Achievement Data (K Stanford)

Reported as: PR of Mean NCE

Disaggregate Categories	Reading			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	80	81		70	69	
American Indian	88 N=1	N=0		76 N=1	N=0	
Asian / Pacific Islander	87	94		76	86	
Black	2 N=1	N=0		5 N=1	N=0	
Hispanic	70 N=5	57 N=3		61 N=6	51 N=4	
White	79	75		69	63	
Low Income	26 N=3	99 N=1		21 N=3	44 N=2	
ELL	N/A	N/A		N/A	N/A	
Special Ed	39 N=2	63 N=6		36 N=3	44 N=5	
Male	82	79		75	67	
Female	78	83		66	71	

Collecting Issues:

Correcting Issues:

Observations and Trends

Across all grade levels, Stanford scores either remained static or increased in both math and reading. Asian/Pacific Island students outperformed All Students in reading and math in grades K-5. While the numbers were N=< 10, Special Education students had significantly lower scores than General Ed. students. Overall, there was not a Gender Gap in the area of math.

Achievement Data (1 Stanford)

Reported as: PR of Mean NCE

Disaggregate Categories	Reading			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	69	75		76	77	
American Indian	N=0	N=0		N=0	N=0	
Asian / Pacific Islander	74	85		84	86	
Black	11 N=1	9 N=1		28 N=1	6 N=1	
Hispanic	18 N=4	70 N=6		42 N=5	56 N=7	
White	71	70		75	75	
Low Income	31 N=7	23 N=5		47 N=8	20 N=5	
ELL	N/A	N/A		N/A	N/A	
Special Ed	47 N=3	51 N=3		52 N=4	28 N=3	
Male	61	74		79	82	
Female	75	76		75	73	

Collecting Issues:

Significantly new student population due to district boundary change

Correcting Issues:

Observations and Trends

Across all grade levels, Stanford scores either remained static or increased in both math and reading. Asian/Pacific Island students outperformed All Students in reading and math in grades K-5. While the numbers were N=< 10, Special Education students had significantly lower scores than General Ed. students. Overall, there was not a Gender Gap in the area of math.

Achievement Data (2 Stanford)

Reported as: PR of Mean NCE

Disaggregate Categories	Reading			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	67	77		74	79	
American Indian	N=0	N=0		N=-0	N=0	
Asian / Pacific Islander	80	81		88	88	
Black	35 N=1	11 N=1		32 N=1	37 N=1	
Hispanic	44 N=5	59 N=5		44 N=6	58 N=-5	
White	66	76		71	75	
Low Income	24 N=4	49 N=6		39 N=4	52 N=7	
ELL	N/A	N/A		N/A	N/A	
Special Ed	19 N=9	41 N=6		27 N=10	52 N=6	
Male	66	72		75	80	
Female	69	81		73	78	

Collecting Issues:

Significantly new student population due to district boundary change

Correcting Issues:

Observations and Trends

Across all grade levels, Stanford scores either remained static or increased in both math and reading. Asian/Pacific Island students outperformed All Students in reading and math in grades K-5. While the numbers were N=< 10, Special Education students had significantly lower scores than General Ed. students. Overall, there was not a Gender Gap in the area of math.

Achievement Data (3 Stanford)

Reported as: PR of Mean NCE

Disaggregate Categories	Reading			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	80	80		78	83	
American Indian	95 N=1	N=0		85 N=1	N=0	
Asian / Pacific Islander	90	90		91	94	
Black	N=0	38 N=1		N=1	49 N=1	
Hispanic	59 N=7	66 N=5		51 N=7	78 N=5	
White	76	76		71	77	
Low Income	45 N=8	63 N=4		41 N=8	65 N=5	
ELL	N/A	N/A		N/A	N/A	
Special Ed	40	38		35	27	
Male	78	79		79	85	
Female	82	80		77	81	

Collecting Issues:

Significantly new student population due to district boundary change

Correcting Issues:

Observations and Trends

Across all grade levels, Stanford scores either remained static or increased in both math and reading. Asian/Pacific Island students outperformed All Students in reading and math in grades K-5. While the numbers were N=< 10, Special Education students had significantly lower scores than General Ed. students. Overall, there was not a Gender Gap in the area of math.

Achievement Data (4 Stanford)

Reported as: PR of Mean NCE

Disaggregate Categories	Reading			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	77	84		84	85	
American Indian	N=0	14 N=1		N=0	26 N=1	
Asian / Pacific Islander	88	93		92	94	
Black	26 N=3	N=0		19 N-3	N=0	
Hispanic	34 N=6	49 N=4		38 N=7	46 N=4	
White	77	81		84	81	
Low Income	38	39 N=7		31	52 N=7	
ELL	N/A	N/A		N/A	N/A	
Special Ed	32	42		49	56	
Male	63	84		75	86	
Female	86	85		89	84	

Collecting Issues:

Significantly new student population due to district boundary change

Correcting Issues:

Observations and Trends

Across all grade levels, Stanford scores either remained static or increased in both math and reading. Asian/Pacific Island students outperformed All Students in reading and math in grades K-5. While the numbers were N=< 10, Special Education students had significantly lower scores than General Ed. students. Overall, there was not a Gender Gap in the area of math.

Achievement Data (5 Stanford)

Reported as: PR of Mean NCE

Disaggregate Categories	Reading			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	87	85		92	90	
American Indian	N=0	N=0		N=0	N=0	
Asian / Pacific Islander	92	92		96	96	
Black	18 N=2	20 N=2		34 N=2	34 N=2	
Hispanic	92 N=4	41 N=6		84 N=5	49 N=6	
White	85	87		90	91	
Low Income	60 N=7	38 N=7		77 N=8	58 N=8	
ELL	N/A	N/A		N/A	N/A	
Special Ed	61	53 N=7		65	81 N=7	
Male	86	72		91	85	
Female	89	92		92	93	

Collecting Issues:

Significantly new student population due to district boundary change

Correcting Issues:

Observations and Trends

Across all grade levels, Stanford scores either remained static or increased in both math and reading. Asian/Pacific Island students outperformed All Students in reading and math in grades K-5. While the numbers were N=< 10, Special Education students had significantly lower scores than General Ed. students. Overall, there was not a Gender Gap in the area of math.

Achievement Data (3 ITBS)

Reported as: average scale score

Disaggregate Categories	Reading			Language			Math		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
All Students	196.7 (236-164)	199.2 (250-156)	198.4	204.1 (249-153)	203 (245-176)	199.2	204.7 (238-168)	204.9 (238-174)	201.2
American Indian	N=0	N=1	N=0	N=0	N=1	N=0	N=0	N=1	N=0
Asian / Pacific Islander	189.5	204.2	199.3	203.1	214.8	211	207.5	212.5	210.6
Black	N=1	N=3	N=2	N=1	N=3	N=2	N=1	N=3	N=2
Hispanic	N=4	N=3	N=5	N=4	N=3	N=5	N=4	N=3	N=5
White	197.8	198.5	199.8	204.4	199.9	197.6	204.3	203.6	200.3
Low Income	N=0	N=2	N=13 175	N=0	N=2	N=13 176	N=0	N=2	N=13 174
ELL	N=2	N=6	N=5	N=2	N=6	N=5	N=2	N=6	N=5
Special Ed	179.4	181	169.4	183.2	183.7	170.3	187.7	186.7	177.7
Gifted	N=0	215.2	222.4	N=0	221.4	226.7	N=0	221.4	222
Male	192.4	197.8	185.5	198.8	199.3	186.6	205.4	205.8	195.7
Female	201.1	200.6	206.9	209.2	206.8	211.2	204	204	206.4

Collecting Issues:

- Data used for low income students was that provided through BEL. This is not a true measure of low income students.

Correcting Issues:

- Data for low income beginning in 04-05 will be free / reduced lunch data which is a more accurate representation of low income students.

Observations / Trends:

***Females outperformed males in reading and significantly outperformed males in Language for all 3 years.**

*** No significant gains or declines in scores for "all students" for all three years.**

*** Asian/ Pacific Islanders made significant gains across all subjects from the 02 to the 04 data.**

*** "All students" consistently and significantly outperform Special Ed students.**

*** In '04 data, "gifted" students consistently outperformed "all students".**

Achievement Data (3 WASL)

Reported as: % students at standard

Disaggregate Categories	Reading			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	88.7	89.1		83	87.4	
American Indian	N=1	N=0		N=1	N=0	
Asian / Pacific Islander	92.7	93.5		100	100	
Black	N=0	N=1		N=0	N=1	
Hispanic	N=8	N=5		N=8	N=5	
White	89	87.8		76.9	82.9	
Low Income	N=8	N=6		N=8	N=6	
ELL	N=2	N=1		N=2	N=1	
Special Ed	38.5	N=5		30.8	N=3	
Male	87.7	88.9		82.2	85.2	
Female	89.7	89.2		83.8	89.2	

Collecting Issues:

Significantly new student population due to district boundary change

Correcting Issues:

Observations / Trends:

- In the past two years there has been a small increase (3-4.5*) in both reading and math.

-Asian/Pacific Island students (100%) outperformed All Students (87.4).

-Gender Gap was statistically insignificant at less than 5%

Achievement Data (4 WASL)

Reported as: % of students at standard

Disaggregate Categories	Reading			Writing			Math		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
All Students	96.3	86.8	90.7	84.1	88.4	90.7	85	78.1	83.1
American Indian	N=1	N-0	N=2	N=1	N=0	N=2	N=1	N=0	N=2
Asian / Pacific Islander	96.7	93.1	97.3	96.7	96.6	94.6	96.7	89.7	91.9
Black	N=2	N=3	N=0	N=2	N=3	N=0	N=2	N-3	N=0
Hispanic	N=3	N=7	N=4	N=3	N-7	N=4	N=3	N=7	N=4
White	97.2	88.2	92	81.9	90.5	94.7	81.9	78.9	82.7
Low Income	N=7	50	N=6	N=7	45	N=5	N=7	25	N=5
ELL	N=3	N=8	N=0	N=3	N=8	N=0	N=3	N=8	N=0
Special Ed	78.9	30.8	N=6	26.3	50	N=6	36.8	30.8	N=6
Male	94.3	74	90.8	75.5	75	93.8	84.9	68	81.5
Female	98.1	96.9	90.6	85.2	98.4	86.8	92.6	85.9	84.9

Collecting Issues:

Significantly new student population due to district boundary change

Correcting Issues:

Observations / Trends:

"All students" consistently outperform "special ed" students.

- "All Students" data indicate higher achievement levels in reading and writing than in math.

- Females generally outperformed males two of the three years. This higher performance is consistent and significant in reading and writing but the gap significantly decreased in math in 2006-07.

Achievement Data (5 WASL)

Reported as: % students at standard

Disaggregate Categories	Reading			Math			Science		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07
All Students	89.4	81.3		85	85.3		67.4	69	73.3
American Indian	N=0	N=0		N=0	N=0		N=0	N=0	N=0
Asian / Pacific Islander	94.1	90		94.1	95		67	88.2	75
Black	N=2	N=2		N=2	N=2		N=0	N=2	N=2
Hispanic	N=5	N=6		N=5	N=6		N=4	N=5	N=6
White	89	85.1		83.6	91.5		67.6	63	80.9
Low Income	N=9	N=9		N=9	N=9		N=4	N=9	N=9
ELL	N=4	N=4		N=4	N=4		N=2	N=4	n=4
Special Ed	46.7	N=5		33.3	N=5		12.5	6.7	N=5
Male	83.9	64.7		83.9	79.4		58	62.5	61.8
Female	94.7	95.1		86	90.2		77.8	75.4	82.9

Collecting Issues:

Significantly new student population due to district boundary change

Correcting Issues:

Observations / Trends:

Math scores for All Students remained static over the two year period. Reading dropped by 8.1%. Females outperformed males in both 2006 and 2007 in all areas: reading, math, and science. The gap between Male and Female increased significantly from 2005-2006 to 2006-2007 in reading (30.4) math (11.8) and science (21.1).

Achievement Data (5 ITBS)

Reported as: average scale score

Disaggregate Categories	Reading			Language					
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005			
All Students	230.5 (270-179)	227.3 (270-160)	231.4	232 (295-157)	233.4 (282-178)	238.4			
American Indian	N=0	N=1	N=0	N=0	N=1	N=0			
Asian / Pacific Islander	221.7	224.6	228.6	228.7	234.9	242.6			
Black	N=0	N=2	N=0	N=0	N=2	N=0			
Hispanic	N=0	N=0	N=4	N=0	N=0	N=4			
White	232.4	228.4	231.9	232.6	233.7	237.7			
Low Income	N=0	N=0	N=4	N=0	N=0	N=4			
ELL	N=0	N=2	N=2	N=0	N=2	N=2			
Special Ed	N=6	213.1	205.2	N=6	205.8	202.1			
Gifted	N=0	N=10	247.3	N=0	N=10	260.4			
Male	233.8	227.8	232.8	231.2	226.1	234.6			
Female	226.5	226.9	229.8	232.9	241.1	242.6			

Collecting Issues:

Correcting Issues:

Observations / Trends:

- All students consistently and significantly outperformed Spec. Ed students in 04.
- Asian students data indicates a significant increase in achievement in 04 language.
- All Students perform at a higher achievement level in language than they do in reading.

Attendance Data

Reported as: Total # of Unexcused Absences

Disaggregate Categories	Elementary								
	2004-05	2005-06	2006-07						
All Students	0.30%	0.32	0.26%						
American Indian		N=2 1.85	N=1 6.44%						
Asian / Pacific Islander	0.70%	0.21	0.15%						
Black		1.08	1.96%						
Hispanic	0.20%	0.95	0.74%						
White		0.29	0.20%						
Low Income	0.60%	1.44	1.68%						
ELL									
Special Ed	0.70%	0.56	0.79%						
Male									
Female	0.20%								

Collecting Issues: Reports not available for all categories in all years. Information is not available on Skyward by gender. Percentages don't show the breakdown of numbers of students who comprise the absences in each category. For example under American Indian, one student with repeated absences represents all absences in this category.

Correcting Issues:

Observations / Trends: The number of unexcused absences for all students is down from the previous two years.

Discipline Data

Reported as
Suspe

Disaggregate Categories	Suspensions							
	2004-05	2005-06	2006-07					
All Students	22 suspensions (11 students)	7 suspensions (6 students)	6 suspensions (5 students)					
American Indian								
Asian / Pacific Islander		0						
Black								
Hispanic		4						
White			5					
Low Income		0	0					
ELL								
Special Ed		1	3					
Male		5	4					
Female		1	1					

Collecting Issues:

Correcting Issues:

Observations / Trends:

Boys suspended significantly more often than girls. White students make up all suspensions in the 2006-2007 school year.

s: Total # of nsions

ear.

Buildingwide Trends

Key: This analysis taken from the individual trend analysis on the preceeding worksheets.

1. Females generally outperform males.

2. "All students" outperformed Spec. Ed.

3. In spring of 2007 "All Students" were up by 3.9% from the 2004 baseline. In spring of 2004 (baseline) the gap between male and female was 11.6 in the area of math. In spring of 2007 the gap had decreased to 3.4.

4. Our Gender Gap in math decreased significantly (by 7.7%) and the gap is currently statistically insignificant.
While we have gaps in other AYP categories our numbers are less than 10, or statistically not significant enough to include as part of our SMART Goal.