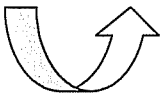
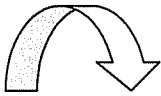

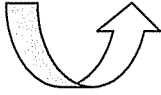

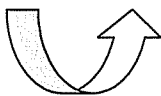
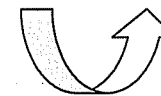



**Apollo Elementary School Data Summary  
2010-11**

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Trend (From 08 Within 5%)	Current % of <u>All Students</u> Meeting Standard  (Difference from 2009-2010 Data)	Current % <u>Non-Gifted</u> Meeting Standard  (Difference from whole school population)	Gap Analysis Area Low Income  (Number of Students)	Current % Low Income Meeting Standard 2010  (GAP% is the difference form the whole school population.)
3	Reading		83.9%  (+2.1)	78.3% (5.6%)	Low Income (21)	47.6%  GAP: 36.3%
3	Math		74.7%  (-11.7)	65% (9.7)	Low Income (21)	38.1%  GAP: 36.6%
4	Reading		81.5%  (+4.5)	69.4% (12.1%)	Low Income (14)	21.4 %  GAP: 60.1%
4	Math		81.5%  (+14.3)	69.4% (12.1%)	Low Income (14)	28.6%  GAP: 52.9%
4	Writing		71.6%  (+2.7)	57.1% (14.5%)	Low Income (14)	14.3%  GAP: 57.3%
5	Reading		84.7%  (+8)	78.4% (6.3%)	Low Income (13)	69.2%  GAP:15.5%
5	Math		79.7%  (+5.7)	67.6% (12.1%)	Low Income (13)	46.2%  GAP:33.5%
5	Science		54.2%  (+2.1)	32.4% (21.8%)	Low Income (13)	15.4%  GAP:38.8%

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

Reading: Fourth grade is the only grade level we have seen continuous upward progress in reading since 2008. The other two grade levels went down and then back up since 2008. All grade levels showed growth in reading between 2009 and 2010, but only fifth grade's increase was greater than 5%.

Math: Fourth and fifth grades showed gains in 2010 after dropping in 2009. Fourth grade was up by 14.3 percentage points and fifth grade was up by 5.7 percentage points. Third grade showed an 11.7 percentage point drop in math scores in 2010 after steady progress upward from 2007. This drop is the only place where Apollo's scores went down in 2010.

Writing: The 4<sup>th</sup> grade writing scores have varied very little over the past 3 years never gaining or losing more than 2.7 percentage points. Large gaps are seen in writing between the non-gifted and low-income students and the entire school population.

**Grades K-5 Stanford Trends:**

- Kindergarten scores are up in both reading and math.
- First grade is showing growth after a slight drop last year.
- Second grade is the only grade that is falling in both reading and math.
- Third and fourth grade scores are up in both reading and math.
- Fifth grade is up in math and up in reading after a slight drop last year.

**Previous goals:** Apollo's goal was to improve writing scores by 5% per year for non-proficient students as measured by the fourth grade WASL/MSP.

**Progress toward previous goals:** Since 2007 the fourth grade writing scores have improved by only 2.3 percentage points.

**2010-11 Content area goal:** Based on the 2011 MSP, the number of Apollo's 4<sup>th</sup> grade students meeting the reading standard will increase by 5 percentage points per year, for a total gain of 15% by 2013.

**2010-11 Gap closing goal:** Based on the 2010 MSP, the number of Apollo's low income 4<sup>th</sup> grade students meeting the reading standard will increase by 5 percentage points per year for a total gain of 15% by 2013.

**Justification:** The staff of Apollo realizes that focusing on writing in isolation and primarily on writing assessment, did not show the intended results. Given the Issaquah School District's Literacy Initiative and the future reading materials adoption, the staff of Apollo feels that it would be wise for us to focus on reading. This will allow us to develop common language around reading instruction and to focus on the deliberate teaching of strategies. We will focus on reading instruction. In addition, there is much room for growth in our students' reading scores, especially the low income students and the non-gifted students. We believe that increasing reading skills will positively influence the writing and math scores as well.

## 2010 – 11 Briarwood Data Portfolio Analysis

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Analysis	Current % Meeting Standard	Gap Analysis Area	Significant Gap
3	Reading	↔	79.4%	Ethnic Gender Special Ed Low Income	YES: Asian (+10.6) NO YES: (-46.1) NO:
3	Math	↑	76.2%	Ethnic Gender Special Ed Low Income	YES: Asian (+13.8) NO YES: (-26.2) NO:

Grade Level	WASL/MSP Content Area	WASL/MSP 3-Year Analysis	Current % Meeting Standard	Gap Analysis Area	Significant Gap
4	Reading	↓	65.5%	Ethnic Gender Special Ed Low Income	YES: White (+5.9) YES: Male (-8.4); Female (+8.3) YES: (-55.5) YES: (-43.3)
4	Math	↔	67.9%	Ethnic Gender Special Ed Low Income	YES: White (+8.9) NO YES: (-37.9) YES: (-40.1)
4	Writing	↓	64.3%	Ethnic Gender Special Ed Low Income	YES: Hispanic (-9.8) YES: Male (-11.9); Female (+11.9) YES: (-44.3) YES: (-42.1)

Grade Level	WASL/MSP Content Area	WASL/MSP 3 Year Analysis	Current % Meeting Standard	Gap Analysis Area	Significant Gap
5	Reading	↔	82.9%	Ethnic Gender Special Ed Low Income	NO YES: Female (+5.7) NO YES: (-55.6%)
5	Math	↓	63.2%	Ethnic Gender Special Ed Low Income	YES: Asian (+6.8) YES: Male (+5.1); Female (-6.1) NO YES: (-54.1)
5	Science	↓	46.1%	Ethnic Gender Special Ed Low Income	YES: Asian (-16.1); White (+5.8) YES: Male (+5.1); Female (-6.1) NO YES: (-37.0)

### Grades 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade WASL/MSP Trend Observations:

*Grade 3* –Reading scores overall declined slightly (-0.3%) over the three year period. Significant gaps were noted in the 2010 scores for Special Education (-46.1%) and Asian (+10.6%). Math scores overall increased significantly (+6.7%) over the three year period. Significant gaps were noted in the 2010 scores for Special Education (-26.2%) and Asian (+13.8%).

*Grade 4* –Reading scores overall decreased significantly (-21.0%) over the three year period. Significant gaps were noted in the 2010 scores for Special Education (-55.5%), Low Income (-43.3%), Male (-8.4%), Female (+8.3%), and White (+5.9%) students. Math scores overall decreased slightly (-4.5%) over the three year period. A significant gap for Low Income (-40.1%), Special Education (-37.9%), and White (+8.9%) was noted. Writing scores overall

decreased significantly (-5.8%) over the three year period. Significant gaps for were noted for Special Education (-44.3%), Low Income (-42.1%), Male (-11.9%), Hispanic (-9.8%) and Female (+11.9%) students.

*Grade 5* –Reading scores overall increased slightly (+3.1%) over the three year period. Significant gaps were noted for Low Income (-55.6%) and Female (+5.7%) students. Math scores overall decreased significantly (-21.1%) over the three year period. Significant gaps were noted for Low Income (-54.1%), Female (-6.1%), Asian (+6.8%), and Male (+5.1%) students. Science scores overall decreased significantly (-20.2%) over the three year period. Significant gaps were noted for Low Income (-37.0%), Asian (-16.1%), Female (-6.1%), White (+5.8%), and Male (+5.1%) students.

### Cohort WASL/MSP Analysis

		Reading (WASL)				
		2006	2007	2008	2009	2010 (MSP)
3		80.3	84.8	79.7	67.6	79.4
4		87.7	82.4	85.1	86.5	65.5
5		92	81.9	79.8	86.8	82.9

		Math (WASL)				
		2006	2007	2008	2009	2010 (MSP)
3		68.2	78.8	69.5	67.6	76.2
4		74.1	72.5	72.4	75.7	67.9
5		66.7	67.5	84.3	77.8	63.2

Grade Level	Stanford Content Area	Stanford 3-Year Analysis	Current Percentile Scores	Gap Analysis Area	Significant Gap
K	Reading	↔	75%	Ethnic Gender Special Ed Low Income	YES: Asian (+15) YES: Male (+8); Female (-9) NO: NO:
K	Math	↔	71%	Ethnic Gender Special Ed Low Income	YES: Asian (+20) YES: Male (+6); Female (-6) NO: NO:
1	Reading	↔	56%	Ethnic Gender Special Ed Low Income	YES: Asian (+8); White (+6) NO: NO: YES: (-12)
1	Math	↑	66%	Ethnic Gender Special Ed Low Income	YES: White (+10) NO: NO: YES: (-20)
2	Reading	↔	55%	Ethnic Gender Special Ed Low Income	NO: YES: Male (-9); Female (+13) NO: YES: (-14)
2	Math	↔	71%	Ethnic Gender Special Ed Low Income	NO: YES: Female (+5) NO: YES: (-16)

Grade Level	Stanford Content Area	Stanford 3-Year Analysis	Current Percentile Scores	Gap Analysis Area	Significant Gap
3	Reading	↔	58%	Ethnic Gender Special Ed Low Income	YES: Asian (+9) NO: NO: NO:
3	Math	↑	69%	Ethnic Gender Special Ed Low Income	YES: Asian (+13) NO: NO: NO:
4	Reading	↓	71%	Ethnic Gender Special Ed Low Income	YES: Hispanic (-12); White (+7) NO: NO: YES: (-38)
4	Math	↔	74%	Ethnic Gender Special Ed Low Income	NO: NO: NO: YES: (-36)
5	Reading	↔	73%	Ethnic Gender Special Ed Low Income	YES: Asian (-7) YES: Male (-5); Female (+6) NO: NO:
5	Math	↔	82%	Ethnic Gender Special Ed Low Income	NO: NO: NO: NO:

**Grades K – 5 Stanford Trend Observations:**

*Kindergarten* – Reading scores improved slightly (+2%) over the three year period. Significant gaps were noted in the following areas: Asian (+15%), Male (+8%), and Female (-9%). Math scores were also up slightly (+3%) over the three year period. Significant gaps were noted in identical categories: Asian (20%), Male (+6%), and Female (-6%)

*Grade 1* – Reading scores improved slightly (+3%) over the three year period. Significant gaps were noted in the following areas: Asian (+8%), White (+6%), and Low Income (-12%). Also noted was a gap in our ELL population (-11%). Math scores increased significantly (+6%) over the three year period. Significant gaps were noted in White (+10%) and Low Income (-20%).

*Grade 2* – Reading scores increased slightly (+2%) over the three year period. Significant gaps were noted in the following areas: Male (-9%), Female (+13%), and Low Income (-14%). Math scores also increased slightly (+2%) over the three year period. Significant gaps were noted in Female (+5%) and Low Income (-16%).

*Grade 3* – Reading scores increased slightly (+3%) over the three year period. The only significant gap noted was for Asian (+9%). Math scores increased significantly (+10%) over the three year period. Asian (+13%) was the only significant gap.

*Grade 4* – Reading scores decreased significantly (-8%) over the three year period. Significant gaps were noted in the following areas: Hispanic (-12%), White (+7%), and Low Income (-38%). Math scores decreased slightly (-4%) over the three year period. The only significant gap was Low Income (-36%).

*Grade 5* – Reading scores were nearly flat (-1%) over the three year period. Significant gaps were noted in the following areas: Asian (-7%), Male (-5%), and Female (+6%). Math scores increased slightly (+3%) over the three year period. No gaps were noted in any areas.

**Cohort Stanford Analysis**

Reading						Math							
	2006	2007	2008	2009	2010	BW*		2006	2007	2008	2009	2010	BW*
K	50	59	73	57	75		K	51	54	68	59	71	
1	47	56	53	57	56		1	57	57	60	65	66	
2	55	57	53	53	55		2	54	58	69	67	71	
3	57	67	56	49	58		3	61	69	59	60	69	
4	73	69	79	73	71	65	4	73	69	78	78	74	70
5	79	76	74	81	73	71	5	75	70	79	85	82	79

\*Briarwood Only Students

**Previous Content Area Goal:** Math

**2010-11 Content Area Goal:** Reading

**2010-11 Gap Closing Goal:** By 2013 Low Income students in grades 3 – 5 will increase the rate of meeting standard in math on the MSP by 15 % (5% per year).

**Justification:** Low Income students continue to display consistent and significant gaps in achievement in nearly all subject areas.

**Maple Hills Elementary School Data Portfolio Analysis  
2010-2011**

<b>Grade Level</b>	<b>WASL Content Area</b>	<b>WASL 3-Year Trend</b>	<b>Current % Meeting Standard</b>	<b>Gap Analysis Area</b>	<b>Significant Gap</b>
<b>3<sup>rd</sup> Grade</b>	Reading	↑↑	87.3%	Gender	Male (+9.1%) Female (-1.2%)
	Math	↑↑	85.9%	Gender	Male (+19.0%) Female (-5.4%)
<b>4<sup>th</sup> Grade</b>	Reading	↑↑	72.3%	Gender	Male (-3.4%) Female (+6.8%)
	Writing	↓↓	51.5%	Gender	Male (-21.6%) Female (+6.8%)
	Math	↑↑	77.6%	Gender	Male (+13.5%) Female (-5.1%)
<b>5<sup>th</sup> Grade</b>	Reading	↓↓	81.3%	Gender	Male (-19%) Females (+13.5%)
	Science	↓↓	32.8%	Gender	Male (-62%) Female (-26.1%)
	Math	↓↓	57.8%	Gender	Male (-25.7%) Female (-39.6%)



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

**3<sup>rd</sup> Grade:** Over the past three years, reading scores have increased for all students (+4.6%). Reading scores for boys have increased (+9.7%) and decreased for girls (-1.2%). The gap between boys and girls is 8.5% (girls are higher). The overall math scores for students increased (+8.6%) with an increase for boys (+19 %) while girls decreased (-5.4%). The gap between boys and girls is 1.2% (girls are higher).

**4<sup>th</sup> Grade:** Over the past three years all students increased in reading by 2.7%. Boys decreased (-3.4%) while girls increased (+6.8%). The gap between boys and girls is 19.3% (girls are higher). All students increased in math by 18.2%, with an increase for boys (+13.5) and a decrease for girls (-5.1%). The gap between girls and boys is 8.3% (boys are higher). Writing scores for all students have decreased (-23.1%). Boys decreased by 21.6% and girls increased by 6.5%, with the gap between boys and girls at 24.2% (girls are higher).

**5<sup>th</sup> Grade:** The reading scores decreased by (-.1%). Boys decreased by 19% and girls increased by 13.5 with an 18.7% gap (girls are higher). The math (-32.3%) and science (-40.4) scores both decreased over the past three years. In math both boys (-25.7) and girls (-39.6) decreased with a 15.6% gap (boys are higher). The gap between boys (25%) and girls (40.6) was 15.6(girls scoring higher)

### **Grades K-5 Stanford Trends:**

**Kindergarten:** the Kindergarten students decreased from 85% to 81% in reading and 79% to 77% in math. Girls' had a slight decline (-1.0%) and held steady in math. Boys decreased (-8.0%) in reading and (-5.0%) in math.

**1<sup>st</sup> Grade:** The 1<sup>st</sup> grade students decreased from 72% to 70% in reading. Boys decreased (-9.0%) and girls (3.0%). In Math scores decreased from 76% to 74%. The gap between boys and girls is 4.0% (girls are higher).

**2<sup>nd</sup> Grade:** The 2<sup>nd</sup> grade students show gains in reading by 8.0%. Boys increased by 16% and girls by 1.0% with a gap of 1.0% (girls are higher). In math, all students increased by 4.0%. Boys increased (5.0%) and girls (4.0%). A gender gap of 6.0% (boys are higher).

**3<sup>rd</sup> Grade:** Over the past three years reading scores have increased (5.0%), boys increased 6% while girls increased by 4%. The gap between boys and girls is 14% (girls are higher). All students increased in math by 14%, with boys increasing by 5% and girls by 10%. The gap between boys and girls in 9% (girls are higher).

**4<sup>th</sup> Grade:** Reading scores have increased for all students (76%) and math (79%). The boys have increased in reading by 4% and increased in math by 5%. Girls have increased 10% in reading and 9% in math. The gap between boys and girls is 7% in reading (girls are higher) and 3% in math (boys are higher).

**5<sup>th</sup> Grade:** The three year trend in reading shows a decreased by 4%. Boys decreased by 11% while the girls increased by 1%. The gap between boys and girls is 7% (girls are higher). In math, scores decreased by 4%, with boys at 77% and girls at 81%.

**Previous goals:**

Based on the 2001 WASL scores, the number of students meeting standard in math will increase by 5% as measured by the 2010 WASL scores.

**Progress toward previous goals:**

We did not meet our goal for all students, however we exceeded our goal in math with 77.6% of 4<sup>th</sup> grade students and 85.9% of 3<sup>rd</sup> grade students meeting or exceeding standards. Our 5<sup>th</sup> grade student did not meet standards.

**2010-11 Content area goal:**

Maple Hills' goal is to make a significant increase of 15% in writing scores for all students as measured by the 2012-2013 Measurement of Student Progress (MSP).

**2010-11 Gap closing goal:**

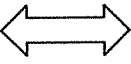
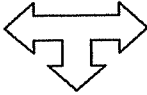
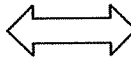
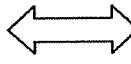
To improve writing scores for non-proficient students each year as measured by the MSP.

**Justification:****2010-11**

At the beginning of the 2007-2008 school year Maple Hills changed its CIP goal to focus on math. Our math score have increased in 3<sup>rd</sup> and 4<sup>th</sup> grade. As a building, we will continue to follow the pacing guide established by the district and implement intervention strategies at 5<sup>th</sup> grade to support our struggling (level 1 and level 2) 5th grade students. As a team, we will continue to research strategies that will deepen the mathematical conceptual understanding for our students.

We will continue to work on math with all of our students, and change our building goal to writing. We will use our literacy coach to provide professional development that supports writing instruction, sharing resources and model lessons for teachers within the classroom. As we work on writing k-5 and include math and science.

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

<b>Grade Level</b>	<b>WASL/MSP Content Area</b>	<b>WASL/MSP 3-Year Trend</b>	<b>Current % Meeting Standard</b>	<b>Gap Analysis Area</b>	<b>Significant Gap</b>
4	Reading		83.1%	Ethnic Special Ed Low Income	No N/A N/A
	Math		84.4%	Ethnic Special Ed Low Income	No N/A N/A
	Writing		81.8%	Ethnic  Special Ed Low Income	Yes- Asian students outperform white students N/A N/A
5	Science		49.3%	Ethnic Special Ed Low Income	No N/A N/A

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

**Third Grade:**

- Over a three year period male reading scores have an increasing trend.
- Over a three year period, females have consistently scored higher than males in reading.
- Over a three year period, male math scores have been inconsistent year to year. Females have scored consistently over a three year period in math.

**Fourth Grade:**

- There is a gap between boys and girls in writing, with the girls on average outperforming the boys.
- In 09-10 the girls also outperformed the boys in reading. Boys, however, outperform girls in math.

**Fifth Grade:**

- Reading scores across time have been stagnant.
- There is a significant gap in reading achievement with boys outperforming girls in reading
- Boys continue to score higher in math than girls in fifth grade

**Grades K-5 Stanford Trends:**

**Kindergarten**

- Scores have increased over 4 years for Asian students in both Reading and Math with the exception of a small dip in 08-09 in Reading.
- Our Low Income scores increased dramatically from 08-09 to 09-10 in both Reading and Math.

- White male Math scores dropped in 08 and stayed the same in 09-10.
  - Girls Reading scores have remained high in the 80<sup>th</sup> percentile (86% in 09-10)
- 

### 1<sup>st</sup> Grade:

- For the past four years, males have significantly outperformed females in reading and math.

### Second Grade:

- Scores have increased continually over four years both in math and reading
- The learning gap between boys and girls is decreasing in math
- Highest scores overall, thus far, in math and reading were seen in the 2009/10 data

### Third Grade:

- There is a three year trend of students reading and math scores remaining stagnate with the exception of 2007-2008 scores being lower (60<sup>th</sup> percentile) than the overall trend.

### Fourth Grade:

- There is a three year trend of all students performing better in math than in reading. Math and reading scores have stayed consistent over the past three years. Boys and girls are performing at the same level.

### Fifth Grade:

- Math scores have consistently been higher than reading scores with the exception of 2007-2008

**Previous goals:** The previous Newcastle goal stated: In 2010 85% of 5<sup>th</sup> grade students will meet standard on the math section of the MSP.

**Progress toward previous goals:** Based on the 2010 MSP results, 73.3% of Newcastle 5<sup>th</sup> grade students met standard on the math section. The trend for math achievement in 5<sup>th</sup> grade on the MSP has been inconsistent. Jumping from 80.6% in 2007 down to 76.7% in 2008 and then back to 87.2% in 2009. When you average scores across time, there has not been much of a gain or loss in the area of 5<sup>th</sup> grade math achievement.

**2010-11 Content area goal:** Newcastle will be focusing on literacy for the upcoming school year and for the following three years. Our goal, based on the 2010 4<sup>th</sup> grade MSP data, will be to increase the number of Newcastle students meeting standard by 5% as measured on the 2013-2014 MSP in the area of reading.

**2010-11 Gap closing goal:** Our gap closing goal is to focus on those students who are level 1 and level 2 and work toward closing the gap of those achieving standard and those who are not.

**Justification:** Newcastle has elected to focus on literacy as a goal based on the following determining factors:

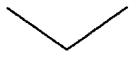



- The district focus for elementary over the next few years will be literacy. There will be a new reading curriculum adopted for implementation
- We have greatly seen the impact, influence and effect of having a building literacy support teacher and wish to utilize this resource in the future with intention through teacher collaboration, staff development opportunities and in house consultation.

- The scores for reading on the MSP for third, fourth and fifth grade have not made significant gains across time.

---

- While reading scores on the MSP are in the 80% range they do not coincide with the reading scores on the Stanford 10 where scores for first through fourth grade are all consistently in the 70% range
- As a staff we are working on our school wide book room. We have applied for an ISF grant and are working alongside of PTSA for additional materials.
- Literacy is truly the foundation for all academic success. Without the ability to read and write our students will not succeed. The incorporation of our on-site Literacy coach, school librarian, district personnel in teaching and learning and professional development all work in collaboration to provide our students with the best in the area of balance literacy and in turn will help to increase their knowledge and understanding and ultimately our test scores.

**Maywood Middle School Data Portfolio Analysis  
2010-11**

Grade Level	WASL Content Area	WASL 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
7	Reading		75.40%	Ethnic Special Ed Low Income Level 2	Yes- Black / Hisp. Yes- Yes- 18.8%
	Math		79.6%	Ethnic Special Ed Low Income Level 2	Yes- Black / Hisp. Yes- Yes- 12.8%
	Writing		83.5%	Ethnic Special Ed Low Income Level 2	Yes- Black / Hisp. Yes- Yes- 13.1%
8	Science		76.3%	Ethnic  Special Ed Low Income Level 2	Yes- Black / Hisp / Am. Ind. Yes- Yes- 15.1%

**Grade 6, 7 and 8 WASL/MSP Trends:**

In the 6<sup>th</sup> grade, 2010 WASL/MSP scores showed a decrease in both math and reading. Scores dropped from 72.6% to 65.9% in math and 79.6% to 71.1% in reading.

A significant achievement gap exists for Hispanic, low income, ELL, and special education students in the area of reading. Girls tend to outperform boys on the reading MSP with a gap present over the last 3 years. In the area of math, Asian / Pacific Islander students significantly outperformed all other groups while an achievement gap exists for African American, Hispanic, ELL, low income, and special education students. Boys and girls show very similar results in math.

In the 7<sup>th</sup> grade, scores have remained relatively flat over the last three years in writing, while increasing more than 10% in math. Math scores continue to increase significantly in both cohort to cohort comparisons as well as with grade level to grade level comparisons. Reading scores tend to be relatively flat over the last three years with some small variations occurring. This year, 7<sup>th</sup> grade reading scores went up 5% compared to last year, but a cohort analysis showed a 4% drop between 6<sup>th</sup> grade and 7<sup>th</sup> grade reading scores.

A significant achievement gap exists for African American, Hispanic, low income, ELL, and special education students in the area of reading. Girls tend to significantly outperform boys on the reading and writing MSP with a gap present over the last 3 years. In the area of math, an achievement gap exists for African American, Hispanic, ELL, low income, and special education students. Boys and girls show very similar results in math.

WASL/MSP scores continue to increase significantly in the 8<sup>th</sup> grade science and math with reading scores relatively flat over the last three years. Math scores increased significantly in both grade level and cohort comparisons with a score of 76.1% passing the MSP this year. 8<sup>th</sup> grade science continues to increase showing a 10% gain over the last three years with a score of 76.3% passing the science MSP.

In science, a significant achievement gap exists for Hispanic, ELL, American Indian, African American, low income, and special education students. In reading, a significant gap occurs for Hispanic, special education and male students. African American students scored 9% higher than the overall student average. In math, achievement gaps exist for American Indian, Hispanic, low income, and special education students. Boys and girls show very similar results in math.

### **Grade 6, 7 and 8 Stanford 10 Trends:**

Sixth grade Stanford 10 scores are relatively flat in reading over the past three years in both cohort and grade level analysis. Math scores continue to increase with an 8% increase over the past three years.

An achievement gap exists in reading and math for African American, Hispanic, low income, and special education students.

Seventh grade Stanford 10 scores are relatively flat in reading over the past three years in both cohort and grade level analysis. Math scores continue to increase with a 7% increase over the past three years.

An achievement gap exists in both reading and math for Hispanic, low income, African American, and special education students. Reading appears to be relatively flat over the last three years especially when looked at as cohort groups across the last three years.

Eighth grade Stanford 10 scores are relatively flat in reading over the past three years in both cohort and grade level analysis. Math scores continue to increase with a 3% increase over the past three years.

An achievement gap continues to exist for Hispanic, special education, and low income students in both reading and African American, Hispanic, low income, and special education students in math.

**Previous Content Area Goal:** By the end of the 2009-10 school year, at all grade levels, at least 70% of all students will meet standard in math, with at least 60% of low income students meeting standard (current low income average % meeting standard is 41.4 and current all student average % meeting standard is 59).

**2010-2013 Content Area Goal:** The percent of MMS students meeting standard on the reading MSP in 2009/10 will increase 3% by 2012/13. The percent of the low income subgroup meeting standard on the reading MSP in 2009/10 will increase 5% by 2012/13.

**2010-2013 Gap Closing Goal:** The percent of the low income subgroup meeting standard on the reading MSP in 2009/10 will increase 5% by 2012/13.

**Justification:** After reviewing our data portfolio trends for the past several years, the MMS CIP team observed that our reading scores on both the Stanford 10 and MSP were relatively flat. Based on this data analysis, the team decided to focus our CIP efforts in the area of reading. Reading can be addressed across the content areas and often an increase in reading skills will also have a positive impact on our writing scores. We chose to focus on our low income students because they comprise a significant number of our at risk students (approximately 15% of our total school population).



## Liberty High School Data Summary 2010-11

Grade Level	WASL/HSPE Content Area	WASL/HSPE 3-Year Trend	Current % Meeting Standard	Gap Analysis Area	Significant Gap
10	Reading	↓	88.3	Ethnic Gender Special Ed Low Income	No No No No
10	Math	↓	60.1	Ethnic Gender Special Ed Low Income	Yes-Hisp-significant No Yes - significant Yes - moderate
10	Writing	↔	92.8	Ethnic Gender Special Ed Low Income	No No No No
10	Science	↑	60.5	Ethnic Gender Special Ed Low Income	Yes-Hisp-significant No Yes - significant Yes - moderate
11-12	<b>Other: Do we (staff, students, parents) want more students taking challenging courses?</b>				

**Grade 9 Stanford 10 Trends:** *Our Stanford numbers have continued to trend upward in both reading (74%) and math (84%). Subcategories have also remained equal or increased. One significant exception is with Hispanic students, where there was a sixteen point drop.*

**Previous goals:** *WASL/HSPE Math. By 2011-12 we will raise our math scores 5 percentage points from our 07-08 passage rate of 71% in the area of HSPE/EOC Math. We are currently in the middle of our 2<sup>nd</sup> 3yr cycle of math as our content goal. HSPE/EOC GAP goal has been Hispanic students in math.*

**Progress toward previous goals:** *We are in year two of a three year math HSPE/EOC content and closing the achievement gap goal. The school had been making continuous improvements in Math. However, last two years we saw a dip in our math scores.*

*In the past two years we closed the achievement gap with Spec Ed reading and Hispanic math. However, we saw a return to a significant achievement gap with Hispanic students in math and science. Although the sample size varies annually within subgroups, we are concerned about trends for Hispanic students.*

**2010-11 Content area goal:** *Math*

**2010-11 Gap closing goal:** *Hispanic students in math*

**2010-11 Other goal:** *Discussion item; Do we (staff, students, parents) want more students taking challenging courses?*

**Justification for content and gap goals:** *Overall we have dropped slightly in reading after nine years of trending upward. Writing has stayed the same and our Math scores dipped just under five points. The science scores have improved to our highest levels in eight years. Based on these results we will continue on with our content goal of Math.*

*We continued to maintain achievement gaps for Spec Ed students in both math and science. While we continue to work with Spec Ed students, we feel there are multiple avenues for us to work with them to pass the HSPE/EOC. The immediate challenge will be to sustain any annual improvements by subgroups (Hispanic and low-income in reading & writing) while we focus our efforts on improving Math scores for all.*

**Justification for 11-12 goal:** *This is an area we have not reviewed as a staff since I have been the principal. We felt we needed to review the data to better understand trends as we make decisions about courses and advising students. This important work will continue throughout the school year. Ultimately, the AP/Honors data has become a tool to help us reflect on what we believe about Liberty high school and what we aspire to be. It is truly helping us gather around a common vision for Liberty high School.*

*Jan 11, 2011*