Sunny Hills Achievement Test Data (2nd DRA)

Reporte

Disaggregate Categories	# below standard/Fall			% Below Standard/Fall			# below standard/S	
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05
All Students	12	3	13	12%	4%	NA	3%	1%
American Indian								
Asian / Pacific Islander								
Black								
Hispanic								
White								
Low Income								
ELL								
188								
Gifted								
Male								
Female								

Collecting Issues:

05-06 Difficult to retreive scores. BEL teachers did not have the total number of students who

Unclear about the results listed in the 04-05 school year, the numbers are in percentages

06-07 Recorded scores to district, DRA will not be used on the Data Portfolio.

Correcting Issues:

06-07 No correcting

Observations and Trends

05-06 Numbers not meeting standard are similar to the 03-04 school year

ed as: % Below Standard in fall and spring			
pring	% below standard/Spring		
2004-05	2003-04	2004-05	2005-06
3	3%	1%	NA

ho took the test

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	77	88		71	73	
American Indian	N=4	N=0		N=4	N=0	
Asian / Pacific Islander	91	94		79	75	
Black	N=4	N=1		N=4	N=1	
Hispanic	N=2	N=3		N=4	N=3	
White	72	88		71	74	
Low Income	N=2	N=0		N=3	N=0	
ELL	N=0	N=4		N=0	N=5	
Special Ed	N=8	N=4		N=9	N=4	
Male	73	84		71	74	
Female	81	93		67	70	

Collecting Issues:

05-06 Small sample size (N=) when trying to compare disaggregated data.

06-07 Small sample size (N=) when trying to compare disaggregated data.

Correcting Issues:

05-06 No correcting issues

06-07 No correcting issues

Observations/Trends:

05-06 All disaggregate groups did better on the reading portion of the test

06-07 Reading was significantly higher than math amongst all disaggregated groups. Females outscored males in reading.

Achievement Data (1 Stanford)

Reported as: PR of mean NCE

Disaggregate Categories	Reading			Language			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	67	70		NA	NA		81	70	
American Indian	N=1	N=3		NA	NA		N=1	N=3	
Asian / Pacific Islander	73	80		NA	NA		82	82	
Black	N=2	N=0		NA	NA		N=2	N=0	
Hispanic	N=5	N=3		NA	NA		N=5	N=4	
White	67	68		NA	NA		81	67	
Low Income	N=9	N=6		NA	NA		N=9	N=7	
ELL	N=0	N=2		NA	NA		N=0	N=3	
Special Ed	N=3	N=9		NA	NA		N=3	N=9	
Male	66	70		NA	NA		84	72	
Female	70	70		NA	NA		76	67	

Collecting Issues:

05-06 Small sample size (N=) when trying to compare disaggregated data

06-07 Small sample size (N=) when trying to compare disaggregated data

Correcting Issues:

05-06 No correcting issues

06-07 No correcting issues

Observations/Trends:

05-06 All disaggregate groups did better on the math portion of the test

06-07 Math and reading scores were very similar amongst all disaggregated groups. Reading scores went up and math scores went down. Males scored 5% higher than females in 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	66	73		65	75	
American Indian	N=1	N=1		N=1	N=1	
Asian / Pacific Islander	68	77		68	85	
Black	N=1	N=2		N=1	N=2	
Hispanic	N=7	N=5		N=7	N=6	
White	69	72		67	76	
Low Income	N=3	N=4		N=3	N=5	
ELL	N=0	N=2		N=0	N=3	
Special Ed	N=6	N=3		N=6	N=3	
Male	63	71		66	81	
Female	69	75		64	65	

Collecting Issues:

05-06 Small sample size (N=) when trying to compare disaggregated data

06-07 Small sample size (N=) when trying to compare disaggregated data

Correcting Issues:

05-06 No correcting issues

06-07 No correcting issues

Observations/Trends:

05-06 Students scored similar on the reading and math portion

06-07 Disaggregated groups scored similar on math and reading except between males and females. Males scored 16% higher than females in math. All disaggregated groups went up in reading and 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	83	77		78	75	
American Indian	N=0	N=1		N=0	N=1	
Asian / Pacific Islander	88	74		91	85	
Black	N=2	N=3		N=2	N=3	
Hispanic	N=4	N=5		N=4	N=5	
White	83	79		74	74	
Low Income	N=3	N=4		N=3	N=4	
ELL	N=0	N=1		N=0	N=2	
Special Ed	N=7	N=6		N=7	N=6	
Male	84	75		79	72	
Female	82	79		75	79	

Collecting Issues:

05-06 Small sample size (N=) when trying to compare disaggregated data

06-07 Small sample size (N=) when trying to compare disaggregated data

Correcting Issues:

05-06 No correcting issues

06-07 No correcting issues

Observations/Trends:

05-06 All students did better on the reading portion, except for Asian/Pacific Islander

Males performed better than females

06-07 All students did better on the reading portion, except for Asian/Pacific Islandes. Females performed better than males.

Females increased in 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	82	85		81	84	
American Indian	N=1	N=0		N=1	N=0	
Asian / Pacific Islander	92	89		92	90	
Black	N=2	N=1		N=2	N=1	
Hispanic	N=7	N=6		N=7	N=6	
White	81	84		81	82	
Low Income	N=5	N=3		N=5	N=3	
ELL	N=0	N=0		N=0	N=2	
Special Ed	51	N=7		57	N=7	
Male	77	84		79	85	
Female	87	85		84	82	

Collecting Issues:

05-06 Small sample size (N=) when trying to compare disaggregated data

06-07 Small sample size (N=) when trying to compare disaggregated data

Correcting Issues:

05-06 No correcting issues

06-07 No correcting issues

Observations/Trends:

05-06 Students scored similar on both reading and math

Females outscored males

06-07 All disaggregated groups scored similarly in both math and reading.

Overall in reading and writing, scores went up. Males went up in reading and writing while females went down.

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	82	84		87	84	
American Indian	N=1	N=1		N=1	N=1	
Asian / Pacific Islander	82	89		92	94	
Black	N=1	N=2		N=1	N=2	
Hispanic	N=3	N=6		N=3	N=6	
White	83	84		86	84	
Low Income	N=6	N=7		N=6	N=7	
ELL	N=0	N=1		N=0	N=1	
Special Ed	N=6	N=8		N=6	N=8	
Male	81	84		87	84	
Female	84	85		87	85	

Collecting Issues:

05-06 Small sample size (N=) when trying to compare disaggregated data

06-07 Small sample size (N=) when trying to compare disaggregated data

Correcting Issues:

05-06 No correcting issues

06-07 No correcting issues

Observations/Trends:

05-06 All disaggregate groups did better on the math portion of the test

06-07 All disaggregate groups scored the same except for the Asian/Pacific Islander students. They scored 5% higher in math. All disaggregate groups made an improvement in reading.

Achievement Data (3 ITBS)

Reported as: Percentile 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	196.9 (145 234)	201.1	204.9	197.3 (172-232)	202.2	NA	198.5 (153-235)	202.1	199.4
American Indian	N = 0	N=1	N=1	N = 0	N=1	NA	N = 0	N=1	N=1
Asian / Pacific Islander	196.2	192.2	210.3	203.6	201.2	NA	206.8	198.7	213.8
Black	N = 0	N=1	N=1	N=0	N=1	NA	N = 0	N=1	N=1
Hispanic	N = 2	N=2	N=8	N = 2	N=2	NA	N = 2	N=2	N=8
White	199	202.8	205.8	196	202.5	NA	196.8	202.5	198.9
Low Income	N = 0	N=7	N=0	N=0	N=7	NA	N = 0	N=7	N=0
ELL	N = 1	N=2	N=2	N = 1	N=2	NA	N = 1	N=2	N=2
Special Ed	184.4	184.8	N=5	181.1	181.6	NA	187.7	188	N=5
Gifted	N = 0	218	213.2	N = 0	222.9	NA	N = 0	218.8	211.5
Male	196.3	200.7	201	194.9	197.3	NA	199.7	202.1	208
Female	197.7	204.9	208.5	200.7	206.4	NA	196.9	202	198

Collecting Issues:

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

05-06 Small sample size (N=) when trying to compare disaggregated data

06-07 ITBS was not given

Correcting Issues:

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

05-06 No correcting issues

Observations / Trends:

1. Asian / Pacific Islanders demonstrated a consistent decline in performance from the 02 to the 04 data in each subject.
2. Females significantly outperform males in Language for all three years.
3. There was a significant drop in the performance of All Students in 2002-03 across subject areas. While there was in an increase for All Students in the 2003-04 data, student performance in reading from 02-04 is flat and has declined in Language and Math.
4. For 2003-2004, "gifted" students consistently outperformed "all students".
5. For 2002-2003, all students performance dropped in all areas.

05-06 All students increased in reading except for gifted.

06-07 ITBS was not given

Achievement Data (3 WASL)

Reported as: Percentile score

Disaggregate Categories	Reading			Math		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All Students	90.9%	90.0%		85.9%	88.8%	
American Indian	N=0	N		N=0	N	
Asian / Pacific Islander	87.5%	83.3%		81.3%	83.3%	
Black	N=2	N		N=2	N	
Hispanic	N=4	N		N=4	N	
White	92.3%	93.2%		87.2%	91.5%	
Low Income	N=3	N		N=3	N	
ELL	N=1	N		N=1	N	
Special Ed	N=8	N		N=8	N	
Male	90.2%	88.4%		88.2%	83.7%	
Female	91.7%	91.9%		83.3%	94.6%	

Collecting Issues:

04-05 One issue came up with a student who was incomplete. OSPI supplied a score with his score included and one with it not included. After speaking to Shelley, we listed the scores with his included and contacted his current teacher.

05-06 Small sample size (N=) when trying to compare disaggregated data
One student was incomplete, OSPI gave two different scores. One score reflected his incomplete and the other did not.

06-07 Small sample size (N=) when trying to compare disaggregated data

Correcting Issues:

05-06 Worked with Shelley Fry to solve the two different "meets standard" percentiles. She was able to see that the student had an incomplete and should be reflected in the overall percentile.

06-07 No correcting issues

Observations / Trends:

Reading scores have continued to be higher than the math scores.
Girls are 2% lower than boys in reading and over 8% lower in math. Our CIP plan reflects a need to close the gap in the opposite direction.

05-06 Students performed better on the reading portion

06-07 All disaggregate groups but females scored the same or higher in reading.
Females increased in math
Males decreased in math