

# Superintendent's Report

## November 8, 2010

### Comparison Districts

Each year about this time, I look at districts similar in size to ours, those in our athletic conference, and districts close to us.

8 year Comparison: The first spreadsheet that follows looks at selected data from the districts that were in our athletic conference or ranked 5 larger or smaller than us based on their 2001 School Facts information. They are now sorted by their size as of the third Friday in September 2009. This gives us a 9 year snapshot of change using audited data. You will see that we are now the second largest of these districts. We were in the middle before. 4K was only getting underway in 2000. Even though most other districts have added 4K in the last few years, their enrollments have still fallen. Our free and reduced lunch numbers have almost doubled, but we are still slightly below the average for the districts included. Our average class sizes have stayed the same, while the group as a whole has seen a .23 increase.

### Current Comparison:

#### **Basic Statistics:**

Of the districts ranked 5 higher or lower than Evansville, only East Troy and Edgerton are in our current athletic conference. Following the data across and comparing us to the averages for district's our size you will see:

- We lost more students than the average over the last year
- Our EEN (Special Education) percentages are higher
- The number of Administrators, librarians and specialists is slightly above the average
- The number of teachers is higher
- The number of support staff is slightly lower
- The teacher/student ratio is almost 10% lower than the comparison group
- Our overall staff/student ratio is also lower
- We are the only district in the group without 4K
- Our equalized value is significantly below the group
- Our Gross tax rate is above the average by \$1.15 (We have debt service)
- Our comparable student costs are very slightly below the average
- Our Fund balance is below the average in terms of percent of budget

You may want to look at how we compare within our athletic conference or to other surrounding districts as well.

### **Academic Performance**

We are quite close to most averages in the comparable size group. Most notable exceptions are our third and 10 grade math scores, % taking the ACT and our ACT scores which are above the group averages by a noticeable amount.

Compared to the academic performance of our athletic conference (North and South) the results are similar. In general, our athletic conference is a more rigorous comparison group than district similar in size to us.

### **Free and Reduced Lunch**

Also included is information from the WINSS site showing changes in our Free and Reduced lunch population over time. I have added in this year's increase. Following this is a breakdown by school for this year. Finally, there is a table which shows what we are reimbursed for the various categories of meals. We get at least \$.26 federal reimbursement for every student meal. We actually get reimbursed more than our charged cost for K-5 breakfast for students who qualify for free meals.

### **Special Education Data**

The chart from the WINNS site indicates that we have higher than state averages in our identification of Emotional/Behavior Disturbance and Learning Disabilities than the state averages at all levels. These are areas we are targeting through RtI to see if we can reduce the number of students who need special services. We are above the state average most significantly at the high school level where we have a number of students with complicated disabilities currently attending there.

### **So What Does This All Mean?**

There are many conclusions you can draw from the various data attached. Our test scores and class sizes would indicate we have had some success facing the challenges of increasing enrollment and students experiencing economic hardship. With our efforts in curriculum alignment/mapping, Response to Intervention, and collaboration time to look at individual student performance, we hope to see our performance rise and our percentage of students in the Learning Disabilities category of Special Education decrease. To really understand the data, schools break down this information by gender, standards of performance in reading and math as well as the affect of attendance and behavior issues on performance. Additional data as you will see from the principal's report including MAP (Measures of Academic Progress) and individual reading tests help get a better understanding of individual needs.



Comparisons to Districts Similar in Size, In Our Area or Conference

Districts within Evansville's size	Sept 08 Enrollment	Sept 09 Enrollment	Sept 10 RANK	Change %	Low Income %	EEN	Adm	LI	Teach	specia lists	Other	Support	Teacher ratio	Total Pupil/ Tchr	4 Equal Value/ Stu	Gross Tax Rate	Actual\$ per student	Balance Actual (\$000)	Actual/ Fund Balance as % of Budget	
Adams Friendship	1833	1810	118	-23	68.3	20.3	8.9	2	141.9	11.7	3.3	100.9	13.1	6.9	Y	\$824,858	8.50	10523	2410	10.9
Amery	1736	1713	124	-23	39.3	10.7	6	2.3	116.7	10.3	0.0	60.2	14.9	8.9	Y	\$530,007	11.41	9702	2740	14.7
Black River Falls	1898	1843	115	-55	45.1	12.6	9.5	3.5	147.8	9.9	0.1	91.1	12.4	7.0	Y	\$460,967	7.04	9638	4182	21.3
Brown Deer	1808	1764	120	-44	32	13.4	9	1	115.4	12.6	3.0	67.8	13.7	7.6	Y	\$686,721	12.35	11643	2179	10.2
East Troy	1764	1757	121	-7	20.6	10	8	2	108.3	10.0	0.0	74.7	16.1	8.6	Y	\$875,411	8.85	8755	1627	9.6
Egerton	1890	1861	113	-29	29.6	17.2	8.1	3	118.7	14.4	2.6	61.9	15.5	8.8	Y	\$555,955	9.15	9410	1352	6.8
<b>Evansville</b>	<b>1831</b>	<b>1798</b>	<b>119</b>	<b>-33</b>	<b>24.5</b>	<b>15.4</b>	<b>8.9</b>	<b>3</b>	<b>141.0</b>	<b>16.0</b>	<b>0.0</b>	<b>70.1</b>	<b>12.9</b>	<b>7.7</b>	<b>N</b>	<b>\$375,122</b>	<b>10.49</b>	<b>9694</b>	<b>2030</b>	<b>10.5</b>
Ripon	1829	1835	116	6	28.6	10.5	9	2	119.0	9.8	0.0	63.4	15.1	8.9	Y	\$359,313	10.38	9249	3081	16.8
Sheboygan Falls	1788	1822	117	34	24.4	15	7.4	1	128.7	13.7	0.0	52.0	13.9	8.8	Y	\$496,530	8.77	8842	2461	14
West Salem	1730	1754	105	24	23	10.5	6.5	4	117.2	12.3	0.0	72.5	15.3	8.5	Y	\$384,043	8.98	8604	3066	18.1
Wisconsin Dells	1654	1716	119	62	47.1	12	8	2	118.6	12.5	6.0	86.5	14.4	7.3	Y	\$1,374,392	6.77	9913	3163	17.4
<b>Comparable Avg</b>	<b>1796</b>	<b>1788</b>	<b>117</b>	<b>-8</b>	<b>34.8</b>	<b>13.4</b>	<b>8.1</b>	<b>2.3</b>	<b>124.8</b>	<b>12.1</b>	<b>1.4</b>	<b>72.8</b>	<b>14.3</b>	<b>8.1</b>		<b>\$629,393</b>	<b>\$9.34</b>	<b>\$9,634</b>	<b>\$2,572</b>	<b>13.7</b>
<b>Rock Valley Conf</b>																				
Beloit Turner	1357	1384	151	27	33.3	13.2	9	2	85.9	10.8	0.0	64.2	15.4	7.7	Y	\$364,583	10.01	9341	3750	28.8
Brodhead	1138	1159	180	21	32.6	13.4	7	2	80.4	8.7	0.0	27.8	14.9	9.5	Y	\$355,921	8.45	9226	2049	17.4
Clinton	1259	1234	166	-25	27.5	9.8	6	1	82.4	8.7	2.7	63.7	14.1	7.1	Y	\$357,573	11.05	9691	2697	21.5
East Troy	1764	1757	121	-7	20.6	10	8	2	108.3	10.0	0.0	74.7	16.1	8.6	Y	\$875,411	8.85	8755	1627	9.6
Egerton	1890	1861	113	-29	29.6	17.2	8.1	3	118.7	14.4	2.6	61.9	15.5	8.8	Y	\$555,955	9.15	9410	1352	6.8
<b>Evansville</b>	<b>1831</b>	<b>1798</b>	<b>119</b>	<b>-33</b>	<b>24.5</b>	<b>15.4</b>	<b>8.9</b>	<b>3</b>	<b>141.0</b>	<b>16.0</b>	<b>0.0</b>	<b>70.1</b>	<b>12.9</b>	<b>7.7</b>	<b>N</b>	<b>\$375,122</b>	<b>10.49</b>	<b>9694</b>	<b>2030</b>	<b>10.5</b>
Jefferson	1884	1901	110	17	35.2	15.8	9.6	2.5	139.6	15.5	0.6	92.6	14.2	7.6	Y	\$508,153	8.82	9555	2367	12
McFarland*	2147	2147	83	0	17.3	13.6	11	4	166.7	22.3	2.9	91.0	12.3	6.9	Y	\$571,017	10.95	9670	3225	14.8
Palmyra-Eagle Area	1175	1152	182	-23	21.2	15	6	1.9	86.3	7.7	0.6	50.0	14.8	8.4	Y	\$624,409	9.81	9124	1641	12.2
Parkview	1032	992	209	-40	41.1	13.8	5.5	2	76.4	7.0	0.2	55.6	13.7	7.2	Y	\$413,091	8.63	10186	2953	23.8
Whitewater	2061	2033	104	-28	35.4	15.2	7.7	1	140.0	11.8	2.1	50.5	14.5	9.5	Y	\$691,238	9.60	9069	2721	12.9
<b>Conference Avg</b>	<b>1594</b>	<b>1583</b>	<b>140</b>	<b>-19.4</b>	<b>28.9</b>	<b>13.9</b>	<b>7.8</b>	<b>2.2</b>	<b>111.4</b>	<b>12.1</b>	<b>1.1</b>	<b>63.8</b>	<b>14.4</b>	<b>8.1</b>		<b>\$517,498</b>	<b>9.62</b>	<b>\$9,429</b>	<b>\$2,401</b>	<b>15.5</b>
Other area districts																				
Albany	411	369	371	-42	23.8	13.7	2	0.4	38.8	3.0	2.2	21.6	11.6	6.6	Y	\$504,939	10.73	9823	634	12.8
Janesville	10571	10456	9	-115	45	14.3	31.5	19	727.2	93.1	6.0	387.7	14.1	8.1	Y	\$393,504	8.62	9738	27436	24.9
Milton	3295	3262	60	-33	19.9	10.6	12	5	202.5	23.7	2.0	95.9	16.8	10.0	N	\$473,660	7.91	8904	4044	12.1
Monona Grove	3068	3088	67	20	16.9	8.5	12.3	5	230.7	25.6	1.1	136.9	12.7	7.1	Y	\$648,877	12.10	10193	5586	16.7
Monroe	2938	2928	73	-10	29.9	13.3	10.5	1.8	198.7	24.7	1.8	102.4	13.4	7.8	Y	\$535,404	10.94	9339	5406	20.1
Oregon	3623	3595	53	-28	14.4	15.1	16	4	263.7	28.1	5.0	146.6	13.8	7.9	Y	\$512,303	10.63	10219	9455	23.4
Platteville	1418	1454	147	36	34.7	15.4	7.8	1.5	95.0	10.9	1.0	53.4	14.8	8.3	Y	\$520,116	10.78	10249	3448	21.9
Stoughton	3411	3392	56	-19	17	11.2	12	5.1	227.6	23.1	6.8	113.5	15	8.8	Y	\$601,977	8.70	8964	7093	20.7
Verona	4671	4678	36	7	28.6	10.8	22	8.1	356.9	44.2	3.0	169.3	12.6	7.5	N	\$609,457	11.71	10808	6210	11.8
<b>AVERAGE</b>	<b>3711.8</b>	<b>3691.3</b>	<b>96.9</b>	<b>-20.4</b>	<b>25.6</b>	<b>12.5</b>	<b>14.0</b>	<b>5.5</b>	<b>260.1</b>	<b>30.7</b>	<b>3.2</b>	<b>136.4</b>	<b>13.9</b>	<b>8.0</b>		<b>\$533,360</b>	<b>10.24</b>	<b>\$9,804</b>	<b>\$7,701</b>	<b>18.3</b>

All data except Sept 2009 enrollment is from School Facts 2010. Some data from School Facts reflects 2008-09 and other 2009-10

Sept 2009 enrollment from DPI website

\* McFarland became host to a virtual school in 2009-10 Their actual 2009 enrollment was 2614.

The same enrollment as 2008 was used to not skew averages

Actual are 2008-09 numbers

Comparisons to Districts Similar in Size, In Our Area or Conference

Districts within Evansville's size	3 rdg	3 math	4 rdg	4 math	5 rdg	5 math	6 rdg	6 math	7 rdg	7 math	8 rdg	8 math	10 rdg	10 math	% taking ACT	ACT 2008-09
Adams Friendship	71	72	71	74	72	76	75	67	79	74	73	57	68	51	36	19.9
Amery	85	81	79	83	80	79	89	84	89	87	90	95	85	87	48.3	23.3
Black River Falls	83	67	78	73	75	79	80	74	82	69	94	76	69	54	40	21
Brown Deer	75	67	73	76	61	71	85	81	83	84	81	83	70	63	63.8	21.2
East Troy	83	90	81	89	89	89	90	94	92	92	91	88	88	79	61.8	21.9
Edgerton	69	65	73	84	77	79	87	76	86	78	86	75	82	68	47.1	20.9
<b>Evansville</b>	79	80	83	80	80	82	88	84	88	84	86	83	79	80	63.2	22.5
Ripon	76	76	84	86	90	84	90	88	92	85	93	86	77	75	58.1	23.4
Sheboygan Falls	85	83	84	85	85	83	85	83	89	89	82	85	90	82	64.7	22.5
West Salem	80	74	90	87	91	90	85	87	91	87	89	88	87	77	67.1	21.8
Wisconsin Dells	77	74	82	79	77	79	82	80	78	79	85	74	78	82	46.8	21.3
<b>Comparable Avg</b>	<b>78.5</b>	<b>75.4</b>	<b>79.8</b>	<b>81.5</b>	<b>79.7</b>	<b>81.0</b>	<b>85.1</b>	<b>81.6</b>	<b>86.3</b>	<b>82.5</b>	<b>86.4</b>	<b>80.9</b>	<b>79.4</b>	<b>72.5</b>	<b>54.3</b>	<b>21.8</b>
<b>Rock Valley Conf</b>																
Beloit Turner	85	84	94	93	92	88	87	77	87	67	80	78	80	71	63.6	21.9
Brodhead	75	77	83	80	78	77	93	84	93	84	84	71	86	85	56.4	22.5
Clinton	90	90	82	73	81	72	76	74	83	76	85	75	79	65	58.5	20.7
East Troy	83	90	81	89	89	89	90	94	92	92	91	88	88	79	61.8	21.9
Edgerton	69	65	73	84	77	79	87	76	86	78	86	75	82	68	47.1	20.9
<b>Evansville</b>	79	80	83	80	80	82	88	84	88	84	86	83	79	80	63.2	22.5
Jefferson	73	80	76	87	81	83	83	85	86	80	83	74	83	68	44.1	22.4
McFarland*	97	93	95	93	94	91	96	89	95	93	88	88	83	78	62.2	23.8
Palmyra-Eagle Area	85	88	90	84	80	65	87	71	90	68	91	69	87	78	55.3	22.3
Parkview	84	71	81	70	88	82	92	79	92	83	82	86	92	79	56.5	20.9
Whitewater	83	80	79	82	83	79	81	78	84	81	79	75	79	71	57.9	22.5
<b>Conference Avg</b>	<b>82.1</b>	<b>81.6</b>	<b>83.4</b>	<b>83.2</b>	<b>83.9</b>	<b>80.6</b>	<b>87.3</b>	<b>81.0</b>	<b>88.7</b>	<b>80.5</b>	<b>85.0</b>	<b>78.4</b>	<b>83.5</b>	<b>74.7</b>	<b>57.0</b>	<b>22.0</b>
<b>Other area districts</b>																
Albany	84	97	79	93	68	64	85	80	81	77	81	65	69	58	77.8	22.3
Janesville	75	72	82	79	79	79	83	80	88	84	83	76	82	71	58.2	21.9
Milton	86	82	84	89	85	82	92	87	89	86	82	84	82	82	68.7	23
Monona Grove	87	85	93	93	89	88	96	91	92	91	95	87	82	80	91.8	21.7
Monroe	85	84	82	87	83	91	91	92	91	88	89	87	79	63	44.8	22.6
Oregon	90	90	92	95	89	91	91	91	93	89	86	86	84	82	63.6	24.2
Platteville	84	84	91	90	84	79	88	83	90	86	92	90	72	67	60.2	23.8
Stoughton	81	83	87	87	85	87	90	88	94	92	85	85	87	84	56.8	22.6
Verona	84	83	84	82	86	82	89	81	92	86	90	87	80	75	72.5	23.3
<b>AVERAGE</b>	<b>84.0</b>	<b>84.4</b>	<b>86.0</b>	<b>88.3</b>	<b>83.1</b>	<b>82.6</b>	<b>89.4</b>	<b>85.9</b>	<b>90.0</b>	<b>86.6</b>	<b>87.0</b>	<b>82.8</b>	<b>80.0</b>	<b>73.6</b>	<b>66.0</b>	<b>22.8</b>
All data except Sept 2009 enr																
Sept 2009 enrollment from DP																
* McFarland became host to a																
The same enrollment as 2008																



District View

What is the enrollment by student group?

School Show Schools

School Type: [All Types](#) • [Elem](#) • [Mid/Jr Hg](#) • [High](#) • [El/Sec](#) • [District Summary](#)

District Evansville Community

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State

Compare To: [Prior Years](#) • [State](#) • [Selected Districts](#) • [Current District Data](#)

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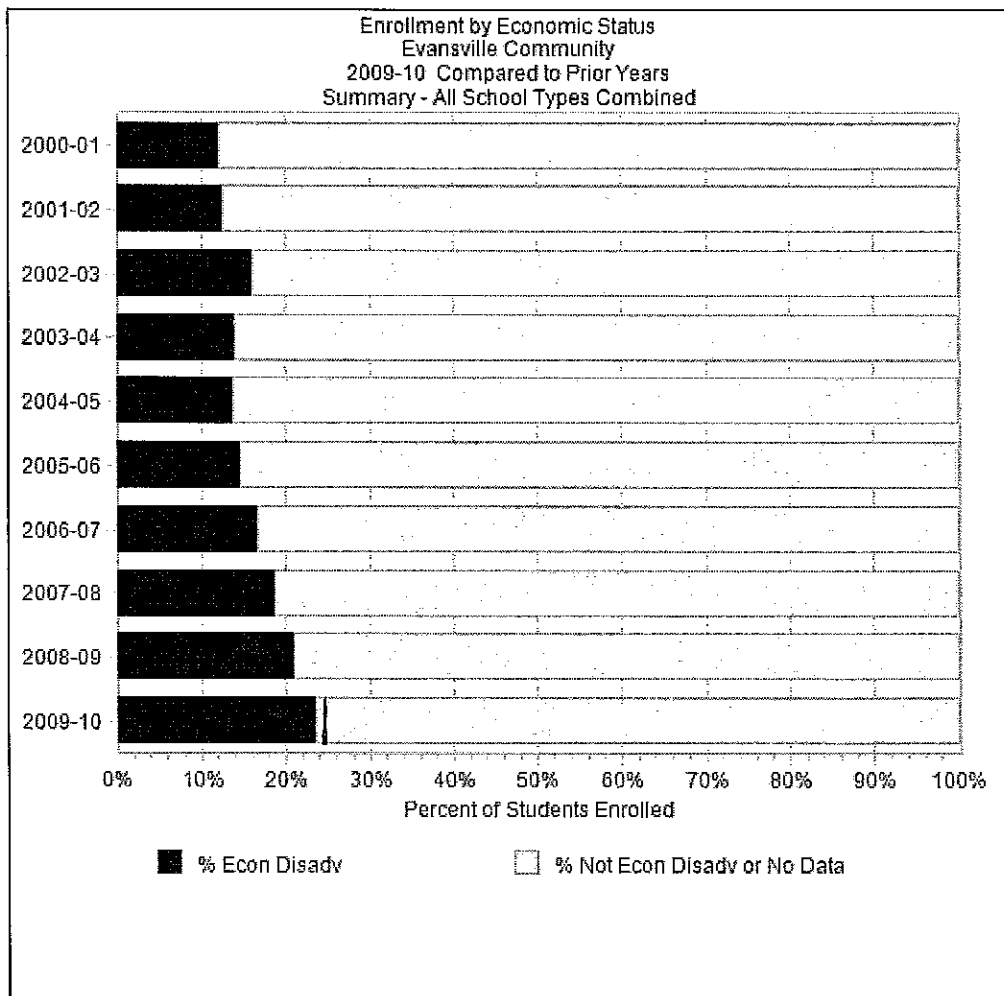
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Major changes in WI data collection systems were implemented in 2004-05. 2004-05 enrollment data were included in this transition year collection and are not comprehensive so should be interpreted with caution. [\[More\]](#)

10-11

	Total Fall Enrollment PreK-12**	% Economically Disadvantaged	% Not Economically Disadvantaged or No Data
2009-10	1,798	23.4% <i>24.2</i>	76.6%
2008-09	1,831	21.1%	78.9%
2007-08	1,799	18.8%	81.2%
2006-07	1,825	16.6%	83.4%

2005-06	1,730	14.7%	85.3%
2004-05	1,681	13.9%	86.1%
2003-04	1,668	14.0%	86.0%
2002-03	1,643	16.1%	83.9%
2001-02	1,574	12.5%	87.5%
2000-01	1,529	12.2%	87.8%

\*\* Enrollment counts in this column may cover a narrower grade range if the "view by: grade" option is selected or if counts are for a specific "school type" (e.g. High School). [More](#)

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[What are some questions to consider when reviewing these graphs?](#)

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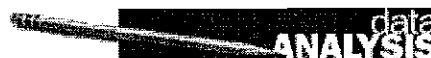
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Free and Reduced Lunch 2010-11

<b>Building</b>	<b># Free</b>	<b># Reduced</b>	<b>Total Enrolled</b>	<b>% F or R</b>
LL	83	20	440	23.41%
TRIS	92	17	416	26.20%
JCM	87	27	423	26.95%
EHS	77	30	509	21.02%
District	339	94	1788	24.22%

Comparison of Meal Charges and Reimbursement

	Fed Reim	Our Regular charge K-5	Our Regular charge 6-12
Regular Lunch	\$0.26	\$1.95	\$2.20
Regular Breakfast	\$0.26	\$1.40	\$1.50
Free Lunch	\$2.72	\$0.00	\$0.00
Free Breakfast	\$1.48	\$0.00	\$0.00
Reduce Lunch	\$2.32	\$0.40	\$0.40
Reduced Breakfast	\$1.18	\$0.30	\$0.30



District View

### What are the primary disabilities of students receiving special education services?

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Evansville Community

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Primary Disability: All Primary Disabilities •[Cognitive Disability \(CD\)](#) •[Emotional Behavioral Disability \(EBD\)](#) •[Specific Learning Disability \(LD\)](#) •[Speech or Language Impairment \(SL\)](#) •[Autism \(A\)](#) •[Deaf-Blind \(DB\)](#) •[Hearing Impairment \(HI\)](#) •[Other Health Impairment \(OHI\)](#) •[Orthopedic Impairment \(OI\)](#) •[Significant Developmental Delay \(SDD\)](#) •[Traumatic Brain Injury \(TBI\)](#) •[Visual Impairment \(VI\)](#) •[Combined \(SWD\)](#)

View By: All Students •[Gender](#) •[Race/Ethnicity](#) •[Grade](#) •[Disability](#) •[Economic Status](#) •[English Proficiency](#)

Compare To: [Prior Years](#) •[State](#) •[Selected Districts](#) •[Current District Data](#)

Major changes in WI data collection systems were implemented in 2004-05. 2004-05 enrollment data were included in this transition year collection and are not comprehensive so should be interpreted with caution. [\[More\]](#)

Enrollment by Primary Disability - All Students Evansville Community 2009-10 Compared to State (All School Types)								
	School Type	Total Fall Enrollment (PK-12)**	CD	EBD	LD	SL	Other Primary Disability	Students w/o Disability
District	Elem	884	1.1%	1.8%	3.2%	4.2%	3.1%	86.7%
	Mid/Jr Hi	375	1.6%	2.7%	6.1%	1.1%	3.7%	84.8%
	High	539	0.6%	4.3%	6.9%	0.4%	4.8%	83.1%
	El/Sec	n/a	n/a	n/a	n/a	n/a	n/a	n/a
State	Elem	431,540	0.8%	0.9%	2.5%	6.4%	3.8%	85.6%
	Mid/Jr Hi	152,334	1.1%	1.9%	5.8%	1.4%	3.5%	86.3%
	High	279,103	1.6%	2.3%	6.1%	0.4%	3.3%	86.3%
	El/Sec	8,285	2.4%	2.9%	5.5%	1.7%	6.1%	81.4%

\*\* Total fall enrollment counts in this column may cover a narrower grade range if the "view by: grade" option is selected or if counts are for a specific "school type" (e.g. High School). [\[More\]](#)

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*Evansville High School Board Representative Report*

A.J. Simonini/Olivia McCarthy

Meeting-November 8<sup>th</sup> 2010

**Football-Level 1 Playoff Game/Soccer**

After a great run this year, the season ended with a loss to the Delavan-Darien Comets, 41-14. Our Poms/Dance Team and Cheerleaders and many other EHS Football fans attended the game in Delavan, even though the weather was extremely windy and cold. They put in a lot of work this season and are congratulated on their accomplishments this year. The soccer team ended their season with a loss to McFarland in the first round of playoffs. Congratulations to the hard work the soccer team put into this season.

**Fall Play-The Brides Bouquet**

The actors and actresses of Evansville High School are presenting this year's fall play, The Brides Bouquet. The story entails a man and woman set to be married. They are both entitled a large inheritance from their grandfather. Unfortunately, the couple cannot find anyone to perform the ceremony and they are told that if they are not married by midnight, their evil cousin will get the entire inheritance. The performances will be held on 11/12 at 7:30p.m., 11/13 at 7:30 p.m. and on 11/14 at 1:00 p.m. All performances will be held in the high school performing arts center.

**S.O.S. Darfur**

Once again this year S.O.S Darfur is beginning to plan December for Darfur where cookies and hot chocolate are sold to students and faculty members. New this year, the group is beginning to organize for a freshman recruitment presentation, informing freshman about what the group is and what it is doing. In addition, S.O.S Darfur is going to try to organize a 5k crop walk in order to get the community involved.

**Rock Valley Honors Choir**

Many members of the EHS choirs will be attending the Rock Valley honors choir experience on November 12<sup>th</sup>. These students will be attending a daylong conference held at Clinton high school which will involve the learning/practicing of very challenging music. The end result will be a free performance held at Clinton High school for the community. The choir students will be able to perform and interact with the many singers throughout our conference.

**ANNOUNCEMENTS:**

Monday November 8<sup>th</sup>-Winter sports meeting

November 24-28 Thanksgiving break

Monday December 6<sup>th</sup>-H.S. Band concert

*Levi Leonard Elementary School*  
**School Board Report**  
**November 8, 2010**

**BOARD THEME/CURRICULUM TOPIC: 2009-10 Assessment Data**

At the kindergarten, first and second grade levels, we administer the Developmental Reading Assessment (DRA) to each student. The DRA is a nationally normed assessment that provides levels at which students are reading. It is given twice each year. The chart below shows the percent of students at each grade level who met these norms and our own benchmarks.

	DRA levels & Benchmarks	% students at grade level
Kindergarten	2-3	79
1 <sup>st</sup> Grade	14-16	65
2 <sup>nd</sup> Grade	24-28	85

At the second grade level, we also administer the Measures of Academic Progress (MAP). Through this assessment, each student has a “growth target” to achieve by the end of the year based on their fall scores. The creators of MAP expect about 50% of students to achieve growth targets. The chart below shows the national norms for MAP, the 2<sup>nd</sup> grade mean RIT scores and the percent of 2<sup>nd</sup> grade student who met their growth targets.

	National Norms	2 <sup>nd</sup> Grade Mean RIT	% meeting Growth Target
Reading	189.6	188.1	76
Language Arts	191.5	190.4	78
Math	190.8	193.4	68

In addition to these standardized assessments, each grade level has developed a literacy and a math assessment that is given to all students 2-3 times per year. Benchmarks have been created based on grade level expectations. Since there are several subtests to each of these, they are more difficult to quantify in a short report. The results though, are shared with parents/guardians and are used to develop lessons for students appropriate to their learning needs.

The results of all assessments are used to address needs for students who do not meet the grade level benchmarks. We review fall and spring MAP data and compare to previous assessments to be sure we are planning appropriately for each student. For those at risk of not achieving at grade level, support is provided by resource and grade level teachers in math reading and language arts through small group work and with programs specific to their needs.

**STAFF DEVELOPMENT:**

On October 28, some elementary staff attended WEAC, others attended a reading strategies session by Al Arnold called “RAVE-O” hosted at the elementary school, and others attended other conferences, project proposals or first responder training.

On November 23 and 24, we will again conduct half day sessions for all grade level teachers on how to Progress Monitor. We will also take an in-depth look at our data and examine our benchmarks for this school year. These sessions are planned by the REACH/RtI Leadership Team and facilitated by those members who are best qualified to do so. In addition our REACH mentor, Deb Hall will assist the facilitation. The sessions are funded by the REACH grant.

**CELEBRATE!**

Levi Leonard Elementary Staff hosted a Family Reading Night on October 25. Sessions for parents included “Good Fit Books,” “Learning Letters and Sounds,” “Reading Strategies for At Home,” and “ABCs of Literacy”. These were attended by about 20 parents. Their students had literacy related activities in classrooms.

Congratulations to Katie and TJ McDaniel on the birth of their son Gavin! Gavin weighed 7lbs. 1 oz. He was born at 9:55, October 25.

Please join us for the 2nd grade concert in the PAC on November 18 at 7:00 PM.

**ANNOUNCEMENTS/UPCOMING EVENTS: November**

- 3 SIT meeting in Marilyn's Room
- 5 Grading Day
- 10 Collaborative meetings in Heather's resource room
- 10 K-5 mapping
- 10 & 11 Parent/Teacher Conferences
- 15 School Board Meeting
- 17 Staff meeting
- 18 1:30 PM and 7:00 PM 2<sup>nd</sup> Grade Concert
- 23 Progress Monitoring Workshops
- 24 Progress Monitoring Workshop & Early Release

*Please join us for any of the above events or drop in to visit and talk with students and staff. You are always welcome!*

Respectfully submitted;  
Lou Havlik,  
Principal

**Theodore Robinson Intermediate School**  
**School Board Meeting**  
*November 8, 2010*  
*Vicki Lecy-Luebke, Principal*

**Topic: 2009-10 Test Data**

The WKCE (Wisconsin Knowledge and Concepts Exam) is given each fall to students in grades 3-8, 10. This state test is required of all students and assesses reading and math in grades 3&5 and additionally social studies, language arts, and science at grade 4. In 2009-10, in order to meet Adequate Yearly Progress (AYP), 74% of students were expected to score at the advanced or proficient level in reading, and 58% were expected to score advanced or proficient in math. Our scores were as follows:

Grade 3 Reading-79.7%; Math-81.3%

Grade 4 Reading-83.2%; Math-79.7%

Grade 5 Reading-81.9%; Math-83.3%

The MAP (Measures of Academic Progress) is also given in the fall and spring. Students are assessed in Reading, Math, and Language Arts. The expectation is that at least 50% of students will meet their growth targets by the spring test period. Results follow:

Grade 3: Reading-71.1%; Math-63.6%

Grade 4: Reading-60.0%; Math-53.5%

Grade 5: Reading-65.6%; Math-70.2%

Other assessments given include the math benchmark tests (reported on last year), the QRI-IV (Qualitative Reading Inventory, a diagnostic reading assessment given to most students), 6 Traits+1 Writing Assessment, unit tests, and teacher-made assessments.

**Staff Development**

Six teachers and I attended a "Math Intervention" presentation in order to learn about materials to support our Response to Intervention (RtI) instruction.

Each teaching team met for a half day to identify and begin to develop plans for our RtI blocks during the week. Steve Feeney did a wonderful job leading the group by providing background information and a view of what/how data should be collected.

**Celebrate**

Our fourth grade concert will take place on Tuesday, November 16 at 7:00 p.m. in the high school PAC. A morning performance will take place on the following day at 10:15 a.m. in the PAC.

**Gifts/Donations**

On November 1, the Telecom Pioneers will be delivering dictionaries to each of our third grade students. This is the fourth year that they have donated dictionaries to our third grade classrooms. The students are always very excited to receive them; for many, it is their first.

**JCMC**  
**School Board Report**  
*Bob Flaherty*  
*October 26, 2010*

**Staff Development:**

The staff is working on the following items:

All staff members are emphasizing vocabulary and capitalization skills. This was a suggestion from the Reach team this summer.

We are also working on creating a vision and mission statement for the building by the end of December. Currently each team is developing key elements of the mission statement. We are following the process developed by our Curriculum Director, Paula Landers.

The math department continues to work on curriculum mapping.

**Board/Building Goals Update**

**November 2010**

We are preparing to test the students for WKCE in November. There has been little time between the conclusion of MAP testing and the start of WKCE. We will hold a retreat on the Fall MAP Data shortly after the conclusion of WKCE as the WKCE takes a great deal of attention and effort to complete.

We have already completed an assessment of individual MAP data in reading and mathematics. We used the information to plan interventions for individual students who need extra support or advancement.

The school understands the limitation of data produced by computerized testing. That is why we are currently completing more baseline data on individual reading scores for students who fall two grade levels below their current grade level in terms of reading skills on the latest MAP tests. Students are administered a reading test individually by our reading specialist to make sure we have an accurate picture of student achievement levels. We are also using the information to improve instruction for accelerated students. We are currently working with Ms. Daane to select an individualized math program that will help us progress monitor our students in mathematics who are currently two grade levels behind in mathematics.

Here is our goal summary and updates from this summer for 2009-10. It contains our test scores with an analysis. I thought it would be useful to review in light of the reports on test scores at the November board meeting.

**Goal #1** The school will improve or maintain 85% advanced or proficient scores in all categories on the WKCE.

The school met this goal in reading (90%) math (87%) science (86%) and social studies (85%). We failed to meet this goal in language arts (69%). All of these scores reflect combined grade scores. However, in the same category on the MAP test students obtained the highest growth rate at all grade levels (minimum of 64%).

While the overall scores are good, we have noticed some weak areas in some of the disaggregated categories (e.g., special education, social economically disadvantaged, and

gender). We intend to develop strategies over the summer of 2010 to improve scores in these areas.

**Goal #2** Special education student scores will be at or above the State average on WKCE by the end of the 2009-10 school year.

Over the past three years, the combined special education scores in reading have increased by at least six percentage points each year. We are currently 18 percentage points above the State average for students with disabilities. We are over 22 percentage points higher in mathematics.

Unfortunately we are 11 points below the state average in Language Arts and about 5 points lower in science. Our data team looked at past year's results and the drop in science scores may be an anomaly and is not consistent with past data. However, we want to make sure this is not a negative trend.

Analysis: Special education scores have fluctuated greatly over the past four years. Since the sample sizes are small, the error rate increases. In short, the highs are probably too high, and the lows are too low. However, our data group agreed that we need to take a look at how we are educating our special education students in science and LA. The principal suspect that we may have to make sure our curriculum is meeting the needs of all students and that students are not receiving too much instruction from assistants. We also believe that the reading scores reflect the fact we have a strong reading program in the pull-out sections in 6<sup>th</sup> grade and the impact of the Reach reading program. This will be part of our Reach activities during the summer of 2010.

**Goal #3** All academic areas will improve student target growth by 5% on the MAP test. Academic areas that already have a growth rate above 70% will maintain their current growth levels.

The building principal met with all staff members individually or in small groups to discuss learning goals at the start of the school year. Staff members are working in PLC's to improve student learning. In addition, all staff members worked on creating vocabulary lists and/or word walls in classrooms to stress the 100 most important words that will help students understand the subject matter that is taught in classrooms. We believed that improved vocabularies will result in increases in reading scores and better understanding of the material in the classroom.

In mathematics and reading all grade levels obtained above a 90% proficient level. The highest score was a 95% in reading by next years 8<sup>th</sup> graders. These scores are predictors for next year's WKCE.

Our growth rates improved over last years scores in 6<sup>th</sup> grade LA (+5), 7<sup>th</sup> grade LA (+5), but declined in 8<sup>th</sup> grade LA (-8).

Analysis: We continue to see an increase in LA MAP results which contradicts the WKCE results. This years 8<sup>th</sup> grade had a difficult year. We had a long term substitute for half the year and the students had a difficult start of the year with the death of a classmate.

Our growth rates declined over last year's scores in 6<sup>th</sup> grade in Reading (-9), improved for 7<sup>th</sup> grade (+10) and declined for 8<sup>th</sup> grade (-12).

Analysis: This years 8<sup>th</sup> grade had a difficult year. We had a long-term substitute for half the year and the students had a difficult start of the year with the death of a classmate.

We saw a drop in students meeting growth rates in 6<sup>th</sup> grade in Math (-7) an increase in 7<sup>th</sup> grade (+11) and an increase in 8<sup>th</sup> grade growth (+11).

**Celebration**

We have over 30 parents and community members participating in our career unit. I would like to thank all of them for their help!

**Flaherty Update:**

I have returned to school almost full time. I am gone for a few hours one day a week for cardiac rehabilitation. I feel better than I have in about two years and the lifestyle changes are going well. On October 27, 2010 my family observed the anniversary of Mary's accident. My family appreciates all the support we received from friends, family, colleagues, and the Evansville School District.

In addition, Mary' surgery was moved to December. She will enter the hospital December 8, 2010 for pre-surgical care and the surgery will take place on the 9<sup>th</sup>.

**Evansville High School Board Report:  
Testing Data  
November, 2010-2011 School Year**

**Celebrations, Donations, etc:**

N/A

**Professional Development:**

Our collaboration time is developing into a catalyst for professional development throughout the building. Each department has identified its group norms for the process, as well as a road map for the year that includes group goals and objectives. Each department is tackling an issue pertinent to its department members related to improved/best instructional practices.

**HS Update – Testing Data:**

Attached you will find reading fluency data from four random students in our Literacy Lab course. Of the four students, two are students identified with disabilities, one is a student identified as ELL, and one is a student without a disability.

I will include an update on these four random students in the Board update the months of February and June to give a longitudinal look at the progress monitoring as a result of the Literacy Lab course.

The last page attached is the Hasbrouch & Tindal Oral Reading Fluency guide that indicates where we expect student reading fluency levels to be for each grade level throughout different points of the school year. We expect Fall HS fluency levels to be about 150 words correct per minute.

Although we only have a total of eight weeks of student data, we are pleased and optimistic about the affect our Literacy Lab course is having on our students. As we hoped and predicted, this course is turning into a powerful targeted intervention for our students who demonstrating a need for reading assistance.









# 2006 Hasbrouck & Tindal Oral Reading Fluency Data

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	<b>50</b>		<b>23</b>	<b>53</b>	<b>1.9</b>
	25		12	28	1.0
2	10		6	15	0.6
	90	106	125	142	1.1
	75	79	100	117	1.2
	<b>50</b>	<b>51</b>	<b>72</b>	<b>89</b>	<b>1.2</b>
3	25	25	42	61	1.1
	10	11	18	31	0.6
	90	128	146	162	1.1
	75	99	120	137	1.2
4	<b>50</b>	<b>71</b>	<b>92</b>	<b>107</b>	<b>1.1</b>
	25	44	62	78	1.1
	10	21	36	48	0.8
	90	145	166	180	1.1
5	75	119	139	152	1.0
	<b>50</b>	<b>94</b>	<b>112</b>	<b>123</b>	<b>0.9</b>
	25	68	87	98	0.9
	10	45	61	72	0.8
6	90	166	182	194	0.9
	75	139	156	168	0.9
	<b>50</b>	<b>110</b>	<b>127</b>	<b>139</b>	<b>0.9</b>
	25	85	99	109	0.8
7	10	61	74	83	0.7
	90	177	195	204	0.8
	75	153	167	177	0.8
	<b>50</b>	<b>127</b>	<b>140</b>	<b>150</b>	<b>0.7</b>
8	25	98	111	122	0.8
	10	68	82	93	0.8
	90	180	195	202	0.7
	75	156	165	177	0.7
9	<b>50</b>	<b>128</b>	<b>136</b>	<b>150</b>	<b>0.7</b>
	25	102	109	123	0.7
	10	79	88	98	0.6
	90	185	199	199	0.4
10	75	161	177	177	0.5
	<b>50</b>	<b>133</b>	<b>151</b>	<b>151</b>	<b>0.6</b>
	25	106	124	124	0.6
	10	77	97	97	0.6

\* WCPM = Words Correct Per Minute

\*\* Average words per week growth

\* High School CWPM is also around 150

**Evansville Community School District**  
**Student Services Board Report**  
*Theresa G. Daane, Director of Student Services*  
November 8, 2010

**Topic Focus: NWEA Data and Uses**

The data obtained through the administration of the Northwest Evaluation Association's Measures of Academic Progress, NWEA-MAP, is used in a variety of ways by special education staff. These include having data to compare to peers, rate of growth in targeted academic subjects and for the development of Individualized Education Plans, IEP's. While a balance needs to be struck between obtaining useful data and time engaged in the testing process, teachers can find the information obtained to be useful.

While you frequently see reports reporting the percent of students that made Adequate Yearly Progress, AYP, it can be confusing to see that only 50% of the kids are expected to meet the targeted growth. Making AYP is even more critical for kids with disabilities in helping them close the achievement gap.

In looking at the data, special education staff needs to consider the growth the student is making and how it compares to peers. Our goal is to meet or exceed that growth as much as possible.

The table below summarizes the progress for students currently in grades three through eight, coming within at least 3 points of progress of non disabled peers.

Current Grade	Number Tested	Kept or Exceeded Pace Math	Kept or Exceeded Pace Reading	Kept or Exceeded Pace Language Arts
Third	4	50%	0%	50%
Fourth	16	50%	81%	63%
Fifth	18	56%	72%	78%
Sixth	15	100%	87%	93%
Seventh	20	60%	75%	70%
Eighth	17	47%	65%	59%

Another use of the fall MAP results is predicting probable outcomes for the WKCE examination. Teachers will use the fall results to target kids that have lost ground over the summer. In addition they use them to identify students in need of additional practice, work on vocabulary and other targeted skills prior to WKCE testing time.

Another use of test scores is to identify the kids that lose more ground over the summer than can be made up in the first quarter of the school year. Kids that have severe issues with regression and recoupment of skills may qualify for extended school year services through special education programming. While we have had few students qualify in the past, this data provides us with necessary information in making that decision. While many students lose some ground over the summer, the time it takes for some students with disabilities to regain those skills can be substantial.

Through NWEA-MAP we are able to access the Des Cartes RIT bands. Des Cartes provides specific skills that are anticipated to be mastered at the student's level and the one coming up. This is incredibly helpful in targeting goals for IEP's. This list of specific skills permits parents and teachers to select the most important ones to work on that school year. The hope is to make what we work on as meaningful to life after high school as possible for students.

There are times when a student scores much lower than anticipated or fails to make growth. There can be a variety of reasons for this such as trauma in that student's life, medication issues and motivational issues. When we suspect other issues may be impacting on student performance, we need to investigate further to determine student's ability to base instruction upon. Staff may use curriculum based measures to determine the student's ability level. Other instruments may be used to assess the student including a variety of informal reading inventories and more formal tests such as the Woodcock-Johnson Test of Academic Achievement, the Key Math, and Tests of Written Language. When we need more in depth information of the student's abilities these instruments provide additional information needed to guide instruction.

As teachers become more comfortable with using the results to drive instruction we hope to see even better gains for students with disabilities.

*Evansville High School*  
*Associate Principal/Athletic Director*  
**School Board Report**  
**November 1, 2010**

**ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:**

- October Attendance Rates
  - 95.02 % (2009 = 93.81)
  - 95.02 % + Excused Absences = 99.83 % (2009 = 99.63)
  - 00.17 % Unexcused Absent (2009 = 00.37%)
  - 1 Habitual Truant Referral (2009 = 2)
  - **Total Habitual Truant Referrals 2010-11 school year = 1 (2009-10 = 2)**
  
- October Discipline Summary
  - 99 (10.8%) Discipline Referrals (2009 = 130, 11.4%)
  - 7 (2009 = 10) Students Suspended Out-of-School = 7.75 Days (2009=10.25)
  - 7 (2009 = 11) Students Suspended In-School = 5.50 Days (2009 = 17.00)
  - 100 % of students receiving attendance related detentions served their assigned detention(s) in October (15 attendance related detentions/ 0 no shows).
  - 1 (2009 = 2) Student received a truancy citation referral in October.
  - **Total of 2 (2009 = 5) students have received a truancy citation referral in the 2010-11 school year.**

**ANNOUNCEMENTS/UPCOMING EVENTS:**

- Winter Sports Begin:
  - Boys Basketball-Monday, November 15<sup>th</sup>
  - Wrestling-Monday, November 15<sup>th</sup>
  - Girls Basketball-Wednesday, November 17<sup>th</sup>
- Congratulations to all the fall sports teams (poms, cheers, boys and girls cross-country, boys soccer, volleyball and football) for their entertaining performances.

**School Board Report**  
**November 8, 2010**  
**Curriculum Topic: District Assessment Data**

**Evansville Community School District**  
**Office of Curriculum and Instruction**  
*Paula J. I. Landers, Director of Instruction*

This month the Board Packet includes student assessment data from a variety of sources, each having their own purpose, criteria, and educational implications. Data from multiple sources are used throughout our system to inform curriculum and instruction from the classroom to strategic goal development. The assessment data presented this month provide a "snapshot" of student performance for the 2009-2010 school year.

**Measure of Academic Progress (MAP):**

The MAP test is an assessment that tracks student academic progress over the course of a year. It is administered electronically to students in grades two through eight, can be administered up to three times a year, and is used diagnostically (to inform teachers regarding a student's current level of academic performance) and prescriptively (to direct teachers in developing intervention and extension materials for students of all ability levels). The MAP assessments correspond to the state standards and allow districts and schools using this tool to predict student success on state mandated assessments, like the WKCE.

The MAP classifies student performance level on a "RIT" Scale (for Rasch Unit), which describes in detail student academic skills. The assessment sorts students into one of four categories by providing test items that isolate skill strengths and deficiencies. MAP also projects student growth targets based upon census data and student responses to test items from participating districts. Students are classified by the MAP into one of four categories:

- Category A: below growth targets and below proficiency levels
- Category B: below growth targets and above proficiency levels
- Category C: above growth targets and above proficiency levels
- Category D: above growth targets and below proficiency levels

Using individual student data found in each category, educators can personalize instructional interventions or extensions for each student in order to ensure academic success. Taking a holistic view of the numbers of students in each category can explain why schools do or do not achieve the MAP projected growth and achievement targets.

The Student Growth District Summary Fall 2009-Spring 2010 illustrates the academic growth of students over the course of the academic year. Data sets to examine for trends include **mean RIT from fall to spring**, **mean growth target**, and percent of students meeting the growth target.

In mathematics, reading, and language usage the **mean RIT** from fall 2009 to spring 2010 increases across all grade levels, indicating that academic growth is occurring. While growth is apparent, the number of students in each reporting category and the rate of their academic growth impacts grade level means. The educational implication is that students in categories A and B need to be monitored by classroom teachers and provided with appropriate instructional interventions so that academic growth can be accelerated to bring students into grade level range. Students in categories C and D may or may not need extensions to the regular curriculum to ensure they are continuing to progress at their own pace academically.

**Mean growth targets** are illustrated by the graph at the bottom of the report. The shaded columns illustrate the actual growth of students (progress from one RIT band to another) in each grade level. The

dark line represents the projected growth target for grade levels as calculated by MAP. In mathematics, grades two, three, five, and eight met the projected MAP growth target. In reading, all grades met the projected growth target. And in language usage, grades two, three, five, six, seven, and eight met the projected MAP growth target. Student growth in mathematics, reading, and language usage is consistent with MAP expectations and is improved over the 2008-2009 performance level. MAP data indicate that students are responding positively to teacher instruction, instructional interventions, and instructional extensions at all grade levels.

### **Wisconsin Knowledge and Concepts Exam (WKCE):**

The WKCE is Wisconsin's state mandated assessment that reports a snapshot of student achievement to the federal government as a requirement of the Elementary and Secondary Schools Act (ESEA), otherwise known as No Child Left Behind (NCLB). This assessment is based upon the Wisconsin Model Academic Standards in mathematics, science, reading, language arts, and social studies. Schools must guarantee student achievement on the WKCE based upon the number of students scoring at advanced and proficient levels on the assessment. As outlined in the ESEA, a certain percentage of students must score in this range for schools to make Adequate Yearly Progress (AYP) – in 2009-2010 this cut off is 74% proficient and advanced in reading and 58% proficient and advanced in mathematics. The 2010-2011 AYP requirements for percentage of students scoring proficient and advanced have increased to 80.5 in reading and 68.5 in mathematics. Higher stakes may impact the number of schools and school districts across the state categorized as School Identified for Improvement (SIFI) or District Identified for Improvement (DIFI).

The Annual Review of District Performance Reports provide data on AYP for each school. The district level report provides an overview of performance across all grade levels tested. We see that longitudinally, from 2007-08 through 2009-10, the ECSD has met the Adequate Yearly Progress criteria.

The Annual Review of School Performance reports provide data on AYP for each school and detail sub-population performance in test participation, reading and mathematics.

- Levi Leonard students do not participate in the WKCE but have AYP measured by student academic progress on school determined academic benchmarks, or learning targets.
- Theodore Robinson students met all AYP requirements in 2009-2010, an improvement goal since the school was designated as SIFI in 2008-2009. The SIFI designation occurred because the reading achievement level of students with disabilities did not meet the AYP criteria. The 2009-2010 data indicate that 88% of students scored proficient or advanced in reading and 85% of students scored proficient or advanced in mathematics.
- JC McKenna students met all AYP requirements in 2009-2010, with 94% scoring proficient or advanced in reading and 91% scoring proficient or advanced in mathematics.
- Evansville High School tenth graders met all AYP requirements in 2009-2010, with 87% scoring proficient or advanced in reading and 83% scoring proficient or advanced in mathematics.

Reviewing the 2009 aggregate graphs for each grade level, and keeping the AYP figures for 2010-11 in mind, Evansville students are scoring at acceptable levels in reading and mathematics.

### **WINSS:**

WINSS data is accessed through the Department of Public Instruction website. The data included in this report support and further detail the WKCE scores from 2009-2010 by providing specific grade level percentages of students scoring minimal, basic, proficient, and advanced on the WKCE. The grade specific WKCE District Record Sheet details grade level aggregate information on the standard strands tested on the WKCE.

For example, the third grade WKCE District Record Sheet indicates that Theodore Robinson third graders, as a whole, score proficient on the standard strands (e.g. determines meaning, understands text, analyzes text, evaluates/extends text, mathematical processes, number operations, etc.) and tallied a mean score of 2.9 below the third grade state average.

### **ACT:**

Originally, ACT was the acronym for American College Testing. In 1996 the company simplified their name to ACT because of the universal understanding of the ACT as a college readiness exam and the breadth of assessment and career information and services provided by the company.

The ACT test evaluates students on college and career ready standards in the core areas of English, social sciences, literature, mathematics, and science. Student performance data is reported in terms of a student's college readiness, academic achievement relative to career interests, academic achievement relative to national scores, and how student interests match to national levels of academic achievement – that is to say, if you score very high in mathematics and want to work in visual arts, how do your achievement scores correlate with others that choose to pursue that career goal?

Looking at the five year trend for ECSD, increasing numbers of EHS students have chosen to take the ACT exam, from sixty-one students in 2006 to eighty-seven students in 2010. District scores in English, mathematics, reading, and science are on par with state averages, showing a decrease or leveling in performance level from 2006 in most subject tests. Though scores on some ACT subtests have been in decline, EHS students score on par with the state average.

The table indicating percent of ACT-tested students ready for college-level coursework indicate that in College English Composition, College Algebra, and College Social Science, EHS students are prepared to perform at the national average. This chart indicates that 85% of EHS ACT-tested students will receive a B or better in College English Composition; 52% in College Algebra; 60% in College Social Science; 32% in College Biology; and only 25% in all four courses.

Because ACT reports on the college and career readiness of American high school students, they champion rigorous instruction across all aspects of a disciplinary area. The District ACT report outlines achievement levels for students taking three or more years of mathematics and science. EHS students score roughly on par with state figures on this data point – EHS students taking three or more years of math and science score as well or better than students across the state who have had the same courses in their high school.

Anticipating the ACT data,

- In 2009 the District revised the social studies curriculum and high school credit requirements to ensure that all students are instructed in the Wisconsin Model Academic Standards and that academic rigor across all social studies courses is increased.
- In 2009-10 the District implemented a rigorous advanced biology course for the 2009-2010 school year, which can also become an Advanced Placement course if necessary.
- In 2010-11 EHS continues to rework the ninth grade social studies curriculum by increasing civics content and academic rigor; continues to revise the advanced biology curriculum to increase rigor and use of technology to improve critical thinking skills; and has implemented a reading course.
- Improved teacher collaboration that focuses on professional practice is an important contributor to the academic achievement of students. Through the curriculum mapping and late start initiatives EHS staff examine course content, skills taught, assessment alignment to content and skills, assessment practices, and articulation of courses.

- The implementation of the Common Core State Standards (CCSS) over the next five years will also promote increased rigor in the core content areas of mathematics, English-language arts, science, and social studies. The CCSS, adopted by the State of Wisconsin in June 2010, were developed with the involvement of the College Board and the ACT. ECSD teachers have developed core maps from the CCSS in mathematics and are currently mapping the taught curriculum against the CCSS standards. Alignment to the CCSS, per the DPI, will take place over the next five years.

### **Advanced Placement Courses (AP):**

Advanced Placement courses are sponsored by the College Board, creators of the PSAT and SAT assessments. In order for a course to be considered "AP", teachers must develop, submit, and receive approval on a course syllabus that meets the content criteria established by the College Board. Students completing an AP course have the opportunity to take the AP exam, which is developed and graded by the College Board and administered at school sites under standardized conditions. Exams are graded on a scale of one to five. Students achieving a score of three or higher may receive college credit.

Since 1999, the number of different AP exams that Evansville students have written has increased. In 1999, students took four different tests. By 2004, the variety of tests taken had increased to six, and by 2010 the variety of tests numbered eight. The variety of tests taken by students is influenced by high school course sequence, instructor certification, student interest, on-line options, and graduation cohort norms. The recent increase in tests taken is in part fueled by students accessing youth options programs and on-line instruction. When a test is "not offered" this simply means that there were no students requesting to take the test in that year.

Mathematics: Calculus remains a popular exam, but with inconsistent student success. Students have tackled the Calculus AB exam every year since 1999. Prior to 2007, passing rates varied from 0% to 83%. Since 2007, twenty students have taken the Calculus AB exam and six of them have passed – a rate of 30% over three years. Calculus BC, advanced calculus, is not taken annually. The average passing rate for this exam is 80% - four of five students passed in the four years that it was administered. In 2010, Calculus BC was offered through the Four Lakes distance learning network. Statistics was first taken by a student in 2009, and who passed the test for a 100% passing rate. No students took this exam in 2010.

Science: With the exception of Biology, success rates on science exams have trended upward. Recent curriculum changes may inspire a renaissance in Biology test-takers. The AP Chemistry test has been offered in five years. Prior to 2007, the passing rate was variable between 17% and 50%. After 2007, thirteen students took the exam and nine passed – an average passing rate of 69%. No students took the test in 2010. Physics B was offered in four years prior to 2010. Students had a mean passing rate of 62.5%. This exam was not offered in 2010. Biology was taken in three years, all before 2007, with the mean passing rate of 39.3%. The implementation of advanced biology in the 2009-2010 school year provided students with the academic background to complete the AP biology exam. In 2010, seven students wrote the AP Biology test with four of the students receiving a score of three or better. Environmental science was taken in 2009 by four students. Three of the four students passed for a 75% passing rate. The test was not offered in 2010.

Social science: Social science test success has been variable. Students prepare for these exams through on-line instruction. Students taking AP exams in U.S. History and Government have experienced a 55% average passing rate over the seven years students have taken the history exam and 70% passing rate over the five years students have taken the government exam. AP Psychology has been taken annually since 2004. The mean passing rate prior to 2007 was 83%. Since then, eight students have taken the

exam and seven have passed – a passing rate of 88%. Students taking the AP Psychology exam in 2010 accessed this exam through APEX, an on-line learning program.

English: The passing rate for students in the AP English sequences has been variable. In English Literature and Composition, prior to 2007, students passing rates averaged at 72%, with the test being taken annually since 2003. After 2007, forty-seven students have taken the test and thirty-three have passed – a passing rate of 70%. In English Language and Composition, students have taken the exam annually since 2006. From an initial passing rate of 75% in that year, forty-five students have taken the exam with thirty six receiving a passing score – an 80% passing rate.

Spanish Language: 2010 marked the first year that ECSD students completed the AP Spanish language exam. Two students took the exam, but neither received a score of three or better.

Generally speaking, EHS students have been taking more AP exams since 1999 and more students have been passing them. Increasing academic rigor in all core content areas will support increased numbers of students able to tackle advanced level courses. Improved college and career ready skills will mean that ECSD students can compete more effectively in the college or career of their choice. The District and community challenge is to continue to encourage and support programming that will prepare students at a higher level so as to ensure the post-secondary success of our graduates.