



















GOOLSBY ELEMENTARY SCHOOL
Quality Assurance Framework

Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
General Information										
Demographics										
Total Enrollment	588	651	697	734	803					
Enrollment American Indian	0.2%	0.6%	0.3%	0.4%	0.4%					
Enrollment Asian Pacific	17.3%	16.1%	14.5%	15.1%	13.7%					
Enrollment Hispanic	8.5%	10.0%	11.0%	12.3%	9.5%					
Enrollment Black	5.3%	3.8%	6.0%	5.0%	5.9%					
Enrollment White	68.7%	69.4%	68.1%	67.2%	70.6%					
Special Education										
Total Special Education enrollment by year	15	66	67	63	59					
The percent of total Special Education students receiving services by ethnic group. <i>White</i>	80.0%	84.8%	82.1%	73.0%	76.3%					
The percent of total Special Education students receiving services by ethnic group. <i>Black</i>	0.0%	3.0%	1.5%	3.2%	3.4%					
The percent of total Special Education students receiving services by ethnic group. <i>Asian</i>	13.3%	7.6%	10.4%	12.7%	11.9%					
The percent of total Special Education students receiving services by ethnic group. <i>Native American</i>	0.0%	1.5%	0.0%	0.0%	0.0%					
The percent of total Special Education students receiving services by ethnic group. <i>Hispanic</i>	6.7%	3.0%	6.0%	11.1%	8.5%					
The percentage of students receiving Special Education GATE services.		7.0%	8.9%	8.6%	12.0%					
The percent of total GATE students receiving services by ethnic group. <i>White</i>		78.7%	80.6%	82.5%	76.0%					
The percent of total GATE students receiving services by ethnic group. <i>Black</i>		0.0%	3.2%	0.0%	2.0%					
The percent of total GATE students receiving services by ethnic group. <i>Asian</i>		19.1%	12.9%	14.3%	18.0%					
The percent of total GATE students receiving services by ethnic group. <i>Native American</i>		0.0%	0.0%	0.0%	0.0%					
The percent of total GATE students receiving services by ethnic group. <i>Hispanic</i>		2.1%	3.2%	3.2%	4.0%					
AYP										
AYP Designation	Adequate	Exemplary	Adequate	Adequate	Adequate				NA	90%-100%
Attendance										
Increase the average daily attendance by 1, 2, or 3 percentage points by 2012.	95.9%	95.7%	95.7%	96.3%	95.8%	96.6%	97.0%	97.3%		95%

Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
I. Students meet state and federal guidelines as well as appropriate benchmarks for academic competency in all areas and all grade levels and pass the High School Proficiency Exam.										
A. Language Arts	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
a. Criterion Referenced Tests										
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 3 reading CRTs by 3, 6, or 9 percentage points by 2012.	77.0%	82.0%	86.0%	87.0%	78.0%	88.0%	89.0%	90.0%		90%-100%
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 4 reading CRTs by 3, 6, or 9 percentage points by 2012.	83.0%	86.0%	81.0%	88.0%	93.0%	89.0%	90.0%	91.0%		90%-100%
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 5 reading CRTs by 3, 6, or 9 percentage points by 2012.	53.0%	79.0%	80.0%	78.0%	80.0%	79.0%	80.0%	81.0%		90%-100%
b. Writing Proficiency Exam										
Writing Proficiency: Increase the percentage of 5th grade students passing the writing assessment by 3, 6, or 9 percentage points by 2012.	63.5%	79.2%	82.2%	83.6%	84.4%	84.6%	85.6%	86.6%		90%-100%

Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
c. Achievement Gap: This figure indicates the difference between the percentage of proficient white students and the percentage of proficient students in the cited group.										
Decrease the percent difference between white percent proficient and the percent proficient elementary IEP students in ELA by 3, 6, or 9 percentage points by 2009.	-44.3%	-41.8%	-26.5%	-29.5%	-31.3%	-28.5%	-27.5%	-26.5%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary LEP students by 3, 6, or 9 percentage points by 2009 in ELA.	-14.5%	-5.5%	-1.7%	3.5%	-4.5%	NA	NA	NA		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary FRL students by 3, 6, or 9 percentage points by 2009 in ELA.	-23.0%	-22.8%	-3.7%	-13.7%	-13.3%	-12.7%	-11.7%	-10.7%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary Hispanic students by 3, 6, or 9 percentage points by 2009 in ELA.	-15.9%	-29.1%	-12.3%	-4.8%	-14.5%	-3.8%	-2.8%	-1.8%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary black students by 3, 6, or 9 percentage points by 2009 in ELA.	-28.4%	-18.1%	-12.3%	-16.3%	-8.7%	-15.3%	-14.3%	-13.3%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary Asian students by 3, 6, or 9 percentage points by 2009 in ELA.	4.7%	4.5%	4.7%	-6.8%	0.7%	-5.8%	-4.8%	-3.8%		10%-0%
d. Other										
Increase the percentage of ELL students that make at least one level progress with language acquisition by 3, 6, or 9 percentage points by 2012.	56.5%	48.5%	55.9%	56.4%	56.3%	57.4%	58.4%	59.4%		85%-100%
Increase the percentage of ELL students that make 2 levels or more progress with language acquisition by 3, 6, or 9 percentage points by 2012.	30.4%	36.4%	29.4%	17.9%	12.5%	18.9%	19.9%	20.9%		60%-100%
Increase the percentage of ELL students that attain language proficiency by 3, 6, or 9 percentage points by 2012. (move from level 4 to 5)	40.0%	0.0%	33.3%	36.8%	21.9%	37.8%	38.8%	39.8%		75%-100%
Increase the percent of ELL students exiting program within three years by 3, 6, or 9 percentage points by 2012.	100.0%	9.1%	8.8%	NA	2.1%	NA	NA	NA		30%-100%

Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
B. Mathematics	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
a. Criterion Referenced Tests										
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 3 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	78.0%	80.0%	84.0%	81.0%	83.0%	82.0%	83.0%	84.0%		90%-100%
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 4 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	85.0%	88.0%	88.0%	85.0%	87.0%	86.0%	87.0%	88.0%		90%-100%
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 5 mathematics CRTs by 3, 6, or 9 percentage points by 2012.	82.0%	86.0%	87.0%	84.0%	88.0%	85.0%	86.0%	87.0%		90%-100%
b. Achievement Gap: This figure indicates the difference between the percentage of proficient white students and the percentage of proficient students in the cited group.										
Decrease the percent difference between white percent proficient and the percent proficient elementary IEP students in mathematics by 3, 6, or 9 percentage points by 2009.	-37.4%	-31.2%	-15.8%	-20.9%	-33.2%	-19.9%	-18.9%	-17.9%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary LEP students by 3, 6, or 9 percentage points by 2009 in mathematics	-9.8%	-26.2%	-9.6%	5.1%	0.6%	NA	NA	NA		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary FRL students by 3, 6, or 9 percentage points by 2009 in mathematics	-21.0%	-26.2%	-2.0%	-6.0%	-6.7%	-5.0%	-4.0%	-3.0%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary Hispanic students by 3, 6, or 9 percentage points by 2009 in mathematics	-7.5%	-12.8%	-12.1%	-2.7%	-10.3%	-1.7%	-0.7%	0.0%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary black students by 3, 6, or 9 percentage points by 2009 in mathematics.	-30.2%	-33.2%	-6.2%	-3.8%	-8.1%	-2.8%	-1.8%	-0.8%		10%-0%
Decrease the percent difference between white percent proficient and the percent proficient elementary Asian students by 3, 6, or 9 percentage points by 2009 in mathematics.	3.7%	4.8%	5.8%	3.1%	-0.3%	NA	NA	NA		10%-0%

Indicator	2005-06	2006-07	2007-08	2008-09 (Baseline)	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
C. Science	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
a. Criterion Referenced Tests										
Criterion Referenced Tests: Increase the percent of students within each subgroup performing at the meets and exceeds levels on the state grade 5 science CRTs by 3, 6, or 9 percentage points by 2012.	71.0%	77.0%	81.0%	83.0%	79.0%	84.0%	85.0%	86.0%		90%
II. Students meet state and district guidelines in the following areas:										
A. Physical Education and Life-Long Wellness	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
Increase the percent of students in elementary schools participating in physical fitness programs by 3, 6, and 9 percentage points by 2012.		100.0%	CPD	100.0%		NA	NA	NA		95%
III. Students demonstrate positive character traits which include:										
Increase the percentage of elementary school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2012. (available in 2007-08)	NA	NA	93.9%	93.3%	92.3%	94.3%	95.3%	96.3%		90%
IV. Treatment of staff, students, and parents	2005-06	2006-07	2007-08	2008-09	Results 2009-10	adequate progress	moderate growth	superior growth	Status	District Standards
Increase the percent of students reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2012.	88.0%	91.4%	85.8%	84.2%	82.8%	85.2%	86.2%	87.2%		90%
Increase the percent of staff reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2012.	86.0%	86.6%	91.6%	NA	89.5%	NA	NA	NA		90%
Increase the percent of parents reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2012.	94.0%	91.1%	88.9%	91.3%	86.8%	92.3%	93.3%	94.3%		90%
Increase the percent of students reporting students are encouraged to be creative and innovative on the district-wide survey by 3, 6, or 9 percentage points by 2012.					88.5%					90%
Increase the percent of staff reporting students are encouraged to be creative and innovative on the district-wide survey by 3, 6, or 9 percentage points by 2012.					88.9%					90%
Increase the percent of parents reporting students are encouraged to be creative and innovative on the district-wide survey by 3, 6, or 9 percentage points by 2012.					93.8%					90%

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Increase the percent of students reporting students are learning to develop critical thinking and problem solving skills on the district-wide survey by 3, 6, or 9 percentage points by 2012.					96.3%					90%
Increase the percent of staff reporting students are learning to develop critical thinking and problem solving skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					100.0%					90%
Increase the percent of parents reporting students are learning to develop critical thinking and problem solving skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					100.0%					90%
Increase the percent of students reporting students are learning leadership skills such as goal setting and taking initiative based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					91.1%					90%
Increase the percent of staff reporting students are learning leadership skills such as goal setting and taking initiative based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					88.9%					90%
Increase the percent of parents reporting are students are learning leadership skills such as goal setting and taking initiative based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					81.3%					90%
Increase the percent of students reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					94.7%					90%
Increase the percent of staff reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					100.0%					90%
Increase the percent of parents reporting CCSD provides collaborative and team building activities for students to strengthen their interpersonal skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					81.3%					90%
Increase the percent of students reporting CCSD assists students to strengthen their organizational skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					82.8%					90%
Increase the percent of staff reporting CCSD assists students to strengthen their organizational skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					100.0%					90%

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Increase the percent of parents reporting CCSD assists students to strengthen their organizational skills based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					85.7%					90%
Increase the percent of students reporting CCSD encourages students to be courteous and respectful toward others based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					98.2%					90%
Increase the percent of staff reporting CCSD encourages students to be courteous and respectful toward others based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					100.0%					90%
Increase the percent of parents reporting CCSD encourages students to be courteous and respectful toward others based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					100.0%					90%
Increase the percent of students reporting CCSD encourages students to be honest and trustworthy based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					91.6%					90%
Increase the percent of staff reporting CCSD encourages students to be honest and trustworthy based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					100.0%					90%
Increase the percent of parents reporting CCSD encourages students to be honest and trustworthy based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					93.8%					90%
Increase the percent of students reporting CCSD fosters character traits such as kindness and caring based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					91.7%					90%
Increase the percent of staff reporting CCSD fosters character traits such as kindness and caring based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					100.0%					90%
Increase the percent of parents reporting CCSD fosters character traits such as kindness and caring based on the district-wide survey by 3, 6, or 9 percentage points by 2012.					93.8%					90%