



GIAUDRONE MS: ADVANCED ACHIEVEMENT GAP ANALYSIS-2010

9/1/2010

A Five-year View by Ethnicity, Poverty, & ELL-Status

MERIT District Report: This analysis is provided in support of School Improvement Grant recipients and is funded by OSPI Office of District and School Improvement.



The Center for Educational Effectiveness

Giaudrone MS: Advanced Achievement Gap Analysis-2010

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BACKGROUND & PURPOSE

In 2008, the Washington State Legislature passed ESHB 2687 which called for studies to be conducted on the academic achievement gap as it pertains to students of color. In the spring of 2009, the Five Ethnic Achievement Gap studies which were requested and funded by ESHB 2687 were released to the legislature, policy makers and the citizens of Washington State. While these studies present comprehensive views of both evident and hidden achievement gaps, none analyzed the Washington high stakes achievement results (WASL at that time) at a level more deeply than the overall Ethnic subgroup¹. This report augments each of these reports with additional detail on the academic performance within each ethnic subgroup.

Since 2002, The Center for Educational Effectiveness (CEE) has worked with all schools and districts served in OSPI's District and School Improvement initiatives as a value-add provider of data on student achievement and organizational effectiveness in these sites. In 2008 CEE became one of four partners with OSPI in the Summit District Improvement Initiative providing this data for the eight districts receiving this intensive K-12 intervention. The Summit districts are amongst the highest non-white student population districts in the state. In the fall of 2009 CEE delivered three-year views of this advanced achievement gap analysis to each of the 8 Summit Districts. CEE has continued our research in this area and has added 2009 and 2010 data for over 100 districts utilizing student level data provided to CEE directly from the districts via EDS access. Over the 5 years comprising 2006 through 2010, the statewide sample CEE has built includes over 80% of students in Washington State.

Methodology: Simple and straight-forward data transformations are used in this analysis. There are no complex statistical calculations. The approach uses student-level data which is separated into each ethnic group with further grouping by poverty² status (Yes or No), and ELL-status (Yes or No). We then calculate the percent of students meeting standard within each of the subgroups (to protect student confidentiality, results are not reported if the subgroup is less than 10 students).

This analysis of student performance through WCAP data (WCAP: Washington Comprehensive Assessment Program, includes both WASL and MSP/HSPE assessments) allows a deep understanding of the performance characteristics of ethnic subgroups vis-à-vis the impact of ethnicity, poverty, and ELL (language acquisition status). The purpose of this report is to summarize these results for your district stakeholders.

INTRODUCTION & ORGANIZATION

As Washington has become more diverse, so too have the communities and neighborhoods within communities. One of the most significant downsides of No Child Left Behind is that we too often look at the achievement results of very large and diverse groups based on large scale ethnic labels. The labels categorize students based on ethnic heritage while ignoring socio-economic or language issues, which are often more relevant to teaching and learning.

¹ See <http://www.k12.wa.us/CISL/K-12/default.aspx#ag> for the five individual achievement gap reports and the overall report to the legislature.

² Poverty: Poverty is defined as students' eligible for free-reduced price meal programs. This is the standard proxy for poverty in K-12 education throughout the country.

In taking steps to understand the student achievement and achievement gaps within and across ethnic groups, it is critical that we take a deeper view wherever possible, factoring in poverty and English language acquisition. While poverty-status does have an impact on students' learning, language-status has a larger impact on teaching and learning, particularly in an increasingly language diverse state.

The issue of language acquisition and its impact on teaching and learning is critical given the demographic makeup and changes underway in Washington State. Based on the October enrollment data for the 2009-10 school year, **more than 1 in 12 students in Washington K-12 public schools are served in Bilingual (ELL) programs**³ (up from 1 in 20 students only 10 years ago).

The critical questions for this analysis include:

- When we isolate poverty and ELL-status and then compare across ethnic groups, is there an achievement gap? What is the size of the gap?
- When we isolate poverty and ELL-status, how do our students perform relative to the same students from the state?
- What is the size of the gap based on Ethnicity, Poverty, and ELL-Status? Are there cross-ethnicity differences?

Roadmap: If you are interested in:

- Key Insights for your district: As you notice things for your district, write them down on page 6.
- Executive Summary: A high level synopsis of the gap data can be found in pages 7-13.
- Charts: By grade level for Non-ELL and ELL students (separately) for all ethnicities and poverty status. See pages 16 through 20 for Reading and pages 22 through 26 for Math.
- Detailed data tables: for details on the actual values of each subgroup as well as student counts, see Section 2, pages 28 to 33.

³ Source: OSPI Report Card: of 1,027,231 students in Washington State, 82,349 are served in ELL programs (Transitional Bilingual Programs).

BUILDING CAPACITY: YOUR KEY INSIGHTS

Note: In this document, “counterpart” or “peer” is used in the context of comparisons to mean the specific disaggregated subgroup. For example, in views of Ethnicity, Poverty, and ELL Status, the term “counterpart” means the same group based on the comparison. E.G. if we wrote “Hispanic students in poverty and not-ELL outperform their statewide counterparts...” we mean compared with all students in the state in the same group-- Hispanic students who are in poverty and not-ELL. Similarly, if we state “Hispanic students in poverty and not-ELL compared to White counterparts...” the comparison is with “White students in poverty and not-ELL”.

Key Insights: Your notes, thoughts, and personal insights:

BUILDING CAPACITY: EXECUTIVE SUMMARY

As noted above, “peer” in this analysis implies comparisons to “like” groups when considering ethnicity, poverty and ELL status.

Given that the Washington Comprehensive Assessment Program (WCAP) environment presents students the assessments (MSP and HSPE) in English, it is expected that there be a significant gap in the performance of ELLs who have not achieved adequate proficiency (I.e. in Washington, for those students who have not achieved a Transitional (Level-4) on the Washington Language Proficiency Test, 2nd edition (WLPT-II).

However, it is both valuable and required that we seek to understand the impact of poverty and ethnicity on the students served in this district.

By summarizing the data presented in chart form on pages 16-26 (and tabular form in pages 28-33) we can measure the impact of ethnicity and the impact of poverty across your district.

NOTE: In the following, a negative value indicates that: Poverty underperforms non-poverty and non-white students underperform white students.

Impact of Poverty

Through peer-to-peer comparisons, it is possible to ascertain the impact of poverty isolated within each of the peer-to-peer comparison groups. A summary of this impact follows.

NOTE: a "Static" gap is defined as one in which the trend is between -0.5 and +0.5 percentage points per year (linear trend) over the 5-years included in this analysis. 2006 was selected because it is the first year in which we had Reading and Math assessments in grades 3, 5, 6 and 8 (prior we only had assessments in grades 4, 7, and 10).

District Wide Poverty Summary-READING

Your Poverty Gap for ALL grades tested is WIDENING.

The rate of WIDENING is -0.6 percentage points per year.

Reading	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 3-10: Total Gap	-13.8%	-16.2%	-15.4%	-18.9%	-15.4%
Students-Poverty	7392	7629	7764	8287	7925
Students-Not Poverty	7440	6867	6654	6272	5842
Total Students	14832	14496	14418	14559	13767

State: The State Poverty Gap for Reading is STATIC. Change per year is 0.17 percentage points. 2010 Gap was -15.9%.

District Wide Poverty Summary-MATH

Your Poverty Gap for ALL grades tested is STATIC.

The change per year is between -0.5 and 0.5 percentage pts. per yr.

Math	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 3-10: Total Gap	-17.1%	-18.1%	-18.6%	-19.5%	-16.8%
Students-Poverty	7993	8001	8089	8287	7934
Students-Not Poverty	7580	6867	6654	6272	5763
Total Students	15573	14868	14743	14559	13697

State: The State Poverty Gap for Math is STATIC. Change per year is 0.49 percentage points. 2010 Gap was -19.5%

Grade Band Poverty Summary-READING

School View:

Your Poverty Gap for grades 6-8 is CLOSING.

The rate of CLOSING is 2.7 percentage points per year.

Reading	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 6-8: Total Gap	-16.5%	-17.0%	-10.6%	-12.3%	-5.3%
Students-Poverty	402	365	418	405	411
Students-Not Poverty	241	202	178	160	156
Total Students	643	567	596	565	567

State: The State Poverty Gap for Reading grades 6-8 is STATIC. Change per year is 0.27 percentage points. 2010 Gap was -17.2%.

District View:

Your Poverty Gap for grades 6-8 is WIDENING.

The rate of WIDENING is -0.6 percentage points per year.

Reading	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 6-8: Total Gap	-16.8%	-19.6%	-18.4%	-21.0%	-19.2%
Students-Poverty	3260	3419	3052	3394	3433
Students-Not Poverty	3123	2892	2717	2540	2431
Total Students	6383	6311	5769	5934	5864

Grade Band Poverty Summary-MATH

School View:

Your Poverty Gap for grades 6-8 is CLOSING.

The rate of CLOSING is 0.8 percentage points per year.

Math	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 6-8: Total Gap	-13.8%	-14.8%	-15.9%	-14.6%	-9.6%
Students-Poverty	402	365	418	405	406
Students-Not Poverty	241	202	178	160	156
Total Students	643	567	596	565	562

State: The State Poverty Gap for Math grades 6-8 is CLOSING. Change per year is 0.55 percentage points. 2010 Gap was -20.2%.

District View:

Your Poverty Gap for grades 6-8 is STATIC.

The change per year is between -0.5 and 0.5 percentage pts. per yr.

Math	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 6-8: Total Gap	-18.2%	-20.4%	-20.3%	-20.6%	-16.2%
Students-Poverty	3582	3419	3377	3394	3413
Students-Not Poverty	3128	2892	2717	2540	2300
Total Students	6710	6311	6094	5934	5713

Impact of Ethnicity

District Wide Ethnic Summary-READING

Your Ethnic Gap for ALL grades tested is WIDENING.

The rate of WIDENING is -0.6 percentage points per year.

Reading	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 3-10: Total Gap	-7.6%	-5.5%	-6.4%	-5.9%	-10.3%
Non-White Students	6900	6840	6967	7305	7091
White Students	7932	7700	7499	7311	6719

State: The State Ethnic Gap for Reading is STATIC. Change per year is 0.01 percentage points. 2010 Gap was -7.2%.

District Wide Ethnic Summary-MATH

Your Ethnic Gap for ALL grades tested is STATIC.

The change per year is between -0.5 and 0.5 percentage pts. per yr.

Math	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 3-10: Total Gap	-12.1%	-11.2%	-11.0%	-11.9%	-12.5%
Non-White Students	7265	7212	7292	7305	7004
White Students	8308	7700	7499	7311	6736

State: The State Ethnic Gap for Math is STATIC. Change per year is 0.08 percentage points. 2010 Gap was -9.0%.

Grade Band Ethnic Summary-READING

School View:

Your Ethnic Gap for grades 6-8 is CLOSING.

The rate of CLOSING is 0.9 percentage points per year

Reading	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 6-8: Total Gap	-9.7%	-9.2%	-5.8%	-0.4%	-9.4%
Non-White Students	332	309	323	321	357
White Students	311	258	273	244	210

State: The State Ethnic Gap for Reading grades 6-8 is STATIC. Change per year is 0.42 percentage points. 2010 Gap was -6.2%.

District View:

Your Ethnic Gap for grades 6-8 is STATIC.

The change per year is between -0.5 and 0.5 percentage pts. per yr.

Reading	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 6-8: Total Gap	-8.6%	-5.9%	-6.4%	-3.7%	-9.4%
Non-White Students	3060	3050	2656	2945	3050
White Students	3323	3261	3113	2989	2814

Grade Band Ethnic Summary-MATH

School View:

Your Ethnic Gap for grades 6-8 is CLOSING.

The rate of CLOSING is 1.9 percentage points per year

Math	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 6-8: Total Gap	-14.2%	-15.4%	-7.3%	-7.9%	-8.6%
Non-White Students	332	309	323	321	355
White Students	311	258	273	244	207

State: The State Ethnic Gap for Math grades 6-8 is STATIC. Change per year is 0.34 percentage points. 2010 Gap was -8.7%.

District View:

Your Ethnic Gap for grades 6-8 is STATIC.

The change per year is between -0.5 and 0.5 percentage pts. per yr.

Math	2006 Gap	2007 Gap	2008 Gap	2009 Gap	2010 Gap
Gr 6-8: Total Gap	-13.3%	-12.1%	-12.5%	-10.1%	-12.6%
Non-White Students	3146	3050	2981	2945	2913
White Students	3564	3261	3113	2989	2800

INTERPRETING YOUR STATE COMPARISON DATA

Tabular Views

The tabular views provide a single place with all your data for a single grade-level and content area.

Consider the following example (similar to tables on pages 28 – 33):

				My district results				The State's results				How Many Students?			
Grade 3				Reading % Met: Summit A				State Reading % Met				Reading # Tested: Summit A			
Grade	Ethnicity	Free-Reduced	ELL	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
3	American Indian	N	N					61.7%	64.9%	66.9%	69.8%				
3	American Indian	N	Y												
3	American Indian	Y	N					46.5%	48.8%	47.8%	49.8%				
3	American Indian	Y	Y												
3	Asian	N	N	82.2%	84.5%	92.1%	86.8%	83.3%	85.6%	87.0%	89.6%	146	148	164	152
3	Asian	N	Y	81.9%	77.3%	47.4%	47.1%	49.3%	46.2%	49.1%	52.0%	21	22	19	17
3	Asian	Y	N	78.7%	82.1%	73.8%	86.0%	69.4%	70.0%	73.6%	77.0%	47	78	61	93
3	Asian	Y	Y	37.9%	30.8%	53.3%	52.4%	38.4%	29.5%	41.0%	45.2%	29	26	30	21
3	Black / African American	N	N	68.7%	74.1%	70.2%	73.3%	66.6%	69.7%	70.7%	72.4%	67	54	57	45
3	Black / African American	N	Y												
3	Black / African American	Y	N	46.4%	49.3%	50.7%	53.3%	47.3%	52.6%	50.9%	50.1%	112	140	136	165
3	Black / African American	Y	Y					24.6%	16.2%	20.4%	24.7%			19	17
3	Hispanic	N	N	76.0%	69.6%	77.3%	88.9%	73.7%	74.4%	75.5%	75.9%	25	23	22	36
3	Hispanic	N	Y					37.2%	28.3%	33.2%	33.2%				
3	Hispanic	Y	N	60.3%	57.3%	65.4%	76.4%	58.3%	61.8%	65.0%	66.9%	58	75	81	72
3	Hispanic	Y	Y	22.0%	25.0%	24.7%	25.6%	27.0%	24.9%	27.0%	28.7%	59	64	89	79
3	White	N	N	82.9%	82.0%	87.2%	88.7%	80.4%	82.4%	81.7%	84.6%	287	255	296	239
3	White	N	Y					40.3%	41.8%	46.5%	50.0%				
3	White	Y	N	62.0%	71.3%	68.8%	66.3%	62.1%	65.7%	64.3%	67.4%	100	108	112	98
3	White	Y	Y	61.5%		28.6%	50.0%	36.9%	27.0%	34.2%	40.7%	13		14	12

Interpretation would be:

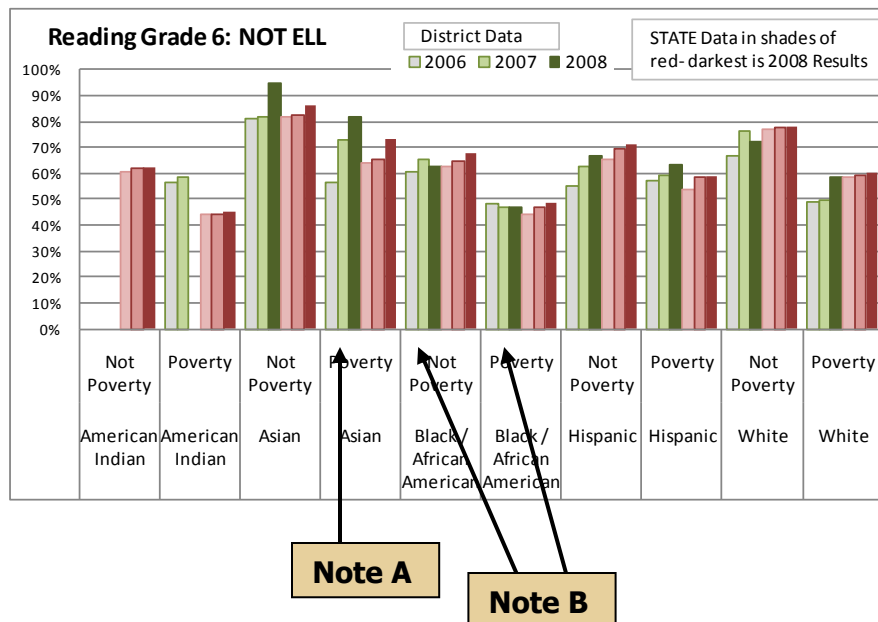
Note A: Comparing "Peer" groups—Asian, Not-Poverty, Not-ELL, Hispanic , Not-Poverty, Not-ELL, and White , Not-Poverty, Not-ELL – the three groups' 2009 results are 87%, 89%, and 89% of students meeting standard – this indicating virtually no achievement gap.

Note B: The sizes of these three peer groups are listed in the right hand columns.

Graphical Views

See pages 14 – 20. The graphical views present a wealth of detailed information including:

- Overall percent meeting standard for your district AND the State
- Year to year trends (improvement or decline) are easily visible
- Comparisons across and within subgroups are easily visible



Interpretation (note these students are NOT ELL):

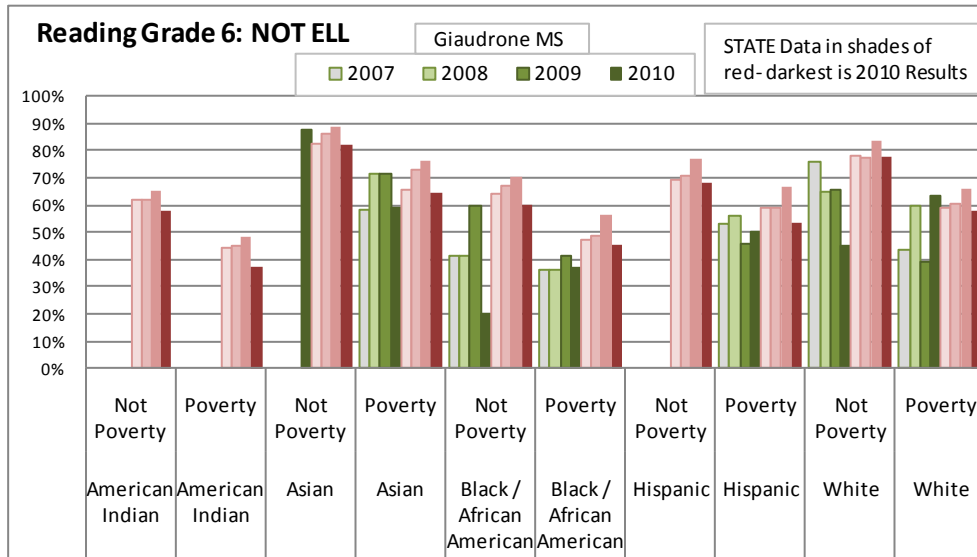
Note A: Asian students who are not in poverty have shown marked improvement over the last 3 years and are outperforming the State

Note B: Black/African-American students are performing similar to the same groups in the state and there is a marked gap based on poverty. Also note that the poverty & not-poverty gap with Black students is approximately the same as the poverty & non-poverty gap with white students. There is no poverty gap with Hispanic students.

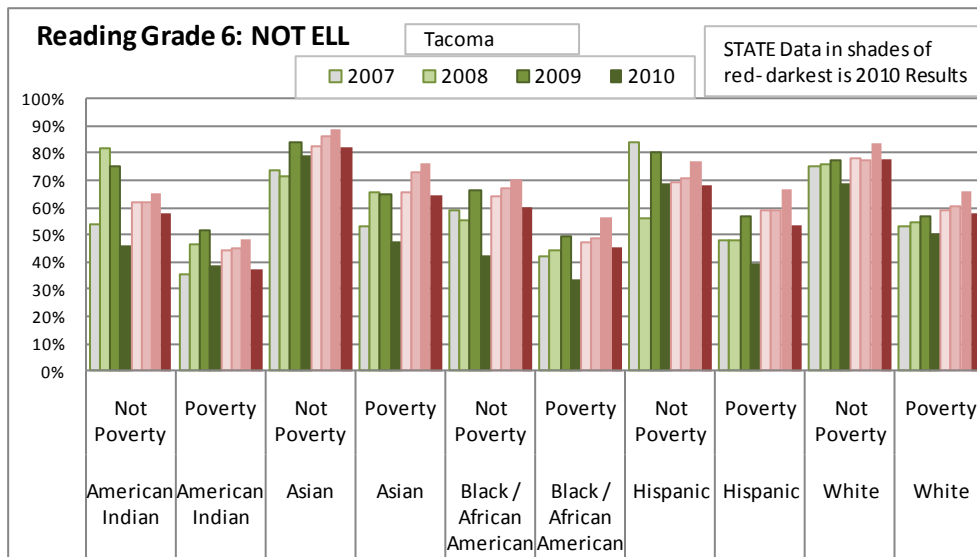
READING SUMMARY GRAPHS- PERFORMANCE COMPARISON TO STATE

Grade 6 Reading

School View:

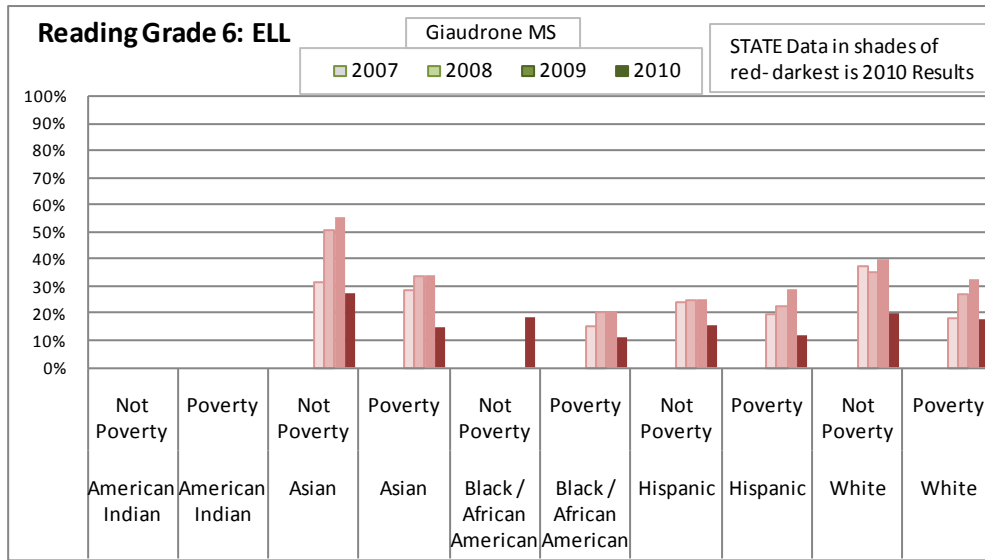


District View:

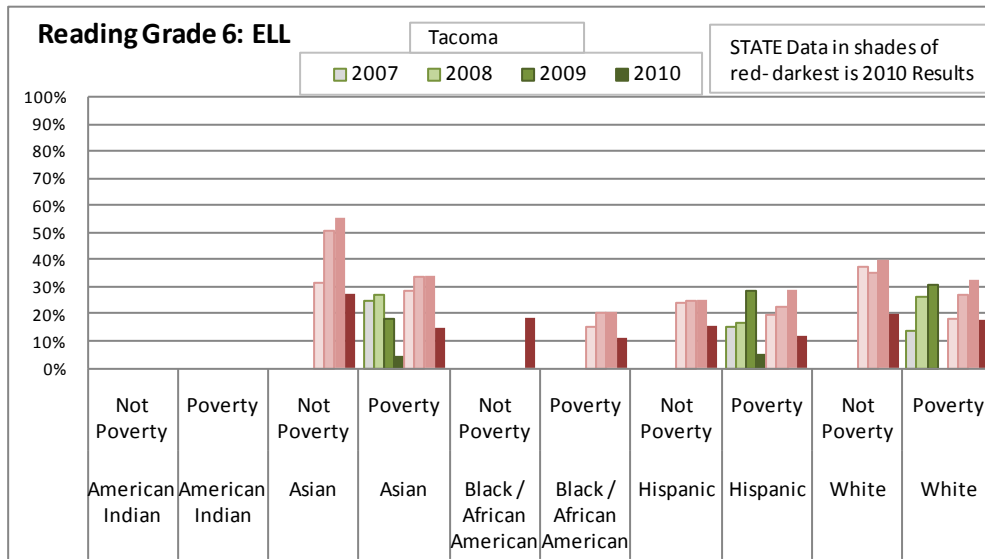


Key Insight: _____

School View:



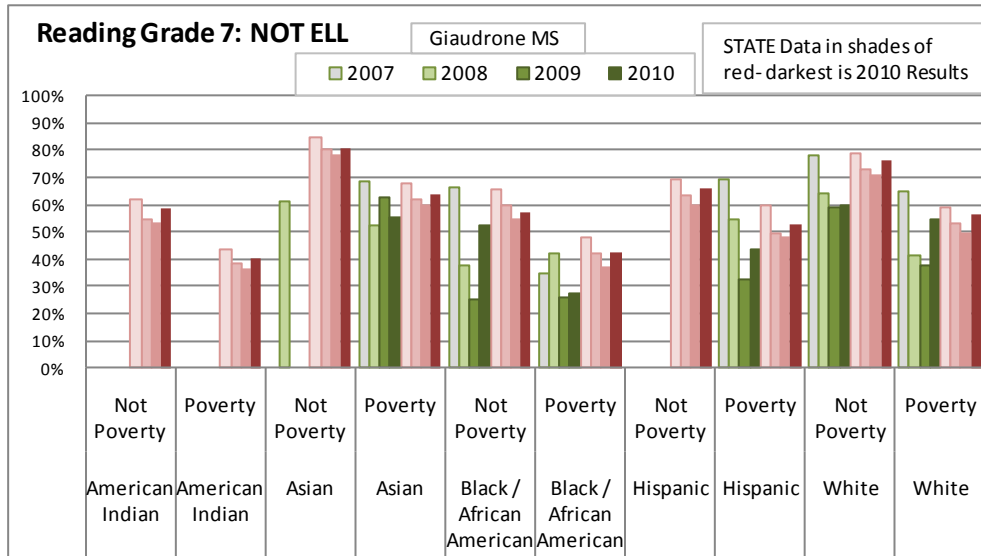
District View:



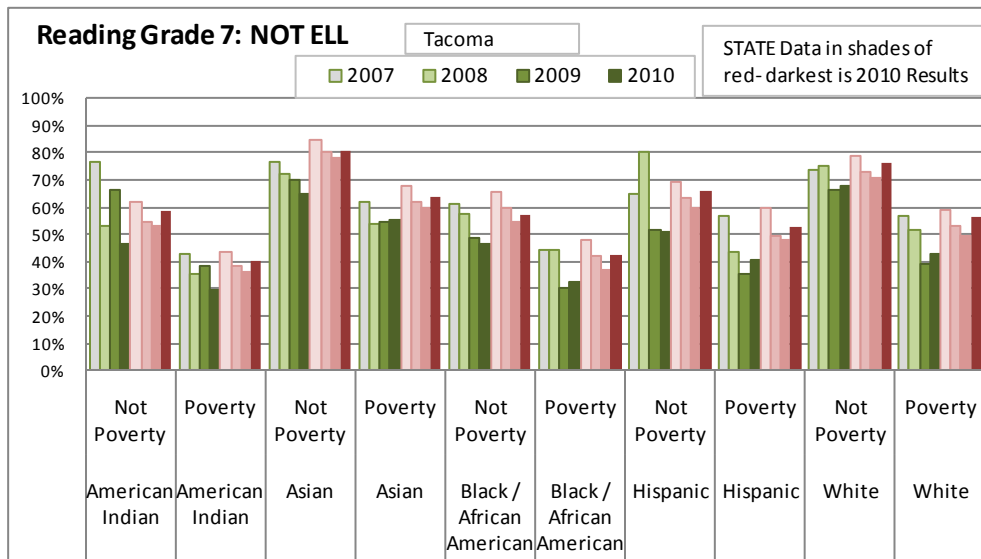
Key Insight: _____

Grade 7 Reading

School View:

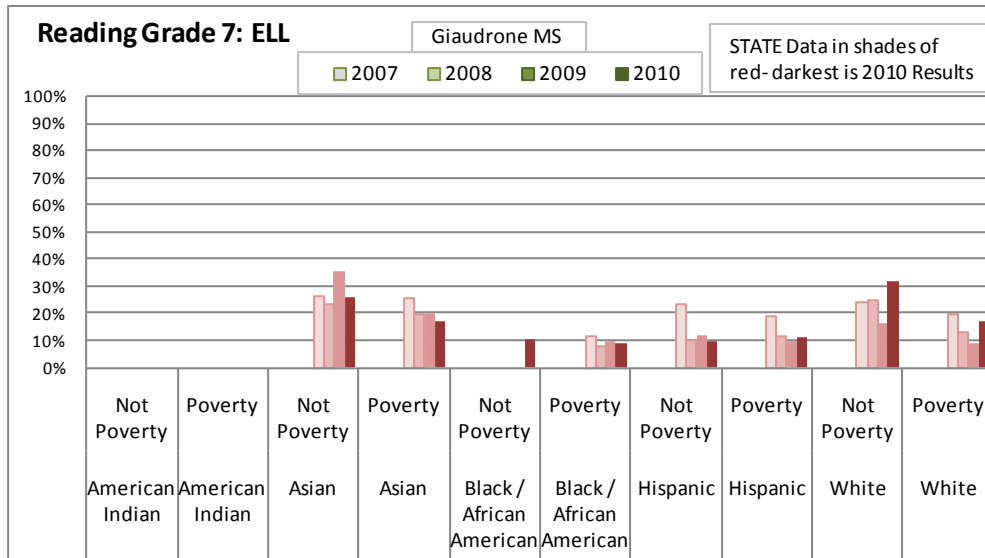


District View:

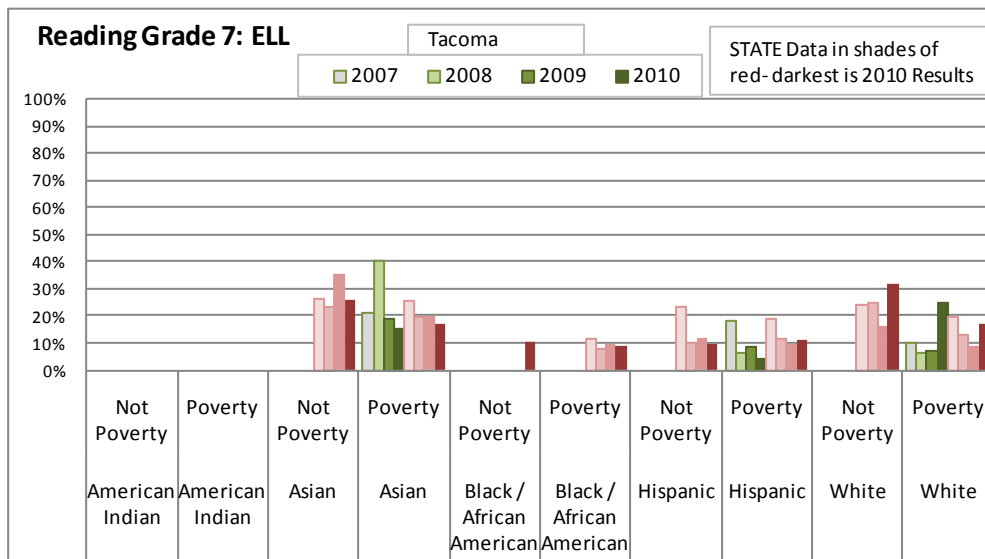


Key Insight: _____

School View:



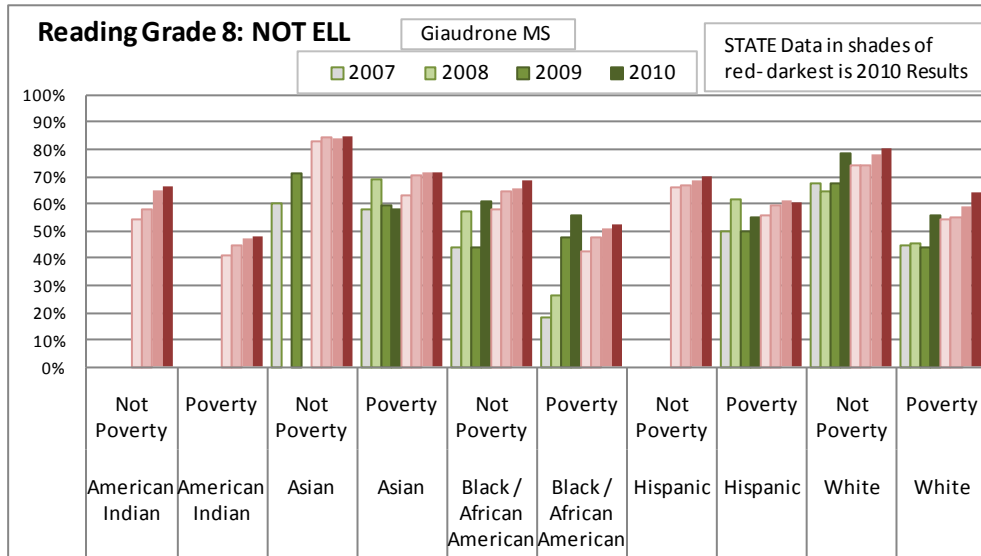
District View:



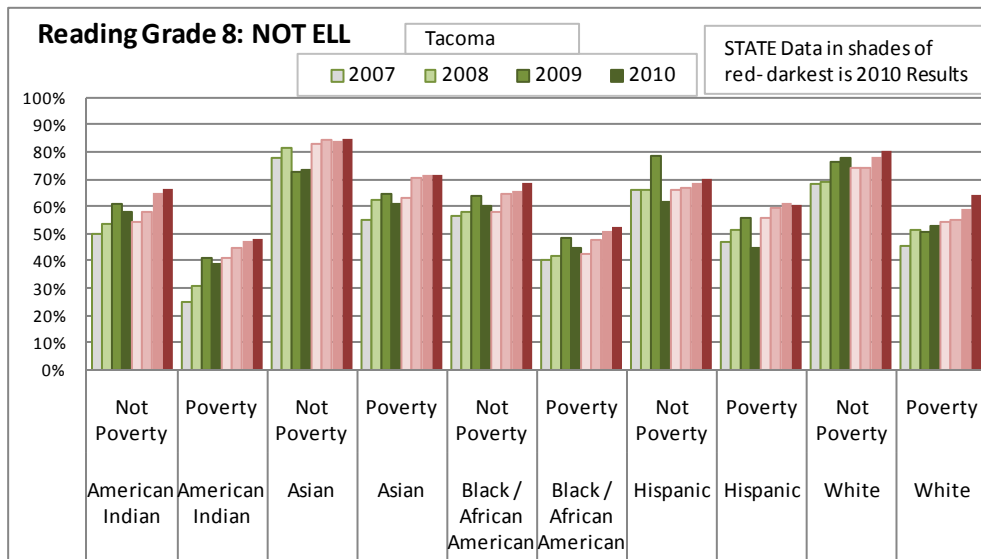
Key Insight: _____

Grade 8 Reading

School View:

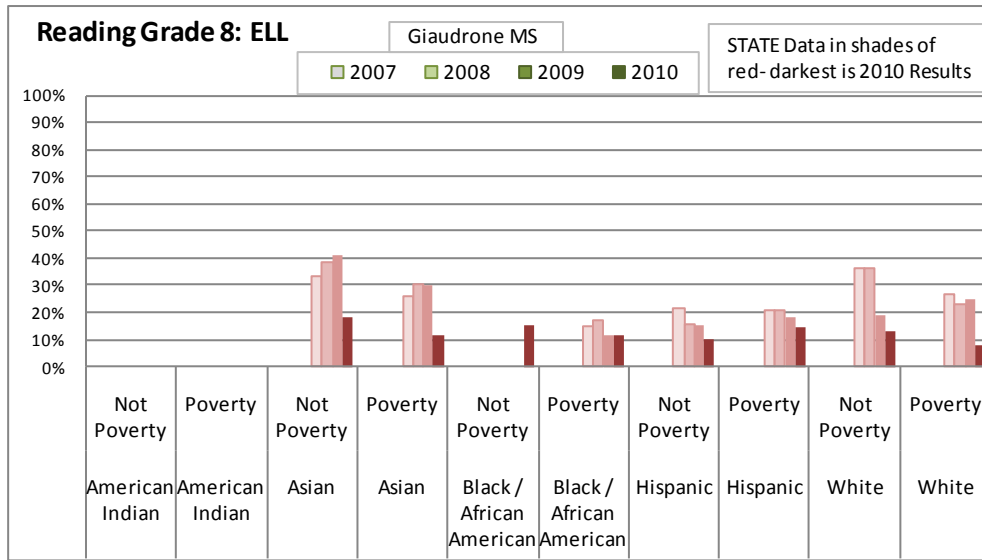


District View:

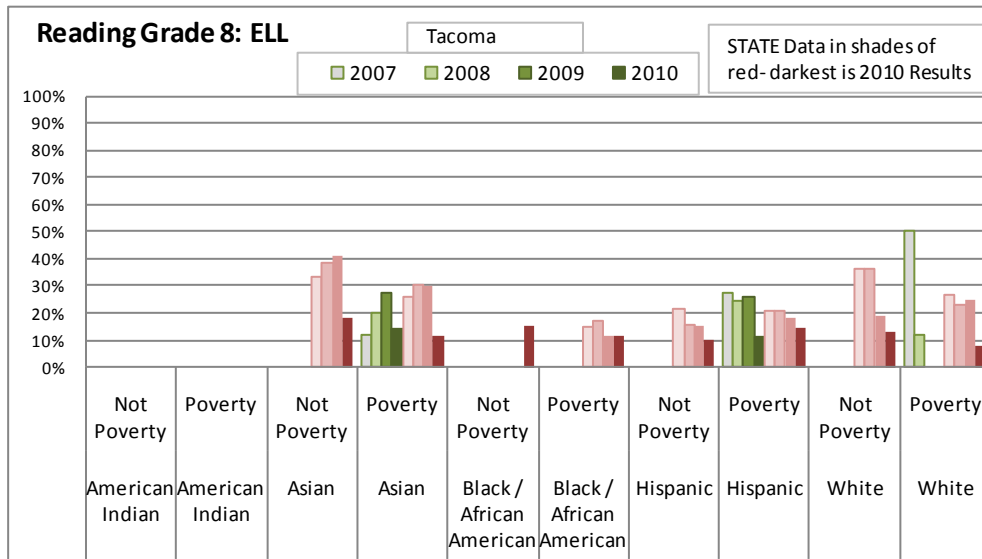


Key Insight: _____

School View:



District View:

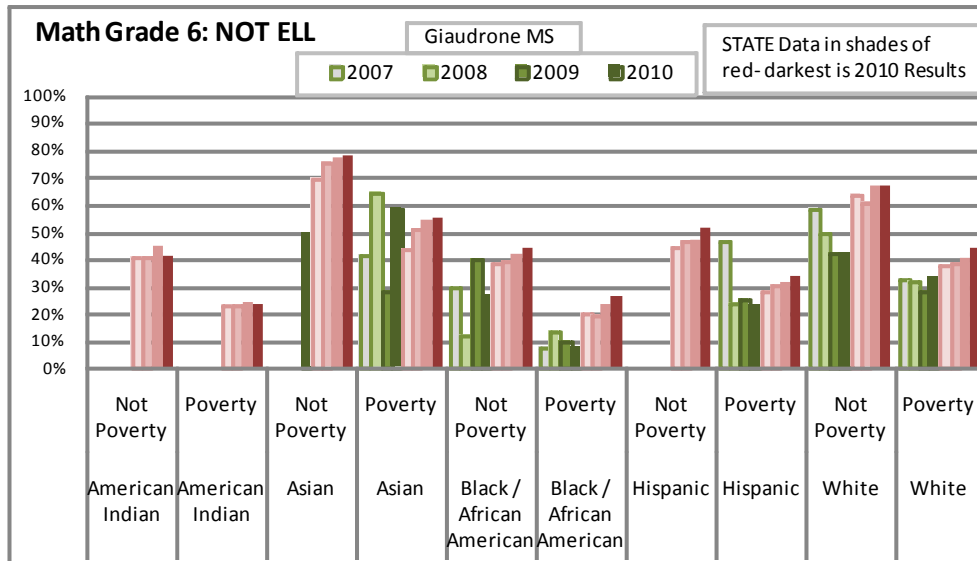


Key Insight: _____

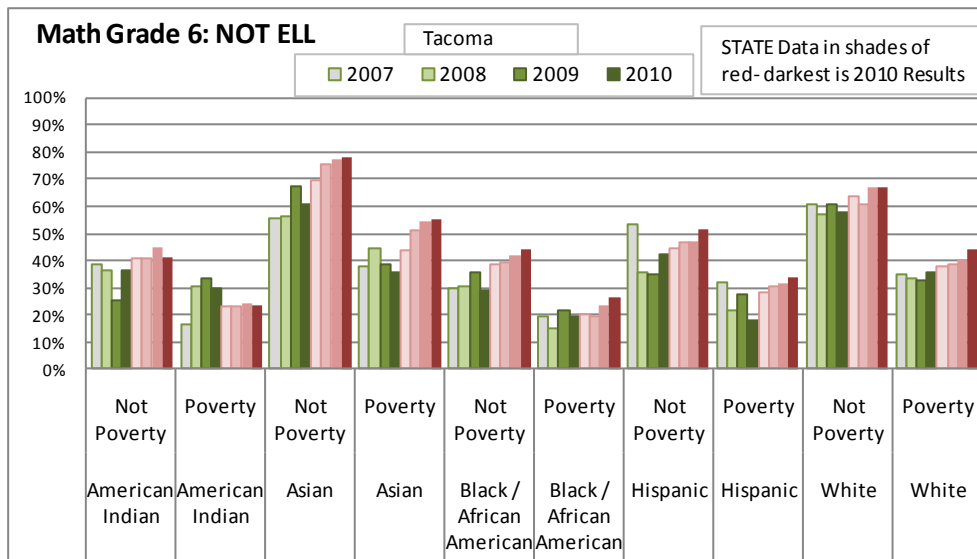
MATH SUMMARY GRAPHS- PERFORMANCE COMPARISON TO STATE

Grade 6 Math

School View:

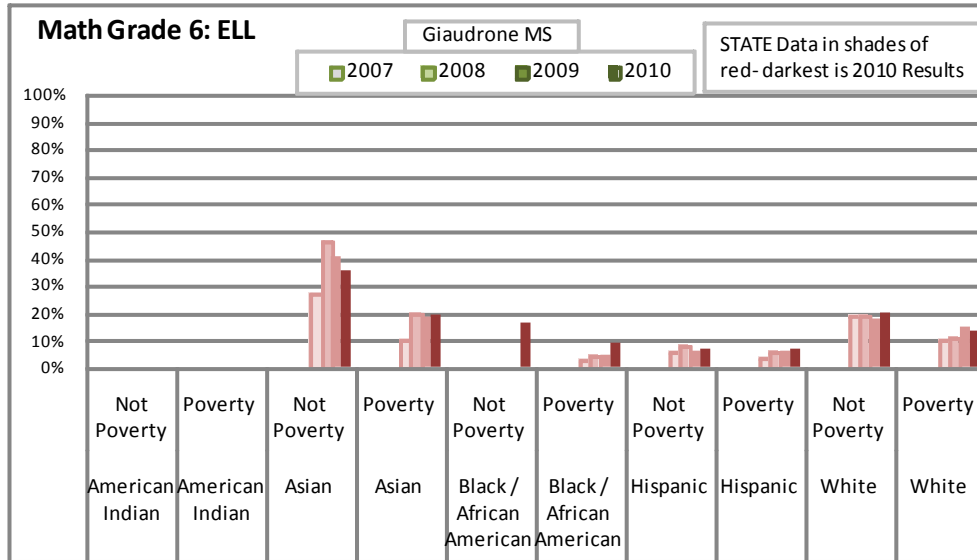


District View:

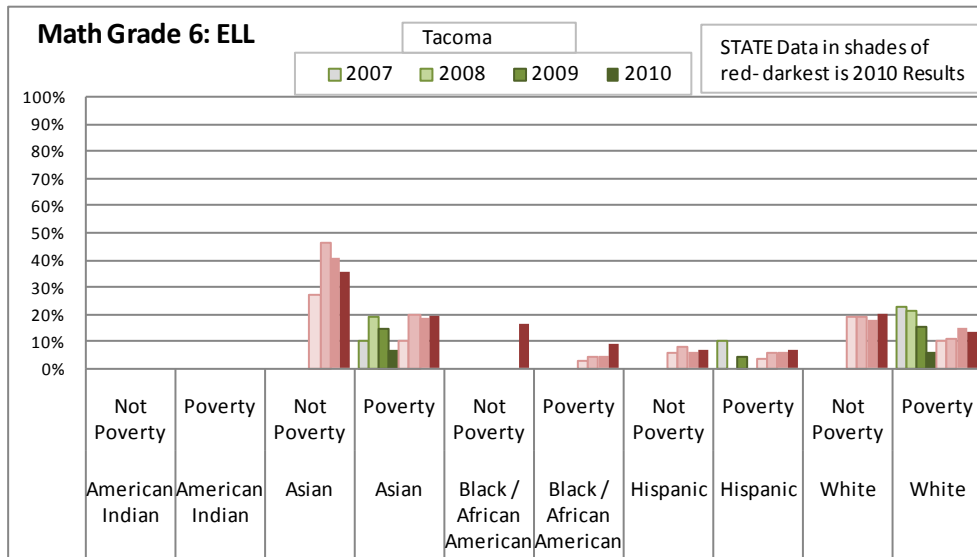


Key Insight: _____

School View:



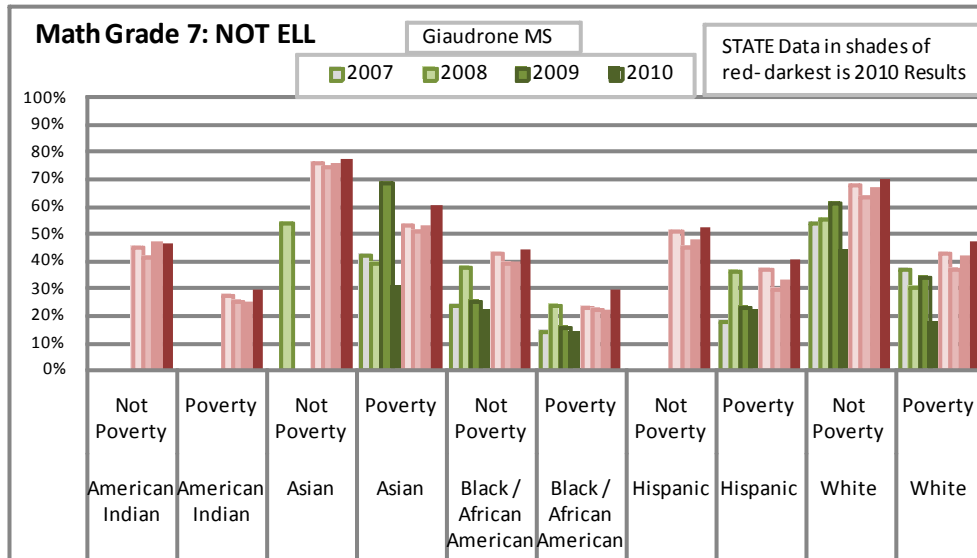
District View:



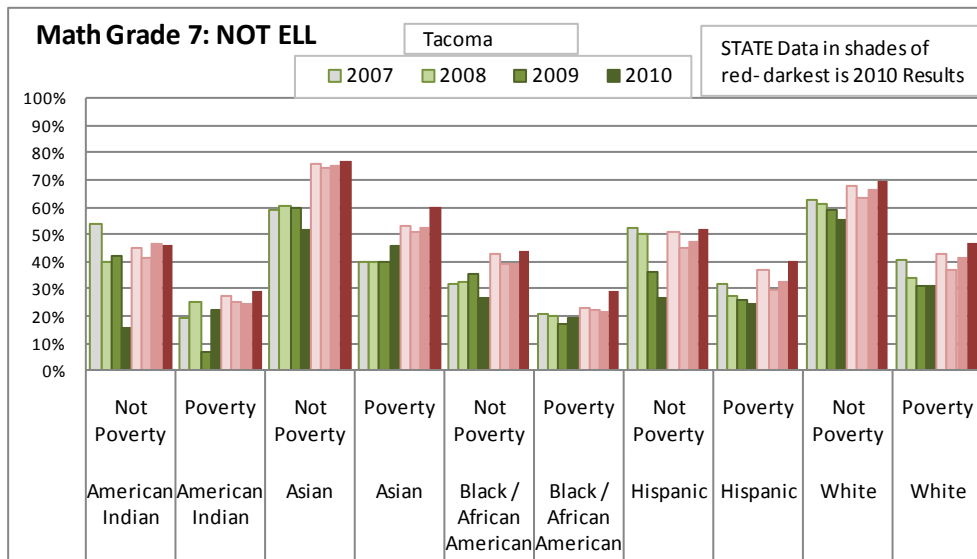
Key Insight: _____

Grade 7 Math

School View:

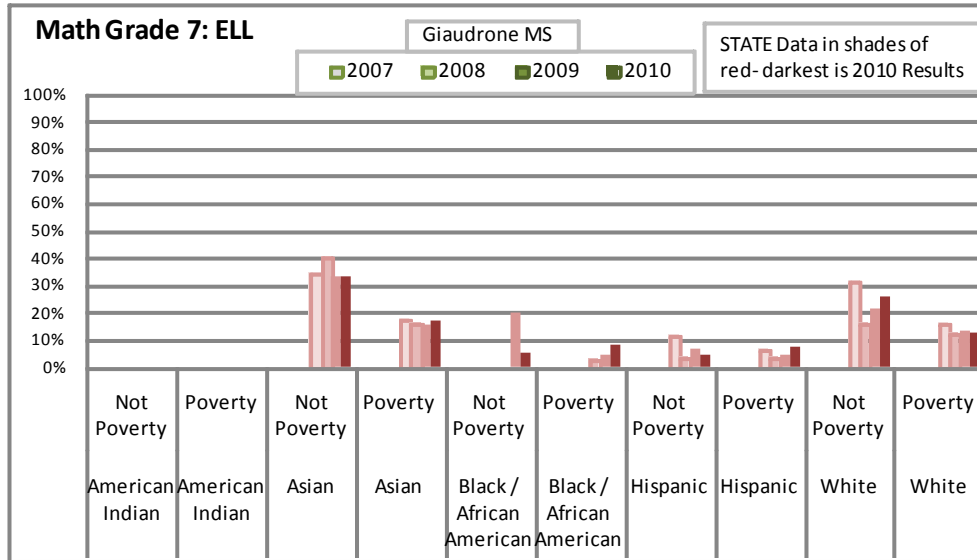


District View:

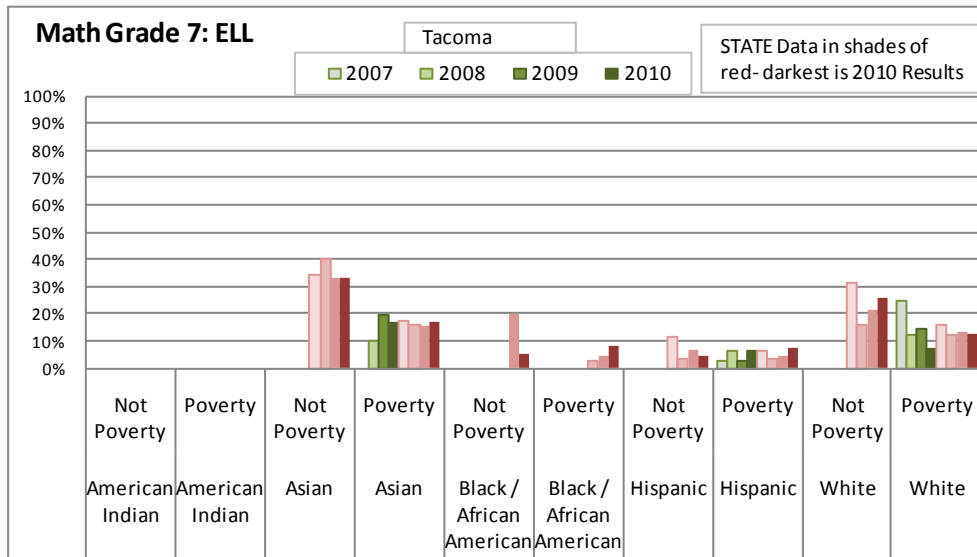


Key Insight: _____

School View:



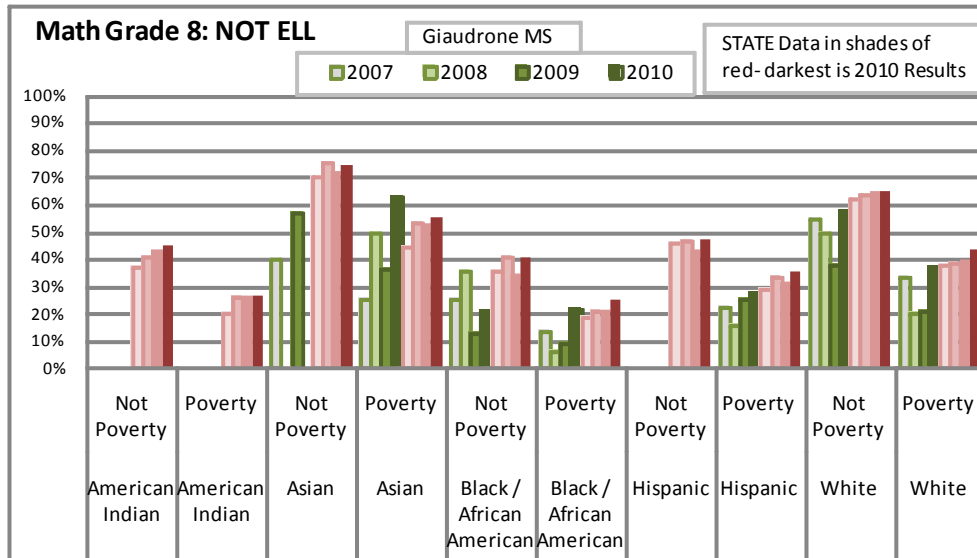
District View:



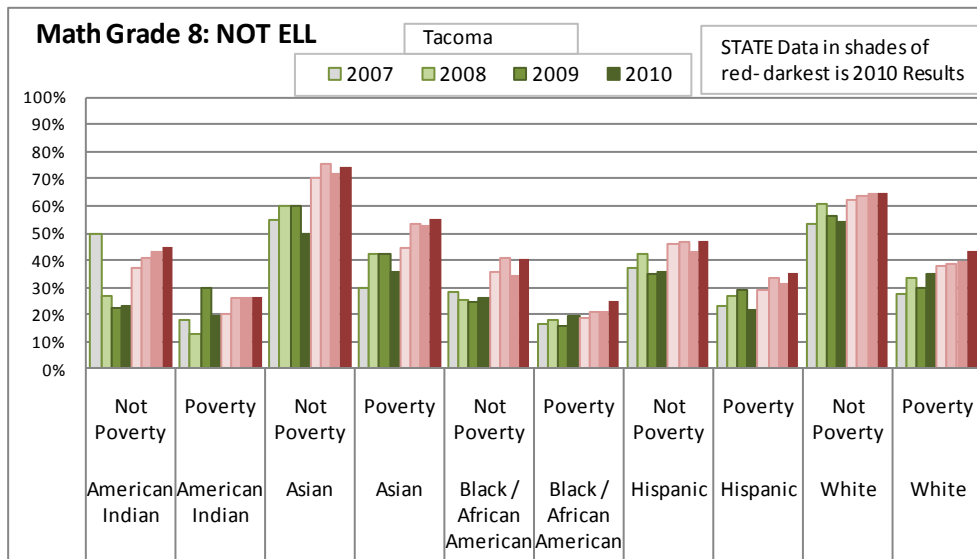
Key Insight: _____

Grade 8 Math

School View:

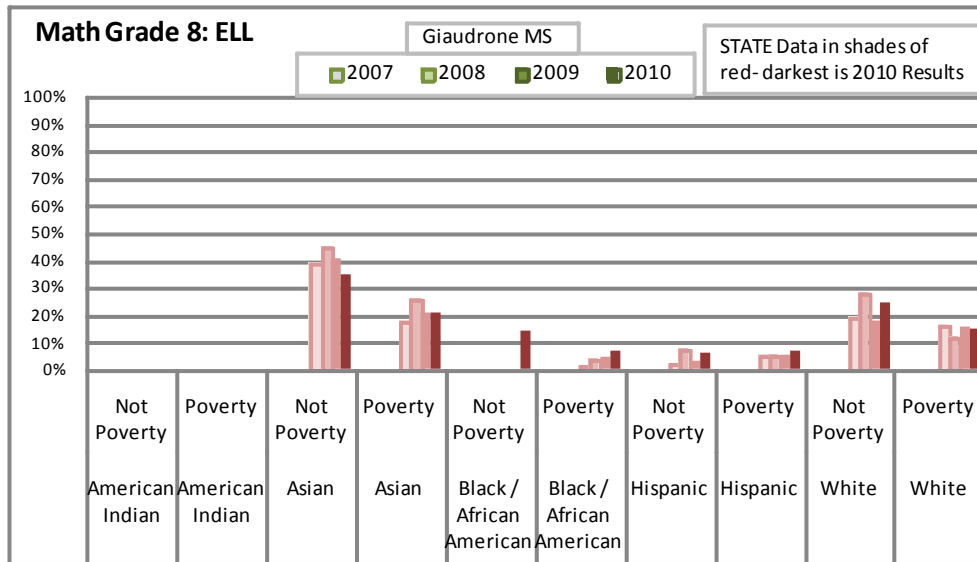


District View:

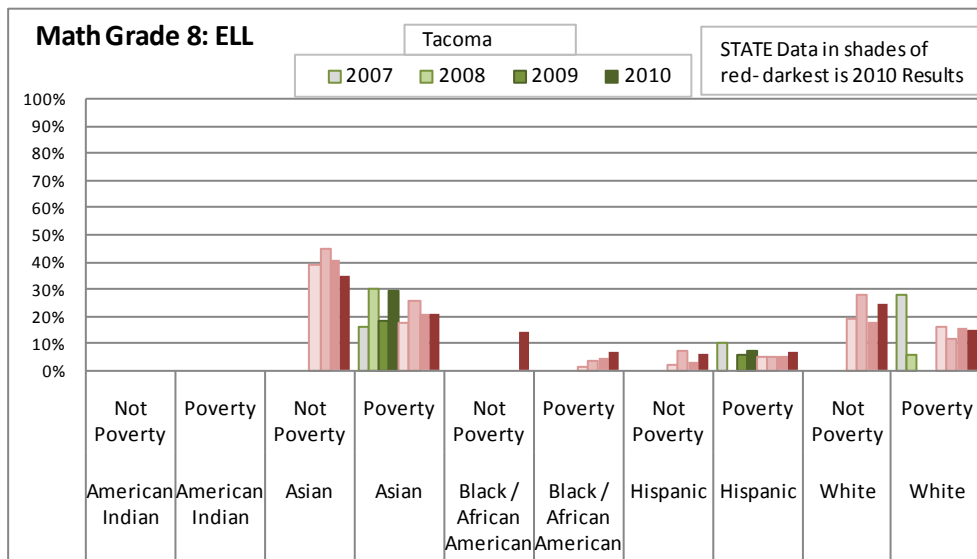


Key Insight: _____

School View:



District View:



Key Insight: _____

SECTION 2: DETAILED DATA TABLES

Reading Data Tables: Grades 6 – 8

Grade 6				Reading % Met: Giaudrone MS					State Reading % Met					Reading # Tested: Giaudrone MS				
Grade	Ethnicity	Free-Reduced	ELL	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
6	American Indian	N	N						60.3%	61.7%	62.3%	64.9%	57.8%					
6	American Indian	N	Y															
6	American Indian	Y	N						44.2%	44.5%	45.3%	48.6%	37.5%					
6	American Indian	Y	Y															
6	Asian	N	N					87.5%	81.4%	82.4%	86.1%	88.7%	82.5%					16
6	Asian	N	Y						32.0%	31.7%	50.2%	55.4%	27.7%					
6	Asian	Y	N	66.7%	58.6%	71.4%	71.4%	58.8%	63.9%	65.5%	73.3%	76.6%	64.4%	18	29	14	14	17
6	Asian	Y	Y						18.8%	28.4%	33.3%	33.9%	14.5%					
6	Black / African American	N	N	68.2%	41.2%	41.2%	60.0%	20.0%	62.4%	64.4%	67.4%	70.1%	60.2%	22	17	17	15	15
6	Black / African American	N	Y										18.2%					
6	Black / African American	Y	N	39.5%	35.9%	36.5%	41.5%	37.0%	44.4%	47.0%	48.6%	56.3%	45.3%	43	39	52	41	54
6	Black / African American	Y	Y						14.2%	15.3%	20.5%	20.5%	11.1%					
6	Hispanic	N	N						65.6%	69.4%	71.0%	76.7%	68.0%					
6	Hispanic	N	Y						13.6%	24.1%	25.0%	25.5%	15.4%					
6	Hispanic	Y	N	50.0%	53.3%	55.9%	45.8%	50.0%	53.9%	58.7%	58.9%	66.8%	53.2%	26	15	34	24	26
6	Hispanic	Y	Y						18.2%	19.4%	22.6%	28.6%	11.6%					
6	White	N	N	75.5%	75.6%	65.0%	65.4%	45.0%	76.8%	77.8%	77.7%	83.3%	77.7%	49	41	40	26	20
6	White	N	Y						36.6%	37.6%	34.8%	39.6%	20.0%					
6	White	Y	N	50.0%	43.2%	60.0%	39.1%	63.2%	58.6%	58.9%	60.3%	66.0%	57.9%	52	37	65	46	38
6	White	Y	Y						20.0%	18.3%	27.2%	32.8%	17.6%					

Grade 7				Reading % Met: Giaudrone MS					State Reading % Met					Reading # Tested: Giaudrone MS				
Grade	Ethnicity	Free-Reduced	ELL	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
7	American Indian	N	N						55.3%	61.7%	54.8%	53.2%	58.8%					
7	American Indian	N	Y															
7	American Indian	Y	N						38.3%	43.8%	38.6%	36.3%	40.4%					
7	American Indian	Y	Y						30.8%									
7	Asian	N	N	80.0%		61.5%			76.6%	84.9%	80.7%	78.5%	80.8%	10		13		
7	Asian	N	Y						24.2%	26.5%	23.1%	35.2%	25.6%					
7	Asian	Y	N	52.6%	68.4%	52.2%	62.5%	55.0%	56.4%	67.6%	61.9%	60.4%	64.0%	19	19	23	16	20
7	Asian	Y	Y						19.5%	25.8%	19.5%	19.8%	16.7%					
7	Black / African American	N	N	44.4%	66.7%	37.5%	25.0%	52.6%	55.1%	65.9%	59.7%	55.3%	57.3%	18	21	16	16	19
7	Black / African American	N	Y						0.0%				10.5%					
7	Black / African American	Y	N	29.3%	34.9%	42.1%	25.9%	27.5%	35.1%	48.1%	42.3%	37.5%	42.7%	41	43	38	58	40
7	Black / African American	Y	Y						5.6%	11.4%	7.7%	9.6%	9.2%					
7	Hispanic	N	N						61.2%	69.0%	63.1%	60.2%	66.2%					
7	Hispanic	N	Y						13.7%	23.1%	9.7%	11.9%	9.7%					
7	Hispanic	Y	N	26.1%	69.6%	54.5%	32.3%	43.5%	44.7%	59.4%	49.5%	48.3%	52.5%	23	23	11	31	23
7	Hispanic	Y	Y						16.2%	18.7%	11.8%	9.7%	11.3%					
7	White	N	N	60.0%	78.4%	63.9%	59.0%	60.0%	72.4%	78.9%	73.0%	71.5%	76.6%	55	37	36	39	30
7	White	N	Y						29.3%	24.1%	24.6%	16.2%	31.7%					
7	White	Y	N	58.3%	65.1%	41.3%	37.5%	54.3%	51.9%	58.7%	52.8%	49.5%	56.7%	48	43	46	56	35
7	White	Y	Y						18.9%	19.7%	13.3%	8.7%	16.8%					

Grade 8				Reading % Met: Giaudrone MS					State Reading % Met					Reading # Tested: Giaudrone MS				
Grade	Ethnicity	Free-Reduced	ELL	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
8	American Indian	N	N						62.1%	54.5%	58.3%	64.9%	66.6%					
8	American Indian	N	Y															
8	American Indian	Y	N						50.6%	41.1%	44.4%	47.2%	48.1%					
8	American Indian	Y	Y						7.1%									
8	Asian	N	N	83.3%	60.0%		71.4%		85.1%	82.8%	84.5%	84.3%	84.5%	12	15		14	
8	Asian	N	Y						40.4%	33.3%	38.8%	40.9%	18.3%					
8	Asian	Y	N	50.0%	58.3%	68.8%	59.1%	57.9%	71.1%	63.1%	70.2%	71.4%	71.3%	14	12	16	22	19
8	Asian	Y	Y						29.4%	26.0%	30.3%	29.9%	11.5%					
8	Black / African American	N	N	70.8%	43.8%	57.1%	43.8%	60.9%	65.0%	57.8%	64.5%	65.9%	68.4%	24	16	14	16	23
8	Black / African American	N	Y										15.4%					
8	Black / African American	Y	N	37.1%	18.4%	26.5%	47.6%	55.4%	45.5%	42.7%	47.5%	51.1%	52.7%	35	38	49	42	56
8	Black / African American	Y	Y						16.5%	15.1%	17.4%	11.9%	11.9%					
8	Hispanic	N	N						69.3%	66.1%	66.5%	68.7%	70.1%					
8	Hispanic	N	Y						22.4%	21.5%	15.9%	15.6%	10.4%					
8	Hispanic	Y	N	59.3%	50.0%	61.5%	50.0%	55.2%	60.6%	55.9%	59.5%	61.5%	60.5%	27	22	26	12	29
8	Hispanic	Y	Y						27.1%	20.7%	20.9%	18.1%	14.3%					
8	White	N	N	72.5%	67.3%	64.3%	67.6%	78.8%	78.1%	74.0%	73.9%	78.5%	80.6%	51	55	42	34	33
8	White	N	Y						36.7%	36.0%	36.5%	19.2%	13.3%					
8	White	Y	N	58.9%	44.4%	45.5%	44.2%	55.6%	60.4%	54.5%	55.0%	59.2%	64.1%	56	45	44	43	54
8	White	Y	Y						27.5%	26.6%	22.9%	24.5%	8.1%					

Math Data Tables: Grade 6 – 8

Grade 6				Math % Met: Giaudrone MS					State Math % Met					Math # Tested: Giaudrone MS				
Grade	Ethnicity	Free-Reduced	ELL	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
6	American Indian	N	N						41.6%	40.8%	40.8%	44.6%	41.1%					
6	American Indian	N	Y															
6	American Indian	Y	N						23.6%	23.0%	23.1%	23.9%	23.7%					
6	American Indian	Y	Y															
6	Asian	N	N					50.0%	71.5%	69.7%	75.2%	76.9%	77.7%					16
6	Asian	N	Y						27.5%	27.3%	46.3%	40.4%	35.4%					
6	Asian	Y	N	33.3%	41.4%	64.3%	28.6%	58.8%	47.3%	44.0%	51.4%	54.4%	55.0%	18	29	14	14	17
6	Asian	Y	Y						16.2%	9.9%	19.6%	18.6%	19.6%					
6	Black / African American	N	N	31.8%	29.4%	11.8%	40.0%	26.7%	38.7%	38.6%	39.4%	41.8%	43.9%	22	17	17	15	15
6	Black / African American	N	Y									0.0%	16.7%					
6	Black / African American	Y	N	9.3%	7.7%	13.5%	9.8%	7.5%	18.2%	20.2%	19.6%	23.4%	26.6%	43	39	52	41	53
6	Black / African American	Y	Y						3.8%	2.5%	3.9%	4.4%	9.1%					
6	Hispanic	N	N						43.8%	44.4%	46.7%	47.0%	51.8%					
6	Hispanic	N	Y						4.1%	5.8%	7.7%	6.2%	7.1%					
6	Hispanic	Y	N	3.8%	46.7%	23.5%	25.0%	23.1%	27.7%	28.5%	30.7%	31.8%	33.5%	26	15	34	24	26
6	Hispanic	Y	Y						5.7%	3.8%	6.0%	6.5%	6.7%					
6	White	N	N	42.9%	58.5%	50.0%	42.3%	42.1%	62.0%	63.4%	61.0%	67.0%	67.3%	49	41	40	26	19
6	White	N	Y						33.0%	18.8%	19.4%	17.9%	20.4%					
6	White	Y	N	21.2%	32.4%	32.3%	28.3%	33.3%	38.6%	38.2%	38.3%	40.7%	44.3%	52	37	65	46	36
6	White	Y	Y						12.0%	10.2%	11.2%	14.9%	13.5%					

Grade 7				Math % Met: Giaudrone MS					State Math % Met					Math # Tested: Giaudrone MS				
Grade	Ethnicity	Free-Reduced	ELL	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
7	American Indian	N	N						38.6%	45.1%	41.6%	46.7%	46.0%					
7	American Indian	N	Y															
7	American Indian	Y	N						20.0%	27.6%	25.4%	24.5%	29.1%					
7	American Indian	Y	Y						15.4%									
7	Asian	N	N	30.0%		53.8%			69.4%	76.0%	74.6%	75.9%	77.2%	10		13		
7	Asian	N	Y						30.8%	34.0%	40.4%	33.3%	33.1%					
7	Asian	Y	N	26.3%	42.1%	39.1%	68.8%	30.0%	44.0%	52.8%	51.0%	52.5%	60.1%	19	19	23	16	20
7	Asian	Y	Y						17.2%	17.3%	15.5%	15.4%	16.8%					
7	Black / African American	N	N	11.1%	23.8%	37.5%	25.0%	21.1%	34.5%	42.7%	38.9%	39.8%	44.0%	18	21	16	16	19
7	Black / African American	N	Y						0.0%			20.0%	5.3%					
7	Black / African American	Y	N	17.1%	14.0%	23.7%	15.5%	13.2%	18.0%	23.2%	22.1%	21.8%	29.2%	41	43	38	58	38
7	Black / African American	Y	Y						3.9%	0.0%	2.5%	4.6%	7.9%					
7	Hispanic	N	N						43.9%	50.7%	44.9%	47.5%	51.7%					
7	Hispanic	N	Y						7.0%	11.8%	3.4%	6.5%	4.6%					
7	Hispanic	Y	N	13.0%	17.4%	36.4%	22.6%	21.7%	27.0%	36.7%	29.5%	32.6%	40.1%	23	23	11	31	23
7	Hispanic	Y	Y						8.0%	6.2%	3.6%	4.7%	7.5%					
7	White	N	N	50.9%	54.1%	55.6%	61.5%	43.3%	60.4%	67.6%	63.2%	66.4%	69.5%	55	37	36	39	30
7	White	N	Y						25.8%	31.5%	15.8%	21.6%	26.1%					
7	White	Y	N	33.3%	37.2%	30.4%	33.9%	17.1%	36.1%	42.6%	36.9%	41.7%	46.5%	48	43	46	56	35
7	White	Y	Y						17.3%	15.5%	12.1%	13.4%	12.4%					

Grade 8				Math % Met: Giaudrone MS					State Math % Met					Math # Tested: Giaudrone MS				
Grade	Ethnicity	Free-Reduced	ELL	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
8	American Indian	N	N						39.5%	37.4%	41.1%	43.2%	44.9%					
8	American Indian	N	Y															
8	American Indian	Y	N						22.4%	20.5%	26.0%	26.1%	26.7%					
8	American Indian	Y	Y						0.0%									
8	Asian	N	N	66.7%	40.0%		57.1%		70.1%	70.1%	75.6%	72.1%	74.5%	12	15		14	
8	Asian	N	Y						39.3%	39.2%	44.6%	40.7%	34.6%					
8	Asian	Y	N	35.7%	25.0%	50.0%	36.4%	63.2%	45.7%	44.7%	53.0%	52.7%	55.4%	14	12	16	22	19
8	Asian	Y	Y						18.5%	17.7%	25.8%	20.9%	21.1%					
8	Black / African American	N	N	33.3%	25.0%	35.7%	12.5%	20.8%	31.7%	35.4%	40.6%	34.9%	40.4%	24	16	14	16	24
8	Black / African American	N	Y										14.3%					
8	Black / African American	Y	N	17.1%	13.2%	6.1%	9.5%	21.4%	15.2%	18.5%	20.9%	21.3%	25.3%	35	38	49	42	56
8	Black / African American	Y	Y						2.2%	1.7%	3.4%	4.6%	7.1%					
8	Hispanic	N	N						41.1%	46.3%	47.0%	43.3%	46.8%					
8	Hispanic	N	Y						4.7%	2.3%	7.0%	3.0%	5.8%					
8	Hispanic	Y	N	22.2%	22.7%	15.4%	25.0%	27.6%	27.9%	29.1%	33.1%	31.9%	35.3%	27	22	26	12	29
8	Hispanic	Y	Y						6.7%	5.3%	4.7%	5.1%	6.9%					
8	White	N	N	54.9%	54.5%	50.0%	38.2%	57.6%	60.0%	62.2%	63.5%	65.0%	64.9%	51	55	42	34	33
8	White	N	Y						20.3%	18.7%	28.1%	17.9%	24.2%					
8	White	Y	N	37.5%	33.3%	20.5%	20.9%	37.0%	36.4%	37.5%	38.6%	39.8%	43.3%	56	45	44	43	54
8	White	Y	Y						14.3%	15.8%	11.8%	16.0%	15.1%					