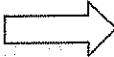

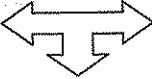
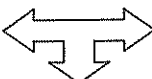



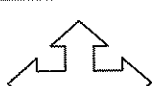


**Cascade Ridge Elementary School 3 Year Data Portfolio Analysis
2010-2011**

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
3 rd	Reading		89	Ethnic Gender Sped Low Income	No consistent gap Yes (girls over boys 6.8%, ~, 14.3%) Yes (40.4%, 33.5%, 69% lower) N=3, N=3, N=0
	Math		94.5	Ethnic Gender Sped Low Income	No consistent gap No consistent gap Yes (37.9%, 27.2%, 34.5% lower) N=3, N=3, N=0
4 th	Reading		91.3	Ethnic Gender Sped Low Income	No consistent gap Yes (girls over boys ~, 10.2%, 15.1%) Yes (N=9, 55.2%, 11.3% lower) N=2, N=2, N=2
	Math		90.2	Ethnic Gender Sped Low Income	Yes (Asian-17.8%, ~, 19.8% higher) No consistent gap Yes (N=9, 56.2%, 30.2% lower) N=2, N=2, N=2
	Writing		88	Ethnic Gender Sped Low Income	Yes (Asian-14.6%, 14.6%, 7.2% higher) Yes (girls over boys ~, 19.9%, ~) Yes (N=9, 17.1%, 88% lower) N=2, N=2, N=2
5 th	Reading		83.8	Ethnic Gender Sped Low Income	Yes (Asian ~, 7.4%, ~ higher) Yes (girls over boys 9.9%, ~, 11.1%) Yes (N=8, N=8, 73.8 lower) N=2, N=2, N=1
	Math		84	Ethnic Gender Sped Low Income	Yes (Asian-9.1%, 6.5%, ~higher) No consistent gap Yes (N=8, N=8, 54% lower) N=2, N=2, N=1
	Science		61.9	Ethnic Gender Sped Low Income	Yes (Asian-18.4%, ~, 15.9% higher) No Consistent gap Yes (N=8, N=8, 51.9% lower) N=2, N=2, N=1

Grades 3-5 WASL/MSP Observations:

- 3rd grade - Math scores have gradually increased over the past three years. There appears to be no consistent gap between Asian and white students in either math or reading. However, 100% of Asian students met standard on Math from 2007 – 2009 (with 93.3 last year). There is not a significant difference in students' math and reading scores. Informational text lowest scored area in Reading.
- 4th grade - Reading scores for all students have fluctuated but stayed fairly constant over past four years. There appears to be no consistent gap between Asian and white students in Reading, however, there is definitely one in Math and a general gap in Writing. Math scores fluctuate year to year. There is not a significant difference in students' math and reading scores. Comprehension and Informational Text lowest scored areas in Reading.
- 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. Literary Text lowest scored area in Reading.

Grades K-5 Stanford Observations:

- **Kinder** – Math scores have had steady gains over past 4 years. Reading has fluctuated from 83 to 93 back and forth for four years. Asian students consistently outperform white students in reading and math.
- **1st grade** – Math scores have remained relatively constant for past three years. Reading scores have remained relatively constant for past 4 years (small spike in 08/09). Asians consistently outperform white students in reading and math.
- **2nd grade** – Both reading and math scores have had steady gains over past four years. Asian students generally outperform white students in reading and math.
- **3rd grade** – Reading and Math scores have been relatively constant over past four 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.
- **4th grade** – Math scores have had steady gains over past 4 years. Reading had a spike in score last year (09/10) and we will have to see if this trend continues. Asian students generally outperform white students in reading and math.
- **5th grade** – Reading and Math scores have steadily increased over past 4 years. Asian students generally outperform white students in both areas.
- Over the past 5 years, 2nd through 5th graders have scored higher in Math than in Reading.
- Cohort groups generally make gains in reading and math as they progress through grade levels.

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.

2010-11 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, in the case of 5th grade 2010 scores, have declined. Out of 27 comparative cells, boys outscored girls only 3 times. In ten of the comparisons, the discrepancy was statistically significant (more than 5%).

WASL/MSP Girls and Boys Reading						
GL	Reading~ Girls			Reading~ Boys		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	93	92.6	95.2	86.2	90.9	80.9
4	95.9	89.8	98	92.6	79.6	82.9
5	94.2	91.8	89.1	84.3	93.2	78

Stanford Girls and Boys Reading						
GL	Reading~ Girls			Reading~ Boys		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
K	88	84	94	90	81	90
1	76	81	79	73	76	73
2	78	82	80	75	75	82
3	79	84	85	73	79	77
4	84	83	88	80	77	81
5	84	87	87	80	84	82

Challenger Elementary School Data Portfolio Analysis 2010 Data

Grade Level	Content Area	WASL/MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
3	Reading	 (86.8-87.4)	87.4%	Ethnic Special Ed ELL Low Income Level 2	Asian (N=>10; 88.5%) N<10 N<10 N<10 N<10 (5/76 = 66%)
4	Reading	 (91.6-81.9)	81.9%	Ethnic Special Ed ELL Low Income Level 2	Asian (N=>10; 95%) N<10 N<10 N<10 N=10 (10/73 =13.7%)
5	Reading	 (86.6-81.4)	81.4%	Ethnic Special Ed ELL Low Income Level 2	Asian (N=>10; 82.6%) N<10 N<10 N<10 N<10 (7/70=10%)
3	Math	 (84.2-82.8)	82.8%	Ethnic Special Ed ELL Low Income Level 2	Asian (N=>10; 92%) N<10 N<10 N<10 N<10 (9/76=11.8%)
4	Math	 (85.5-81.9)	81.9%	Ethnic Special Ed ELL Low Income Level 2	Asian (N=>10; 95 %) N<10 N<10 N<10 N=10 (10/73=13.7%)
5	Math	 (86.6-75.7)	75.7%	Ethnic Special Ed ELL Low Income Level 2	Asian (N=>10; 82.6%) N<10 N<10 N<10 N=11 (11/70=15.7%)
4	Writing	 (80.7-79.5)	79.5%	Ethnic Special Ed ELL Low Income Level 2	Asian (N>10; 90%) N<10 N<10 N<10 N<10 (8/73=10.6%)
5	Science	 (78.6-55.7)	55.7%	Ethnic Special Ed ELL Low Income Level 2	Asian (N=>10; 60.9%) N<10 N<10 N<10 N>10 (23/70=32.8%)

Grades 3, 4, and WASL/MSP Trends:

3rd grade: Reading is slightly higher than the ISD, and Math is slightly lower than the ISD. Reading scores increased bringing us back to baseline after dipping in '09.

4th grade: Reading and writing are slightly higher than the ISD, and Math is slightly lower than the ISD. Although taking a dip in '10, Reading scores remain significantly above the '07 scores. Writing scores took a significant jump returning to baseline.

5th grade: Reading scores have “roller-coastered” over the past five years; Math scores took a significant dip in '10 returning to the baseline of '07

Grades K-5 Stanford Trends:

K: Scores continue to improve over time in both Reading and Math. Students perform slightly better in reading than in math. Females outperform males in both reading and math.

1st Grade: Reading scores remain steady while Math scores continue an upward trend. Students perform significantly better in math than in reading. While females perform better than males in reading, the scores are exactly the same in math.

2nd Grade: Reading scores took a slight dip while Math scores rebound to the '08 baseline. Students perform significantly better in math than in reading. Females perform better than males significantly in reading and only slightly in math.

3rd Grade: Reading scores returned to baseline after a significant decrease in '09. Math scores remain steady. Student scores are slightly better in math than in reading. Females performed better than males in both reading and math.

4th Grade: Reading and Math scores remain steady. Students perform significantly better in math than in reading. Males performed better than females in both reading and math.

5th Grade: Reading scores continue to rise with a significant increase (77%-85%) from '08-'10. Math scores remain steady after a significant increase from '08. Student math scores were higher than their reading scores. Females performed better than males in both reading and math.

Previous Content Area Goal (2009-2010):

By 2010, 89% of fourth graders will meet standard in the area of Math based on the Washington Assessment of Student Learning.

2010-2011 Content Area Goal: By 2013, 84.5% of fourth graders will meet standard in the content area of Writing based on the Measurement of Student Progress.

2010-2011 Gap Closing Goal:

Focus on Level 2 students in Writing to increase the number of Level 3s by 5%.

Justification:

Although, MSP Math scores did not reach our goal level, they did rise significantly—up from 75.8 in '07. Also, our Stanford scores in Math have risen and/or held steady for the past three years. Instructional practice has changed and a new math program implemented.

Thus, we will change our focus goal area to Writing. Why Writing? Writing scores over the years have remained significantly below Reading and Math. Writing impacts all content areas, thus by focusing on improved Writing instruction, we hope to affect not only our students' Writing scores, but also Reading, Math and Science. In addition, focused efforts on students at level 2 will increase the number of students meeting standard.

Creekside 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	NA - Opening Year of School	Scores derived from previous year's feeder schools	88.9	Ethnic	Asian to White N=13; 55 % Meeting Standard = 80; 94.4 ($\Delta=14.4$)	
	Math			84.7		N is too low to determine in disaggregated groups	
4	Reading			85	Special Education	Special Education N=13 % Meeting Standard = 46	
	Math			88.8	Special Education	Special Education N=13 % Meeting Standard = 61.5	
	Writing			74.8	Special Education	Special Education N=13 % Meeting Standard = 23	
5	Reading Math Science				NA	Ethnic Special Ed Low Income Level 2	NA

Grades 3, 4, and 5 WASL/MSP Trends: Based on scores from students entering from Creekside's two feeder schools, Discovery and Sunny Hills, Creekside's MSP Writing scores appear to be significantly lower than the feeder schools' 2009 (WASL) scores: Discovery was at 84.9% and Sunny Hills was at 84.4% meeting standard.

Grades K-5 Stanford Trends: Not applicable at this time.

Previous goals: The previous goal for both Discovery and Sunny Hills was Math.

Progress toward previous goals: Not Applicable at this time.

2010-11 Content area goal: Writing - In 2013, 85% of fourth grade students will meet standard on the writing section of the MSP.

2010-11 Gap closing goal: Special Education - Special Education students will increase their levels of 23% meeting standard to at least 50%, based on the 2010 scores from students from our two feeder schools.

Justification: Writing appears to be a challenge area for all students and the largest gap area for Special Education students.

**Discovery Elementary School Data Portfolio Analysis
2010/2011**

Grade Level	WASL Content Area	WASL/MSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
3rd Grade	Reading	↓ (-2.5%)	90.3%	Ethnic	Asian/Pacific Island (+5%) White (-2.8%)
				Low Income	N/A (N=2)
				Special Ed	Reading (-44.8%)
				Gender	Male (-2.2%) Female (+2.3%)
	Math	↓ (-4.6%)	86%	Ethnic	Asian/Pacific Island (+14%) White (-6.3%)
				Low Income	N/A (N=2)
				Special Ed	Math (-44.8%)
				Gender	Male (-1.3%) Female (+1.3%)
4th Grade	Reading	↓ (-2.9%)	82.8%	Ethnic	Asian/Pacific Island (+12.5%) White (-2.1%)
				Low Income	N/A (N=4)
				Special Ed	Reading (-55.5%)
				Gender	Male (-0.1%) Female (+0.3%)
	Writing	↓ (-1.3%)	83.6%	Ethnic	Asian/Pacific Island (+7.1%) White (-0.6%)
				Low Income	N/A (N=4)
				Special Ed	Writing (-38.1%)
				Gender	Male (-8.9%) Female (+11.3%)
	Math	↑ (+3.3%)	87.3%	Ethnic	Asian/Pacific Island (+10.4%) White (-1.8%)
				Low Income	N/A (N=4)
				Special Ed	Math (-69.1%)
				Gender	Male (+0.7%) Female (-0.9%)
5th Grade	Reading	↑ (+0.4%)	92.7%	Ethnic	Asian/Pacific Island (-1.6%) White (+0.5%)
				Low Income	N/A (N=4)
				Special Ed	Reading (-23.5%)
				Gender	Male (-3.5%) Females (+4.3%)
	Science	↓ (-8.6%)	62.4%	Ethnic	Asian/Pacific Island (-14.2%) White (-7.5%)
				Low Income	N/A (N=2)
				Special Ed	Science (-23.9%)
				Gender	Male (-22.6%) Female (+5%)
	Math	↓ (-3.5%)	82.1%	Ethnic	Asian/Pacific Island (+4.3%) White (-10%)
				Low Income	N/A (N=2)
				Special Ed	Math (-12.9%)
				Gender	Male (-5.8%) Female (-1.4%)

Grades 3, 4, and 5 MSP Observations:

With this being the first year of MSP (versus WASL), the data is hard to show true trends as we are not comparing apples to apples. In math, the state was down 4.6%, the district was down 2.2%, and Discovery was down 4.6% in 3rd grade. In 4th grade math, the state was up 1.3%, the district was up 5.6%, and Discovery was up 4.4%. And in 5th grade math the state was down 8.3%, the district was down 6.8%, and Discovery was down 3.5%. The dips in 3rd and 5th prove that there is still much work to be done in math instruction and support at Discovery.

3rd Grade: Over the past three years, the math scores have bounced up and down for boys (down 6.4%, up 3.3%, down 2.2%) with an overall downward trend. The girls on the other hand have an overall increase in their math scores (up 6.7%, down 4.1%, up 2.3%).

4th Grade: Over the past three years, the math scores have shown a downward trend (down 1.9%, down 4.5%, and up 0.7%). The girls have also had an overall downward trend in their math scores (down 11%, up 4.4%, down 0.9%).

5th Grade: Over the past three years, the math scores have continued to significantly drop for boys (down 4.6%, down 5.8%, down 5.8%). The girls have not made as big of jumps downwards, but have also decreased in their math scores overall (up 1.1%, down 1.4%, down 1.4%).

Grades K-5 Stanford Observations:

Kindergarten: The Discovery kindergarten students have been housed at Challenger in the Kindergarten Center for the past five years. The kindergarten students have returned to Discovery this school year. We look forward to learning how the Discovery kindergarten students score on the 2011 Stanford assessment.

1st Grade: The 1st grade students decreased from 77% to 74% in reading and math remained steady at 79% over the past three years. Over the past three years the girl's scores dropped in math and reading while the boy's scores remained steady in reading and grew by 2% in math. Asian/Pacific Island students decreased slightly in both reading and math.

2nd Grade: In reading the 2nd grade students show consistent performance however there was a slight decline of 1%. The three year trend for all students has increased by 9% in reading. There is an 11% gap between the boys and girls in reading. This gap has grown by 6% since 06-07. The gap between the Asian/Pacific Island students and the White population decreased in math from 21% in 06-07 to 12% in 08-09 while the gap increased by 2% in reading over the past three years.

3rd Grade: Reading and math has increased over the past three years for all 3rd grade students. Over the past three years, males increased 12% in reading while the females increased by 4%. The gap between the Asian/Pacific Island and White students increased by 2% in reading while the gap in math has decreased by 5%.

4th Grade: Math has consistently gone up over the past three years in every category. Reading is inconsistent from year to year in each category. The boys have increased in math by 5% and decreased in reading by 4%. The females stayed consistent in reading and increased in math by

10%. For the first time in three years, the girls have outperformed the boys. The Asian/Pacific Island students increased by 8% in math and by 1% in reading.

5th Grade: The three year trend in reading shows that boys have decreased by 2% while the girls increased by 4%. Males remain consistent in math with an 89% while females only grew by 1% to 87% over the past three years. The gap has widened in reading 7% between males and females in 08-09 (females are higher). The special education population increased by 2% in reading and by 9% in math over the past three years.

Previous Content Area Goal:

86.9% of all students will meet standard on the 07-08 4th grade writing WASL. We exceeded this goal with 87.9% of Discovery's 4th grade students meeting or exceeding on the 2007/2008 writing portion of the WASL assessment.

2008-09/2009-10 Content Area AND Gap Closing Goal:

Based on the 2008 WASL scores the number of current Level 1 and Level 2 students meeting standard in math will increase by 5% as measured by the 2011 WASL (called the MSP assessment as of the spring testing in 2010) scores.

Justification:

Prior to the 2008-2009 school year the emphasis and data collection was focused entirely on writing (expository and narrative). The Discovery team will continue to work on writing with all of our students, but Math will be our CIP focus.

With the new math adoption and decreasing scores on the 3rd, 4th, and 5th grade math section of the WASL, the Discovery school team decided that we needed to redirect our main focus to math. The gap changing goal was challenging as there weren't consistent trends across the grade levels between ethnic or gender sub-categories. Special education is consistently low among all three grade levels, but students with an IEP in math content area are taught by one Special Education teacher. The Discovery school team decided that we would rearrange our building schedule to accommodate more math instruction with the special education teacher during general education math instruction. All teachers will focus on decreasing the level 1 and level 2 students in the content area of math.

The gap continues to be inconsistent among the various categories except for the level 1 and 2 students versus the level 3 and 4 students. The Discovery learning team wants to continue to work towards improving writing scores (previous CIP goal) and towards continuing to improve the math scores (current CIP goal). With reading showing very little growth over the past three years, the team wants to begin thinking about professional development that supports reading instruction for the 2011/2012 school year and our next CIP focus.

**Endeavour Elementary School Data Portfolio Analysis
2009-10**

Grade Level	WASL Content Area	WASL 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
4	Reading ↑	+8.2	93.8	Ethnic Special Ed Low Income Level 2	N=15
	Math ↑	+9.3	89.1	Ethnic Special Ed Low Income Level 2	
	Writing ↑	+8.9	94.6	Ethnic Special Ed Low Income Level 2	N=15
5	Science ↓	-9.0	60.9	Ethnic Special Ed Low Income Level 2	

Grades 3, 4, and 5 WASL/ MSP Trends: Overall there was an increase of 8.2% in reading, 9.3% math and 8.9% writing at 4th grade. The general trends appear to show a fluctuation or dip in year two over three years for 3rd and 5th grade. This could reflect the change of testing format (WASL –to –MSP) however, the dip was less than 3% and not statistically significant.

Science – Endeavour maintained steady and significant gains (5.1%) in Science until the 2010 MSP test, at which time the test format changed significantly.

Grades K-5 Stanford Trends: In grades 1 – 5, 33 students scored below the 35% in Reading and 24 students scored in the 36 – 50% in reading on the 2009-10 Stanford. Over a 3 year period the trend for 1-5 scores has been sporadic.

Previous Content Area Goal: Math

2010-13 Content Area Goal: Literacy Reading 2010-11, Writing 2011-12, Reading and Writing 2012-13

2010-13 Gap Closing Goal: Targets students at Level 2 in Reading 2010-11, Writing 2011-12, Reading & Writing 2012-13

- The number of students on the 2010 Stanford scoring below the 35% in Reading was 22, and 29 students scoring between 36% - 50%.
- The number of students at Level 2 in Reading and Writing on the 2010 MSP =15
- Level 2 students who were also under the 35% on the Stanford =13

Justification: Endeavour students met our 2007 – 2010 CIP Goal in Math with 89% of students meeting standard. % Growth in reading was less than in math over a three year period, however not significant (Less than 3%). Variables did not remain stable due to:

- Boundary change implications/student population change
- Test changes

A focus on literacy this CIP cycle will also address test scores in the areas of:

- Science/Math Problem Solving = Reading

Sunny Hills Elementary School Data Portfolio Analysis - Fall 2010

Grade Level	WASL Content Area	WASL 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
3	Reading	07-08 93.3% 08-09 85% 09-10 86.5%	86.5%	Ethnic 88% Special Ed Low Income Level 2 9% Girls 89.1% Boys 83.7%	Some disaggregate groups less than 10, difficult to compare. Girls scored higher than boys in reading.
3	Math	07-08 87.6% 08-09 86.7% 09-10 77.5%	77.5%	Ethnic 64% Special Ed Low Income Level 2 18% Girls 80.4% Boys 74.4%	Some disaggregate groups less than 10, difficult to compare. Girls scored higher than boys in math.
4	Reading	07-08 86% 08-09 96.4% 09-10 83.2%	83.2%	Ethnic 97% Special Ed 44.4% Low Income Level 2 15.3% Girls 76.4% Boys 88.2%	Some disaggregate groups less than 10, difficult to compare. Boys scored higher than girls; significant gap between Special Ed. Students.
4	Math	07-08 83% 08-09 84.4% 09-10 87.8%	87.8%	Ethnic 87.9% Special Ed 55.6% Low Income Level 2 6.9% Girls 88.5% Boys 89.5%	Some disaggregate groups less than 10, difficult to compare. Significant gap between Special Ed. Students.
4	Writing	07-08 81% 08-09 89.1% 09-10 74%	74%	Ethnic 87.9% Special Ed 33.3% Low Income Level 2 19.8% Girls 81.8% Boys 68.4%	Some disaggregate groups less than 10, difficult to compare. Girls were much higher than boys in writing.
5	Reading	07-08 94.7% 08-09 90.6% 09-10 88.4%	88.4%	Ethnic 88.2% Special Ed Low Income Level 2 8.9% Girls 83.3% Boys 91.4%	Some disaggregate groups less than 10, difficult to compare.
5	Math	07-08 95.6% 08-09 83% 09-10 81.3%	81.3%	Ethnic 82.4% Special Ed Low Income Level 2 10.7% Girls 66.7% Boys 90.0%	Some disaggregate groups less than 10, difficult to compare. Boys were much higher than girls in math.
5	Science	07-08 85.1% 08-09 72.6% 09-10 51.8%	51.8%	Ethnic 61.8% Special Ed Low Income Level 2 40.2% Girls 52.4% Boys 51.4%	Some disaggregate groups less than 10, difficult to compare.

Grades 3, 4, and 5 MSP Trends:

3rd Grade: Above the state average in MSP scores, but below the district average. MSP scores for Asian/Pacific Islander dropped 11% from WASL in 08-09 (90%) to the MSP in 09-10 (79%).

4th Grade: Tend to be on par (or higher) than the district on the MSP. Scores are higher than the state in all areas. MSP scores in math have risen over the past three years. Noticed a gap between the gender for writing between boys and girls (boys were much higher). Writing scores were lower (15%) this year than the last year.

5th Grade: Boys performed significantly higher in reading and math than girls. Overall, science scores were lower than previous three years. Most students who did not meet standard on the MSP were at a Level 2 and not a Level 1. ELL students are not performing to standard regularly on the MSP.

Grades K-5 Stanford Trends:

K: Sunny Hills scores were above the district mean in all areas and from 2009-2010, all scores have improved on the Stanford. The total reading score increased from 88%-92%. There seems to be a trend that "Low Income" students' scores were very low compared to the average scores in both reading and math.

1ST Grade: Scores were fairly consistent for reading and math. Most areas were above the district scores (the only one where we were lower than the district average was in reading comprehension).

2nd Grade: All areas of math increased by at least 4 percentage points. Word study skills continued to be our lowest performing area of the reading test. All areas of reading went down very slightly and we are not overly concerned, but did notice the change and don't want it to become a trend.

3rd Grade: Sunny Hills third graders performed above or equal to the district scores in the Stanford 2010. Our scores increased from 2009 in all areas. In math, Stanford scores increased from 2008-09 to 2009-2010.

4th Grade: Tend to be on par (or higher) than the district on the Stanford. Scores were higher than the state in all areas.

5th Grade: Boys performed higher than girls in both math and reading. Ell students are not performing to standard regularly.

Previous goals:

Previous Content Area Goal: In 2010, 90% of third, fourth, and fifth grade students will meet standard on the math section of the Measuring Student Progress Assessment. This was a three-year goal.

Progress toward previous goal:

Math WASL / MSP Scores: % of students meeting standard				
	2006-07	2007-08	2008-09	2009-10
3rd	88.8	87.6	87	78
4th	86.2	83	84.4	88
5th	85	95.6	83	81.3

Stanford Math Scores: Average Percentile Rank				
	2006-07	2007-08	2008-09	2009-10
3rd	75	76	77	82
4th	84	87	90	89
5th	84	92	91	92

We did not reach our goal of 90% meeting standard on the MSP in 2010 for 3rd, 4th, and 5th grade. It is interesting to note that although the number of students meeting standard on the math MSP/WASL did not increase over time, Stanford math results did increase over the three year period. Stanford scores at each grade level went up over three years. Stanford scores increased over time for cohort groups as well (cohort group scores may be viewed by reading diagonally across the table following the colors). Our school has seen an increase in student achievement in math over the last three years as measured by the Stanford test.

Previous Gap Closing Goal: Focus on ELL Stanford Scores K-5 with a goal to increase the average of ELL students' scores on Total Math section by 15% (from 58.2% to 73.2%) by spring of 2010.

Progress toward previous goal:

Stanford Math Scores: Average Percentile Rank of ELL Students				
	2006-07	2007-08	2008-09	2009-10
K-5 ELL		58.2	60.5	64.9

We did not reach our goal of an average percentile rank of 73.2%. However, the average percentile rank of our ELL students did increase over the two year period we were working on this goal.

2010-11 Content Area Goal:

Based on the 2012-13 MSP data, 90% of third, fourth, and fifth grade students will meet standard in reading.

2010-11 Gap-Closing Goal:

Based on the 2012-13 MSP data, our school will increase the number of special education students meeting standard in reading from 53% to 70%.

WASL/ MSP: Percent of Special Education Students Meeting Standard				
	2006-07	2007-08	2008-09	2009-10
3rd	60 5 students	75 4 students	55.6 18 students	62.5 7 students
4th	75 8 students	37.5 8 students	100 2 students	44.4 17 students
5th	42.9 7 students	83.3 6 students	20 10 students	66.7 5 students
Overall	60	61	70	53









For the 2010-11 school year, 12 out of 34 of our current special education students (35%) qualify in the area of reading.

Justification:

- We will continue to improve math achievement of our students, even though it is not our CIP goal, by using ongoing assessment, small group intervention, and collaboration among grade level teams (analyze assessment data and plan for instruction).
- Many of our students who struggle in math struggle with reading, comprehending, and then applying written information. Working on reading achievement can contribute to increased achievement in math.

- Data analysis: There are more students at risk in reading than in math. Using Stanford, MSP, BEL, and/or teacher rating data, we classified 17.8% of our current students as at-risk for not meeting standard in reading, as opposed to 13.5% of students in math
- The district is allocating time and resources toward professional development and new curriculum materials in reading. Aligning our CIP goal with district-level initiatives will allow for comprehensive support of our goal.
- In 2009, we did not make AYP for special education reading. As a result, we have been working on improving the reading performance of our special education students. We would like to continue working on this as our gap-closing goal. Working on special education reading means focusing on all of our at-risk readers: we want to provide early intervention to prevent students from ever needing special education and we want to provide accelerated reading development for those that do qualify in order to bring them up to standard
- It is motivating to teachers to learn something new together in the interest of achieving a common goal.

**Beaver Lake Middle School Data Portfolio Analysis
2009-10**

	WASL Content Area	WASL 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
6	Reading		89.2%	Ethnic Special Ed Low Income Level 2	Yes – Hispanic Yes Yes 9.9%
6	Math		85.9%	Ethnic Special Ed Low Income Level 2	Yes – Hispanic Yes Yes 9.7%
7	Reading		86.4%	Ethnic Special Ed Low Income Level 2	Yes – Hisp./Black Yes No 10%
7	Math		86.7%	Ethnic Special Ed Low Income Level 2	Yes – Hisp./Black Yes Yes 6.2%
7	Writing		96.10%	Ethnic Special Ed Low Income Level 2	No Yes No 2.4%
8	Reading		85.4%	Ethnic Special Ed Low Income Level 2	Yes – Hisp./Black Yes Yes 11%
8	Math		69.9%	Ethnic Special Ed Low Income Level 2	Yes – Hisp./Black Yes Yes 19.9%
8	Science		82.1%	Ethnic Special Ed Low Income Level 2	Yes – Hisp./Black Yes Yes 12.1%

Grade 6, 7 and 8 WASL Trends:

6th Grade

For the 6th grade class, the 2010 spring MSP scores indicated continuous upward improvement. However, previous year increases were more significant, this year's scores improved only incrementally. Scores increased from 89% to 89.2% in reading and from 85.3% to 85.9% in math. A significant achievement gap exists for Hispanic and special education students in both reading and math. Asian/Pacific Islander students significantly consistently outperform all other groups. Girls consistently slightly outperform boys on the reading portion of the text. Math scores for both boys and girls are similar.

7th Grade

While the 2008-2009 scores show moderate dips in math, reading and writing, the 2009-2010 test showed increases in all three areas, most significantly in math with an over 5% increase. Writing scores are in the mid to high 90's consistently whereas math and reading remain in the 80's. Asian/Pacific Islanders consistently outperform all other groups over time although this group's scores also dipped slightly on the 2008-2009 test. Significant gaps exist for Hispanic, low income and special education students. Girls outperform boys consistently in reading and boys slightly outperform girls in math.

8th Grade

The 2009-2010 MSP showed an increase in reading scores of 5% but decreases in both math (significant) and science (moderate) for all groups. Last year's 8th grade cohort was the last group to be caught between two math adoptions. They began 6th grade with MIC and continued on with a hybrid class of CMP in 7th grade and finished out 8th with the complete CMP curriculum. Even with the intentionally mindful transition planned out by building and district staff changing curricula twice most likely had an impact on their learning and, thus, impacted their testing performance. The current 8th grade tests higher than the class ahead of it and the current 7th grade class tests higher than all previous cohorts. Significant gaps exist for low income and special education students in all areas for the test. For black and Hispanic students there are significant gaps in the areas of math and science on the 2009-2010 test. Hispanic students show a significant increase in reading scores from 2008-2009 to 2009-2010.

Math scores were significantly low for both boys (68.5%) and girls (70.4%). Science scores for boys remained high but right at around 85% but the girls' score dipped from 89% in 2008-2009 to 79% in 2009-2010. Girls have shown consistent improved in reading with an all time high last year of 91.1%, boys lagged with a 79.6%. It is important to note that while this boys' score is low, it is an improvement from 72.5% in 2009-2009.

Grade 6, 7 and 8 Stanford 10 Trends:

6th Grade

Math scores continue to increase each year with a 91% in 2009-2010 while reading scores have rested at 85 for the past two years. Asian/Pacific Islanders outperform all other groups. A significant gap exists for special education and low-income students. Boys and girls scores are similar over time.

7th Grade

Scores in reading have remained stagnant over the past three years in the low 80's, while math increased from 85% to 90% on the 2009-2010 test. Asian/Pacific Islanders outperform all other groups. While Hispanic and low-income student scores all dipped on the 2008-2009 test they all bounced back and performed as well or significantly better on the 2009-2010 test. There is a significant gap for special education students. Overall scores for boys and girls are similar over time.

8th Grade

Scores for all students have remained stagnant in the low 80's for the past three years in reading, while math has steadily and incrementally increased every year in the high 80's. Asian/Pacific

Islander students consistently outperform all other groups. Significant gaps exist in both reading and writing for Hispanic, low-income and special education students. Scores for boys and girls are similar over time.

Previous Content Area Goal: (established for 2007-2010)

All grades level at Beaver Lake will increase reading comprehension scores in informational text/non-fiction by 6% over 3 years.

2010-11 Content Area Goal:

The goal above was established in 2007. We have chosen to continue it for a fourth and last year.

2010-11 Gap Closing Goal:

The percent of low income, Hispanic and special education students meeting standard on the reading MSP in 2009-2010 will increase by 2%.

Justification:

While Beaver Lake's writing scores are continually among the highest in the state, overall reading scores for all students on the Stanford have remained in the low 80's. Reading scores dipped at 7th and 8th grade level last year on the MSP but they returned to 2007-2008 levels (mid to high 80's) on the 2009-2010 test. Sixth grade scores have remained stagnant at 89% for the last two years. We are poised to jump over this hump into the 90's.

The Beaver Lake staff has been engaged in professional development (district and building guided) and building book studies for the last three years with the goal of improving Literacy Strategies. Here is a sample list of professional development staff has engaged in:

Staff Book Studies:

Readacide – Kelly Gallagher
Reading Reasons – Kelly Gallagher
Deeper Reading – Kelly Gallagher
Teaching Adolescent Writers – Kelly Gallagher
I Read It But I don't Get It by Cris Tovani
Do I Really Have to Teach Reading – Cris Tovani
In the Middle – Nancie Atwell
When Kids Can't Read – Kyleene Beers

Professional Development:

District Special Education LID Day 8/30/10 – Literacy Strategies Focus
Kelly Gallagher Workshop July 2010
Literacy Strategies Professional Development Class at BLMS by Neilia Solberg
Powerful Teaching and Learning Professional Development

All School Read:

Beaver Lake is piloting an all school read program this year and the first day designated for this activity is November 23rd. All staff and students will read for 30 minutes at the start of the school day. Team leaders, administrators and the school librarian have been carefully planning promoting this event over the past two months.

School Wide Common Reading Assessment

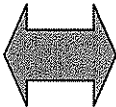
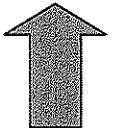
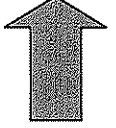
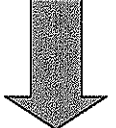
A schoolwide common reading assessment will be given in the fall and in the spring as a curriculum based measurement of student progress and teaching and learning effectiveness.

Special Education

As mentioned previously in this report there are significant gaps in the test scores for special education in all areas of testing (reading, writing, math and science). Issues that have contributed to this lag include lack of a district adopted appropriate curriculum and turnover in special education staff. As of this school year, Beaver Lake now has two highly qualified teachers and math, reading and writing curricula that are appropriate for the students' learning needs. Additionally, the district level support has increased this year to include a Literacy TOSA, a Special Education Literacy TOSA and an Assistive Technology Specialist, district level BART training, a district Autism TOSA and experienced building level autism teams.

For the first time this year (2009-2010) special education teachers will be using the National Geographic Inside reading curriculum, which was adopted district wide. The adoption of this curriculum, professional development for staff to use the curriculum and the support of the special education literacy TOSA combined with a new highly qualified experienced special education reading and writing teacher, we believe will result in an improvement in the special education student reading scores over the next few years. Since the math and science curricula used are highly text based, any improvement in reading informational texts will flow over into content areas reading in math and science.

**Pine Lake Middle School Data Portfolio Analysis
2010-2011**

Grade Level	WASL Content Area	WASL 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
7	Reading		83.0	Ethnic Special Ed Low Income Level 2	AS 89.3 % met 30.8 % met 61% met 15.4 % at Level 2
	Math		90.4	Ethnic Special Ed Low Income Level 2	AS 98.2 % met 46.7 % met 62% met 7.2 % at Level 2
	Writing		92.2	Ethnic Special Ed Low Income Level 2	none 76.9 % met 61.3 % met 6.5 % at Level 2
8	Science		79.9	Ethnic Special Ed Low Income Level 2	none 9.1 % met 68.5 % met 14.5 % at Level 2

Grade 6, 7 and 8 WASL Trends:

6-

Reading- Over the three year period, there is stability in reading scores. There continues to be an achievement gap between Special Education students and all other groups. Asian students outperform all other groups.

Math- Math scores demonstrate more change from year to year in student performance over the three year period. The achievement gap continues to exist between Special Education students and all other groups. Asian students outperform all other groups.

7-

Reading- This year's data demonstrates an increase in student achievement from 73.4 % in 2009 to 83.0 % in 2010. There continues to be an achievement gap between Special Education students and all other groups. Asian students outperform all other groups.

Math- Math scores demonstrate an increase in student performance over the three year period. The achievement gap continues to exist between Special Education students and all other groups. Asian students outperform all other groups.

Writing- There is not a clear three year pattern, but overall, scores have increased. Special Education students continue to perform well below all other groups. Asian students outperform all other groups.

8-

Reading- Reading scores are in an upward trend. There is a gap between the performance of all students when compared to Special Education students. Asian students are the highest performing group.

Math- Math scores decreased this year. Asian students are the highest performing group. There is an achievement gap between Special Education students when compared to all other groups.

Science- Science scores have decreased over the three year period. Asian students are the highest performing group. There is an achievement gap between Special Education students when compared to all other groups.

Grade 6, 7 and 8 Stanford 10 Trends:

6- Reading scores are stable. The three year trend in math is also stable.

7- Reading scores are stable. The three year trend in math is also stable.

8- Reading scores are stable. The three year trend in math is also stable.

Previous Content Area Goal: Reading

2010-2011 Content Area Goal: Reading

CIP Goal: While the percentage of all Pine Lake Middle School student meeting standard in Reading will increase as measured by the 2011 MSP, the percentage of students in the Level Two area will decrease by 6 percent over the three year period from 2008-2009 (21.8%) to 2010-2011 (15.8 % in 2009-2010).

Gap Closing Goal: Increase the number of Special Education students meeting standard in the area of Reading from 30.8 % in 2010 to 50 % in 2011.

Justification: Because reading is a critical skill in all curricular areas and necessary for success outside of school, PLMS staff feels a concentrated effort in this area could have a significant impact on student performance.

Skyline High School Data Summary 2010-11

Grade Level	WASL/HSP Content Area	WASL/HSP 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Number of Students	Significant Gap
10	Reading	↔ Level	95.5	Asian/PacIsl Hispanic Gender Special Ed Low Income Level 2	79 39 196/204 18 10 17	No No No Yes (8.3) Yes (15.8)
10	Math	↘ Growing	78.9	Asian/Pac Isl Hispanic Gender Special Ed Low Income Level 2	79 39 196/204 18 10 56	Yes 10 Yes (20.1) No Yes (52.9) Yes (19.4)
10	Writing	↔ Level	98.4	Asian/Pac Isl Hispanic Gender Special Ed Low Income Level 2	79 39 196/204 18 10 4	No No No Yes (10.7) Yes (15.4)
10	Science	↔ Decreasing	77.0	Asian/Pac Isl Hispanic Gender Special Ed Low Income Level 2	79 39 196/204 18 10 46	Yes 8.2 Yes (32.3) No Yes (24.4) Yes (17.4)
11-12	PSAT scores Class of 2012		SAT scores		ACT scores	
	R: 54.2, M: 56.5; W: 51.8		0910: R: 570, M: 587, W: 565		0910: 25.4	
	Class of 2013		0809: R: 564, M: 574, W: 544		0809: 25.7	
	R: 51.6, M: 52.3, W: 47.6		0708: R: 565, M: 572, W: 547		0708: 24.4	
					On-time grad rates	
					09-10: 96.8	
					08-09: 95.1	
					07-08: 95.9	

Grade 9 Stanford 10 Trends: This exam was administered last year at PCFC. Scores for Skyline students were commensurate with the scores for the district.

Previous goals:

- **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.
- **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.

Progress toward previous goals: Little when looking at the statistical information, especially as our trend is slightly downward.

During this 3 year goal cycle, there was a change in principals, a construction project, as well as progress on a math curriculum adoption that moves Skyline more in line with the state learning standards. Further, we spent last year in content groups (Geometry and Algebra 2) creating common assessments and sharing practices as they reviewed their gradebook data. With the math adoption complete and in implementation, movement to the EoC's, return of 520 9th graders to Skyline, and the hiring of 5 new math teachers (70% increase in staff) to the department, we decided to shift from this goal while not losing sight of the significance of increasing math ability and closing the gap. We believe that looking specifically at the thinking process behind the math will be the way to increase student overall success as well as close the gap.

2010-11 Content area goal: Based upon an on-time graduation rate of 96.4 % for 2010, Skyline HS plans to graduate 100% of students by 2013 by improving their critical thinking skills.

2010-11 Gap closing goal: Using a focus on critical thinking and the strength in reading and writing, Skyline will increase the number of special education students who meet or exceed standard in math by 5%.

Justification: Critical thinking is a key factor in how students approach learning, think about their world, and think about themselves as learners. This skill is developed not only within curricular programs, but across disciplines. Our HSPE and classroom data indicate that this is an underlying need, can be delivered in all classrooms, and assists students in making learning connections.