Sunny Hills Elementary School Data Portfolio Analysis

Grade Level	WASL Content Area	WASL 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
4	Reading ↘↗	04-05 96% 05-06 90.2% 06-07 93.1%	93.1%	Ethnic Gender Special Ed Low Income	Significant gap with special ed population 45.5%
	Math ⇧	04-05 81% 05-06 82.7% 06-07 86.2%	86.2%	Ethnic Gender Special Ed Low Income	Disaggregate groups less than 10, difficult to compare.
	Writing ⇧	04-05 77% 05-06 84.8% 06-07 89.7%	89.7%	Ethnic Gender Special Ed Low Income	Disaggregate groups less than 10, difficult to compare.
5	Science ⇧	04-05 60% 05-06 69.6% 06-07 71.4%	71.4%	Ethnic Gender Special Ed Low Income	Disaggregate groups less than 10, difficult to compare. Males 65.2%

Grade 3 ITBS 3-Year Trends:
02-03 All students performance dropped in all areas.
03-04 "gifted" students consistently outperformed "all students".
04-05 Asian / Pacific Islanders demonstrated a consistent decline in performance from the 02 to the 04 data in each subject. Females significantly outperform males in Language for all three years. 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.
05-06 All students increased in reading except for gifted.
06-07 ITBS was not given

Grades 3 and 5 WASL Observations:
3rd- All disaggregate groups but females scored the same or higher in reading. Females increased in math, males decreased in math.
4th- All disaggregated groups scored higher in reading than math and writing. Most scores went up from 05-06 testing. Females outscored males in all three subject areas.
5th- Reading scores went down in all disaggregate groups. All disaggregate groups improved in math. All disaggregate groups except females improved in science.

Grades K-5 Stanford Observations:
K- Reading was significantly higher than math amongst all disaggregated groups. Females outscored males in reading.
1st- 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.
2nd- 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.

3rd- All students did better on the reading portion, except for Asian/Pacific Islanders. Females performed better than males. Females increased in math.
4th- All disaggregated groups scored similarly in both math and reading. Overall, reading and writing went up. Males went up in reading and writing while female scores went down.
5th- 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

Previous Content Area Goal:
Smart Goal- "Individual student data will be consistently and accurately represented in building-wide data including attendance, discipline, demographics, entrance/exit dates and performance measures."
"Using the 2003-2004 4th grade WASL Math scores as a baseline, 3rd, 4th, and 5th grade males meeting standard will improve 5% (for example, 78.8% to 83.8%) and 3rd, 4th, and 5th females meeting standard will improve 3% (for example, 81% to 84%) by the end of the 2006-2007 school year."

2007-08 Content Area Goal:
In 2010, 90% of third, fourth, and fifth grade students will make standard on the math section of the WASL.

2007-08 Gap Closing Goal:
In 2010, 90% of third, fourth, and fifth grade students will make standard on the math section of the WASL.

Justification:
Math scores are still consistently lower than reading scores on the Stanford and WASL assessments. This goal will also help our staff explore Everyday Math and provide consistent and meaningful professional development to help teachers in the classroom.