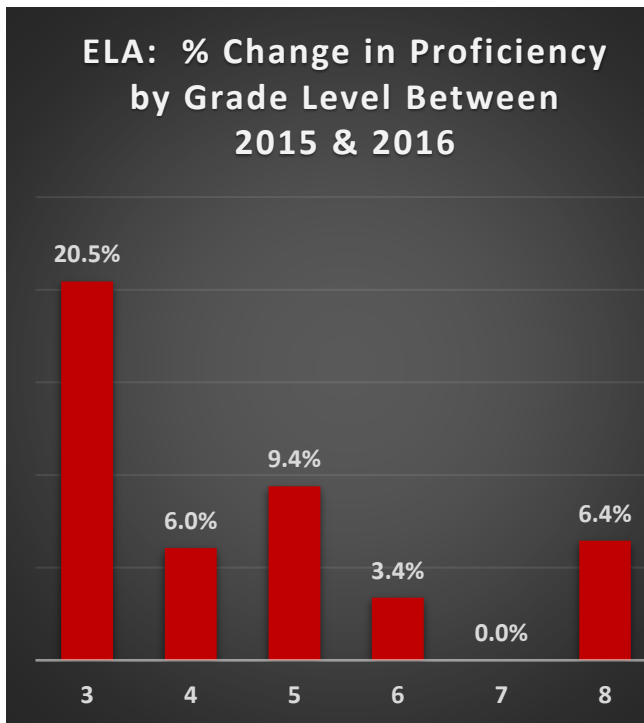
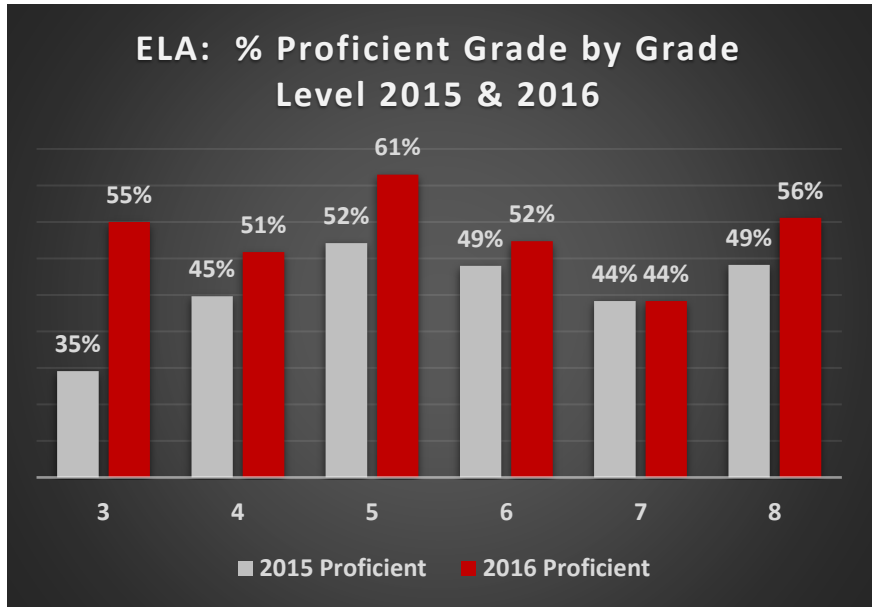
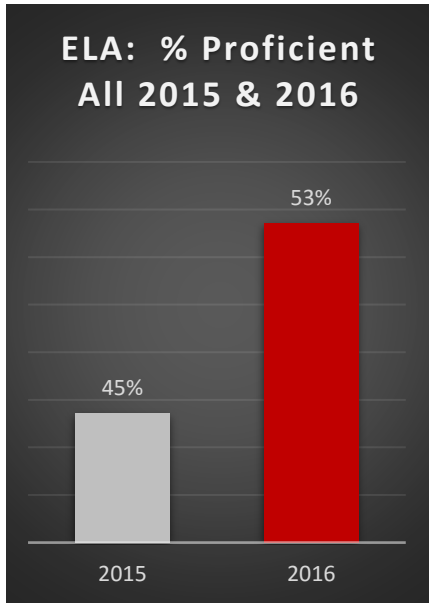
<b>Assessment Year 2015 Sub Groups N&gt;30</b>					
	<b>Total</b>	<b>F &amp; R</b>	<b>IDEA</b>	<b>Non-White</b>	<b>504 Status</b>
<b>Females</b>	47%	23%	4%	6%	2%
<b>Males</b>	53%	27%	8%	6%	2%
<b>Total</b>	100%	50%	11%	11%	4%

<b>Assessment Year 2016 Sub Groups N&gt;30</b>					
	<b>Total</b>	<b>F &amp; R</b>	<b>IDEA</b>	<b>Non-White</b>	<b>504 Status</b>
<b>Females</b>	48%	20%	5%	5%	2%
<b>Males</b>	52%	24%	7%	5%	3%
<b>Total</b>	100%	44%	11%	11%	5%

# Smarter Balanced Assessments

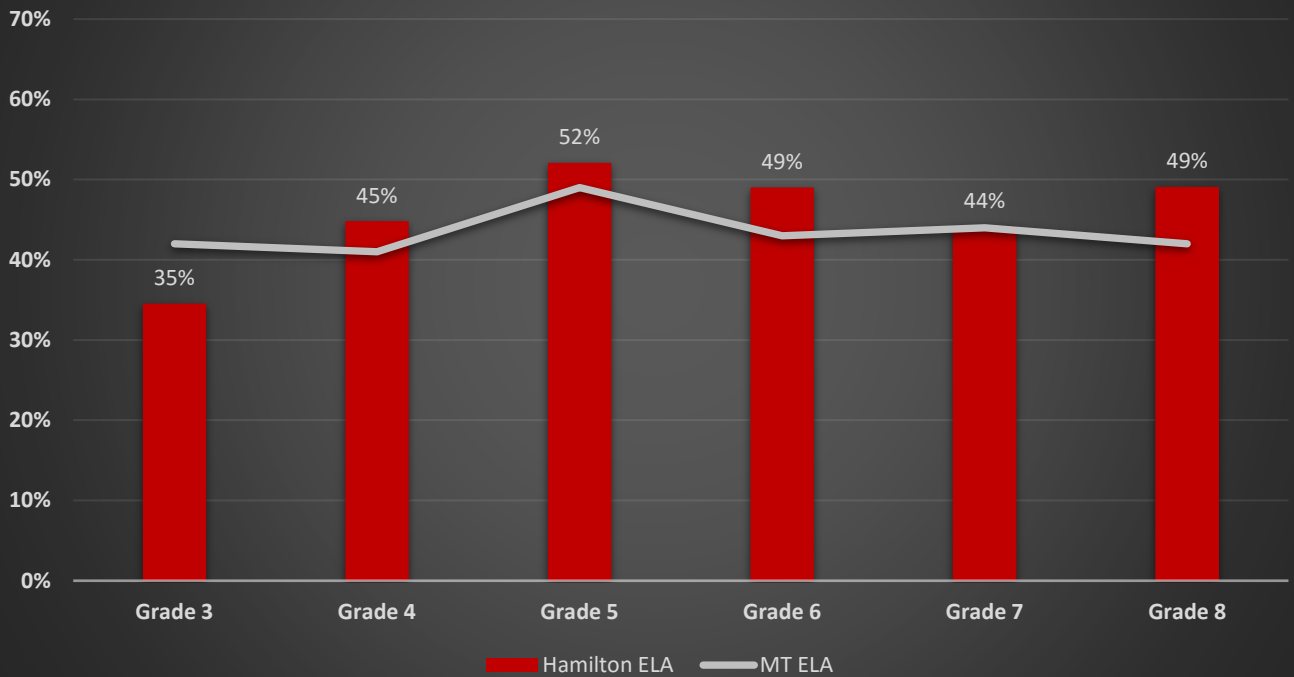
## English Language Arts

On average, proficiency status for Hamilton Public Schools in ELA improved by 8% between 2015 and 2016 as measured by Smarter Balanced Assessments. All grade levels increased the percentage of students scoring at the proficient level between 2015 and 2016 as measured by Smarter Balanced Assessments except for seventh grade which did not improve between years or by cohort.

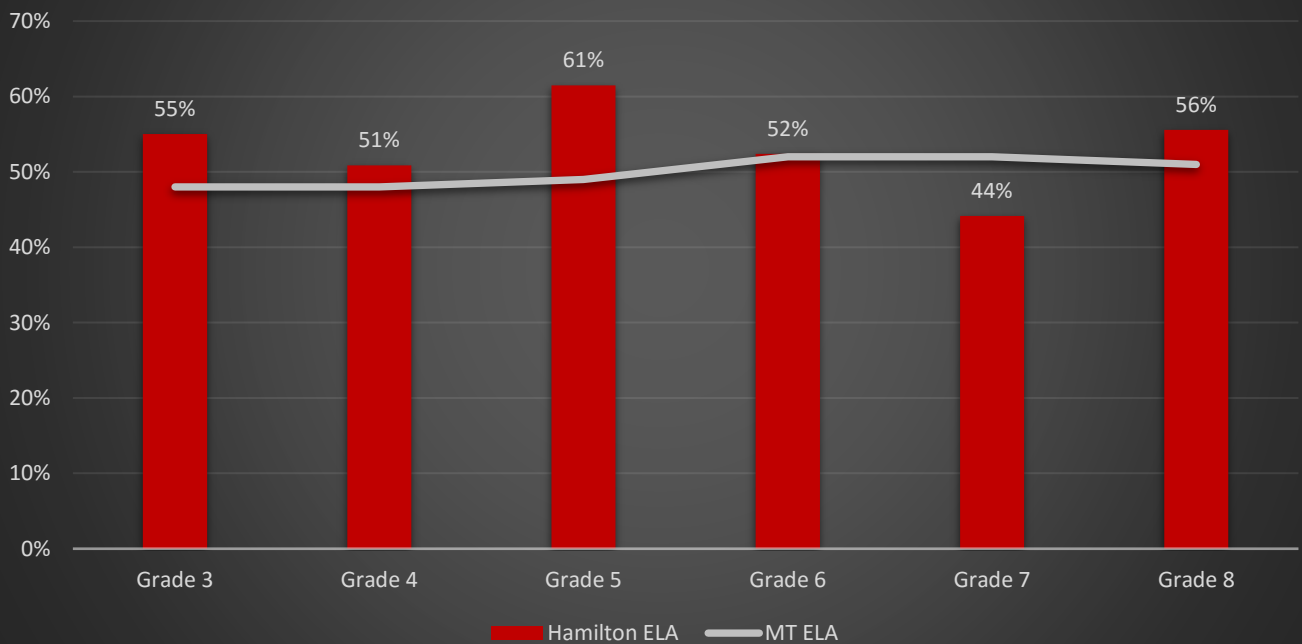


## English Language Arts

### 2015 Hamilton Grade Level Proficiency Comparison with Montana Average



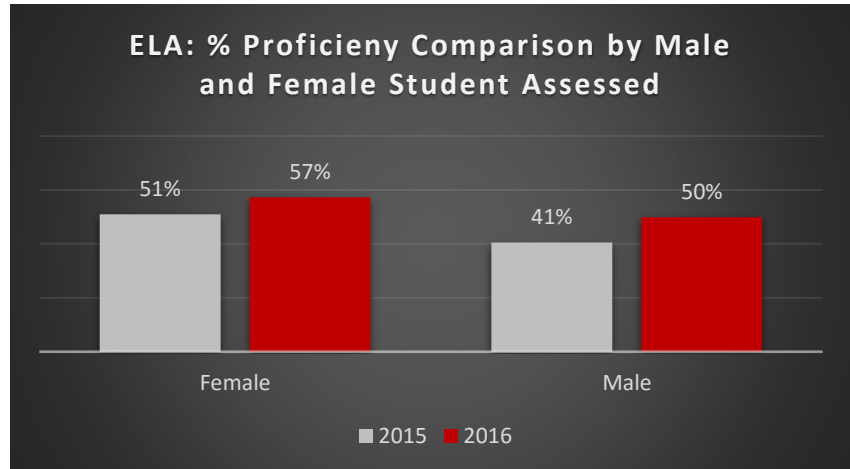
### 2016 Hamilton Grade Level Proficiency Comparison with Montana Average



## English Language Arts

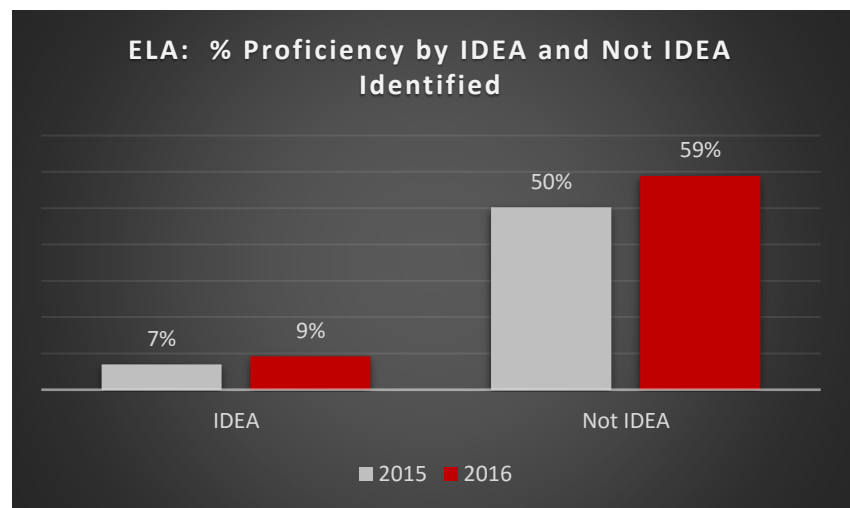
### Male/Female

57% of female students and 50% of male students assessed in ELA scored at the proficient level in 2016. Female students improved proficiency by 6% and boys by 9% between 2015-2016 school years.



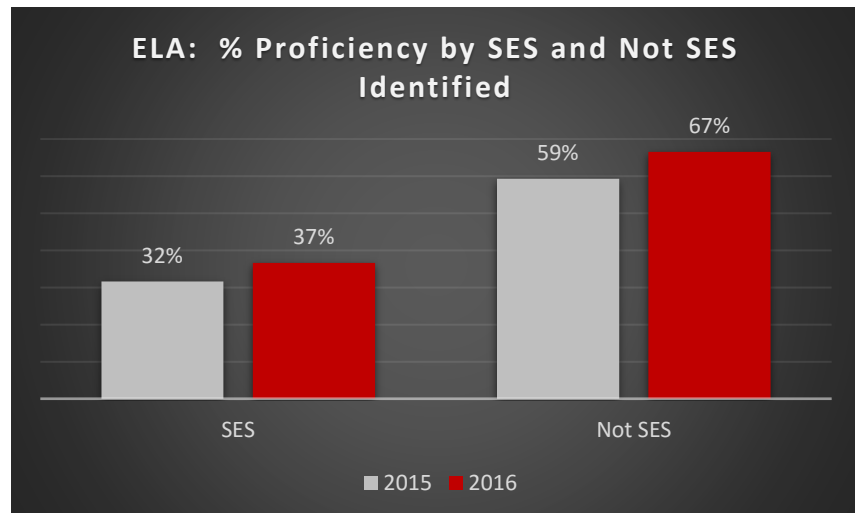
### IDEA (Special Education)

59% of Non-IDEA (not special education) students and 7% of IDEA (special education students) assessed in ELA scored at the proficient level in 2016. Non-IDEA students improved proficiency by 9% and IDEA students improved by 2% between 2015-2016 school years.



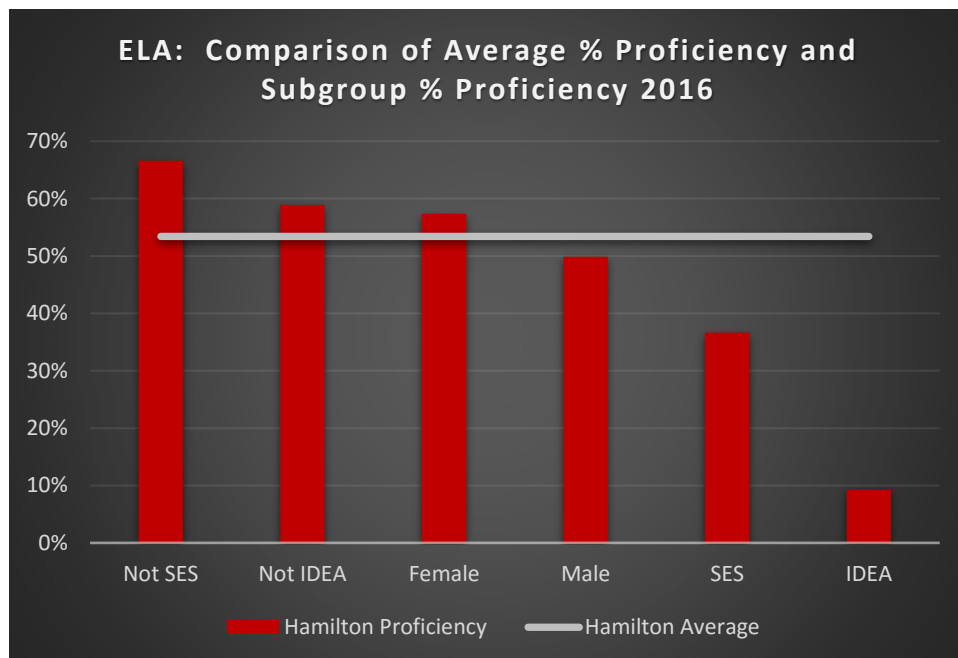
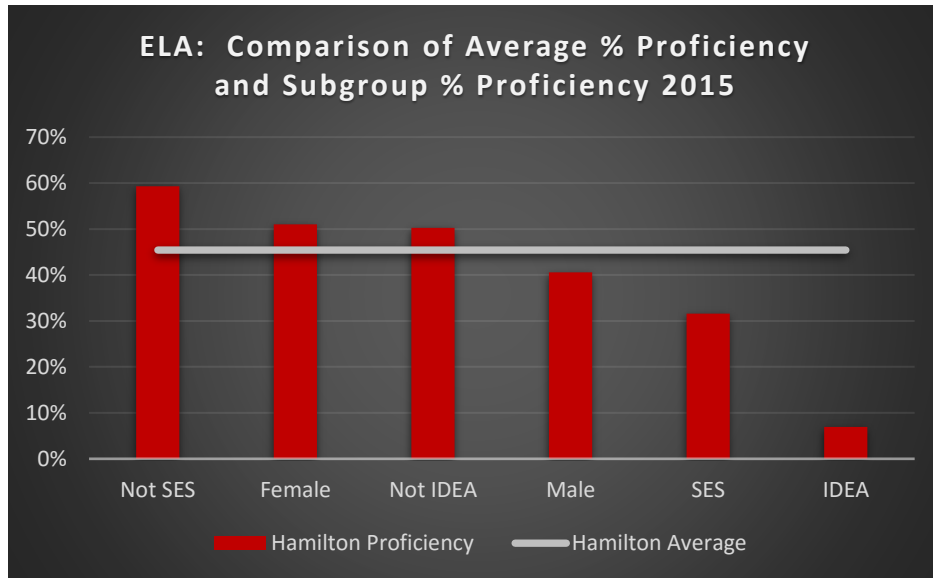
### SES (Socio-Economic Status)

67% of Non SES students and 37% of SES students assessed in ELA scored at the proficient level in 2016. SES students improved proficiency by 5% and Non SES improved by 8% between 2015-2016 school years.



## English Language Arts

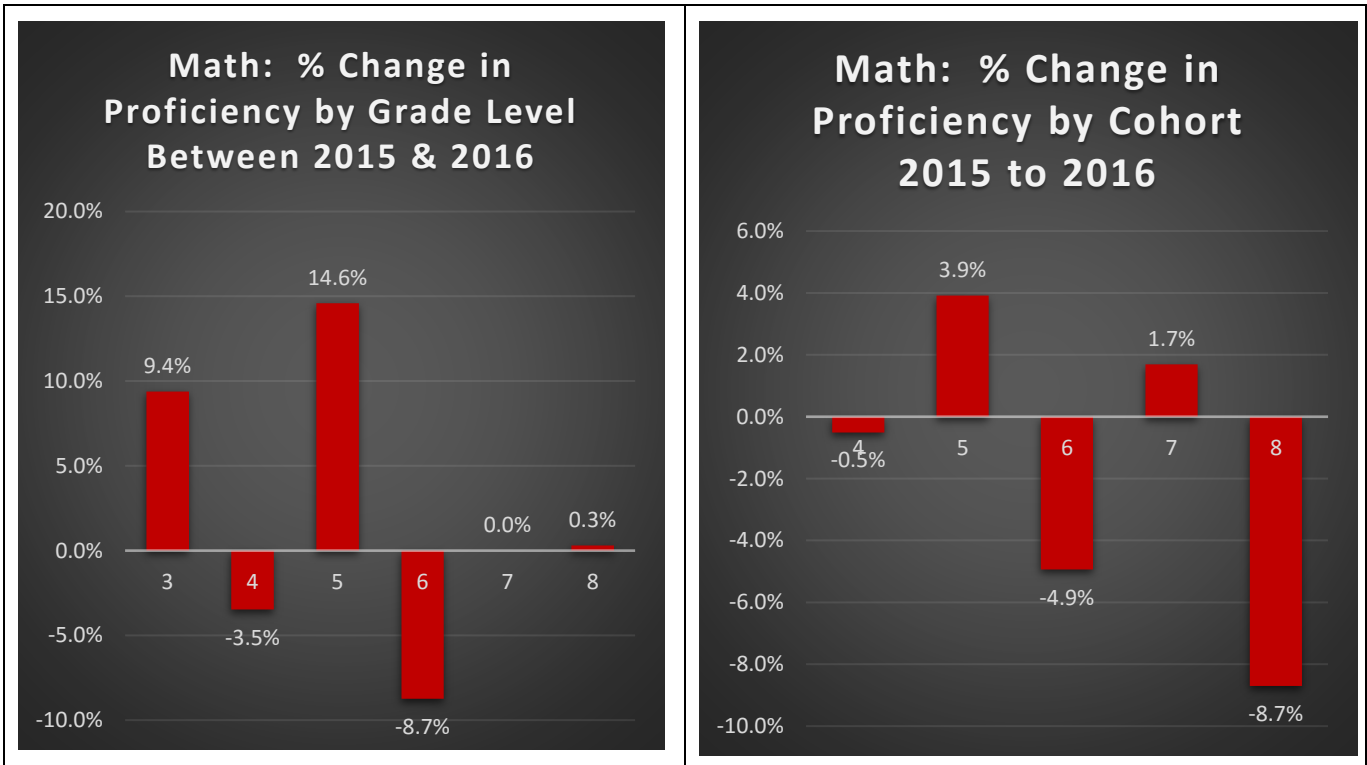
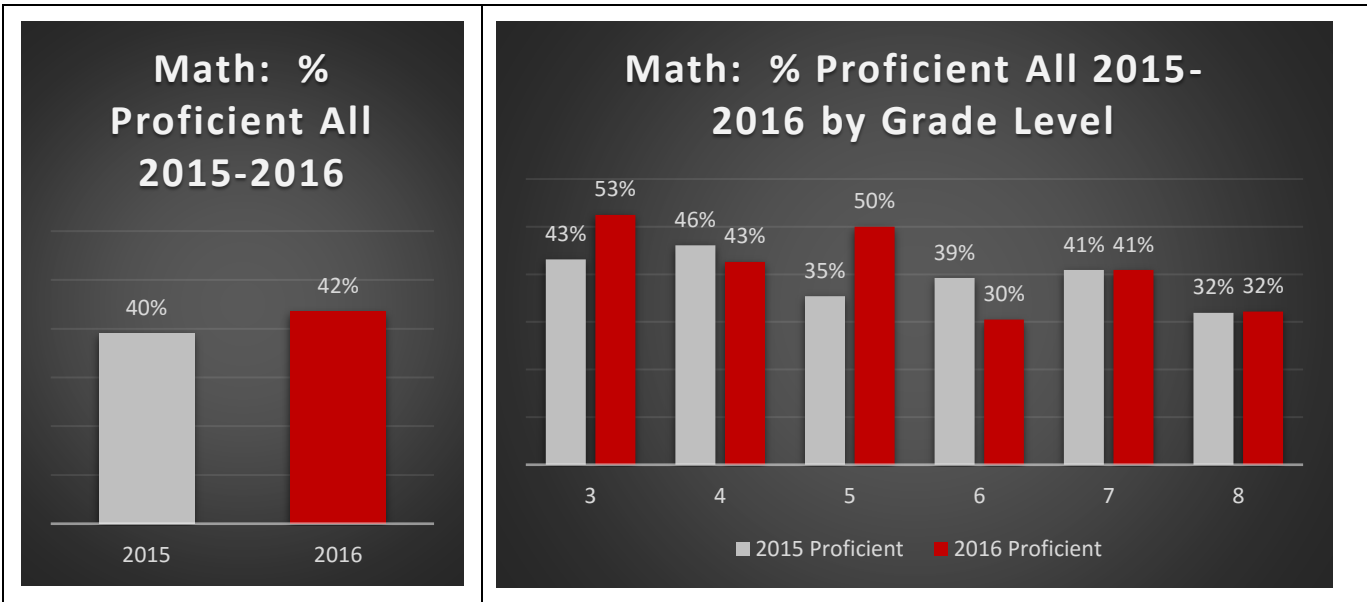
Students that do not qualify for SES, Special Education and are Female, typically score above average in English Language Arts. Students who qualify for SES, IDEA, and are male typically score below average in English Language Arts.



# Smarter Balanced Assessments

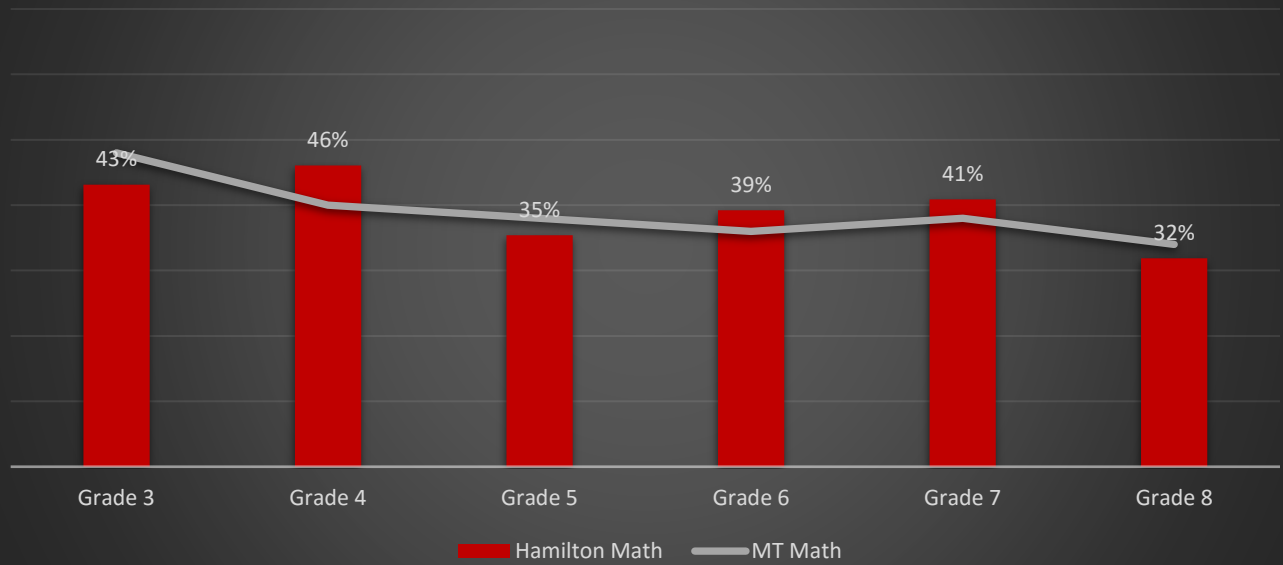
## Mathematics

On average, proficiency status for Hamilton Public Schools in ELA improved by 2% between 2015 and 2016 as measured by Smarter Balanced Assessments. 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade levels increased the percentage of students scoring at the proficient level between 2015 and 2016 as measured by Smarter Balanced Assessments. 4<sup>th</sup> and 6<sup>th</sup> had fewer students scoring proficiency by grade level and 3<sup>rd</sup>, 4<sup>th</sup>, and 8<sup>th</sup> declined within current cohort between 2015 and 2016.

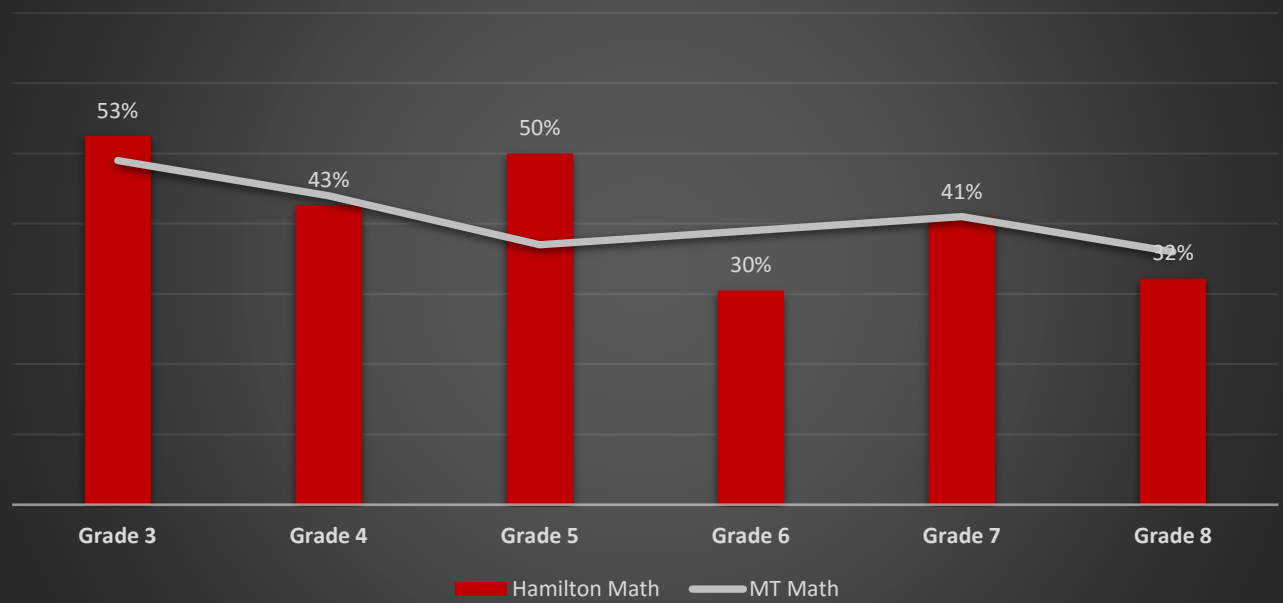


## Mathematics

### 2015 State Math Assessment



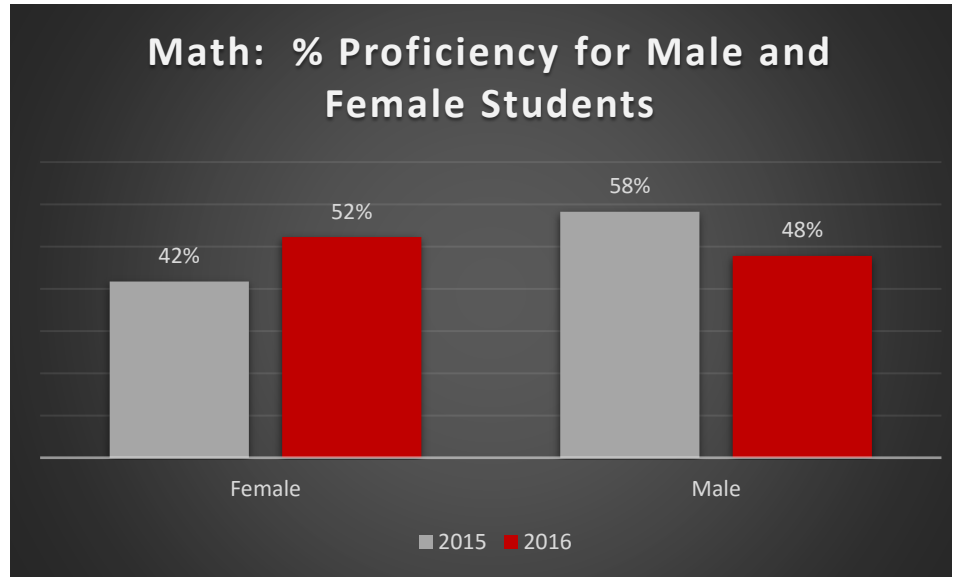
### 2016 State Math Assessment



## Mathematics

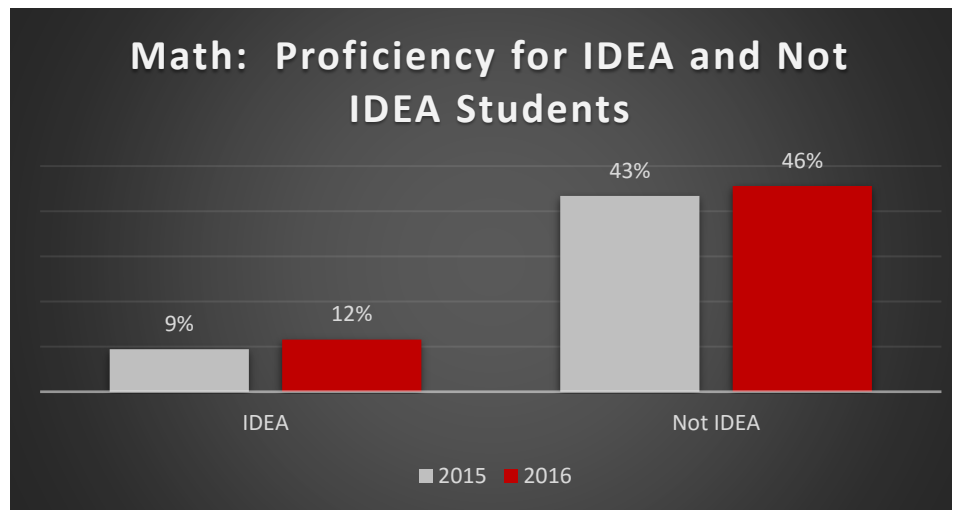
### Male/Female

52% of female students and 48% of male students assessed in Math scored at the proficient level in 2016. Female students improved proficiency by 16% and boys reduced by 4% between 2015-2016 school years.



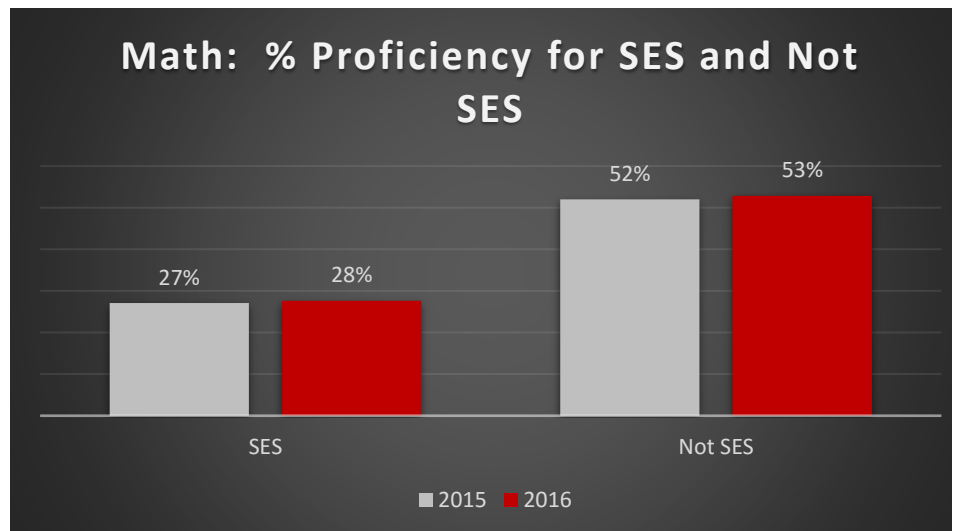
### IDEA (Special Education)

46% of Non-IDEA (not special education) students and 12% of IDEA (special education students) assessed in ELA scored at the proficient level in 2016. Non-IDEA students improved proficiency by 3% and IDEA students improved by 3% between 2015-2016 school years.



### SES (Socio-Economic Status)

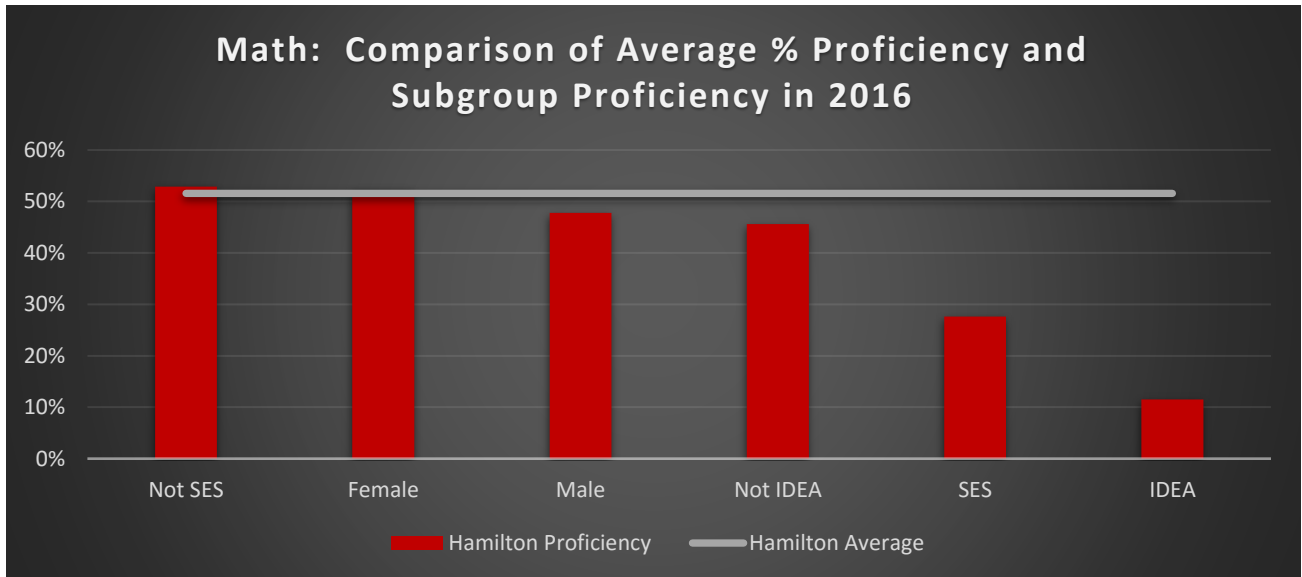
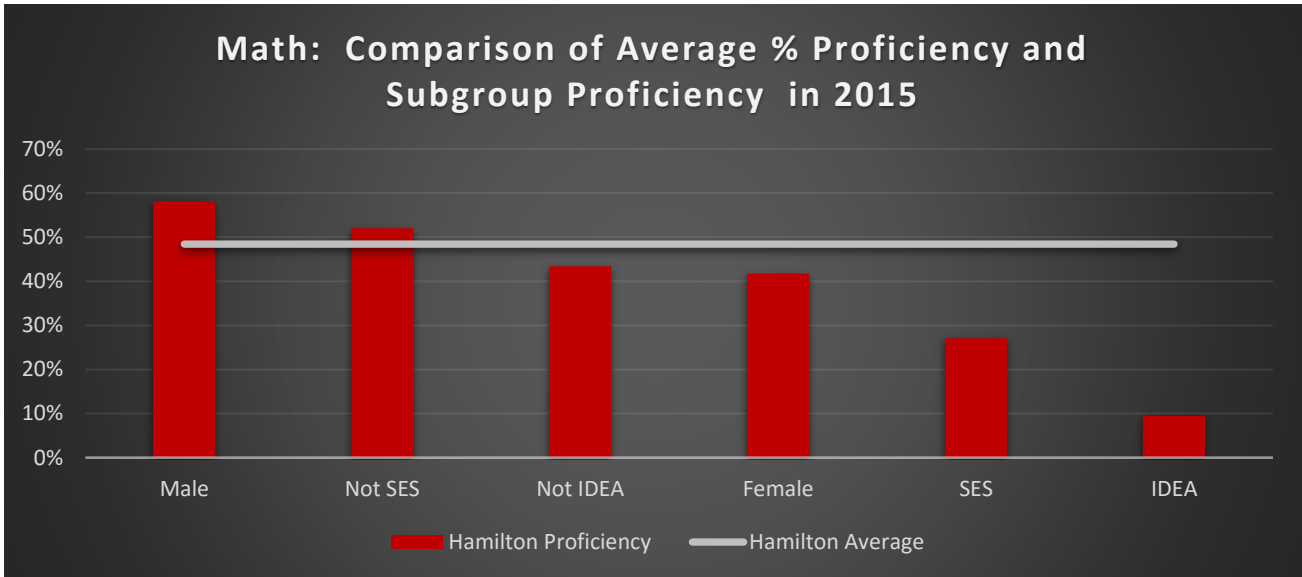
53% of Non SES students and 28% of SES students assessed in ELA scored at the proficient level in 2016. SES students improved proficiency by 1% and Non SES improved by 1% between 2015-2016 school years.





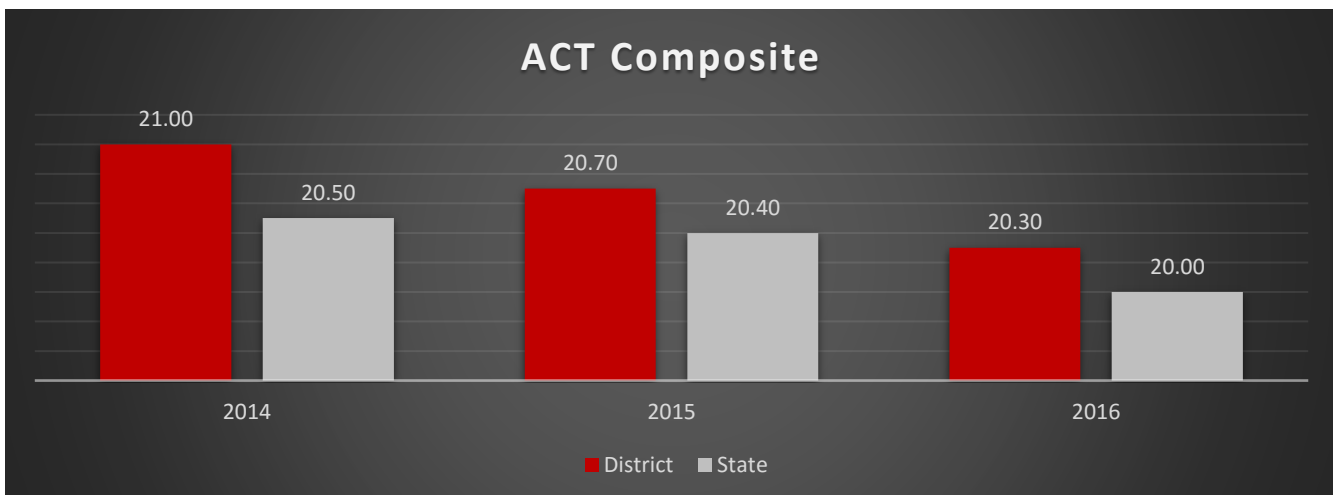
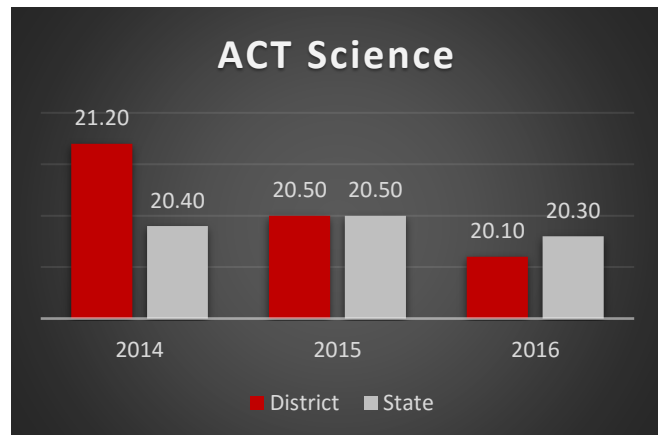
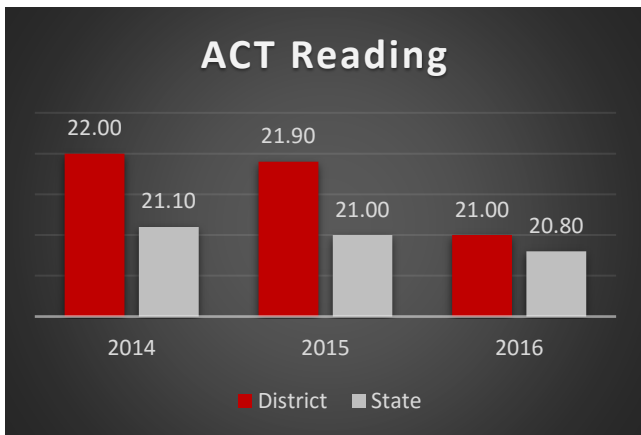
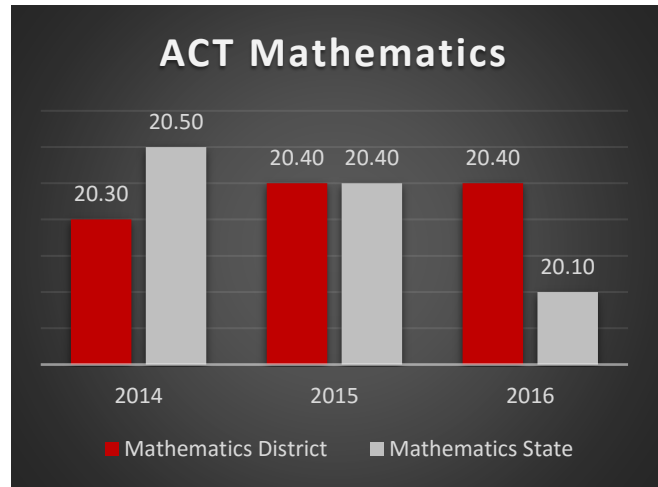
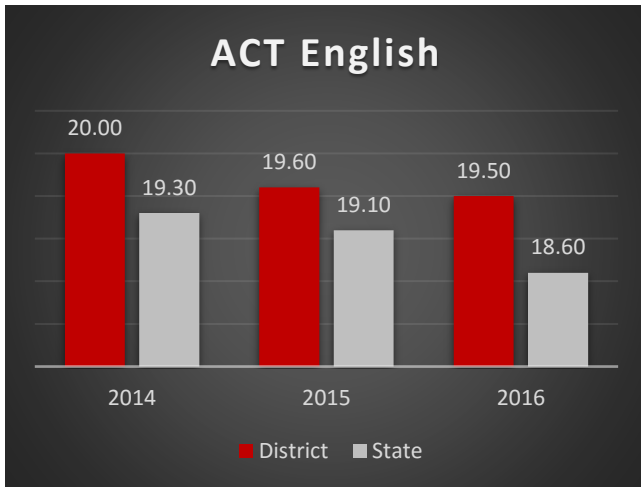
## Mathematics

Students that do not qualify for SES, Special Education and are Male, typically score above average in Mathematics. Students who qualify for SES, IDEA, and are male typically score below average in Mathematics.



# ACT Testing for Juniors

Since 2014, all Montana juniors participate in taking the ACT. The chart below demonstrates how Hamilton compares relative to the rest of the state. Hamilton students typically score above state averages.



# ACT Testing for Juniors

In 2016, ACT added the writing component. Hamilton scored slightly above average in writing relative to the rest of the state.

