



Teaching Strategies GOLD® Snapshot Report (Includes Archived Children)

Profile of Children

Out of 2549 possible children, 2381 children have enough GOLD data in Fall 2014/2015 to be included in this report.

The 2381 children included in this report are in 155 classes in 64 sites and have the following demographics:

Gender:	Male: 49% Female: 51%
Race:	White: 43% Black or African American: 20% Asian Indian: 4% Burmese: 0% Cambodian: 0% Chinese: 0% Filipino: 0% Indonesian: 0% Japanese: 0% Vietnamese: 0% Native Hawaiian: 3% Other Asian: 0% Samoan: 0% Tahitian: 0% Tongan: 0% Guamanian: 0% Other Pacific Islander: 0% American Indian or Alaska Native: 3% Some Other Race: 10% White and Black or African American: 1% White and Asian: 0% Black or African American and Asian: 0% All other combinations: 8% Unknown: 8%
Ethnicity:	Not Spanish/Hispanic/Latino: 65% Mexican: 4% Guatemalan: 0% Salvadoran: 0% Venezuelan: 0% Unknown Hispanic: 28% Other Hispanic: 0% Unknown: 2%
IFSP/IEP Status:	Children Without IFSP: 100% Children With IFSP: 0% Children Without IEP: 96% Children With IEP: 4%
Funding Source(s):	Child Care: 1 Early Head Start: 1 ECEAP: 1477 Head Start: 12 Migrant Head Start: 1 Part B Section 619: 1 Private Pay Preschool: 3
Age or Class/Grade:	Preschool 3 class/grade (Green): 15% Pre-K 4 class/grade (Blue): 85%
Primary Language:	English: 65% Spanish: 24% Chinese (all dialects): 0% German: 0% Tagalog: 0% Vietnamese: 1% Russian: 1% Arabic: 1% Unknown: 1% African: 0% Amharic: 1% Burmese: 0% Indonesian: 0% Japanese: 0% Nepali: 0% Punjabi: 0% Samoan: 0% Somali: 2% Tongan: 0% Turkish: 0% Ukrainian: 0% Urdu: 0% Other: 3%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Social-Emotional by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	1104	47%	36.7	1208	51%	48.9	42	2%	60.3

Table 2: Physical - Gross Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	808	35%	14.5	1516	65%	18.5	9	0%	21.8

Table 3: Physical - Fine Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	612	26%	8.7	1682	72%	11.7	53	2%	15.7

Table 4: Language by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	1033	44%	33.7	1305	55%	45.8	15	1%	55.9

Table 5: Spanish Language by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	15	45%	31.3	18	55%	45.8			

Table 6: Cognitive by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	993	42%	37.1	1329	57%	49.8	23	1%	59

Table 7: Literacy by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	1123	49%	23.7	1127	50%	41	23	1%	61.3

Table 8: Spanish Literacy by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	18	38%	22.9	29	62%	41.7			

Table 9: Mathematics by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	1569	70%	21.2	654	29%	31.5	18	1%	38

Teaching Strategies GOLD[®] Snapshot Report (Includes Archived Children)

Profile of Children

Out of 2027 possible children, 1972 children have enough GOLD data in Fall 2014/2015 to be included in this report.

The 1972 children included in this report are in 156 classes in 56 sites and have the following demographics:

Gender:	Male: 51% Female: 49%
Race:	White: 28% Black or African American: 19% Other Asian: 7% Other Pacific Islander: 2% American Indian or Alaska Native: 4% All other combinations: 14% Unknown: 27%
Ethnicity:	Not Spanish/Hispanic/Latino: 40% Other Hispanic: 42% Unknown: 18%
IFSP/IEP Status:	Children Without IFSP: 99% Children With IFSP: 1% Children Without IEP: 95% Children With IEP: 5%
Funding Source(s):	Child Care: 10 Early Head Start: 3 Family Child Care: 1 Head Start: 604 Other: 1 Part B Section 619: 2 Title I: 2
Age or Class/Grade:	Birth to 1 year (Red): 4% 1 to 2 years (Orange): 4% 2 to 3 years (Yellow): 3% Preschool 3 class/grade (Green): 31% Pre-K 4 class/grade (Blue): 57% Kindergarten (Purple): 1%
Primary Language:	English: 56% Spanish: 23% Chinese (all dialects): 0% French: 0% Vietnamese: 2% Russian: 1% Arabic: 1% Unknown: 11% African: 3% Amharic: 0% Kurdish: 0% Punjabi: 0% Portuguese: 0% Samoan: 0% Ukrainian: 0% Other: 2%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Social-Emotional by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	610	32%	34	1090	57%	45.4	209	11%	51.7

Table 2: Physical - Gross Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	521	27%	13.9	1261	66%	18	133	7%	18.4

Table 3: Physical - Fine Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	364	19%	8.3	1409	73%	11.1	159	8%	12.4

Table 4: Language by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	696	36%	30.4	1093	57%	42.7	122	6%	48.8

Table 5: Spanish Language by Program

(0 Children)

Table 6: Cognitive by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	567	30%	35	1163	61%	46.6	169	9%	50.6

Table 7: Literacy by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	613	33%	21.6	1095	58%	38.6	165	9%	41.1

Table 8: Spanish Literacy by Program

(0 Children)

Table 9: Mathematics by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	1022	55%	20	756	40%	27.8	95	5%	32.1

Teaching Strategies GOLD Snapshot Report

Profile of Children

Out of 2549 possible children, 2262 children have enough GOLD data in Fall 2014/2015 to be included in this report.

The 2262 children included in this report are in 150 classes in 64 sites and have the following demographics:

Gender:	Male: 49% Female: 51%
Race:	White: 43% Black or African American: 20% Asian Indian: 4% Burmese: 0% Cambodian: 0% Chinese: 0% Filipino: 0% Japanese: 0% Vietnamese: 0% Native Hawaiian: 3% Other Asian: 0% Samoan: 0% Tahitian: 0% Tongan: 0% Guamanian: 0% Other Pacific Islander: 0% American Indian or Alaska Native: 3% Some Other Race: 9% White and Black or African American: 1% White and Asian: 0% Black or African American and Asian: 0% All other combinations: 8% Unknown: 8%
Ethnicity:	Not Spanish/Hispanic/Latino: 66% Mexican: 4% Guatemalan: 0% Salvadoran: 0% Venezuelan: 0% Unknown Hispanic: 28% Other Hispanic: 0% Unknown: 2%
IFSP/IEP Status:	Children Without IFSP: 100% Children With IFSP: 0% Children Without IEP: 96% Children With IEP: 4%
Funding Source(s):	Child Care: 1 Early Head Start: 1 ECEAP: 1402 Head Start: 12 Migrant Head Start: 1 Part B Section 619: 1 Private Pay Preschool: 3
Age or Class/Grade:	Preschool 3 class/grade (Green): 15% Pre-K 4 class/grade (Blue): 85%
Primary Language:	English: 66% Spanish: 23% Chinese (all dialects): 0% German: 0% Tagalog: 0% Vietnamese: 1% Russian: 1% Arabic: 1% Unknown: 1% African: 0% Amharic: 1% Burmese: 0% Japanese: 0% Punjabi: 0% Samoan: 0% Somali: 2% Tongan: 0% Turkish: 0% Ukrainian: 0% Urdu: 0% Other: 3%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Objective 20 - Uses number concepts and operations by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	1502	67%	8	685	31%	13.4	51	2%	18.5

Table 2: Objective 21 - Explores and describes spatial relationships and shapes by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	1557	70%	6.7	671	30%	9.7	8	0%	12.5

Table 3: Objective 22 - Compares and measures by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	993	44%	2.3	1245	56%	4	3	0%	6

Table 4: Objective 23 - Demonstrates knowledge of patterns by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
PSESD - ECEAP	780	35%	2.1	1440	64%	4.4	38	2%	6.1

Teaching Strategies GOLD® Snapshot Report

Profile of Children

Out of 2027 possible children, 1882 children have enough *GOLD* data in Fall 2014/2015 to be included in this report.

The 1882 children included in this report are in 149 classes in 55 sites and have the following demographics:

Gender:	Male: 51% Female: 49%
Race:	White: 28% Black or African American: 19% Other Asian: 7% Other Pacific Islander: 2% American Indian or Alaska Native: 4% All other combinations: 14% Unknown: 27%
Ethnicity:	Not Spanish/Hispanic/Latino: 40% Other Hispanic: 41% Unknown: 19%
IFSP/IEP Status:	Children Without IFSP: 99% Children With IFSP: 1% Children Without IEP: 95% Children With IEP: 5%
Funding Source(s):	Child Care: 10 Early Head Start: 3 Family Child Care: 1 Head Start: 600 Other: 1 Part B Section 619: 1 Title I: 2
Age or Class/Grade:	Birth to 1 year (Red): 3% 1 to 2 years (Orange): 3% 2 to 3 years (Yellow): 3% Preschool 3 class/grade (Green): 31% Pre-K 4 class/grade (Blue): 58% Kindergarten (Purple): 1%
Primary Language:	English: 56% Spanish: 23% Chinese (all dialects): 0% French: 0% Vietnamese: 2% Russian: 0% Arabic: 1% Unknown: 11% African: 3% Amharic: 0% Kurdish: 0% Punjabi: 0% Portuguese: 0% Samoa: 0% Ukrainian: 0% Other: 2%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Objective 20 - Uses number concepts and operations by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	998	53%	7.6	749	40%	11.5	121	6%	15.6

Table 2: Objective 21 - Explores and describes spatial relationships and shapes by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	955	51%	6.2	832	44%	8.7	87	5%	9.9

Table 3: Objective 22 - Compares and measures by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	556	30%	2.1	1291	69%	3.5	30	2%	4.9

Table 4: Objective 23 - Demonstrates knowledge of patterns by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Puget Sound ESD	490	26%	2	1284	68%	4	103	5%	5.3