

Renton School District

Methodology for determining status: Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress

Methodology for determining growth: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017)

Performance on Summative Assessments: Science

Performance Measure	Subgroup	Goals							
		2011-12 actual	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
5th Grade Science MSP	Overall	62%	51%	55%	59%	63%	67%	71%	76%
	White	74%	70%	73%	75%	78%	80%	83%	85%
	Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	50%	38%	43%	48%	54%	59%	64%	69%
	Black	41%	22%	29%	35%	42%	48%	55%	61%
	Asian	74%	64%	67%	70%	73%	76%	79%	82%
	American Indian	45%	18%	25%	32%	39%	45%	52%	59%
	Low Income	51%	35%	40%	46%	51%	57%	62%	68%
	Special Education	25%	19%	26%	33%	39%	46%	53%	60%
Limited English	21%	19%	26%	33%	39%	46%	53%	60%	
8th Grade Science MSP	Overall	67%	64%	67%	70%	73%	76%	79%	82%
	White	76%	74%	76%	78%	81%	83%	85%	87%
	Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	53%	49%	53%	58%	62%	66%	70%	75%
	Black	45%	42%	47%	52%	57%	61%	66%	71%
	Asian	82%	82%	84%	85%	87%	88%	90%	91%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	58%	51%	55%	59%	63%	67%	71%	76%
	Special Education	26%	36%	41%	47%	52%	57%	63%	68%
Limited English	19%	6%	14%	22%	30%	37%	45%	53%	

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Methodology for Determining Status: The gap is the number of percentage points between the subgroup (as defined in the grant notice) and the reference group for any given year. The reference group is the highest performing subgroup for the region as a whole on a given assessment during the baseline year of 2010-2011.

Methodology for determining goals: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017). Meeting AMO goals for subgroups will close achievement gaps.

Notes: Goals are missing for groups of n < 10 in the baseline year. OSPI does not report Proficiency rates from groups less than ten. No goals are provided for reference groups or for district level subgroup with baseline performance exceeding that of the reference group.

Decreasing Achievement Gaps: Science

Subgroup	Science Percent Met Standard 2010-2011	Reference Group	Baseline 2010-11	Goals				
				2012-13	2013-14	2014-15	2015-16	2016-17
Overall	51	White	16	14.7	13.3	12.0	10.7	9.3
White	70	White	-3	NA	NA	NA	NA	NA
Pacific Islander	NA	White	NA	NA	NA	NA	NA	NA
Hispanic	38	White	29	26.6	24.2	21.8	19.3	16.9
Black	22	White	45	41.3	37.5	33.8	30.0	26.3
Asian	64	White	3	2.8	2.5	2.3	2.0	1.8
American Indian	18	White	49	44.9	40.8	36.8	32.7	28.6
Low Income	35	White	32	29.3	26.7	24.0	21.3	18.7
Special Education	19	White	48	44.0	40.0	36.0	32.0	28.0
Limited English	19	White	48	44.0	40.0	36.0	32.0	28.0
Overall	64	Asian	7	6.4	5.8	5.3	4.7	4.1
White	74	Asian	-3	NA	NA	NA	NA	NA
Pacific Islander	NA	Asian	NA	NA	NA	NA	NA	NA
Hispanic	49	Asian	22	20.2	18.3	16.5	14.7	12.8
Black	42	Asian	29	26.6	24.2	21.8	19.3	16.9
Asian	82	Asian	-11	NA	NA	NA	NA	NA
American Indian	NA	Asian	NA	NA	NA	NA	NA	NA
Low Income	51	Asian	20	18.3	16.7	15.0	13.3	11.7
Special Education	36	Asian	35	32.1	29.2	26.3	23.3	20.4
Limited English	6	Asian	65	59.6	54.2	48.8	43.3	37.9