Skyline High School Data Portfolio Analysis

Grade Level	WASL Content Area	WASL 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
10	Reading	⇔	95.2%	Ethnic Asians Gender Special Ed Low Income	(N=7-13) No No Yes (% not available)
	Math	⇔	79.6%	Ethnic Asians Gender Special Ed Low Income	(N=7-13) Yes (higher) No Yes (N=3)
	Writing	⇗	95.7%	Ethnic Asians Gender Special Ed Low Income	(N=7-13) No No Yes (N=3)
	Science	⇘	64.1%	Ethnic Gender Special Ed Low Income	(Not Avail)

Grade 9 ITED 3-Year Trends: The ITED has not been administered for the past two years. Although, from 2002-05, Asian/Pacific Islander students out-performed "All Students" in all areas.

Grade 9, 10 and 11 Stanford 10 Observations: The Stanford was administered in the 10th and 11th grades in 2006, so no three-year trend is available. In 2005-06 alone, special education sophomores performed worse on the Stanford Reading than on the Reading WASL, although these students performed better on the Stanford math section. Special education juniors, in 2005-06, performed better on the Stanford than they did as sophomores on the WASL in 2004-05. Lastly, Asian/Pacific Islander students out-perform "All Students" in math and science.

Previous Content Area Goal: Increase the percentage of special education students meeting standard in reading, writing and math by 5 percentage points based on 03-04 numbers on the WASL by the end of the 06-07 school year.

2007-08 Content Area Goal: Increase the percentage of all students meeting standard in math by 10 percentage points, based on the 2006-07 numbers, on the WASL by June, 2010.

2007-08 Gap Closing Goal: Increase the percentage of all special education students meeting standard in math by 30 percentage points, based on the 2006-07 numbers, on the WASL by June, 2010.

Justification: Content Area Goal: Skyline's students are at standard in math 15% less than in reading and writing. Gap Closing Goal: Skyline's ethnic group population numbers, with the exception of Asian students, are not significant; therefore special education is the logical choice. There are enough special education students to create fairly reliable trends for analysis. Special education sophomores lag significantly behind "All Students" in all four areas of the WASL. Though special education students have enjoyed gains in reading writing, and math over the past three years, the number of special education students at standard in math continues to lag by 60-80%. Furthermore, special education students' unexcused absences during 2004-05 and 2005-06, were almost five times higher than "All Students." In 2006-07, significant improvements in unexcused absences occurred.