

**Clark Elementary School Data Summary
2010-11**

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
3	Reading	Down 10.8 since 2007 Up 8.6 since 2009	61.3%	Ethnic 28.6% Sp. Ed 9.1% Low Income 38.9% Level 2 24.2%	Hispanic -43.9% Sp.Ed -63.4% Low Income -31.6%
	Math	Up 4.3 since 2007 Up .3 since 2009	69.4%	Ethnic 42.9% Sp Ed 18.2% Low Income 50% Level 2 12.9%	Hispanic -34.6% Sp. Ed -62.2% Low Income -27.3%
4	Reading	Down 7.3 since 2007 Down .2 since 2009	64.9%	Ethnic A/PI 80% Sp Ed 63.6% Low Income 33.3% Level 2 16.2%	Asian/Pacific Islander +18.8% Sp.Ed -1.5% Low Income -37.7%
	Math	Down .9 since 2007 Down 3.0 since 2009	59.5%	Ethnic A/PI 73.3% Special Ed 45.5% Low Income 16.7% Level 2 16.2%	Asian/Pacific Islander +12.1% Sp. Ed -16.4% Low Income -51%
	Writing	Down 9.1 since 2007 Down 6.2 since 2009	44.6%	Ethnic A/PI 66.7% Special Ed 18.2% Low Income 8.3% Level 2 35.1%	Asian/Pacific Islander +19.8% Sp. Ed -31% Low Income 43.3%
5	Science	Down 14.1 since 2007 Down 16.8 since 2009	47.1%	Ethnic Sp. Ed 10% Low Income 35.3% Level 2 36.8%	None noted Sp.Ed -43.4% Low Income -15.7%
	Math	Up .4 since 2007 Up 1.0 since 2009	69.1%	Ethnic Sp. Ed 30% Low Inc 64.7% Level 2 14.7%	None noted Sp. Ed -45.9% Low Income -5.9%
	Reading	Down 4.1 since 2007 Down 4.3 since 2009	73.5%	Ethnic Sp. Ed 50% Low Inc 58.8% Level 2 16.2%	None noted Sp. Ed -27.6% Low Income -19.6%

Grades 3, 4, and 5 WASL/MSP Trends/Grades K-5 Stanford Trends:

Both our Stanford and MSP trends vary year to year, but there has not been a large upward trend line for either assessment. Previously our gap closing goal was gender, but Stanford and MSP/WASL data was counter to one another in this area. With further analysis this year we noticed large gaps between performance from all subgroups and non low income students in all subject areas, with students in some areas performing below the state.

Previous goals:

By 2010, 75% of all students will meet standard on the 5th grade Math WASL with a gender gap of less than 10%.

Progress toward previous goals:

Data for the past three years shows the percent of students meeting standard ranging from 71% in 07-08 to 69.1% in 09-10. We were not seeing the progress we anticipated and upon further analysis predicted this was due more to student reading ability rather than student computation ability (see justification below).

2010-11 Content area goal:

Reading

2010-11 Gap closing goal:

- CIP Goal: Based on the 2010 MSP data, the number of students meeting standard by the end of the year will increase by X percent to ensure 89% of students are meeting standard by 2013-14 on the MSP, closing the gap between the percent of students not meeting standard from 30% in 2010 to 11%.

Justification:

New Goal Justification

In analyzing our data for all subject areas our trend line has remained the same. We have not made significant gains as a whole school. Last year we analyzed our math data on the Stanford and WASL and found that students were struggling with problem solving much more than computation. Research has suggested that there is a large amount of reading on the problem solving portion of these assessments and we theorized low and stagnant scores could be due to students not reading at grade level. Our math focus last year was on helping students understand the vocabulary and build background knowledge. With this focus we were able to raise our low income scores enough to meet Safe Harbor for AYP. This information backed our theory about reading so we have switched our goal this year to focus on building reading skills, while still having continued professional development in math.

We tested all students in the fall to get a better gauge on what specifically students needed extra reading support with. We found that across the grades all students, whether reading at grade level or not, struggled with comprehension questions beyond literal comprehension. Therefore our focus for our CIP is on comprehension strategies, in addition to the test and nonfiction work we started last year with math.

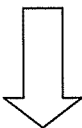
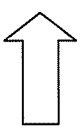
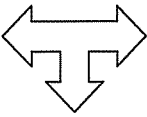
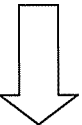
Gap Closing Goal Justification

Our goal aligns with AYP. In order to meet this goal we looked at the students who were not currently passing the MSP. We analyzed specific subgroups (ethnic, gender, income) and found that by only focusing on one of these groups we were not going to close the gap. Therefore we are focusing on lowering the percent of students across all subgroups.

- Of students taking the 2010 MSP in reading 46 of 155 did not meet standard (30%).
- Of this 15% of them scored a one and 15% scored a two.

- To meet our CIP goal we can not have more than 11% of students not meeting standard.
- This would allow us to focus on more students than if we picked just one trend area (ie; just low income, ELL, male, etc.)

**Cougar Ridge Elementary School Data Summary
2010-11**

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
4	Reading		83.3	Ethnic Special Ed Low Income Gender	No consistent gap N=7 N=4 Yes (MSP - Male 79.2 Female 87.5)
	Math		87.5	Ethnic Special Ed Low Income Gender	No consistent gap N=7 N=0 Non significant gap
	Writing		85.4	Ethnic Special Ed Low Income Gender	No consistent gap N=7 N=4 Yes (MSP - Male 79.2 Female 91.7)
5	Science		54.9	Ethnic Special Ed Low Income Gender	No consistent gap N=12 N=1 No consistent gap

Grades 3, 4, and 5 WASL/MSP Trends:

Grade 3 - Girls continue to outperform boys in reading by more than 5 percent. Scores decreased in both reading and math from last year but are higher than scores in 2007-2008.

Grade 4 - The percentage meeting standard in reading has decreased (especially boys) over the last three years. Math scores significantly increased from last year.

Grade 5 - Scores in reading and math have basically been about the same each year. Science scores dropped significantly.

Grades K-5 Stanford Trends:

Grade K - Scores dropped in both reading and math from last year (2008-2009), but are about the same as 2007-2008.

Grade 1- Math scores have increased each year for the last three years. This past year (2009-2010) girls outperformed boys in reading, and boys outperformed girls in math.

Grade 2 Math scores have increased. Reading scores have stayed basically the same over the last three years.

Grade 3 - Both reading and math scores dropped a little from last year (2008-2009), but are still higher than scores in 2007-2008.

Grade 4 - Both reading and math scores have increased.

Grade 5 - Scores in both reading and math are basically the same over the last three years.

Previous goals: In 2010, 90% of all third, fourth, and fifth grade students will meet standard on the Math section of the MSP.


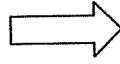

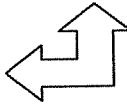
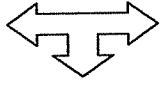



Progress toward previous goals: In 2010, 84.9% of third, 87.5% in fourth, and 87% in fifth met standard on the MSP.

2010-11 Content area goal: By the year 2013, ninety five percent (95%) of students in 3rd, 4th, and 5th grade will meet the reading standard on the MSP.

2010-11 Gap closing goal: By 2013, the gap between males and females meeting standard in reading will be less than 5% on the MSP.

Justification: There has not been a consistent increase in reading scores on both the Stanford and WASL/MSP at all grade levels. The scores have gone up and down from year to year. Girls have consistently outperformed boys on both the Stanford and WASL/MSP at all grade levels except fifth grade.

Grand Ridge Elementary School 3 Year Data Portfolio Analysis 2010-2011

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
3 rd	Reading		88.6	Ethnic Gender Sped Low Income	No consistent gap Yes (girls over boys 6%) Yes N=5, N=4, N=9
	Math		87.3	Ethnic Gender Sped Low Income	No consistent gap No consistent gap Yes N=5, N=4, N=9
4 th	Reading		76.8	Ethnic Gender Sped Low Income	No consistent gap Yes (girls over boys ~20%) Yes N=2, N=8
	Math		88.5	Ethnic Gender Sped Low Income	No consistent gap No consistent gap Yes N=2, N=8
	Writing		80.4	Ethnic Gender Sped Low Income	No consistent gap Yes (girls over boys ~15%) Yes N=2, N=8
5 th	Reading		89.2	Ethnic Gender Sped Low Income	No consistent gap No consistent gap Yes N=2, N=6
	Math		78.3	Ethnic Gender Sped Low Income	Yes (Asian-9.1%, 6.5%, ~higher) No consistent gap Yes N=2, N=6
	Science		51.2	Ethnic Gender Sped Low Income	Yes (Asian~ 11% higher) No Consistent gap Yes N=2, N=6

Grades 3-5 WASL/MSP Observations:

- 3rd grade – Both Math and Reading scores have been within a few percentages over the last 3 years. There appears to be an inconsistent gap between Asian and white students in either math or reading. However, 100% of Asian students met standard on Math in 2007 and 89.1 last year.
- 4th grade - Reading scores for all students have fluctuated but stayed fairly constant over 2007-2009 with a dip in 2009 scores (76.8). There appears to be no consistent gap between Asian and white students in Reading, however, there is one in Math. Math scores fluctuate year to year. Girls seem to be consistently out performing boys in all areas, especially in writing.
- 5th grade – Reading and Science scores for all students were steadily increasing until last year. Math scores have fluctuated from year to year. There is no discrepancy between reading and math scores for all students. Asian students generally outperform white students on the reading, math and science portions of the test. The change in the assessment tool may have an impact on the scores being so different in the 2009 school year.

Grades K-5 Stanford Observations:

- **Kinder** – Math scores have decreased over the past 3 years. Reading has decreased from 88 to 82. Asian students consistently outperform white students in reading and math. Girls are slightly outperforming boys in both reading and math.
- **1st grade** – Math scores have made slow gains for past three years. Reading scores have remained relatively constant for past 3 years. Asians consistently outperform white students in reading and math. Girls are slightly outperforming boys in both reading and math.
- **2nd grade** – Both reading and math scores have had steady gains over past three years. Asian students generally outperform white students in reading and math. Girls are slightly outperforming boys in both reading.
- **3rd grade** – Reading scores have been relatively constant over past three years with a one moderate spike and/or dip. Math scores improved last year and we will have to wait and see if this upwards trend continues. Asian students generally outperform white students in reading and math. Girls are slightly outperforming boys in both reading and math.
- **4th grade** – Math and Reading scores have had steady gains over past three years. Asian students generally outperform white students in reading and math. Girls are slightly outperforming boys in both reading and math.
- **5th grade** – Reading and Math scores fluctuated over the past 3 years. Asian students generally outperform white students in both areas. Girls are slightly outperforming boys in both reading and math.
- Over the past 5 years, 2nd through 5th graders have scored higher in Math than in Reading.

Previous Content Area Goal:

In 2010, at least 95% of fifth grade students will meet or exceed the standard on the math section of the WASL.

2010-11 Content Area Goal:

90% of all 3rd, 4th, and 5th grade students will meet standard on the 2012 and 2013 Reading MSP.

2010-22 Gap Closing Goal:

There will be a 5% or less discrepancy between boys and girls on the 2010 Reading MSP Scores.

Justification:

Total reading scores have been either statically stagnant during the past three years or declined.

Issaquah Valley Elementary School Data Summary

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area (Number of students)	% Meeting 2010 Significant Gap %
3rd	Reading	↑	90.8%	Hispanic (11)	60% Meeting (Up 10% from 08) GAP: 30.8%
				Low Income (15)	57.1% Meeting (Down 1% from 08) GAP: 33.7%
	Math	↑	88.3%	Hispanic (11)	70% Meeting (Up 20% from 08) GAP: 18.3%
				Low Income (15)	57.1% Meeting (Up 1% from 08) GAP: 31.2%
4th	Reading	↔	75%	Hispanic (14)	21.4% Meeting (Up 3.2% from 08) GAP: 53.6%
				Low Income (12)	45.8% Meeting (Up 1% from 08) GAP: 29.2%
	Math	↑	75.3%	Hispanic (14)	28.6% Meeting (Up 10.4% from 08) GAP: 46.7%
				Low Income (24)	50% Meeting (Up 13.6% from 08) GAP: 25.3%
	Writing	↑	82.5%	Hispanic (14)	42.9% Meeting (Up 15.6% from 08) GAP: 39.6%
				Low Income (24)	62.5% Meeting (Up 17% from 08) GAP: 20%
5th	Reading	↑	71.2%	Hispanic (14)	41.7% Meeting (Equal to 08) GAP: 29.5%
				Low Income (24)	35.3% Meeting (Down 9.1 from 08) GAP: 35.9%
	Math	↓	52.2%	Hispanic (14)	25% Meeting (Down 16.2% from 08) GAP: 27.2%
				Low Income (24)	23.5% Meeting (Down 17.2% from 08)
	Science	↑	42.4%	Hispanic (12)	25% Meeting (Up 15% from 08) GAP: 17.4%
				Low Income (17)	23.5% Meeting (Up 12.4% from 08) GAP:

MSP Cohort Group Analysis

GL	Reading					Math				
	2005-06	2006-07	2007-08	2008-09	2009-10 (MSP)	2005-06	2006-07	2007-08	2008-09	2009-10 (MSP)
3	71.2	83.5	77.1	76.8	90.8	72.5	78.5	75.7	80	88.3
4	74.6	72.6	76	69.1	75	64.2	48.6	65.3	54.5	75.3
5	76.7	67.7	63	71.8	71.2	65.8	58.1	61.6	69.4	52.2

WASL/MSP~Low Income

GL	Reading					Math				
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	71.2	N=8	56.2	54.5	57.1	72.6	N=8	43.8	50	57.1
4	36.4	65.2	27.3	50	45.8	18.2	29.2	36.4	36.4	50
5	50	43.8	44.4	33	35.3	30	31.3	40.7	33	23.5

WASL/MSP~Hispanic

GL	Reading					Math				
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	N=8	N=8	50	20	60	N=8	N=8	50	40	70
4	N=3	53.8	18.2	54.5	21.4	N=3	30.8	18.2	45.5	28.6
5	54.5	N=8	42.1	23.1	41.7	36.4	N=8	36.8	23.1	25

Background to this CIP:

Issaquah Valley Elementary is in its second year of not meeting AYP standards in reading. Therefore, we added a stop GAP goal last year in reading to our Math three year CIP. As you can see from the action plan attached we started our professional development in research based practices and school wide focus on reading last year. Students who are below or approaching standard in reading are rank ordered according to assessment data to receive Title I funds and intervention is given to most in need.

Grades 3, 4, and 5 WASL/MSP Trends:

We made tremendous gains in 3rd grade reading after our initial year of focus on reading. In 2010 we were up 14% in reading for 3rd grade. 4th and 5th grades did not see the same gains yet and that is why our CIP is focused on reading. Low Income and Hispanic students are the two populations who have historically not met AYP standards. However, in 2010 we did meet AYP with the Hispanic students by lowering the number of Hispanics not meeting standard by 10% and only narrowly missed meeting AYP with our low income by missing the cut off by 1% index. However, this year the cut off for AYP goes up to 88% in reading and this is a huge jump and goal for 3rd, 4th and 5th grade teams to meet this number with our entire population and specifically our low income and Hispanic students.

Writing was a great strength and success story this year—up 26.6% from last year!

Math had great gains in 3rd and 4th grades—up 21% in 4th grade and 8% in 3rd!

The assessment changed this year for 5th grade significantly in science and math making it difficult to fairly compare years or to analyze trends (See explanation and chart below).

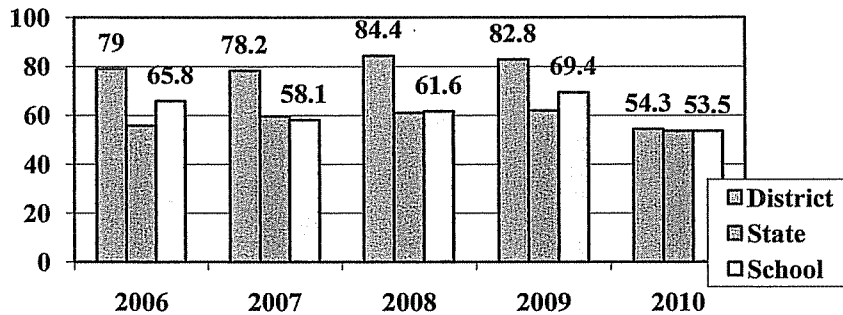
Grades K-5 Stanford Trends in Reading:

- 2010 5th graders scored 70% on the Stanford data, increasing from 47% when they were in 1st grade.
- 2nd through 4th grades had similar gains in the cohort group (2nd grade went from 55% to 63%, 3rd grade went from 61% to 75%, 4th grade from 62% to 74%)
- Kindergarten has consistently scored above the 70 percentile in Reading
- Historically, our 1st grade scores drop significantly from Kindergarten

Previous goals: 75% of our 5th graders will meet standard in math on the 2010 MSP.

Progress toward previous goals:

As a school we did not meet this goal. We are happy to say that our 3rd and 4th grade teams did make the goal of 75% and we predict our 5th grade will this year. However IVE has been over 10% behind the district average in math for the past 5 years and this year we virtually the same (the district average was 54.3% and we were at 53.5%--see chart below). This year the math test changed to assess the new state standards. Across the district and state the 5th grade math scores dropped significantly and the state successfully challenged the federal AYP cut score because they said the new state math test was not the same standard as the previous years. Thus, it makes it difficult to compare last year's scores with previous years and assess if we truly did or did not make gains.











2010-11 Content area goal: 88% of our 3rd, 4th, and 5th graders will meet standard in reading on the 2013 MSP.

2010-11 Gap closing goal: By 2013, 15% more of our Hispanic and Low Income populations will meet standard (5% each year) on the MSP.

Justification:

IVE has not met AYP standards in reading for two years. Therefore our CIP is focused on reading with focus areas in low income and Hispanic populations.

Sunset Elementary School
Elementary School Data WASL/MSP 2008-2010

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
3	Reading	 (-1.1%)	89.5%	Ethnic Gender Special Ed Low Income Level 2	No Yes Males -7.3% Yes -25.9% N/A too few students
3	Math	 (-2.7%)	85.3%	Ethnic Gender Special Ed Low Income Level 2	No Yes Females -6.9% Yes -12.6% N/A too few students
4	Reading	 (-1.6%)	84.1%	Ethnic Gender Special Ed Low Income Level 2	Yes Asian/Pac -6.3% Yes Males -9.7% Yes -63.3% Yes -29.6%
4	Writing	 (-1.9 %)	86.9%	Ethnic Gender Special Ed Low Income Level 2	Yes Asian/Pac +5.7% Yes Males -18.9% Yes -15.5% Yes. -5.1%
4	Math	 (+14.6%)	86.0%	Ethnic Gender Special Ed Low Income Level 2	No No Yes -39.8% Yes -40.5%
5	Reading	 (+0.4%)	83.7%	Ethnic Gender Special Ed Low Income Level 2	Yes Asian/Pac -10.4% Yes Males -11.0% Yes -36.0% N/A too few students
5	Math	 (-8.6%)	76.1%	Ethnic Gender Special Ed Low Income Level 2	Yes Asian/Pac +5.2% No Yes -51.1% N/A too few students
5	Science	 (+5.7%)	72.4 %	Ethnic Gender Special Ed Low Income Level 2	Yes Asian/Pac -5.7% Yes Males -14.0% Yes 47.4% N/A too few students

Sunset Elementary School
Elementary School Data Summary Stanford 2008-2010

Grade Level	Stanford Content Area	Stanford 3-Year Trend	2010 Average Score	Gap Analysis Area	Significant Gap
K	Reading	↑ (+5%)	84%	Ethnic Gender Special Ed Low Income	No Yes Males -5% N/A too few students N/A too few students
K	Math	↑ (+8%)	72%	Ethnic Gender Special Ed Low Income	No No N/A too few students N/A too few students
1	Reading	↔ (+1%)	72%	Ethnic Gender Special Ed Low Income	No Yes Males -9% N/A too few students N/A too few students
1	Math	↔ (+1%)	75%	Ethnic Gender Special Ed Low Income	No No N/A too few students N/A too few students
2	Reading	↓ (-6%)	69%	Ethnic Gender Special Ed Low Income	No No N/A too few students Yes -20%
2	Math	↔ (-2%)	79%	Ethnic Gender Special Ed Low Income	No Yes Females -10% N/A too few students Yes -38%
3	Reading	↓ (-5%)	72%	Ethnic Gender Special Ed Low Income	No Yes Males -7% Yes -30% N/A too few students
3	Math	↔ (+1%)	84%	Ethnic Gender Special Ed Low Income	No No Yes -19% N/A too few students
4	Reading	↔ (-1%)	79%	Ethnic Gender Special Ed Low Income	Yes Asian/Pac -6% Yes Males -8% Yes -37% Yes -35%
4	Math	↔ (+1%)	85%	Ethnic Gender Special Ed Low Income	No No Yes -26% Yes -37%
5	Reading	↔ (+3%)	86%	Ethnic Gender Special Ed Low Income	No No Yes -18% N/A too few students
5	Math	↔ (+2%)	89%	Ethnic Gender Special Ed Low Income	No Yes Females -5% Yes -18% N/A too few students

Grades 3, 4 and 5 WASL/MSP Trends: Math scores have remained flat in third grade, increased significantly in fourth grade and decreased significantly in fifth grade. Reading scores have remained flat in all three grades.

Grades K-5 Stanford Trends: Math scores have increased significantly in Kindergarten and have remained flat in all other grades. Following a district trend, math scores increase over time from first grade to fifth grade. Reading scores have increased significantly in Kindergarten, decreased significantly in second and third grades and have remained flat in first, fourth and fifth grades.

Previous Content Area Goal: By the 2009-2010 school-year, 88% of third, fourth and fifth grade students will meet standard on the Math section of the WASL/MSP and the average scaled score on the Stanford Math section for third, fourth and fifth grade will be 88%.

Previous Gap Closing Goal: By the 2009-2010 school-year, the gap between fourth grade males and females will be 5% or less on the Math section of the Measurement of Student Progress (MSP) and the gap between males and females will not be significant as measured on the Stanford Math section for third, fourth, and fifth grade students.

Progress Toward Previous Content Area Goal: By the 2009-2010 school-year, 88% of third, fourth and fifth grade students did not meet standard on the Math section of the WASL/MSP. 85.3% of students in third grade, 86.0% of students in fourth grade and 76.1% of fifth grade students met standard on the Math section of the MSP.

Progress Toward Previous Gap Closing Goal: By the 2009-2010 school-year, the gap between fourth grade males and females on the Math section of the MSP was 1.6%, thereby attaining our goal. The gap between males and females on the Stanford Math section for third grade was 2%, fourth grade was 2% and fifth grade was 5%, thereby attaining our goal.

2010-11 Content Area Goal: By the 2012-2013 school-year, 94.5% of third grade students, 89.1% of fourth grade students and 88.7% of fifth grade students will meet standard on the Reading section of the Measurement of Student Progress (MSP), based on a 5% increase in each grade level from 2010 MSP reading scores.

2010-11 Gap Closing Goal: By the 2012-2013 school-year, the gap between third, fourth and fifth grade males and females will be 5% or less on the Reading section of the MSP.

Justification: Math has been Sunset's content area goal from 2005-2006 to 2009-2010. During this period a new math curriculum was introduced and district and school level professional development has focused on math. There has been significant gains over time with individual students who remain at Sunset for two or more years. However, our student demographics have shifted during this time to increased transiency, increased poverty, increased number of special education students and increased ELL population, thereby seemingly negating gains made stable students. We are shifting our content area goal to Reading due to the flat scores in reading in most grade levels, increased district focus, support and professional development opportunities, the addition of literacy support teachers and to prepare teachers in selecting and using a new reading curriculum in the next two years. Teachers have had minimal district professional development over the past ten years and welcome the opportunity to get district-wide support in reading/literacy. Male students have lower reading scores in the MSP and Stanford in most grade levels.

Issaquah Middle School Data Summary
2009-10

Grade Level	WASL/ MSP Content Area	WASL/ MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
7	Reading	↓	72.1	Ethnic Special Ed Low Income Level 2	21.2 %
	Math	→	77.3	Ethnic Special Ed Low Income Level 2	12.9 %
	Writing	→	86.2	Ethnic Special Ed Low Income Level 2	10.4 %
8	Science	→	77.2	Ethnic Special Ed Low Income Level 2	Yes 14.7 %

Grade 6 and 8 WASL/MSP Trends:

6th and 8th Reading and 8th grade Math : Flat overall - significant gap in Low Income
6th Math : Up significantly - significant gap in Low Income

Grade 6, 7 and 8 Stanford 10 Trends:

6, 7 and 8 Reading and 7 and 8th Math: flat overall
6 Math: Up significantly

Previous goals:

The percent of IMS students meeting standard on the Writing WASL in 2008-2009 will increase 3% by 2010-2011. The percent of Low Income subgroup meeting standard on the Writing WASL in 2008-2009 will increase 5% by 2010-2011.

Progress toward previous goals:

1.3% increase in "all students" writing scores. 5.2% increase in "low income" writing scores

2010-11 Content area goal: **(last year of a 3 year goal)*

The percent of IMS students meeting standard on the Writing WASL in 2008-2009 will increase 3% by 2010-2011.

2010-11 Gap closing goal: **(last year of a 3 year goal)*

The percent of Low Income subgroup meeting standard on the Writing WASL in 2008-2009 will increase 5% by 2010-2011.

Justification:

Although our writing scores increased significantly in 2007-2008, prior to this one year, they had been flat. After looking at scores on short answer and extended response questions in math it appeared that our students' writing deficits were hurting their scores in other subject areas.

We chose to focus on the low income subgroup because scores were low in our Hispanic, Special Education and Low Income subgroups. We noticed that a significant number of students in the Special Education and Hispanic subgroups also fell under the umbrella of low income. By focusing on low income, we would be able to effect a change in all three subgroups.

**Pacific Cascade Middle School Data Portfolio Analysis
2009-10**

Grade Level	WASL Content Area	WASL 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
7	Reading		79.4	Ethnic Special Ed Low Income Level 2	23.1 13.5
7	Math		84.3	Ethnic Special Ed Low Income Level 2	28.6 10.6
7	Writing		87.5	Ethnic Special Ed Low Income Level 2	66.7 10.6
8	Science		Not Available	Ethnic Special Ed Low Income Level 2	

Grade 6, 7 and 8 MSP Trends:

School wide data for MSP math is 81.1% meeting standard. Current grade 7 has significantly lower numbers of students in level 4, however, the total is within the range of the other grades. Special education scores are significantly lower.

Reading is 83.5% meeting standard. Similar trend to math in that the current 7th grade class has significantly fewer students in level 7 and few students overall making standard. Current 6th grade students who are not special education scored at 94.5% meeting standard.

Current 8th grade students' MSP writing score is 87% meeting standard. Level 2 writing scores make up the vast majority of the students who were not at standard.

No data is available for 8th grade science as this is a new school.

Grade 6, 7 and 8 Stanford 10 Trends:

All school data average for math is 82.78%, with data across the grades being similar. All school data average for reading is 77.29, with the current 6th grade class reporting an average of 3% higher than the other two grades.

Previous Content Area Goal: Not applicable.

2009-10 Content Area Goal:

- **Reading: Raise the MSP reading scores by 6% over 3 years.**

2009-10 Gap Closing Goal:

- **Increase the MSP reading scores for students with special education by 10% over 3 years.**

Justification:

Data shows that students in all areas are performing above state averages and comparable to other Issaquah Middle Schools. While scores are high, they could improve. Students in this year's 7th grade class have significantly lower scores than the grades on either side. Effort will be made to compare this class against itself for next year to find an improvement score rather than a trend score. Students in special education report scores that are significantly lower than the general population. Efforts will be made to close this achievement gap using grade level materials as appropriate, extending learning opportunities and properly reporting the expected outcomes for special education students.

**Issaquah High School Data Summary
2010-11**

Grade Level	WASL/HSP Content Area	WASL/HSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
10	Reading	↔	93.8	Ethnic Special Ed Low Income Level 2	No No No No
	Math	↔	73.4	Ethnic Special Ed Low Income Level 2	Yes-Hispanic/Black Yes Yes No
	Writing	↔	95.0	Ethnic Special Ed Low Income Level 2	No No No No
	Science	↔	72.6	Ethnic Special Ed Low Income Level 2	Yes-Hispanic/Black Yes Yes No
11-12	Other: Low Income/special education students have significantly more discipline referrals. ELL have higher attendance rates. ELL/Low Income more likely to be credit deficient.				

Grade 9 Stanford 10 Trends: Issaquah High School does not have scores for the Stanford 10 because 9th grade students attended PCFC up until this year. However, based on a data analysis of the 9th grade students that attend PCFC their scores are consistent with the scores for all 9th grade students that attended PCFC.

Previous goals:

Content Area Goal: Issaquah High School will increase the percentage of students meeting standard on the high school math WASL to 81.2% by 2010.

Gap Closing Goal: Issaquah High School will increase by 10.0% the percentage of Special Education and Low Income students meeting standard on the math portion of the HSPE and increase the reading portion by 10.0% by 2010.

Progress toward previous goals:

The percentage of all students meeting standard on the Math HSPE increased slightly from 72.9% (08-09) to 73.4% in (09-10). We did not reach our goal of 81.2% meeting standard.

Special Education increased their scores in Reading from 63.0% (08-09) to 80.0% (09-10), meeting our goal. Low income also increased their scores from 66.7% (08-09) to 80.0% (09-10), meeting the goal. Special Education did not meet the goal in math. Special Education scores

decreased in math from 19.6% (08-09) to 12.5% (09-10). However, Low Income scores increased from 20.6% (08-09) to 36.7% (09-10) meeting the goal.

2010-11 Content area goal: Issaquah High School will increase the percentage of students meeting standard on the high school math EOC to 81.2% by 2011.

2010-11 Gap closing goal: Issaquah High School will increase by 10.0% the percentage of Special Education, Hispanic and Black students meeting standard on the math EOC by 2011.

2010-11 Other goal: Issaquah High School will increase the percentage of students graduating from IHS to 100.0% by 2011 by ensuring every student has met their graduation requirements for credits, HSPE and culminating project.

Justification: Issaquah High School students score significantly lower in math than on the reading and writing portions of the HSPE. Special Education, Low Income, Hispanic and Black score even more significantly lower in the area of math than the average for all students. The high school uniform bar for AYP requires the percentage of students meeting standard in math to be 81.2% by 2011.

**TMCHS-High School Data Summary
2010-11**

Grade Level	WASL/HSP Content Area	WASL/HSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
10	Reading	DOWN 08 UP 09 DOWN 10	18.8 66.7 44.0	Level 1 (zero) Level 2 (seven)	All TMCHS students achieving Level 3. There is a significant gap between Level 2 and Level 3.
10	Math	UP 08 UP 09 DOWN 10	5.6 18.8 8.3	Level 1 (seven) Level 2 (six)	All TMCHS students achieving Level 3. There are significant gaps between Levels 1, 2 and 3.
10	Writing	DOWN 08 UP 09 DOWN 10	23.8 66.7 45.8	Level 1 (three) Level 2 (two)	All TMCHS students achieving Level 3. There are significant gaps between Levels 1, 2 and 3.
10	Science	UP 08 UP 09 UP 10	4.3 6.3 9.1	NA	All TTCHS students achieving Level 3. There are significant gaps between Levels 1, 2 and 3.

Grade 9 Stanford 10 Trends:

Last February eleven (11) TMCHS student took the Stanford. Six (6) TMCHS students scored high in the Grade Percentile Rankings.

Previous goals:

Refer to 2009-10 SAMRT Goals/Action Plan

Progress toward previous goals:

TMCHS achieved below our expectations with regards to last year's previous goals.

2010-11 Content area goal:

Refer 2010-11 to Action Plan

2010-11 Gap closing goal:

Moving TMCHS students from Level 1 to Level 2 and From Level 2 to Level 3

Justification:

The purpose of your Gap closing goal is to have ALL TMCHS students meet state standards.