

# Issaquah School District Ends Monitoring Report

## E-2 Academics and Foundations October 2006

### INTRODUCTION

This monitoring report addresses four of eight elements of *E-2, Academics and Foundations: 2.1, 2.2, 2.4, and 2.5*. When the Board establishes its annual calendar for 2006-07, interpretations and reports will be scheduled for 2.3, 2.6, 2.7, 2.8 and for *Ends Statements E-3 through E-6*.

### E-2: Academics and Foundations

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**Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.**

***Students will:***

- 2.1 think and solve problems using both creative and critical thinking skills;
- 2.2 read, write and speak the English language effectively for a wide range of purposes;
- 2.3 communicate effectively in oral and written form in another world language;
- 2.4 know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices;
- 2.5 use analytic and scientific principles to draw sound conclusions;
- 2.6 understand geography, natural resources, and their shaping effect on government, economics and social patterns;
- 2.7 understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions;
- 2.8 apply academic skills to life situations.

### INTERPRETATION

#### 1. GENERAL ASSUMPTIONS AND LIMITATIONS

- A. **Mission embodied in Ends.** For purposes of monitoring, I determine reasonable progress toward the Board's separate Ends Statements (E-2 through E-6) as reasonable progress toward achievement of the District mission (E-1).

**B. Interpretation/definition of E-2 stem.** For monitoring purposes, K-11 students will be viewed as *academically prepared* if 75% or more meet grade-level standards corresponding to *E-2.1, E-2.2, E-2.4 and E-2.5* as measured by the Washington Assessment of Student Learning. Grade 12 students will be viewed as *academically prepared* if 80% or more achieve on-time graduation. (It should be recalled that many Special Education, English language learners, and alternative high school students achieve high school graduation plans requiring more than four years. When these students graduate, they are counted in the extended graduation rate which we share in the data portfolio.) Beginning in 2008, graduation requirements will include WASL proficiency in reading, math and writing; in 2010, WASL proficiency in science will be added.

For monitoring purposes, *the confidence of ISD students to pursue* higher education or specialized career training will be interpreted as synonymous with students' enrollment in college, university, and career or technical training programs *without the need for remedial course-taking*. These data are treated in a second monitoring report, scheduled annually in December.

**C. Dynamic reporting.** We view the Board's development of Ends statements as evolutionary, intended to guide systemic improvement in student learning as the District adds capacity for new work and higher performance. My interpretation of successful District performance (reasonable progress toward Board-established Ends for students) is also evolutionary. This is the first year for monitoring the new *E-2 Academics and Foundations*. Data are readily available for 2.1, 2.2, 2.4, and 2.5 through state and local assessments. The interpretation will change with:

- 1) new Ends requirements
- 2) increases in achievement
- 3) changes in assessment instruments
- 4) increased data collection capability
- 5) refinement of data collection methodologies, especially for consistency
- 6) availability of trend data
- 7) increased capacity for data analysis.

**D. The Board's Ends Statements for Students imply a full system.** The Board's Ends Statements for Students – Academics and Foundations – are very broadly conceived. I interpret these global elements to encompass the implicit system of Essential Academic Learning Requirements (EALRs), Grade-level Expectations (GLEs) and aligned assessments; ISD scope and sequence in selected disciplines, standards-based instructional practices, research-based best practices, and District-adopted instructional support materials.

**E. Multiple measures with "value added" analysis are desirable.** Ends achievement is best monitored through multiple measures including "value added" analysis (a statistical determination of how much value the system is adding to student learning). This analysis should be completed for each student, all students, males and females, gifted and talented students, and all federally reported AYP sub-groups. The current monitoring includes multiple measures; due to resource constraints, it does not yet include a "value-added" analysis.

**F. Definition of “students” for monitoring of Board Ends.** I interpret “students” to mean all K-12 students, incorporating in the aggregate all sub-groups differentiated for federal reporting. Specifically, this includes:

- 1) American Indian
- 2) Asian / Pacific Islander
- 3) Black
- 4) Hispanic
- 5) White
- 6) Low income (by known federal free/reduced lunch program eligibility)
- 7) English language learners (by federal guidelines)
- 8) Special Education (by IEP)
- 9) Gifted and talented (by District-recognized testing)
- 10) Male/female

**G. Monitoring of elements.** This monitoring report treats four of eight elements under *E-2 – Academics and Foundations*. With one exception, I interpret these four elements, *2.1, 2.2, 2.4 and 2.5*, to be adequately measured by the instrumentation identified in the table below for the purpose of determining “reasonable progress.”

I interpret that English-speaking ability is monitored by classroom teachers within the teaching of literacy (reading, writing, communication). If students are not making reasonable progress in spoken English, they receive extra assistance within and beyond the classroom. With basic oral fluency, the students’ language mastery is then adequately measured through reading and writing assessments, and the performance of all is included within the disaggregated reports in the District Data Portfolio.

<b>Academics and Foundations</b>	<b>Evidence</b>
<b>2.1</b> think and solve problems using both creative and critical thinking skills;	WASL – state goal 3. <i>Think analytically, logically and creatively; integrate experience and knowledge to form reasoned judgments and solve problems;</i>  The Washington State Test Specifications show that approximately 30-50% of each WASL focuses on creative and critical thinking skills.
<b>2.2</b> read, write and speak the English language effectively for a wide range of purposes;	WASL Reading Assessment WASL Writing Assessment
<b>2.4</b> know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices;	WASL Mathematics Assessment
<b>2.5</b> use analytic and scientific principles to draw sound conclusions;	WASL Science Assessment

- H. **Change, growth, and trends are different.** Under existing data collection limitations, it is not possible to report *growth* for individual students. Until we have the tools to perform more complex statistical analysis, we are able to report *change*, but cannot label it *growth*. Three or more years of comparable data are necessary to identify a *trend*. Wherever possible, this year's report includes three-year analysis for the first time.
- E. **"Significance" requires common definition.** To attribute significance to any change, I interpret that a difference of 5 points must be present on any measurement scale (i.e., percentile rank, percent proficient, or scale score). This assumption will guide all work with student data, including the development of Continuous Improvement Plans (CIPs).
- F. **Current vs. past and future progress reporting.** Our initial monitoring in December 2004 reported 2003-04 student performance in terms of policy *compliance* (i.e., compliance, partial compliance, or non-compliance).

In October 2005, in keeping with advice from policy governance experts, we moved to reporting whether District students have made "reasonable progress" toward an established standard.

This year, for the first time, a focus on trend data (three years of comparable measures) is possible, offering a clearer and more reliable picture of District performance over time. This monitoring report specifically focuses on two types of three-year data sets: 1) three-year trends in ISD student achievement data, and 2) three-year comparisons of disaggregated Issaquah data with comparable Eastside districts (Bellevue, Lake Washington, Mercer Island, North Shore, and Shoreline). *Note: The comparable Eastside district data were added because of anomalies in this year's WASL. See Item I. below for a brief discussion of the value of normative data as a companion to standards-based reporting.*

Over time, assessments reported in the District data portfolio will be modified; for example, the state ITBS was last given in Spring, 2005; additional grade-level WASLs (reading and math in grades 3, 5, 6, and 8) and Stanford 10 reports are now included.

- G. **Unmodified rigorous standard.** To hold to a rigorous interpretation, I have maintained a 75% proficiency level and have not expanded the definition of *reasonable progress* to include significant growth below 75%. In other words, only those cells showing 75% of students proficient are reported as *YES*. If students showed significant improvement (improvement of 5% or more) in cells marked *NO* in the following data tables, we have added an asterisk.

The following points provide rationale for my interpretation that 75% is an appropriate achievement target for student performance on a large-scale, point-in-time assessment such as a WASL content area assessment:

- 75% exceeds the Grade 4 State Uniform Bar Goal through 2007 and the Grade 7 and 10 Goals extending through 2010.

- Various independent studies show Washington State standards and the WASL assessment to rank high in difficulty in comparison to other states. While reports are somewhat contradictory, a 2003 study by the *Princeton Review* found that only four states had set higher standards than Washington.
- A 2003 study of 14 states' math standards by Northwest Evaluation Association found the WASL proficiency standard to be the equivalent of scoring at the 72<sup>nd</sup> percentile.
- A 2002 study by the Washington Education Research Association found grade 10 WASL math cut scores to be very high compared to the ITBS and ITED. The WASL proficiency cut score was found to be equivalent to the 73<sup>rd</sup> percentile.
- An independent study by Achieve, Inc. for the A+ Commission found the WASL writing and reading tests to be more rigorous than the math test.
- Based on experience in other states, the Achieve, Inc. study hypothesizes that lack of student motivation to perform well on the grade 10 WASL will keep achievement scores artificially low until proficiency is made a requirement for high school graduation (2008).

In light of these comparability studies, District resource limitations, and the Issaquah School District community's expressed desire to maintain a comprehensive educational program, 75% sets a high but reasonable standard at this time.

Norm-referenced test results (ITBS, ITED and Stanford 10) are included in the District Data Portfolio for information only. These tests help to validate our judgments regarding student achievement by showing the performance of Issaquah students in relation to national norm groups, but we anchor our judgment of student progress to standards-based performances.

- H. **Graduation rate – modified reporting.** In past reports, *preliminary* graduation data were included, then later reconciled with final state-reported graduation rates released later in the year. In order to provide clear, accurate reports and ultimately focus on trends, our monitoring of graduation rates beginning in October 2006 will lag by one year behind the academic data provided. Thus, this monitoring includes corrected data on 2004-05 graduation rate along with academic data for 2005-06. This will be the pattern of future reports as well.
- I. **Report of reasonable progress.** Based on the three year trend data described in item F., I am reporting reasonable progress toward Board-established Ends if ISD student performance reaches either of two target levels:
- if the three-year ISD average exceeds 75% of students proficient, or
  - if the three-year ISD average is equal to or greater than the average of the five comparable districts noted in section F.

This methodology is reasonable because it mirrors a methodology of the state plan and because in a year of anomalies that raise questions about stability of portions of the WASL,

reference to the progress of a norm group of comparable student populations increases our confidence in interpreting performance reports.

Cells showing “no data” cannot be reliably reported because they represent fewer than ten students. In areas with less than three years of student performance data, the data were used to confirm or refute previously identified trends.

## 2. DATA

The following data are provided in the District’s data portfolio appended to this report:

- A. Grade K: Stanford Reading, Math (2006)
- B. Grade 1: Stanford Reading, Math (2006)
- C. Grade 2: Stanford Reading, Math (2006)
- D. Grade 3: Stanford Reading, Math (2006)  
WASL Reading, Math (2006)  
ITBS Reading, Math (2003, 2004, 2005)
- E. Grade 4: Stanford Reading, Math (2006)  
WASL Reading, Math, Writing (2004, 2005, 2006)
- F. Grade 5: Stanford Reading, Math (2006)  
WASL Reading, Math (2006)  
WASL Science (2004, 2005, 2006)  
ITBS Reading, Language (2004, 2005)
- G. Grade 6: Stanford Reading, Math (2006)  
WASL Reading, Math (2006)
- H. Grade 7: Stanford Reading, Math (2006)  
WASL Reading, Math, Writing (2004, 2005, 2006)
- I. Grade 8: Stanford Reading, Math (2006)  
WASL Reading, Math (2006)
- J. Grade 9: Stanford Reading, Math (2006)  
WASL Reading, Math, Writing, Science (2006)  
Grade 10 WASL taken early (2006)  
ITED Reading, Expression, Quantitative (2003, 2004, 2005)
- K. Grade 10: Stanford Reading, Math (2006)  
WASL Reading, Math, Writing, Science (2003, 2004, 2006)
- L. Grade 11: Stanford Reading, Math (2006)

M. Grade 12: District Graduation Data (2003, 2004, 2005)

N. Grades K-12 For Board information only: District Attendance and Discipline Data

### 3. REPORTS OF *REASONABLE PROGRESS*

The following tables report that students are *demonstrating reasonable progress (YES)*, or *not demonstrating reasonable progress (NO)*. As noted in Paragraph 1.G, sub-populations making gains of 5% or more below the 75% level are reported as *NO\**, but significant growth is acknowledged.

To summarize the tables that follow, this report is my certification that Issaquah School District students are making reasonable progress toward achievement of the Board's Ends 2.1, 2.2, 2.4 and 2.5 because they have achieved the *reasonable progress (YES)* targets in 12 of 13 measured areas, as listed below:

- Grade 4: Reading, Math, Writing
- Grade 5: Science
- Grade 7: Reading, Math, Writing
- Grade 8: Science
- Grade 10: Reading, Math, Writing
- Grade 12: Graduation

Only in tenth-grade science did student achievement fall below the target level.

**Grade 4: WASL READING, MATH, WRITING**

	<b>2004 Reading</b>	<b>2005 Reading</b>	<b>2006 Reading</b>	<b>2004 Math</b>	<b>2005 Math</b>	<b>2006 Math</b>	<b>2004 Writing</b>	<b>2005 Writing</b>	<b>2006 Writing</b>
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
American Indian	Yes	(no data)	No	No	(no data)	No	No	(no data)	No
Asian/Pac Islander	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Black	Yes	Yes	Yes	No	No	Yes	No	No	Yes
Hispanic	Part	Yes	Yes	No	No	Yes	No	No	Yes
White	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Low Income	No	Yes	No	No	No	No	No	No*	No
ELL	Part	No*	Yes	No	No	No	No	No	No*
Special Ed	No	No	No	No	No	No	No	No	No
Gifted	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Female	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Male	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No

**2004 Key  
Based on Interpretation of "Compliance"**

Yes = 75% or more meeting standard

75% goal (5% or more) from previous year

No = Less than 75% meeting standard;  
no significant increase from previous year

**2005 Key  
Based on 2005 Interpretation of  
Reasonable Progress**

Yes = 75% or more meeting standard

No = Less than 75% meeting standard  
and no significant increase (5% or  
more) from previous year

No\* = Less than 75% meeting standard  
but significant increase (5% or more)  
toward meeting standard

**2006 Key  
Based on Interpretation of  
Internal/External Trend Data**

Yes = 3 yr. ave. of district at 75% or  
more meeting standard OR meets or  
exceeds 3 year ave. of comparable  
districts

No = Less than 75% and less than 3 year  
average of comparable districts

**Grade 5: WASL SCIENCE**

	<b>2004 Science</b>	<b>2005 Science</b>	<b>2006 Science</b>
All Students	No	No	Yes
American Indian	(no data)	No	(no data)
Asian/Pac Islander	No	No	Yes
Black	No	No*	Yes
Hispanic	No	No	Yes
White	No	No	No
Low Income	No	No*	Yes
ELL	No	No*	Yes
Special Ed	No	No	No
Gifted	(no data)	Yes	Yes
Female	No	No	Yes
Male	No	No	No

**2004 Key  
Based on Interpretation of "Compliance"**

Yes = 75% or more meeting standard

75% goal (5% or more) from previous year

No = Less than 75% meeting standard;  
no significant increase from previous year

**2005 Key  
Based on 2005 Interpretation of  
"Reasonable Progress"**

Yes = 75% or more meeting standard

No = Less than 75% meeting standard  
and no significant increase (5% or  
more) from previous year

No\* = Less than 75% meeting standard  
but significant increase (5% or more)  
toward meeting standard

**2006 Key  
Based on Interpretation of  
Internal/External Trend Data**

Yes = 3 yr. ave. of district at 75% or  
more meeting standard OR meets or  
exceeds 3 year ave. of comparable  
districts

No = Less than 75% and less than 3 year  
average of comparable districts

**Grade 7: WASL READING, MATH, WRITING**

	<b>2004 Reading</b>	<b>2005 Reading</b>	<b>2006 Reading</b>	<b>2004 Math</b>	<b>2005 Math</b>	<b>2006 Math</b>	<b>2004 Writing</b>	<b>2005 Writing</b>	<b>2006 Writing</b>
All Students	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
American Indian	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)
Asian/Pac Islander	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Black	Part	No	Yes	No	No*	Yes	No	No	Yes
Hispanic	Part	No	Yes	No	No	Yes	No	No	Yes
White	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes
Low Income	No	No	No	No	No	No	No	No	No
ELL	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)
Special Ed	Part	No*	No	No	No	No	No	No*	No
Gifted	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Female	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Male	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes

**2004 Key  
Based on Interpretation of "Compliance"**

Yes = 75% or more meeting standard

75% goal (5% or more) from previous year

No = Less than 75% meeting standard;  
no significant increase from previous year

**2005 Key  
Based on 2005 Interpretation of  
"Reasonable Progress"**

Yes = 75% or more meeting standard

No = Less than 75% meeting standard  
and no significant increase (5% or  
more) from previous year

No\* = Less than 75% meeting standard  
but significant increase (5% or more)  
toward meeting standard

**2006 Key  
Based on Interpretation of  
Internal/External Trend Data**

Yes = 3 yr. ave. of district at 75% or  
more meeting standard OR meets or  
exceeds 3 year ave. of comparable  
districts

No = Less than 75% and less than 3 year  
average of comparable districts

**Grade 8: WASL SCIENCE**

	<b>2004 Science</b>	<b>2005 Science</b>	<b>2006 Science</b>
All Students	No	No	Yes
American Indian	(no data)	(no data)	(no data)
Asian/Pac Islander	No	No	Yes
Black	No	No	No*
Hispanic	No	No	Yes
White	No	No	Yes
Low Income	No	No	No
ELL	(no data)	(no data)	(no data)
Special Ed	No	No	No
Gifted	(no data)	Yes	Yes
Female	No	No	Yes
Male	No	No	Yes

**2004 Key  
Based on Interpretation of "Compliance"**

Yes = 75% or more meeting standard

75% goal (5% or more) from previous year

No = Less than 75% meeting standard;  
no significant increase from previous year

**2005 Key  
Based on 2005 Interpretation of  
"Reasonable Progress"**

Yes = 75% or more meeting standard

No = Less than 75% meeting standard  
and no significant increase (5% or  
more) from previous year

No\* = Less than 75% meeting standard  
but significant increase (5% or more)  
toward meeting standard

**2006 Key  
Based on Interpretation of  
Internal/External Trend Data**

Yes = 3 yr. ave. of district at 75% or  
more meeting standard OR meets or  
exceeds 3 year ave. of comparable  
districts

No = Less than 75% and less than 3 year  
average of comparable districts

**Grade 10: WASL READING, MATH, WRITING, SCIENCE**

	<b>2004 Reading</b>	<b>2005 Reading</b>	<b>2006 Reading</b>	<b>2004 Math</b>	<b>2005 Math</b>	<b>2006 Math</b>	<b>2004 Writing</b>	<b>2005 Writing</b>	<b>2006 Writing</b>	<b>2004 Science</b>	<b>2005 Science</b>	<b>2006 Science</b>
All Students	Yes	Yes	Yes	Part	No*	Yes	Yes	Yes	Yes	No	No	No
American Indian	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)
Asian/Pac Islander	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Black	No	No	Yes	Part	No*	No	No	No	Yes	No	No	No
Hispanic	No	Yes	Yes	Part	No*	Yes	Part	No	Yes	No	No*	Yes
White	Yes	Yes	Yes	Part	No	No	Yes	Yes	Yes	No	No	No
Low Income	No	No	No*	No	No*	Yes	No	No	Yes	No	No*	Yes
ELL	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)	(no data)
Special Ed	No	No	No*	Part	No	No*	Part	No	Yes	No	No	No
Gifted	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Female	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No
Male	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No

**2004 Key  
Based on Interpretation of "Compliance"**

Yes = 75% or more meeting standard

75% goal (5% or more) from previous year

No = Less than 75% meeting standard;  
no significant increase from previous year

**2005 Key  
Based on 2005 Interpretation of  
"Reasonable Progress"**

Yes = 75% or more meeting standard

No = Less than 75% meeting standard  
and no significant increase (5% or  
more) from previous year

No\* = Less than 75% meeting standard  
but significant increase (5% or more)  
toward meeting standard

**2006 Key  
Based on Interpretation of  
Internal/External Trend Data**

Yes = 3 yr. ave. of district at 75% or  
more meeting standard OR meets or  
exceeds 3 year ave. of comparable  
districts

No = Less than 75% and less than 3 year  
average of comparable districts

### DISTRICT GRADUATION DATA

	2004	2005
All Students	Yes	Yes
American Indian	(no data)	(no data)
Asian/Pac Islander	Yes	Yes
Black	Yes	Yes
Hispanic	No	No*
White	Yes	Yes
Low Income	(no data)	(no data)
ELL	(no data)	(no data)
Special Ed	Yes	(no data)
Gifted	(no data)	(no data)
Female	Yes	Yes
Male	Yes	No

#### Key

Yes= 80% or more graduating

No= Less than 80% graduating; no significant increase (5% or more) from previous year

Grade 4 WASL Reading Data																				Percent meeting standard	
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.	
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06		
All Students	88.2	91.2	87.3	<b>88.9</b>	83.7	87.3	87.2	86.9	89.8	84.4	92.0	97.3	96.2	85.9	90.3	89.3	86.4	88.5	90.7	<b>89.1</b>	
American Indian	81.8		66.7	<b>74.3</b>				85.7	100.0					78.6	75.0			90.0		<b>85.9</b>	
Asian/Pacific Islander	91.8	90.8	92.9	<b>91.8</b>	84.6	86.6	93.4	88.5	89.5	91.1	92.0	95.9	95.2	86.6	88.7	91.7	87.6	90.3	90.1	<b>90.1</b>	
Black	92.3	81.8	69.0	<b>81.0</b>	54.2	74.3	69.2	72.1	75.0	76.6				70.6	74.5	83.9	74.2	75.6	87.2	<b>74.0</b>	
Hispanic	71.9	81.8	72.5	<b>75.4</b>	54.5	64.9	53.8	62.9	70.5	65.8				56.7	74.5	73.5	55.8	65.2	75.0	<b>64.4</b>	
White	88.3	92.1	87.7	<b>89.4</b>	88.9	91.2	90.6	89.1	91.8	90.1	90.9	97.5	96.3	89.1	93.0	90.9	90.9	91.6	92.8	<b>91.6</b>	
Low Income	67.5	77.0	63.7	<b>69.4</b>		69.7	66.3		73.7	74.3					68.6	75.7		75.5	80.0	<b>73.0</b>	
ELL	38.9	72.0	48.0	<b>53.0</b>	31.3	53.2	47.7	32.4	45.9	52.5				41.5	51.4	51.0	45.0	59.5	46.2	<b>46.5</b>	
Special Ed	58.8	62.7	47.6	<b>56.4</b>	51.9	60.2	64.4	49.7	46.3	43.2	69.4	86.4	86.7	55.2	63.6	63.6	63.9	65.3	68.9	<b>62.6</b>	
Gifted	99.9	100.0	99.0	<b>99.6</b>									96.6								
Female	91.7	92.5	90.1	<b>91.4</b>	85.2	88.8	86.8	89.2	92.0	90.3	92.2	97.0	95.7	89.9	92.9	89.1	87.4	88.7	93.0	<b>90.5</b>	
Male	85.2	90.0	84.4	<b>86.5</b>	82.7	86.0	87.5	84.4	87.8	78.1	90.7	97.6	96.7	82.5	88.3	89.6	85.4	88.3	88.6	<b>87.6</b>	

Cells without data = not available or less than 10 students

Grade 4 WASL Math Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	79.5	79.5	77.5	<b>78.8</b>	72.0	74.4	71.7	74.0	78.3	75.1	88.5	91.9	91.8	77.0	79.0	74.1	78.0	79.9	75.3	<b>78.7</b>
American Indian	54.5	N=9	66.7	<b>60.6</b>				64.3	80.0					64.3	50.0			80.0		<b>67.7</b>
Asian/Pacific Islander	88.9	88.9	83.0	<b>86.9</b>	76.9	82.8	82.5	82.7	84.3	81.2	90.0	95.9	88.9	79.3	78.7	79.7	84.7	83.6	78.2	<b>83.3</b>
Black	50.0	50.0	51.7	<b>50.6</b>	24.0	40.0	26.9	49.2	40.0	48.9				52.9	52.9	51.6	48.5	57.8	57.4	<b>45.8</b>
Hispanic	56.3	56.3	43.1	<b>51.9</b>	36.6	33.0	27.5	40.3	41.9	39.6				46.4	48.9	40.8	55.8	58.7	54.3	<b>43.7</b>
White	79.9	92.1	79.2	<b>83.7</b>	78.2	77.7	77.4	76.6	81.2	77.6	87.4	91.7	92.2	80.3	83.3	77.4	82.9	83.3	78.7	<b>81.7</b>
Low Income	49.4	49.4	41.6	<b>46.8</b>		44.9	37.3		52.5	55.3					46.9	48.4		59.2	53.7	<b>49.8</b>
ELL	27.8	28.0	32.0	<b>29.3</b>	29.3	31.5	20.6	21.1	27.9	27.1				36.6	32.4	25.0	51.3	57.1	38.5	<b>33.2</b>
Special Ed	47.6	47.6	34.7	<b>43.3</b>	38.9	38.1	41.1	26.7	30.0	24.5	65.3	63.6	70.0	45.2	47.1	44.2	57.0	48.0	40.0	<b>45.3</b>
Gifted	99.1	99.1	99.5	<b>99.2</b>									96.6							
Female	82.9	82.9	78.4	<b>81.4</b>	71.3	75.4	72.1	73.2	78.0	75.5	89.1	91.5	90.0	79.3	78.1	71.7	77.9	79.4	77.7	<b>78.7</b>
Male	76.4	76.4	76.6	<b>76.5</b>	72.9	73.5	71.3	74.6	78.6	74.8	87.0	92.3	93.5	75.0	80.2	76.7	78.0	80.3	73.1	<b>78.8</b>

Cells without data = not available or less than 10 students

Grade 4 WASL Writing Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	79.1	75.4	78.2	<b>77.6</b>	71.7	74.0	75.5	71.2	74.7	77.4	83.3	91.3	86.8	71.7	74.5	76.5	72.9	74.0	74.3	<b>76.7</b>
American Indian	63.6	N=9	75.0	<b>69.3</b>				57.1	70.0					57.1	75.0	80.0		80.0		<b>69.9</b>
Asian/Pacific Islander	88.9	85.0	89.6	<b>87.8</b>	77.8	82.8	87.6	77.9	83.5	85.1	86.0	91.8	85.7	79.3	84.4	84.7	78.1	79.9	74.5	<b>82.6</b>
Black	61.5	59.1	65.5	<b>62.0</b>	32.0	62.9	70.4	52.5	47.5	63.0				58.8	60.8	67.6	66.7	64.4	66.7	<b>59.4</b>
Hispanic	59.4	54.5	52.9	<b>55.6</b>	34.3	48.9	38.1	45.2	53.3	53.2				45.4	59.6	58.0	48.8	50.0	47.2	<b>48.5</b>
White	79.0	92.1	77.4	<b>82.8</b>	76.7	74.5	77.2	73.3	75.6	78.2	82.3	91.4	86.4	73.6	75.3	77.2	75.2	75.6	77.5	<b>78.0</b>
Low Income	52.0	57.5	48.5	<b>52.7</b>		55.8	50.6		50.0	59.7					52.6	58.0		53.1	50.0	<b>53.7</b>
ELL	33.3	36.0	44.0	<b>37.8</b>	29.0	43.2	36.9	28.2	31.1	33.9				34.1	43.2	41.2	47.5	59.5	42.3	<b>39.2</b>
Special Ed	47.9	35.1	41.1	<b>41.4</b>	53.2	55.1	53.4	25.5	32.2	31.7	57.1	68.2	62.5	37.8	35.6	44.2	55.6	46.9	37.6	<b>46.4</b>
Gifted	95.9	96.1	95.2	<b>95.7</b>									100.0							
Female	87.1	83.4	85.8	<b>85.4</b>	76.8	81.7	80.5	78.8	83.0	83.4	88.4	93.9	90.1	79.4	85.3	82.1	76.2	78.5	80.4	<b>82.6</b>
Male	72.5	68.2	70.7	<b>70.5</b>	67.2	67.1	70.9	63.9	66.9	72.0	78.1	88.8	83.7	64.9	64.6	70.7	69.7	69.8	68.7	<b>71.1</b>

Cells without data = not available or less than 10 students

Grade 5 WASL Science Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	54.1	57.7	61.1	<b>57.6</b>	49.3	58.5	55.0	48.6	56.5	58.7	69.0	62.6	65.3	43.5	51.6	52.5	40.9	52.1	55.6	<b>54.6</b>
American Indian	N=6	40.0	N=8	<b>40.0</b>					58.3	70.0		64.9	75.4		38.9	33.3			40.0	<b>54.4</b>
Asian/Pacific Islander	64.1	66.0	70.1	<b>66.7</b>		56.8	60.8		65.6	66.1					59.8	57.3		50.0	57.1	<b>59.2</b>
Black	17.4	43.3	36.8	<b>32.5</b>		19.2	27.3		35.9	23.1					35.1	20.5		22.5	31.9	<b>26.9</b>
Hispanic	29.0	25.0	37.9	<b>30.6</b>		18.3	18.5		18.3	23.1					27.3	26.1		24.3	20.5	<b>22.1</b>
White	54.4	92.1	61.4	<b>69.3</b>		66.8	58.8		59.3	61.2		63.8	63.8		53.4	55.4		60.3	62.2	<b>60.5</b>
Low Income	24.2	31.6	33.3	<b>29.7</b>		26.4	27.7		20.8	28.1					26.3	27.3		27.5	29.3	<b>26.7</b>
ELL	0.0	15.8	12.0	<b>9.3</b>		7.3	11.1		2.5	2.3					4.3	3.4		9.7	9.1	<b>6.2</b>
Special Ed	28.3	18.8	17.0	<b>21.4</b>		24.4	21.6		14.9	11.3		28.6	30.0		22.6	22.6		23.3	27.4	<b>22.7</b>
Gifted		91.7	93.9	<b>92.8</b>									100.0							
Female	59.5	60.9	67.9	<b>62.8</b>		61.6	60.1		58.3	60.6		65.4	68.3		55.1	53.3		53.4	57.6	<b>59.4</b>
Male	49.7	54.6	55.2	<b>53.2</b>		55.6	60.4	48.6	56.5	58.7		60.2	62.6		48.4	51.7		50.9	53.6	<b>55.2</b>

Cells without data = not available or less than 10 students

Grade 7 WASL Reading Data																					Percent meeting standard		
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.			
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06				
All Students	82.1	88.8	78.6	<b>83.2</b>	73.5	84.2	72.5	75.4	83.5	78.0	92.0	93.0	91.8	73.7	81.6	71.8	73.2	78.3	72.3	<b>79.7</b>			
American Indian	N=7	N=6	N=6					53.3	66.7	61.1				50.0	75.0	50.0	63.6		63.6	<b>60.4</b>			
Asian/Pacific Islander	87.7	93.0	83.0	<b>87.9</b>	77.8	87.9	78.6	76.4	84.1	80.0	94.8	98.3	89.5	83.4	84.2	83.6	80.5	78.4	73.0	<b>83.4</b>			
Black	80.0	56.0	52.9	<b>63.0</b>	46.4	62.9	37.5	41.3	65.4	62.2				61.7	71.4	60.7	45.0	65.4	52.5	<b>56.0</b>			
Hispanic	68.8	69.6	73.3	<b>70.6</b>	36.9	55.1	34.1	46.6	50.9	50.5				56.4	57.7	42.6	50.0	73.7	53.8	<b>50.7</b>			
White	81.6	92.1	79.3	<b>84.3</b>	76.7	87.1	76.7	78.4	86.9	80.3	92.6	92.1	92.8	74.8	83.6	73.2	74.4	80.4	76.4	<b>81.8</b>			
Low Income	57.5	58.0	52.9	<b>56.1</b>		52.5	45.2		62.5	54.3	83.3				55.7	44.7		61.4	56.3	<b>57.3</b>			
ELL	N=4	N=9	N=7		21.7	36.4	18.9	7.7							20.7	14.3	27.3	25.0	17.2	<b>21.0</b>			
Special Ed	32.5	41.7	26.0	<b>33.4</b>	28.2	44.3	27.8	24.5	33.3	24.8	59.4	60.0	52.9	31.5	39.3	32.2	30.9	28.6	32.4	<b>36.7</b>			
Gifted	98.0	98.4	96.8	<b>97.7</b>																			
Female	86.6	91.0	84.9	<b>87.5</b>	75.7	87.6	76.9	79.4	88.0	81.7	92.3	96.1	93.0	79.3	86.6	74.7	79.2	84.5	76.8	<b>83.5</b>			
Male	77.6	86.8	73.1	<b>79.2</b>	71.5	81.3	67.8	71.0	79.5	74.5	91.8	90.0	90.7	68.9	77.0	68.9	66.8	72.6	68.5	<b>76.1</b>			

Cells without data = not available or less than 10 students

Grade 7 WASL Math Data percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	72.1	76.7	68.9	<b>72.6</b>	65.8	72.8	69.6	67.6	71.2	69.8	88.0	88.3	90.6	68.1	71.2	69.0	66.2	63.0	61.5	<b>72.2</b>
American Indian	N=7	N=5	N=6					46.7	52.4	44.4				34.6	60.0	30.0	18.2		45.5	<b>41.5</b>
Asian/Pacific Islander	79.7	84.5	80.6	<b>81.6</b>	73.3	82.4	79.3	75.5	75.8	79.1	87.9	96.7	93.0	73.5	75.1	86.8	69.8	66.2	70.7	<b>79.0</b>
Black	27.8	48.0	35.1	<b>37.0</b>	14.3	40.0	18.8	32.6	38.5	40.0				44.7	52.4	46.4	25.0	34.6	38.3	<b>35.5</b>
Hispanic	53.1	45.7	38.6	<b>45.8</b>	26.2	31.2	23.1	38.8	30.6	33.3				41.5	46.4	39.8	53.8	34.2	31.6	<b>35.9</b>
White	72.4	92.1	69.7	<b>78.1</b>	69.6	76.3	74.1	70.0	75.2	72.4	89.9	87.2	90.8	70.8	73.5	69.9	69.8	67.5	65.3	<b>74.8</b>
Low Income	40.0	43.4	33.7	<b>39.0</b>		38.9	38.4		41.4	39.8		83.3			42.1	42.5		37.9	41.4	<b>45.1</b>
ELL	N=4	N=9	N=7			38.9	38.4	19.2							17.2	25.7	0.0	12.5	7.1	<b>19.9</b>
Special Ed	21.4	25.5	18.1	<b>21.7</b>	17.3	24.6	22.8	18.2	16.6	11.8	37.5	40.0	31.3	21.0	25.2	21.7	25.8	11.0	18.9	<b>22.9</b>
Gifted	98.5	97.2	97.3	<b>97.7</b>																
Female	73.9	76.4	72.7	<b>74.3</b>	67.0	71.6	70.5	68.9	73.0	71.0	87.1	92.2	90.4	70.3	72.8	70.2	68.3	62.5	66.7	<b>73.5</b>
Male	71.4	76.9	65.8	<b>71.4</b>	64.7	74.0	68.7	68.9	73.0	71.0	88.8	84.4	90.7	66.0	69.9	67.7	63.9	63.5	57.1	<b>71.5</b>

Cells without data = not available or less than 10 students

Grade 7 WASL Writing Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	80.1	84.1	81.3	<b>81.8</b>	71.6	78.3	77.5	76.7	78.5	83.0	91.4	94.4	88.8	75.5	76.4	79.6	69.0	73.0	79.9	<b>79.6</b>
American Indian	N=7	N=5	N=6					46.7	52.4	61.1				53.8	70.0	70.0	45.5		63.6	<b>57.9</b>
Asian/Pacific Islander	90.3	90.9	86.1	<b>89.1</b>	78.5	84.9	82.7	82.9	82.4	91.6	93.1	95.0	91.2	85.4	77.4	87.4	76.5	78.4	85.4	<b>84.9</b>
Black	70.0	60.0	64.9	<b>65.0</b>	39.3	68.6	46.9	43.5	57.7	73.3				70.2	64.3	78.6	50.0	51.9	70.0	<b>59.5</b>
Hispanic	62.5	67.4	75.6	<b>68.5</b>	39.3	42.3	41.8	53.4	55.6	64.5				61.7	60.8	54.6	42.3	55.3	56.4	<b>52.3</b>
White	80.3	92.1	81.9	<b>84.8</b>	73.6	80.6	80.9	78.9	80.9	83.7	91.1	94.8	98.8	75.9	78.0	80.9	69.9	75.0	82.2	<b>81.7</b>
Low Income	62.5	50.6	60.8	<b>58.0</b>		53.9	52.5		56.6	62.1		75.0			54.8	59.3		52.9	65.0	<b>59.1</b>
ELL	N=4	N=8	N=7			53.9	52.5	3.8							17.2	17.1	18.2	29.2	34.5	<b>28.3</b>
Special Ed	23.9	35.7	40.1	<b>33.2</b>	25.7	33.3	30.7	30.8	29.6	37.9	71.9	70.0	41.2	32.8	34.6	35.7	32.0	24.2	39.5	<b>38.0</b>
Gifted	96.5	97.3	92.4	<b>95.4</b>																
Female	89.6	89.8	90.3	<b>89.9</b>	79.8	84.8	83.2	84.7	86.4	90.5	94.8	97.8	93.0	85.6	83.7	85.9	78.4	81.8	87.1	<b>86.5</b>
Male	72.5	79.1	73.7	<b>75.1</b>	64.1	72.7	71.3	84.7	86.4	90.5	88.2	91.1	84.9	66.6	69.5	73.2	59.1	64.9	73.7	<b>76.1</b>

Cells without data = not available or less than 10 students

Grade 8 WASL Science Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	68.1	58.4	70.7	<b>65.7</b>	60.9	59.3	65.9	61.2	54.3	67.4	80.2	79.1	85.2	57.9	53.9	58.0	52.4	49.3	57.7	<b>62.8</b>
American Indian	N=9	N=9	N=6						28.6	63.2					29.2	30.0		30.0		<b>36.2</b>
Asian/Pacific Islander	73.5	65.5	76.4	<b>71.8</b>		61.9	70.1		54.5	71.2		78.7	91.2		52.8	64.4		53.4	53.7	<b>65.2</b>
Black	20.0	17.6	37.5	<b>25.0</b>		24.1	31.0		22.2	42.6					40.9	35.1		18.2	22.0	<b>29.5</b>
Hispanic	57.1	37.8	30.0	<b>41.6</b>		20.7	24.1		29.2	28.0					25.8	24.0		12.1	37.8	<b>25.2</b>
White	69.8	92.1	73.2	<b>78.4</b>		64.5	70.8		57.4	70.7		80.8	84.5		57.0	60.7		53.8	64.1	<b>66.4</b>
Low Income	30.8	19.0	30.7	<b>26.8</b>		26.8	32.5		24.6	39.5					32.0	27.0		25.2	29.5	<b>29.6</b>
ELL	N=4	N=6	N=5			3.6	2.3		8.8						3.4	3.4		0.0	9.5	<b>4.4</b>
Special Ed	18.2	12.2	16.3	<b>15.6</b>		18.9	20.9		10.9	18.9		33.3	29.6		14.9	17.0		9.6	3.8	<b>17.8</b>
Gifted		91.6	97.2	<b>94.4</b>																
Female	67.9	61.0	70.5	<b>66.5</b>		61.0	65.5		53.1	66.8		77.1	88.8		56.3	58.9		51.6	59.1	<b>63.8</b>
Male	70.1	56.0	70.8	<b>65.6</b>		57.9	66.3	61.2	54.3	67.4		81.0	81.5		51.8	57.1		47.1	56.4	<b>62.0</b>

Cells without data = not available or less than 10 students

Grade 10 WASL Reading Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	82.4	88.2	93.8	<b>88.1</b>	82.5	87.1	91.2	81.4	86.1	91.7	90.2	92.9	97.4	80.3	86.0	93.6	73.8	83.0	89.5	<b>87.1</b>
American Indian	N=8	N=7	N=7					84.6	86.7					76.2	83.3	94.1		83.3		<b>84.7</b>
Asian/Pacific Islander	90.2	92.0	92.8	<b>91.7</b>	89.3	91.6	93.6	83.2	91.8	90.7	93.1	95.5	98.2	87.7	90.8	92.6	77.8	79.7	85.5	<b>89.4</b>
Black	68.4	73.7	82.6	<b>74.9</b>	72.7	61.3	76.9	65.8	64.4	78.7				60.0	68.6	86.2	62.5	74.4	78.8	<b>70.9</b>
Hispanic	61.8	80.0	85.7	<b>75.8</b>	53.0	47.4	67.6	55.1	46.3	66.7				60.5	67.8	72.1	26.1	64.9	69.7	<b>58.1</b>
White	82.6	92.1	94.8	<b>89.8</b>	85.1	91.2	94.2	83.0	88.4	94.5	90.7	92.5	97.3	81.7	87.0	95.2	75.7	85.8	93.7	<b>89.1</b>
Low Income	61.4	65.7	72.2	<b>66.4</b>		61.9	77.7		56.7	66.7					62.5	79.2		68.3	71.3	<b>68.0</b>
ELL	N=2	N=3	N=3		45.3	36.4	50.6	31.8						0.0	10.5	50.0	15.6	29.4	34.4	<b>30.4</b>
Special Ed	35.4	40.6	66.3	<b>47.4</b>	33.3	59.4	86.9	28.6	46.5	60.8	60.7	71.4	80.8	40.3	45.1	76.0	25.3	35.5	49.0	<b>53.3</b>
Gifted	97.6	97.5	99.0	<b>98.0</b>																
Female	86.4	92.0	95.8	<b>91.4</b>	86.5	88.0	92.0	84.5	88.9	93.6	95.6	92.8	97.4	83.9	88.7	94.8	80.6	86.2	91.5	<b>89.7</b>
Male	78.9	84.6	91.8	<b>85.1</b>	80.0	86.2	90.3	78.3	83.7	89.9	86.4	93.0	97.3	77.9	83.5	92.4	67.6	80.4	87.5	<b>85.0</b>

Cells without data = not available or less than 10 students

Grade 10 WASL Math Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	65.7	70.9	76.4	<b>71.0</b>	65.7	72.1	69.3	65.2	66.7	71.4	79.1	84.3	84.9	68.1	69.6	73.6	60.5	65.5	64.4	<b>70.7</b>
American Indian	N=8	N=7	N=7					53.8	40.0					61.9	41.7	66.7		25.0		<b>48.2</b>
Asian/Pacific Islander	76.5	77.3	81.1	<b>78.3</b>	80.8	83.5	82.7	70.5	75.3	73.8	83.3	89.6	89.3	80.4	76.8	77.4	60.1	69.9	69.3	<b>77.5</b>
Black	26.3	42.1	29.2	<b>32.5</b>	21.2	32.3	24.5	37.8	31.1	38.8				47.5	57.1	43.3	27.5	37.2	38.2	<b>36.4</b>
Hispanic	36.4	57.1	73.5	<b>55.7</b>	19.7	20.0	29.4	33.3	26.3	38.6				48.0	40.2	42.5	13.0	42.1	28.1	<b>31.8</b>
White	66.5	92.1	77.0	<b>78.5</b>	67.6	76.9	71.8	67.5	69.4	75.5	79.9	84.3	85.3	69.0	71.1	76.0	64.7	69.2	67.5	<b>73.0</b>
Low Income	30.9	46.3	50.7	<b>42.6</b>		42.4	42.1		28.7	33.0					36.9	44.7		53.3	38.0	<b>39.9</b>
ELL	N=2	N=3	N=3		35.9	31.8	28.7	27.3						0.0	0.0	32.3	6.3	14.7	21.9	<b>19.9</b>
Special Ed	11.6	12.9	27.5	<b>17.3</b>	12.5	32.1	50.4	11.9	15.7	19.8	35.7	46.4	44.0	27.9	21.8	40.9	16.1	14.5	18.6	<b>27.2</b>
Gifted	97.6	91.6	94.2	<b>94.5</b>																
Female	67.5	71.1	74.5	<b>71.0</b>	65.8	72.6	66.8	64.6	65.2	70.3	81.6	82.8	83.5	69.3	68.9	72.5	62.1	66.1	66.0	<b>70.5</b>
Male	64.2	70.8	78.2	<b>71.1</b>	66.6	71.6	71.8	65.9	67.9	72.4	77.4	86.0	86.7	67.8	70.3	74.6	58.8	64.9	62.8	<b>71.0</b>

Cells without data = not available or less than 10 students

Grade 10 WASL Writing Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	84.4	83.1	93.6	<b>87.0</b>	81.4	80.2	89.2	79.9	80.4	91.6	93.3	88.9	95.5	81.2	80.1	91.9	73.4	74.2	89.0	<b>84.7</b>
American Indian	N=8	N=7	N=7					76.9	80.0					81.0	66.7	88.2		41.7		<b>72.4</b>
Asian/Pacific Islander	94.7	86.3	96.1	<b>92.4</b>	88.0	82.5	91.5	86.1	85.1	91.7	94.4	92.5	94.6	86.5	87.6	93.2	74.5	78.0	89.7	<b>87.7</b>
Black	68.4	73.7	86.4	<b>76.2</b>	63.6	61.3	66.0	64.9	60.0	83.7				75.0	65.7	80.0	62.5	58.1	88.2	<b>69.1</b>
Hispanic	63.6	71.4	91.2	<b>75.4</b>	48.5	31.6	59.8	55.1	42.5	69.3				64.5	54.0	71.3	39.1	60.5	54.5	<b>54.2</b>
White	84.3	92.1	93.6	<b>90.0</b>	84.0	85.6	93.4	81.0	82.4	94.1	93.3	88.1	95.9	82.3	81.2	93.4	75.4	76.2	92.3	<b>86.6</b>
Low Income	58.5	56.7	75.7	<b>63.6</b>		52.8	68.6		48.8	71.5					50.0	72.8		59.0	72.9	<b>62.1</b>
ELL	N=2	N=3	N=3		42.2	16.7	32.9	31.8						0.0	0.0	34.5	21.9	23.5	50.0	<b>25.4</b>
Special Ed	35.8	39.6	68.8	<b>48.1</b>	43.8	45.7	80.8	24.6	31.4	64.1	67.9	53.6	68.0	39.8	31.1	70.5	21.8	17.7	43.2	<b>46.9</b>
Gifted	97.6	93.6	99.5	<b>96.9</b>																
Female	90.1	88.7	96.1	<b>91.6</b>	87.6	85.6	92.1	86.3	86.5	94.5	96.8	91.7	96.4	88.5	86.5	95.0	83.3	83.0	91.3	<b>89.7</b>
Male	79.3	77.6	91.2	<b>82.7</b>	77.0	75.1	86.3	73.8	75.1	89.0	91.0	86.0	95.2	75.4	74.1	88.8	64.0	66.7	86.6	<b>80.3</b>

Cells without data = not available or less than 10 students

Grade 10 WASL Science Data Percent meeting standard																				
Disaggregate Categories	Issaquah			Ave.	Bellevue			Lake Washington			Mercer Island			Northshore			Shoreline			Ave.
	04	05	06		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
All Students	53.5	60.0	57.6	<b>57.0</b>	57.2	62.9	51.8	50.8	56.1	58.7	71.8	82.1	74.9	53.8	52.4	53.7	43.8	55.6	46.4	<b>58.1</b>
American Indian	N=8	N=7	N=7					46.2	26.7					33.3	25.0	35.3		33.3		<b>33.3</b>
Asian/Pacific Islander	59.8	65.0	66.1	<b>63.6</b>	64.3	64.0	57.5	55.5	63.4	63.3	70.8	82.1	82.1	60.1	57.1	57.8	39.2	56.1	46.3	<b>61.3</b>
Black	26.3	15.8	12.5	<b>18.2</b>	12.1	25.8	18.4	18.9	26.7	34.7				30.0	34.3	6.9	15.0	27.9	12.1	<b>21.9</b>
Hispanic	33.3	47.2	54.5	<b>45.0</b>	18.2	20.0	20.0	25.6	17.5	28.9				33.8	28.7	29.1	17.4	36.8	20.0	<b>24.7</b>
White	54.1	92.1	57.7	<b>68.0</b>	61.2	69.9	55.8	52.7	58.8	61.6	73.9	82.8	73.8	55.6	54.0	56.0	48.2	59.7	50.9	<b>61.0</b>
Low Income	24.1	31.3	26.4	<b>27.3</b>		34.6	27.4		20.7	22.1					22.8	25.3		41.0	21.2	<b>26.9</b>
ELL	N=2	N=3	N=3		25.0	12.1	13.8	9.1						0.0	0.0	20.0	0.0	5.9	0.0	<b>8.6</b>
Special Ed	6.3	10.9	11.2	<b>9.5</b>	8.3	24.8	22.9	11.9	10.7	11.2	39.3	39.3	30.8	21.3	10.5	15.5	9.0	11.3	6.9	<b>18.2</b>
Gifted	91.7	91.7	89.8	<b>91.1</b>																
Female	53.9	60.1	56.8	<b>56.9</b>	55.5	64.7	49.8	49.6	55.5	57.6	69.0	78.3	74.2	51.7	52.1	55.3	43.0	57.0	46.7	<b>57.3</b>
Male	53.1	59.8	58.4	<b>57.1</b>	59.5	61.2	53.7	52.0	56.6	59.7	74.4	86.0	75.5	56.4	52.7	52.1	44.4	54.5	46.1	<b>59.0</b>

Cells without data = not available or less than 10 students

## District-Wide Trends

This analysis taken from the trend analysis on the worksheets following.

Several trends found throughout this analysis are repeated on multiple worksheets. For the purpose of identifying district-wide trends in this report, all achievement test data and graduation data will be considered, while attendance and discipline data will not be considered within this analysis. Three-year trend data exists for WASL in reading and math at grades 4, 7, 10 and for WASL Science at grades 5, 8, and 10. ITBS and ITED data are included because three-year trends exist for those data, while Stanford data exists only for 2006. ITBS and ITED testing was discontinued in 2005.

1. There is considerable evidence that an achievement gap exists between the performance of Asian and White students and that of Black and Hispanic students.
2. Where sufficiently measurable numbers of American Indian students exist, their performance is also significantly lower than that of Asian and White students.
3. Females almost always outperform males.
4. There is a significant and consistent gap between the performance of All Students and that of Low Income, Special Ed, and ELL students.
5. Gifted students consistently and significantly outperform All Students.

Although only one year of data exist for Stanford 10 at grades 3-11 and for WASL Reading and Math at grades 3, 5, 6, and 8, in general these data confirm what has been reported in existing three-year trend information on both WASL and ITBS/ITED results.

<b>Achievement Test Data (K Stanford)</b>		
Disaggregate Categories	Stanford Reported as Percentile Rank	
	Reading	Math
	2005-06	2005-06
All Students	78	64
American Indian	45	33
Asian/Pacific Islander	88	71
Black	71	50
Hispanic	58	41
White	75	65
Low Income	31	30
ELL		
Special Ed	48	40
Gifted	NA	NA
Female	80	64
Male	76	65

## Achievement Test Data (K Stanford)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2006-07.

### Observations/Trends:

**Trends-** With only one year of test results, there is no trend data for Stanford tests.

#### Observations

- There is a significant achievement gap between the performance of Asian and White students and that of American Indian, Hispanic and Black students, with American Indian students having the lowest achievement scores of all ethnic groups.
- Low Income and Special Ed students scored significantly below All Students.
- There was no significant difference in the performance of males and females.

<b>Achievement Test Data (1st Stanford)</b>		
Disaggregate Categories	<u>Stanford</u> Reported as Percentile Rank	
	Reading	Math
	2005-06	2005-06
All Students	63	70
American Indian	N=3	N=3
Asian/Pacific Islander	74	82
Black	44	43
Hispanic	37	43
White	62	68
Low Income	23	37
ELL		
Special Ed	29	36
Gifted	NA	NA
Female	67	67
Male	58	58

## Achievement Test Data (1st Stanford)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2006-07.

### Observations/Trends:

**Trends-** With only one year of test results, there is no trend data for Stanford tests.

#### **Observations-**

- There is a significant achievement gap between the performance of Asian and White students and that of Hispanic and Black students, with Hispanic students having the lowest achievement scores of all ethnic groups.
- Low income and Special Ed students scored significantly below All Students.
- Females scored significantly higher than males in both reading and math.

<b>Achievement Test Data (2nd Stanford)</b>		
Disaggregate Categories	<u>Stanford</u> Reported as Percentile Rank	
	Reading	Math
	2005-06	2005-06
All Students	69	69
American Indian	N=8	N=8
Asian/Pacific Islander	74	80
Black	49	46
Hispanic	36	33
White	70	69
Low Income	43	41
ELL		
Special Ed	34	38
Gifted	NA	NA
Female	71	65
Male	67	73

## Achievement Test Data (2nd Stanford)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2006-07.

### Observations/Trends:

**Trends-** With only one year of test results, there is no trend data for Stanford tests.

#### **Observations-**

-There is a significant achievement gap between the performance of Asian and White students and that of Hispanic and Black students, with Hispanic students having the lowest achievement scores of all ethnic groups.

- Low income and Special Ed students scored significantly below All Students.

- Males performed significantly higher than Females in Math.

**Achievement Test Data (3rd Stanford/WASL)**

Disaggregate Categories	<u>Stanford</u> Reported as Percentile Rank		<u>WASL</u> Reported as % Meeting Standard	
	Reading	Math	Reading	Math
	2005-06	2005-06	2005-06	2005-06
All Students	74	76	85.7	82.8
American Indian	N=4	N=4	N=5	N=5
Asian/Pacific Islander	81	86	90.5	90.9
Black	52	54	64.0	64.0
Hispanic	53	54	74.5	66.7
White	73	74	85.7	82.1
Low Income	48	50	62.7	59.5
ELL			47.4	60.5
Special Ed	45	49	53.0	47.8
Gifted	94	94	99.3	100.0
Female	77	76	87.5	84.0
Male	71	76	84.0	81.6

## Achievement Test Data (3rd Stanford/WASL)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for the 2005-06 Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the Stanford data files for 2006-07.

### Observations/Trends:

#### Stanford

**Trends-** With only one year of test results, there is no trend data for Stanford.

#### **Observations-**

- There is a significant achievement gap between the performance of Asian and White students and that of Hispanic and Black students, with Black students having the lowest achievement scores of all ethnic groups.
- Low income and Special Ed students scored significantly below All Students.
- Females scored significantly higher than males in reading.

#### WASL

**Trends-** With only one year of test results, there is no trend data for WASL.

#### **Observations-**

- There is a significant achievement gap between the performance of Asian and White students and that of Hispanic and Black students, with Black students having the lowest achievement scores of all ethnic groups.
- Low Income, Special Ed, and ELL students met standard at rates significantly below All Students.

## Achievement Test Data (3rd ITBS)

Reported as: % students in top quartile

Disaggregate Categories	Reading			Language			Math		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
All Students	45.9	50.6	45.7	58.5	51.9		64.9	57.9	61.9
American Indian	44.4	14.3	40	44.4	14.3		55.6	14.3	40
Asian / Pacific Islander	34	45.4	42.9	66.4	54.6		74.3	68.7	73.7
Black	25	35	24.1	43.7	35		62.5	40	37.9
Hispanic	12.5	22.2	23.4	21.9	34.6		28.1	25.9	25.5
White	48.2	52.8	48.3	59.4	52.9		64.7	58.5	62
Low Income									
ELL	0	0	0	0	0		14.3	33.3	25.8
Special Ed	26.4	31.9	19.7	35.9	38.1		41.4	39.5	26.4
Gifted			83.7						96.3
Male			37.6						63.5
Female			54.1						60.2

## Achievement Test Data (3rd ITBS)

Reported as: % students in top quartile

### Collecting Issues:

05 - Blank cells are those not coded on ITBS / ITED

### Correcting Issues:

### Observations / Trends:

- With the exception of one year in math, there is a significant achievement gap between the performance of Asian and White students v the performance of Black and Hispanic students with Hispanic students having the lowest performance of all ethnic groups.
- There is also a significant achievement gap between the Special Ed, ELL, v All Students populations.
- Of the twenty-one 3year data trends (3 yr Math trend for Blacks, 3 yr Reading trend for All Students, etc.), 11 of these indicate a drop in students within the top quartile in the 02-03 data.
- Special Ed students increased their percentages within the top quartile for each of the three year patterns in math, reading, and language.

**Achievement Test Data (4th Stanford/WASL)**

Disaggregate Categories	Stanford Reported as Percentile Rank		WASL Reported as % Meeting Standard								
	Reading	Math	Reading			Math			Writing		
	2005-06	2005-06	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
All Students	77	79	88.2	91.2	87.3	79.5	79.5	77.5	79.1	75.4	78.2
American Indian	72	71	81.8	N=9	66.7	54.5	N=9	66.7	63.6	N=9	75.0
Asian/Pacific Islander	83	87	91.8	90.8	92.9	88.9	88.9	83.0	88.9	85.0	89.6
Black	60	62	92.3	81.8	69.0	50.0	50.0	51.7	61.5	59.1	65.5
Hispanic	52	53	71.9	81.8	72.5	56.3	56.3	43.1	59.4	54.5	52.9
White	77	78	88.3	92.1	87.7	79.9	79.9	79.2	79.0	75.1	77.4
Low Income	50	49	67.5	77.0	63.7	49.4	49.4	41.6	52.0	57.5	48.5
ELL			38.9	72.0	48.0	27.8	28.0	32.0	33.3	36.0	44.0
Special Ed	41	45	58.8	62.7	47.6	47.6	47.6	34.7	47.9	35.1	41.1
Gifted	94	94	99.9	100.0	99.0	99.1	99.1	99.5	95.9	96.1	95.2
Female	81	80	91.7	92.5	90.1	82.9	82.9	78.4	87.1	83.4	85.8
Male	73	78	85.2	90.0	84.4	76.4	76.4	76.6	72.5	68.2	70.7

## Achievement Test Data (4th Stanford/WASL)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2006-07.

### Observations/Trends:

#### Stanford

**Trends-** With only one year of test results, there is no trend data for Stanford.

#### **Observations-**

- There is a significant achievement gap between the performance of Asian and White students and that of Hispanic and Black students, with Hispanic students having the lowest achievement scores of all ethnic groups.
- Low income and Special Ed students scored significantly below All Students.
- Females scored significantly higher than males in Reading.

#### WASL

#### **Trends-**

- Asian and White students met standard at significantly higher rates than Black and Hispanic students.
- Low Income, Special Ed and ELL students met standard at rates significantly below All Students.
- Gifted students met standard at significantly higher rates than All Students.
- Females generally met standard at significantly higher rates higher than males.

**Achievement Test Data (5th Stanford/WASL)**

Disaggregate Categories	Stanford Reported as Percentile Rank		WASL Reported as % Meeting Standard				
	Reading	Math	Reading	Math	Science		
	2005-06	2005-06	2005-06	2005-06	03-04	04-05	05-06
All Students	82	85	86.9	79.0	54.1	57.7	61.1
American Indian	N=8	N=8	N=8	N=8	N=6	40.0	N=8
Asian/Pacific Islander	85	92	92.3	90.9	64.1	66.0	70.1
Black	62	64	68.4	52.6	17.4	43.3	36.8
Hispanic	66	65	72.4	50.0	29.0	25.0	37.9
White	82	84	87.2	79.0	54.4	58.1	61.4
Low Income	59	59	64.5	49.5	24.2	31.6	33.3
ELL			52.0	40.0	0.0	15.8	12.0
Special Ed	51	51	44.3	36.8	28.3	18.8	17.0
Gifted	95	96	98.6	98.6		91.7	93.9
Female	84	85	90.1	79.8	59.5	60.9	67.9
Male	80	85	84.1	78.3	49.7	54.6	55.2

## Achievement Test Data (5th Stanford/WASL)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2006-07.

### Observations/Trends:

#### Stanford

**Trends-** With only one year of test results, there is no trend data for Stanford tests.

#### **Observations-**

There is a significant achievement gap between the performance of Asian and White students and that of Hispanic and Black students, with Black students having the lowest achievement scores of all ethnic groups.

- Low income and Special Ed students scored significantly below All Students.

#### WASL

**Trends-** With only one year of test results in reading and math, there is no trend data for these subjects. Trend data are available for Science.

- Asian and White students meet standard at significantly higher rates than Black and Hispanic students, with Black students scoring the lowest of all ethnic groups in Science.

-Low Income and Special Ed students met standard at significantly lower rates than All Students.

- Females met standard in Science at significantly higher rates than males .

## Achievement Test Data (5th ITBS )

Reported as: % students in top quartile

Disaggregate Categories	Reading			Language					
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005			
All Students		35.1	39.5		33.5	42.1			
American Indian		(N=1)	(N=5)		(N=0)	(N=5)			
Asian / Pacific Islander		16.1	39.4		22.5	56.1			
Black		(N=3)	(N=7)		(N=4)	(N=7)			
Hispanic		(N=6)	(N=4)		(N=7)	(N=7)			
White		81.2	41.1		74.5	40.7			
Low Income			(N=7)			14.3			
ELL		0	0		0	0			
Special Ed		5.5	14.6		(N=5)	11.7			
Gifted			86.1			82			
Female		49.9	40.3		61	48.8			
Male		50.1	38.7		39	35.6			

## Achievement Test Data (5th ITBS )

Reported as: % students in top quartile

**Collecting Issues:** We have not historically kept records as a district on the percent of students scoring in the top quartile. To access this data, we used Skyward. The Skyward download only included current 04-05 students which automatically withdrew 32 students in Reading and 29 students in Language from last year's data to this year. This information was drawn from the ITBS data disk, added to a Skyward download of current students, and put together in access by student ID number. Percentile ranks came from the district hard copy report. Due to the time consuming nature of gathering this data, it was not possible to obtain the information from the previous two years. Percentiles for subgroups are based on the 'All Students' total percent.

**05 - Subgroups NOT calculated as percentages of the 'All Students' group. Blank cells are those not coded on ITBS.**

### Correcting Issues:

### Observations / Trends:

- There is a significant gap between the % of White students v Asian students who are in the top quartile in Reading and Language.
- Female students had a significantly higher % in the top quartile in Language than did male students.
- There is a significant gap between the performance of All Students v Special Ed and ELL students.

**Achievement Test Data (6th Stanford/WASL)**

Disaggregate Categories	<u>Stanford</u> Reported as Percentile Rank		<u>WASL</u> Reported as % Meeting Standard	
	Reading	Math	Reading	Math
	2005-06	2005-06	2005-06	2005-06
All Students	80	76	80.6	71.5
American Indian	64	54	66.7	50.0
Asian/Pacific Islander	83	88	88.7	84.1
Black	70	53	74.1	48.1
Hispanic	45	47	48.9	38.3
White	80	74	80.8	71.4
Low Income	55	45	57.1	39.0
ELL			N=7	N=8
Special Ed	45	37	40.0	26.9
Gifted	95	93	97.4	99.0
Female	81	75	86.9	72.9
Male	78	75	74.5	70.1

## Achievement Test Data (6th Stanford/WASL)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2006-07.

### Observations/Trends:

#### Stanford

**Trends-** With only one year of test results, there is no trend data for Stanford tests.

#### **Observations-**

- There is a significant achievement gap between the performance of Asian and White students and that of American Indian, Hispanic and Black students, with American Indian students having the lowest achievement scores of all ethnic groups.
- Low income and Special Ed students scored significantly below All Students.
- There is no significant difference between the performance of females and males.

#### WASL

**Trends-** With only one year of test results, there is no trend data available for WASL.

#### **Observations-**

- Asian and White students met standard at significantly higher rates than American Indian, Black and Hispanic students, with Hispanic students scoring the lowest of all ethnic groups.
- Low Income and Special Ed students met standard at significantly lower rates than All Students.
- Gifted students met standard at significantly higher rates than All Students.
- Females met standard in reading at significantly higher rates than males.

**Achievement Test Data (7th Stanford/WASL)**

Disaggregate Categories	<u>Stanford</u> Reported as Percentile Rank		<u>WASL</u> Reported as % Meeting Standard								
	Reading	Math	Reading			Math			Writing		
	2005-06	2005-06	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
	All Students	76	77	82.1	88.8	77.9	72.1	76.7	68.9	80.1	84.1
American Indian	N=7	N=7	N=7	N=6	N=6	N=7	N=5	N=6	N=7	N=5	N=6
Asian/Pacific Islander	78	88	87.7	93.0	83.1	79.7	84.5	80.6	90.3	90.9	86.1
Black	54	51	72.2	56.0	48.6	27.8	48.0	35.1	70.0	60.0	64.9
Hispanic	44	57	68.8	69.6	73.3	53.1	45.7	38.6	62.5	67.4	75.6
White	77	76	82.2	89.8	78.7	72.4	77.6	69.7	80.3	84.6	81.9
Low Income	50	50	57.5	59.0	52.9	40.0	43.4	33.7	62.5	50.6	60.8
ELL			N=4	N=9	N=7	N=4	N=9	N=7	N=4	N=8	N=7
Special Ed	45	41	33.6	42.9	25.4	21.4	25.5	18.1	23.9	35.7	40.1
Gifted	92	94	98.0	98.4	96.8	98.5	97.2	97.3	96.5	97.3	92.4
Female	79	78	86.9	91.0	84.8	73.9	76.4	72.7	89.6	89.8	90.3
Male	74	76	78.2	86.9	72.0	71.4	76.9	65.8	72.5	79.1	73.7

## Achievement Test Data (7th Stanford/WASL)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2005-06.

### Observations/Trends:

#### Stanford

**Trends-** With only one year of test results, there is no trend data for Stanford tests.

#### **Observations**

- There is a significant achievement gap between the performance of Asian and White students and that of Black and Hispanic students, with Hispanic students scoring significantly lower than other ethnic groups in reading and Black students scoring significantly lower in math.
- Special Ed and Low Income students scored significantly lower than All Students.
- Females performed significantly higher than males in reading.

#### WASL

#### **Trends**

- Asian and White students met standard at a significantly higher rate than Hispanic and Black students, with Black students meeting standard at rates lower than all other ethnic groups.
- Low income and Special Ed students scored significantly below All Students.
- Gifted students met standard at rates significantly higher than All Students.
- Females met standard at rates significantly higher than males.

**Achievement Test Data (8th Stanford/WASL)**

Disaggregate Categories	<b>Stanford</b> Reported as Percentile Rank		<b>WASL</b> Reported as % Meeting Standard				
	Reading	Math	Reading	Math	Science		
	2005-06	2005-06	2005-06	2005-06	03-04	04-05	05-06
All Students	80	84	85.9	71.1	68.1	58.4	70.7
American Indian	N=5	N=5	N=8	N=7	N=9	N=9	N=6
Asian/Pacific Islander	81	91	93.3	81.9	73.5	65.5	76.4
Black	60	61	50.0	37.5	20.0	17.6	37.5
Hispanic	60	55	65.3	34.0	57.1	37.8	30.0
White	81	83	87.1	72.6	69.8	58.8	73.2
Low Income	54	55	61.8	35.5	30.8	19.0	30.7
ELL			N=5	N=5	N=4	N=6	N=5
Special Ed	43	37	32.7	14.1	18.2	12.2	16.3
Gifted	94	97	99.4	98.9		91.6	97.2
Female	79	82	91.4	72.8	67.9	61.0	70.5
Male	80	85	81.2	69.6	70.1	56.0	70.8

## Achievement Test Data (8th Stanford/WASL)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2005-06.

### Observations/Trends:

#### Stanford

**Trends-** With only one year of test results, there is no trend data for Stanford tests.

#### WASL

**Trends-** With only one year of test results, there is no trend data for reading and math. Trend data does exist for Science.

- There is no significant difference in the percentage of females and males meeting standard in science.
- Asian and White students meet standard in science at significantly higher rates than Hispanic and Black students, with Hispanic students lower than all other ethnic groups.
- Low income and Special Ed students met standard at percentages significantly below All Students
- Gifted students met standard at significantly higher rates than All Students.

#### **Observations-**

-Asian and White students met standard at significantly higher rates in reading and math than Hispanic and Black students, with Black students lowest in reading and Hispanic students lowest in math of all ethnic groups.

Females met standard at significantly higher percentages in reading than males.

- There was no significant difference in the percentage of males and females meeting standard in math.

**Achievement Test Data (9th Stanford/WASL)**

Disaggregate Categories	<b>Stanford</b> Reported as Percentile Rank		<b>WASL</b> Reported as % Meeting Standard			
	Reading	Math	Reading	Math	Writing	Science
	2005-06	2005-06	2005-06	2005-06	2005-06	2005-06
All Students	78	85	75.4	86.3	65.6	0.8
American Indian	N=6	N=6				
Asian/Pacific Islander	79	91	78.6	85.7	64.3	
Black	49	59				
Hispanic	58	66	N=1	N=1	N=1	
White	79	85	74.3	86.3	65.7	
Low Income	47	60				
ELL						
Special Ed	41	48	N=2	N=4	N=1	
Gifted	93	96	75.0	91.7	55.6	
Female	80	85	74.2	87.1	61.3	
Male	76	85	76.5	85.5	69.6	

## Achievement Test Data (9th Stanford/WASL)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2005-06.

### Observations/Trends:

#### Stanford

**Trends-** With only one year of test results, there is no trend data for Stanford.

#### **Observations-**

- Asian and White students performed higher than Hispanic and Black students with Black students scoring the lowest of all ethnic groups.
- Low Income and Special Ed students performed significantly lower than All Students.
- There was no significant difference in the performance of male and female students.

#### WASL

**Trends-** With only one year of test results, there is no trend data for WASL. Ninth grade students may take the 10th grade WASL and "bank" passing scores.

#### **Observations-**

- With the exception of one Hispanic student, all students attempting the WASL in grade 9 were Asian or White.
- More Special Education students than Hispanic students took the WASL in grade 9.
- Gifted students met standard at higher percentages in math than All Students, but not in reading or writing.
- Very few students attempted the science portion of the test, which is not a graduation requirement until 2010.
- Males met standard at higher percentages in writing than females.

## Achievement Test Data (9th ITED)

Reported as: % students in top  
quartile

Disaggregate Categories	Reading			Expression			Quantitative		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
All Students	50.6	48.5	51.8	53.2	52	55.3	57.9	59	59
American Indian	33.3	40	(N=9)	40	0	(N=9)	33.3	60	(N=9)
Asian / Pacific Islander	49.6	46	49.7	61.5	54.7	62.5	73.8	69.4	68.2
Black	22.2	29.4	13	38.9	23.5	17.4	22.2	18.8	17.4
Hispanic	34.4	37.1	41.5	34.4	40	39	36.4	38.9	43.9
White	52.1	49.6	53.8	53.3	52.6	55.9	57.4	58.7	59.3
Low Income									
ELL		(N=4)	(N=6)		(N=4)	(N=6)		(N=4)	(N=6)
Special Ed	11.9	22.3	12.1	11	17	11.1	12.5	18.3	9.2
Gifted	91	84.7	88.4	88.6	80.1	89.4	92.2	93	90.5
Female			54.4			62			54.4
Male			49.4			49			63.3

## Achievement Test Data (9th ITED)

Reported as: % students in top quartile

### Collecting Issues:

- Gifted student data is based on gifted students tested in 04 and still in the district in November 04.

**05 - Blank cells are those not coded on ITBS / ITED.**

### Correcting Issues:

- We are awaiting the legislature's decision on the future of ITED administration in Washington.

### Observations / Trends:

- Blacks have seen a significant decrease in the percent of students at standard across each of the three year trends in Reading, Language, and Math.
- Hispanics have seen a significant increase in the percent of students at standard across each of the three year trends in Reading, Language, and Math.
- Special Ed students are seeing an increase in the percent of students at standard in each of the three year trends in Reading, Language, and Math.
- Of the twenty-one 3year data trends within this worksheet (3 yr Math trend for Blacks, 3 yr Reading trend for All Students, etc.), 7 of these indicate a drop in student achievement in the 02-03 data.
- There is a significant gap between the performance of All Students v Special Ed Students.
- Gifted students significantly and consistently outperform All Students.

**Achievement Test Data (10th Stanford/WASL)**

Disaggregate Categories	Stanford Reported as Percentile Rank		WASL Reported as % Meeting Standard											
	Reading	Math	Reading			Math			Writing			Science		
	2005-06	2005-06	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
All Students	73	86	83.6	88.0	92.9	65.8	70.8	75.2	84.5	82.9	92.7	63.6	59.9	56.6
American Indian	N=9	N=9	N=8	N=7	N=7	N=8	N=7	N=7	N=8	N=7	N=7	N=8	N=7	N=7
Asian/Pacific Islander	74	92	90.9	92.1	92.8	77.9	77.4	80.7	95.5	86.4	96.1	61.1	65.2	65.7
Black	43	50	72.2	73.7	70.4	27.8	42.1	23.3	72.2	73.7	73.1	27.8	15.8	10.0
Hispanic	73	80	65.6	80.0	83.8	41.4	57.1	69.4	70.0	71.4	86.1	36.7	47.2	51.4
White	73	86	85.1	88.4	94.2	68.8	70.9	76.4	88.3	83.4	93.3	56.6	60.6	57.1
Low Income	50	69	61.4	65.7	72.2	30.9	46.3	50.7	58.5	56.7	75.7	24.1	31.3	26.4
ELL			N=2	N=3	N=3	N=2	N=3	N=3	N=2	N=3	N=3	N=2	N=3	N=3
Special Ed	32	41	39.5	40.0	65.6	13.4	12.0	26.9	43.0	39.0	68.4	7.2	10.0	11.0
Gifted	90	96	97.6	97.5	99.0	95.2	96.2	96.9	97.6	93.6	99.5	91.7	91.7	89.8
Female	75	87	89.5	91.6	94.2	70.3	70.8	73.1	93.5	88.4	94.9	56.9	59.8	55.6
Male	70	86	80.9	80.9	91.6	66.3	70.8	77.3	83.4	77.6	90.6	54.9	59.9	57.6

## Achievement Test Data (10th Stanford/WASL)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2005-06.

### Observations/Trends:

#### Stanford

**Trends-** With only one year of test results, there is no trend data for Stanford tests.

#### **Observations**

- There is a significant achievement gap between the performance of Asian and White students and that of Hispanic and Black students, with Black students having the lowest achievement scores of all ethnic groups, especially in math.
- Low income and Special Ed students scored significantly below All Students.
- Females performed significantly higher in reading than males.

#### WASL

#### **Trends**

- White and Asian students met standard at significantly higher rates than Black and Hispanic students.
- Special Ed and Low Income students met standard at significantly lower rates than All Students.
- Gifted students met standard at significantly higher rates than All Students.
- Males met standard at significantly increased rates in math, reading and writing over the three year span.
- Female performance was relatively flat over the three year span.

<b>Achievement Test Data (11th Stanford)</b>		
Disaggregate Categories	<u>Stanford</u> Reported as Percentile Rank	
	Reading	Math
	2005-06	2005-06
All Students	79	84
American Indian	N=4	N=4
Asian/Pacific Islander	76	90
Black	62	59
Hispanic	62	72
White	81	83
Low Income	46	58
ELL		
Special Ed	32	32
Gifted	94	96
Female	83	85
Male	76	83

## Achievement Test Data (11th Stanford)

### Collecting Issues:

Due to a coding error last spring, ELL data is not available for this year's Stanford tests.

### Correcting Issues:

The ELL coding issue will be corrected in the upload of the data files for 2005-06.

### Observations/Trends:

**Trends-** With only one year of test results, there is no trend data for Stanford.

#### **Observations-**

- There is a significant achievement gap between the performance of Asian and White students and that of Hispanic and Black students, with Black students having the lowest achievement scores in math of all ethnic groups.
- Low income and Special Ed students scored significantly below All Students.
- Females scored significantly higher in reading than males.

<b>District Attendance Data</b> <span style="float: right;">Reported as number of unexcused absences</span>									
Disaggregate Categories	Elementary			Middle School			High School		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
All Students	17	2706 (out of 7560)	2800.0	851	4006.95	2014.5	3411	13833.00	13495.4
American Indian		20.0	34.5	22	95.73	38.9		102.59	77.6
Asian/Pacific Islander	1	346.5	282.5	97	312.64	317.2		957.24	1083.2
Black		172.5	227.0	49	239.44	235.4		288.92	445.5
Hispanic	1	282.0	328.0	88	289.63	301.1		685.34	808.7
White	17	1885.0	1907.5	595	3069.23	1396.7		11786.08	11077.5
Low Income		465.5	576.5		943.73	635.2		1235.30	2192.4
ELL		135.5	199.0		40.93	48.3		61.54	158.1
Special Ed		527.0	408.0		917.42	471.6		2572.36	2590.6
Gifted		160.5	77.0		347.75	74.0		865.41	818.2
Female		1478.0	1039.0		1829.00	971.8		8310.61	5493.5
Male		1228.0	1265.5		2177.95	1139.3		5522.02	8001.9

## District Attendance Data

Reported as number of unexcused absences

### Collecting Issues:

In 05, the total for "ethnicity" does not equal "all students" due to rounding and additional categories. Data collection for 05-06 was hampered by staff turnover.

### Correcting Issues:

Ongoing efforts continue to refine data entry processes to ensure that data is accurate and consistent across buildings. Training will occur in June each year so that buildings have accurate data at the close of school before the student information system is rolled up for the following school year.

### Observations/Trends:

- Unexcused absences are increasing each year in some subgroups but decreasing in others. There is variability by level and sub-group.

<b>District Discipline Data</b> <span style="float: right;">Reported as number of incidences</span>									
Disaggregate Categories	Elementary			Middle School			High School		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
All Students			119	294	1428 (1026 students)	477	1386	3204 (2157 students)	1789
American Indian				3	9	7	7	35	16
Asian/Pacific Islander			6	29	111	28	96	193	135
Black			6	17	90	33	25	130	141
Hispanic			25	12	71	27	43	159	85
White			80	233	1137	379	1215	2687	1403
Low Income			21		296	99		228	266
ELL			12		5	1		13	15
Special Ed			65		483	161		768	534
Gifted			4		91	9		86	96
Female			13		1169	69		2259	
Male			106			408		945	

**District Discipline Data**

Reported as number of incidences

**Collecting Issues:**

Staff turnover resulted in inconsistent data collection and reporting. Some schools reported all day suspension while some reported both full and partial day. Some schools reported only out of school suspensions while some reported both in-house and out of school suspensions.

**Correcting Issues:**

Ongoing efforts focus on accurate and consistent data entry as well as accurate reporting out. Additional training will occur in June prior to the end of school.

**Observations/Trends:**

Inconsistent data reporting makes any conclusions inaccurate.

**District Graduation Data**

Reported as percent of students who graduated

Disaggregate Categories	2002-03	2003-04	2004-05
All Students	* (87.3) <u>86</u>	*(90.8) <u>91</u>	*(82.4) 94% on time <u>97% extended time</u>
American Indian	(N=6)	(N=9)	(N=8)
Asian/Pacific Islander	87.9 <u>86</u>	91.2 <u>91</u>	83.1 <u>97</u>
Black	65.2 <u>75</u>	81.8 <u>90</u>	80 <u>100</u>
Hispanic	72 <u>69</u>	61.5 <u>74</u>	71.9 <u>95</u>
White	88.5 <u>87</u>	91.7 <u>91</u>	82.7 <u>97</u>
Low Income		<u>89</u>	<u>87</u>
ELL	(N=4)	(N=3)	<u>93</u>
Special Ed	71.2	84.1 <u>85</u>	<u>99</u>
Gifted			
Female	89.4	92.4	86.9
Male	85.4	89.3	78.9

### District Graduation Data

Reported as percent of students who graduated

#### Collecting Issues:

We have collected and compiled graduation data for the past three years in the Assessment Office. That data is represented above. We have learned that matching graduation rate on what states report and on what districts report around the country is a difficult connection. The state has updated its criteria for the third year in a row on what constitutes on-time graduation. The graduation rate must now be calculated based on the year the student enters the 9th grade EXCEPT for special education students whose projected year of graduation can be adjusted up until their 16th birthday after which point it can no longer be changed. Additionally, the district's reporting timeframe for this data does not match the timeline for state reporting, so the district data does not match what is reported on the OSPI website.

\*(\_\_) Data in parentheses represents district estimates. Underlined data represent final OSPI rates. Different collection and reconciliation software is used, leading to discrepancies in the numbers. Additionally, the district's reporting timeframe for this data does not match the timeline for state reporting, so the district data does not match what is reported on the OSPI website.

#### Correcting Issues:

We have worked to update our record keeping procedures so that our data can more accurately match the state's graduation rate, but due to ongoing changes in state and federal reporting practices, accurate rates are not available until the spring of the year following graduation. We recommend changing district reporting to better match state reporting practices.

#### Observations/Trends:

There is an increase in the percentage of graduation for All Students and the reported subgroups from 03-04 reported data to 04-05 except for Low Income students.