EDUC 615
Schmunne Luetkenhaus
"Male vs Female Faculty/Staff Inequity"
Equity Audit, Policy Brief, and Action Plan
George Mason University

Policy Brief

Why Does This Matter

As quoted by Burn (2001) from Langeveld in The Year Book of Education, 1963, "No country should pride itself on its educational system if the teaching profession has become predominantly a world of women." According to the research, the lack of male teachers in primary schools is something that has been happening for decades not only in the United States, but also in Canada, New Zealand, Australia, and European countries.

> "Current statistics show that roughly one quarter of all classroom teachers are male and the proportion plummets to approximately ten percent in the elementary grades. It is widely reported that the proportion of male teachers in public schools is at its lowest in decades, hovering at just one quarter of the nation's approximately three million teachers. Male teachers are least common in elementary education; only 1 out of 10 elementary classroom teachers are men." (Johnson, 2008)

A very important reason why schools need to hire more male teachers is to provide boy students with a strong male role model. "It is difficult for boys to develop a healthy masculinity against a preponderance of women teachers. It is important for male teachers to be stable academic role models for boys." (Johnson, 2008) "One of the explanations for increasing the number of men teachers is to counteract the '*feminization*' of primary schools." (Skelton, 2003) "Boys are often alienated from school because of a lack of male role models in feminized areas of the school curriculum and in primary schools. Debate suggests that boys are now the most underprivileged group within the schooling process and that it is time that boys received the benefits of gender equity initiatives. Central to the argument is that boys are currently out of control because they are lacking suitable male role models." (Roulston and Mills, 2000)

In Skelton's study (2003) several upper primary students made comments on the importance of having a male figure as their teacher: "I think it's a good thing to have more male teachers, particularly as class teachers, because I feel there are a lot of male teachers as headteachers and deputies." (Alison), "I think it is important to encourage men to join primary teaching as I believe they have as much to offer to the profession as women. In my experience the male teachers I have had have been an inspiration." (Emma), "I believe that positive male role models are of crucial importance for both boys and girls. Children need to see men in a strong but caring role, and one of the places where this can be best achieved is in the primary school." (Tamsyn)

However, research suggests that some of the reasons why there is a lack of male teachers in early childhood programs are that men face suspicion that they are child molesters, or that administrators, colleagues, and families might believe that

men are not well suited to work with young children. "Men need to know the policies on touching and discipline, how to prevent suspicion." And, "Men need to be able to articulate their approaches to teaching in terms of learning and development, describe clearly the reasons for their classroom practices, explain how these relate to district and school priorities, and share their previous education and training experiences." (Cunningham and Watson, 2002) Other reasons why men decide against teaching are low wages and lack of prestige: "Low salary may have a differential effect on men because of the perception that they need to be a family's primary wage earner." And, "Teaching lacks status or prestige. Educational professions do not have the same cachet as, for example, medicine or law." (Johnson, 2008)

What's Being Done

> "Many young men may not consider teaching young children as a career unless it is pointed out to them. Effective recruitment materials depict men as teachers and use language that specifically speaks to men and addresses their questions and concerns. The NAEYC brochure *Careers for Men an Early Childhood Education* is one example of this kind of recruitment material." (Cunningham and Watson, 2002)

Recommendations

Community-Level Recommendations:
Cunningham and Watson (2002) state that when recruiting male students, it is important to think in terms of critical mass. "Recruiting one man can be an achievement for a teacher education program, but a single man is likely to feel quite isolated. Recruiting two or three men may reduce the isolation. Recruiting significant numbers of men, can help build a more genuine acceptance of males as teachers of young children." Moreover, some of the recommendations that Johnson (2008) makes on his own Policy Brief are:
- "A collaborative relationship should be established between university-level teacher preparation programs and surrounding school districts in order to confront the lack of male teachers."
- "Colleges of education can work closely with K-12 teachers and administrators to place male pre-service teachers in classrooms with veteran male teachers."
- "Local school districts must do their part in this collaborative arrangement by sending teachers and administrators to college campuses to meet with students, especially males, who are considering a major in education."
- "Tuition assistance or stipends should be made available to practicing teachers who participate in the collaboration."

School-Level Recommendations:

According to Cunningham and Watson (2002), each institution's policy, vision, or mission statement on staff diversity should include as a goal the active recruitment of men. Administrators can focus on recruitment by doing some of the following strategies:

- Writing "men encourage to apply" or "men welcome" in advertisements.
- Advertising strategically in publications read by men.
- Offering cash incentives for staff that recruit male staff.
- Establishing a résumé bank of potential male applicants.
- Recruit men from high schools, colleges, and universities as volunteers.

Classroom-Level Recommendations:

"Early childhood teachers can begin to make children aware that males can be teachers by using language free of gender bias and by selecting, displaying, and reading children's books that show men as fathers, nurturers, and teachers." (Cunningham and Watson, 2002)

Action Plan

My Current Situation & Importance

In my school there is currently an inequity between male and female faculty and staff, where 100% of all teachers and administrative staff are female and only 25% of the afternoon staff are male. (Appendix D) This disproportion is the result of society who does not see male teachers as a good fit for working with young children, either because they do not portray a mother figure, or because there might be a chance of sexual abuse accusations. Moreover, male teachers do not see enough of a monetary profit from working at a private school where young children are taught. For these reasons I believe that many male teachers try to stay as far as they can from working at my school.

It is important to let male teachers know that, even though these reasons for trying to avoid working with young children can be true, the rewards are even greater. Children need a male figure in their everyday lives, not only at home but in school as well. Also, students of all ages need to learn a different perspective that only male teachers can provide.

Desired Outcomes

I would like to let young male teacher prospects know that my school is a good place to start their careers, and that they can learn from this job as much as their students will learn from them. Therefore, I am hoping to recruit male staff from the nearest High School and nearby College. Also, I would like to suggest a monetary reward to faculty and staff who brings a new male teacher onboard.

Finally, and most importantly, my school should provide each classroom with books with male figures as the main characters, where these male figures are shown caring for young children, so that students realize that males can also provide children with good care.

What Should Be Done

My school is a five-minute walk from Oakton High School (OHS) and a ten-minute drive from George Mason University (GMU). There should be an agreement between my school and OHS and GMU, so that they can advertise our job openings in their Career Center. These announcements should include the phrases "men welcome to apply" or "men encourage to apply". Also, my school should budget aside some money so that they can give a stipend to faculty and staff who bring a male teacher to work. Another monetary amount should also be put aside in order to pay for new books about male figures.

Specific Steps

First, either my school director or her assistant director will write an email to OHS and GMU's Career Center stating that we are in the works of hiring new staff. The email will contain information on the importance of employing male teachers. Then, the school director and/or assistant director will write fliers for OHS and GMU to put up on their employment bulletin boards, highlighting the fact that male teachers are mostly wanted.

Second, my school director will call Human Resources (HR) and allocate money for current employees, just in case they get to bring a male teacher into the school to work. Then, my assistant director will send out an email to faculty and staff of my school letting them know that they can get some extra money by bringing male teachers to get hired.

Third, room teachers will receive a stipend assigned to buying age appropriate books about male figures and my school director will buy some herself for the school library. Then, the teachers will read these books either during circle time or before naptime several times during the school year. These books will also be available to be browsed by the students at other times.

Resources & Permissions Needed

The main resources needed for this Action Plan to happen are going to be paper for the fliers, money for the teacher rewards, and money for the classroom and library books.

On the other hand, my school director will need permission from OHS and GMU's Career Center in order to put up the fliers. Also, in order to allocate some money for the teacher rewards and for the books, my director will need to ask permission of HR to allocate some money fro the budget.

Anticipated Obstacles

Some of the anticipated obstacles would be that either OHS or GMU Career Centers would not be able to put up my school fliers on their bulletin board, as well

as the rejection of HR to give my director the necessary money to give teachers their

reward and/or to allocate money for the classroom and library books.

<div align="center">**Reflective Narrative**</div>

What I Learned Through This Process

What I learned the most is that I can be the eyes of change, and that I can make things happen. Before this process, I thought I was only a teacher, and that my job was only to teach my students. However, I now know that I can also be, not only my students' voice, but also my fellow teachers' voice and speak up for things that need to be changed in my school. Also, I learned that even though we as teachers and school can treat our students like equal, that does not mean that we thrive for equality. Therefore, I learned that equal does not mean equality.

My Role & Responsibility As A Teacher

As a teacher, I need to be my students' voice and let my school director know what is going on in my classroom and the school as a whole, especially if I find an inequality going on that affects the learning of my students or the work environment of the other teachers.

My Next Steps As A Teacher Leader

I feel like I now have the power to make a change in my school and make things possible. Not that I did not have the power before, but I just did not know how to let my thoughts be known. But now that I do, I feel like I can change the world one school at a time. It seems like, as a teacher you can change the world one student at a time, but as a teacher leader you can change the whole world, and that's a very empowering feeling.

My next steps as a teacher leader will be to let my school director know that I have found a very important inequality in our school, and that I would like her to read more about it by showing her this Equity Study. Also, in following school years I am planning on speaking up, not only for myself, but also for my students and coworkers in order to let the higher-up people know the inequalities happening in my school.

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Appendices

Appendix A: Equity Audit Collection Data

Appendix B.1 and B.2: The IOWA and CogAT Tests Scores

Appendix C: Student Race Percentage Chart

Appendix D: Male vs Female Faculty/Staff Percentage Chart

Equity Audit Data Collection

General Data and Analysis	
1. Grade levels taught in your school.	PreK3, PreK4, Kindergarten, 1st and 2nd grade.
2. Number of students in your school.	111 students.
3. Number of staff in your school.	20 faculty and staff members. Even though none of the faculty/staff is Certified, all have a four-year College degree and about 5% with or working towards a Masters degree. Also, 12 afternoon staff are either in High School or attending College.
4. Number of students in your school who transferred or moved into the school the last academic year (disaggregate by race, disability, gender, ESL, and free/reduced lunch - FRL)	In my school, almost every student who starts in the Preschool program stays through Kindergarten, and sometimes even through 3rd grade. Therefore, there are no students who transfer or move into the school the last academic year.
5. Number of students in your class who transferred or moved into the school the last academic year (disaggregate by race, disability, gender, ESL, and free/reduced lunch - FRL)	Same information as above. (I teach Spanish as a specialty class to all grades)
Status of Labeling at Your School	
1. Students labeled "gifted" at your school.	Even though not officially labeled, there are currently about 5 "gifted" students in the school ranging from age four to eight.
2. Students labeled "at-risk" at your school.	There are no "at-risk" students currently attending.
3. Students labeled with a disability at your school.	Even though not officially labeled, there are currently about 10 students with some kind of a learning disability.
4. Students labeled ELL or bilingual at your	Even though not officially labeled, there are

school.	currently about 4 ELL students. Also, 30% of the students are bilingual.
5. Students with any other kind of label at your school.	Not applicable.
6. Total number of students who are labeled at your school.	0%

Discipline Data	
1. Students who were suspended in the past year (disaggregate by race, disability, gender, ESL, and FRL)	No students get suspended at my school.
2. Students who were expelled the past year (disaggregate by race, disability, gender, ESL, and free/reduced lunch)	No students get expelled at my school.
3. IOWA, CogAT tests grade level achievement (disaggregate by race, disability, gender, ESL, and free/reduced lunch)	(Appendix B.1 and Appendix B.2)
4. Graduation rate (disaggregate by race, disability, gender, ESL, and FRL)	Not applicable.
5. Drop-out rate (disaggregate by race, disability, gender, ESL, and FRL)	Not applicable.

6. Participation in IOWA, CogAT tests (disaggregate by race, disability, gender, ESL, and FRL)	100% starting in Kindergarten through 2rd grade.
7. Test results of IOWA, CogAT tests (disaggregate by race, disability, gender, ESL, and FRL)	(Appendix B.1 and Appendix B.2)

Social Class	
1. Students receiving FRL in your school.	0%
2. Students receiving FRL in the district.	Not applicable.
3. Students identified for special education in your educational setting.	Only 1 student currently in the school receives special education through FCPS every morning.
4. Of the number of students identified for special education, what fraction and what percentage receive FRL?	0%
5. How does the response to Item 4 compare to Item 1 in this section? The answers should be similar to be "equitable." If, for example, 60% of students identified for special education also qualify for FRL, and your educational setting has 20% of its students receiving free/reduced price lunches, then students who receive FRL are overrepresented in special education. In other words, a student from a lower socioeconomic class family would be three times more likely to be labeled for special education. Since I work at a Private School, snacks and lunches are included in the Preschool tuition. Snacks are also included in the Academy tuition and children must bring a lunch to school every day. Therefore, none of the students are eligible for FRL.	
6. Students identified as "gifted" in your setting who receive FRL.	0%
7. Students identified as "at-risk" in your setting who receive FRL.	0%

8. Report two pieces of academic achievement in your setting as they relate to social class.	Information not available.
9. Collect social class comparison data on at least two other areas in your school/setting (e.g., parent-teacher organization participation, student council, safety patrol, band)	Not applicable.

10. What do these social class data mean? In your analysis, include the strengths and areas of improvement for serving students of low socioeconomic status.

Because my school is private and every family needs to pay for tuition, it is hard to tell social class differences. At the same time, I can assume that none of the students come from a low socioeconomic status.

Race & Ethnicity

1. Students of color in your school.	About 55% of the students could be considered of color: Hispanic 2.7%, Indian 8.1%, Asian 14.41%, Black 4.5%, Biracial 9.9%, Other 15.31% (Appendix B)
2. Students of color in your class.	Same information as above. (I teach Spanish as a specialty class to all grades)
3. Students labeled for special education.	0.9%
4. Of the number of students identified for special education, what fraction and what percentage are students of color?	0%

5. How does the response to Item 4 compare to Item 1 in this section?

6. Students identified as "gifted" in your setting who are students of color.	About 2.7%

7. Students identified as "at-risk" in your setting who are students of color.	0%
8. Certified staff who are people of color in your school.	0%
9. Uncertified staff who are people of color in your school.	About 15.6%
10. People of color serving on the school board.	0%
11. Report two pieces of academic achievement data in your setting as they relate to race and/or ethnicity.	Information not available.
12. Collect racial comparison data on at least two other areas in your school/setting (e.g., parent-teacher organization participation, student council, safety patrol, band)	Not applicable.

13. What do these racial data mean? In your analysis, include the strengths and areas of improvement for serving students of color.

My school is very diverse and we accept children of any background. I believe that this shows with the above percentages when more than 50% of the students are of color. Some of the strengths of serving students of color is that children get to experience diversity at school every day, which in turn helps them appreciate everyone for who they are, regardless of the color of the skin. Also, students learn to appreciate different cultures.

English Language Learners (ELLs)

1. How many English Language Learners are in the school and what languages do they speak?	There are currently about 4 ELL students in the school who speak either Korean or German.
2. How many ELLs are in your class?	Same information as above. (I teach Spanish as a specialty class to all grades)
3. How many students are labeled for special education?	0.9%
4. Of the number of students identified for	0%

special education, what fraction and what percentage are ELLs?	
5. How does the response to Item 4 compare to Item 1 in this section? None of the ELL students at my school are identified for special education. The only student who receives special education classes from FCPS is a primary-English speaker.	
6. Students identified as "gifted" in your setting who are ELLs.	100%
7. Students identified as "at-risk" in your setting who are ELLs.	0%
8. Certified staff who are bilingual in your school.	0%
9. Uncertified staff who are bilingual in your school.	1%
10. Bilingual people serving on the school board.	0%
11. Approximately what percentage of school-family communications is translated?	0%
12. Report two pieces of academic achievement in your setting as they relate to ELLs.	Information not available.
13. Collect ELL comparison data on at least two other areas in your school/setting (e.g., parent-teacher organization participation, student council, safety patrol, band)	Not applicable.
14. What do these language data mean? In your analysis, include the strengths and areas of improvement for serving students of color. It is interesting to see that all students identified as "gifted" are ELL students. These are also students who, not only are learning English as their second language, but they are also learning Spanish as a foreign language at school. Also, these are some of my best students, because it is easy for them to learn new vocabulary in Spanish and they can mimic native-like pronunciation.	
(Dis)abilities	

1. Number of students labeled with disabilities in your school.	Even though not officially labeled, there are currently about 10 students with some kind of a learning disability.
2. Students labeled with disabilities in your class.	Same information as above. (I teach Spanish as a specialty class to all grades)
3. Fraction and percentage of students by disability label (i.e., EBD, LD, CD, etc.)	Information not available.
4. Students labeled with a disability who participate in full inclusion.	Not applicable.
5. Students labeled with a disability who are partially included in the general education classroom.	Not applicable.
6. Students labeled with a disability who are not included in the general education classroom with their grade-level peers.	Not applicable.
7. Collect special education comparison data on at least two other areas in your school/setting (e.g., parent-teach organization participation, student council, safety patrol, band)	Not applicable.

8. What do these special education data mean? In your analysis, include the strengths and areas of improvement for serving students with disabilities.

In my school, only one student receives special education services from FCPS every morning. Even though the student has an IEP, she has not been specifically labeled. However, there are some other students that even though not officially labeled have some kind of a learning disability, and we as teachers have to differentiate their instruction. Because differentiation has to be part of our lesson plans, we have to think of ways to teach those students with learning difficulties and these ways can help other children as well. However, not all teachers have the time, ability and/or

resources to differentiate every single lesson.	
Gender	
1. Gender make-up of the teaching staff.	100% Females
2. Gender make-up of the preschool teachers.	100% Females
3. Gender make-up of the academy teachers.	100% Females
4. Gender make-up of the specialty teachers.	100% Females
5. Gender make-up of the afternoon staff.	75% Females and 25% Males (Appendix C)
6. Gender make-up of students with an emotional disability.	0% of students have an emotional disability.
7. Gender make-up of the administrative team.	100% females
8. Gender make-up of the school board.	100% females
9. Report two pieces of academic achievement in your setting as they relate to gender.	Information not available.
10. Collect gender comparison data on at least two other areas in your school/setting (e.g., parent-teacher organization participation, student council, safety patrol, band)	Not applicable.

11. What do these gender data mean? In your analysis, include the strengths and areas of improvement for serving male and female students.
There is obviously an inequity when it comes to teachers' gender at my school. On one hand, one can say that it is for the better to have a higher percentage of female teachers since the majority of the students are preschoolers and, at this age, children need more of a motherly figure to care for them. However, children also need a male figure to look after, especially boys. Therefore, one area of improvement that should happen in my school is the employment of male teachers and/or faculty and staff.

Gender Identity & Sexual Orientation

1. Does your school have any active policies that address sexual orientation and gender identity? (LGTBQ)	No
2. To what extent does your school's anti-harassment policy address LGTBQ issues?	LGTBQ issues are not addresses in my school.
3. How many staff are open about their LGBTQ identity to other staff? To students? To families and the community?	LGTBQ issues are not addresses in my school.
4. Does your school offer partner benefits to its employees?	Information not available.
5. To what extent are invitations to school functions, staff gatherings, and so forth, inclusive of LGBTQ relationships?	LGTBQ issues are not addresses in my school.
6. How and to what extent does your school's curriculum address LGBTQ issues?	LGTBQ issues are not addresses in my school.
7. Does your school have a Gay/Straight Alliance or some organization supporting LGBTQ youth?	No
8. Are there books available in the library that address LGBTQ issues?	No
9. How many disciplinary issues have been related to LGBTQ youth or issues? (e.g., bullying, name-calling, etc.)	None
10. To what extent are students required to	There is no gender-specific dress code at my

adhere to a gender-specific dress code?	school.
11. What do these LGBTQ data mean? In your analysis, include the strengths and areas of improvement for serving this student group. On one hand, even though we are a very diverse school which is open to all sorts of culture and does not discriminate against race, color and religion, amongst other things, we are also a Christian-based school. Also, all of our students are either preschoolers or early school-aged. Therefore, talking about sex preferences is not part of our curriculum. However, in past years we have had a couple of teachers who were open about their sexuality preference with other teachers and they were treated just like every other teacher.	

Source:
Frattura, E., & Capper, C. (2007). *Leading for social justice.* Thousand Oaks, CA:
    Corwin Press.

Appendix B.1:

THE IOWA TESTS

BUILDING SUMMARY
Iowa Tests of Basic Skills® (ITBS®)

Building: Appletree School
System: Appletree School

Form: C
Test Date: 04/2014
Norms: Spring 2005
Order No.: 000807016
Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation	TOTAL					
Grade K Number of Students Included	12	12	12	12	12		12				12	12				
Average Standard Score (SS)	145.1	153.2	153.3	178.6	163.7		162.8				162.6	156.9				
Grade Equivalent of Average SS	1.6	2.0	2.0	3.4	2.6		2.5				2.4	2.2				
National Stanine of Average SS	7	9	9	9	9		9				9	9				
Percentile Rank of Average SS: National Student Norms	85	98	99	99	99		99				99	99				
Percentile Rank of Average SS: National School Norms	95	99	99	99	99		99				99	99				
Number of Students Tested = 13																
Grade 1 Number of Students Included	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Average Standard Score (SS)	186.3	172.8	179.3	180.0	163.7	165.8	171.5	167.5	161.8	161.8	163.7	171.5	164.5	169.2	170.5	170.3
Grade Equivalent of Average SS	3.9	3.1	3.4	3.5	2.6	2.7	3.0	2.8	2.5	2.6	2.5	3.0	2.6	2.8	3.0	2.9
National Stanine of Average SS	9	8	9	8	7	9	9	8	6	8	7	8	7	7	8	8
Percentile Rank of Average SS: National Student Norms	96	92	96	92	84	96	96	91	76	90	88	93	81	88	93	94
Percentile Rank of Average SS: National School Norms	99	99	99	99	98	99	99	99	92	99	98	99	97	99	99	99
Number of Students Tested = 6																

For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide.

| | THE IOWA TESTS | | BUILDING SUMMARY *Iowa Tests of Basic Skills® (ITBS®) / CogAT®* | | | | | | | | | Building: Appletree School System: Appletree School | | Form: C Test Date: 04/2014 Norms: Spring I2005/C2005 Order No.: 000807016 Page: 2 | | |

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation	TOTAL					
Grade 2																
ITBS/CogAT																
Number of Students Included	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average Standard Score (SS)	187.7	197.0	192.3	193.7	194.3	171.0	179.3	172.3	177.3	177.3	175.7	182.7	178.0	203.0	182.3	187.7
Average Predicted SS (PSS)	175.7	177.7	176.7	178.7	173.7	172.7	173.3	174.0	176.0	172.0	174.0	174.7	175.7	179.7	177.3	176.3
Difference (SS-PSS)	+12.0	+19.3	+15.6	+15.0	+20.6	-1.7	+6.0	-1.7	+1.3	+5.3	+1.7	+8.0	+2.3	+23.3	+5.0	+11.4
Grade Equivalent of Average SS	4.0	4.5	4.2	4.4	4.4	2.9	3.3	3.0	3.2	3.4	3.3	3.6	3.4	5.0	3.6	3.9
Grade Equivalent of Average PSS (PGE)	3.2	3.3	3.3	3.4	3.1	3.1	3.0	3.2	3.2	3.1	3.2	3.1	3.2	3.5	3.3	3.2
Difference (GE- PGE)	+0.8	+1.2	+0.9	+1.0	+1.3	-0.2	+0.3	-0.2	0.0	+0.3	+0.1	+0.5	+0.2	+1.5	+0.3	+0.7
Percentile Rank of Average SS: National Student Norms	84	89	86	81	93	59	73	61	68	76	68	79	68	92	80	87
NPR of Average PSS (PNPR)	66	68	66	65	65	63	63	64	66	62	64	63	64	72	72	67
Difference (NPR-PNPR)	+18	+21	+20	+16	+28	-4	+10	-3	+2	+14	+4	+16	+4	+20	+8	+20
Number of Students Tested = 3																
ITBS																
Number of Students Included	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average Standard Score (SS)	187.7	197.0	192.3	193.7	194.3	171.0	179.3	172.3	177.3	177.3	175.7	182.7	178.0	203.0	182.3	187.7
Grade Equivalent of Average SS	4.0	4.5	4.2	4.4	4.4	2.9	3.3	3.0	3.2	3.4	3.3	3.6	3.4	5.0	3.6	3.9
National Stanine of Average SS	7	8	7	7	8	5	6	6	6	6	6	7	6	8	7	7
Percentile Rank of Average SS: National Student Norms	84	89	86	81	93	59	73	61	68	76	68	79	68	92	80	87
Percentile Rank of Average SS: National School Norms	97	99	99	99	99	67	87	69	77	93	79	95	84	99	96	99
Number of Students Tested = 3																

Cognitive Abilities Test™ (CogAT®)

		Number of Students	Average USS	AGE SCORES			GRADE SCORES				Building Profile Age Percentile Rank			
				Average SAS	PR	S	PR	S		PR ₁	25	50	75	99
Grade 2	VERBAL	3	182.3	110.0	73	6	77	7	V	73			♦	
	QUANTITATIVE	3	184.0	109.0	71	6	75	6	Q	71			♦	
Number of Students Tested = 3	NONVERBAL	3	188.0	106.0	65	6	66	6	N	65			♦	
	COMPOSITE	3	184.7	108.7	71	6	75	6	C	71			♦	

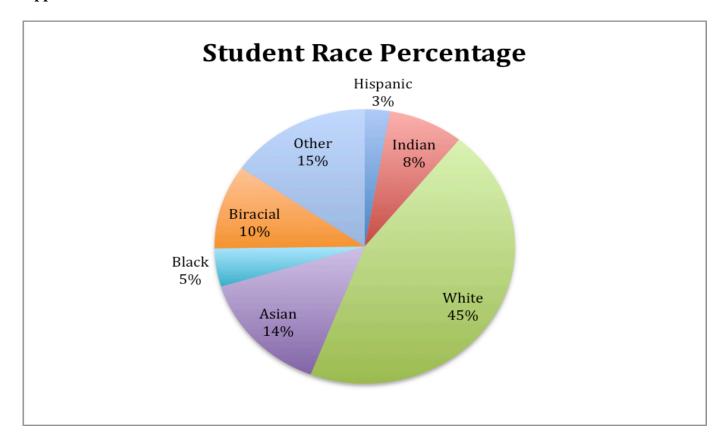USS = Universal Scale Score   SAS = Standard Age Score   PR = Percentile Rank   S = Stanine

Composite Standard Age Scores were used to compute the predicted scores.
For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide.

Appendix C:

Student Race Percentage

Hispanic 3%
Indian 8%
Other 15%
Biracial 10%
Black 5%
Asian 14%
White 45%

Appendix D:

Male vs Female Faculty/Staff Percentage

Legend:
- Male %
- Female %

Categories: Preschool Teachers, Academy Teachers, Specialty Teachers, Administrative Team, Afternoon Staff