



Sun Prairie Area School District

2010-2011

Monitoring Reports

All students, families, school employees, and community members unified by mutual respect and the shared purpose of seeking successful learning for every student.

July 2011

Our mission: To maximize each student’s learning by:

- Partnering with parents, community & businesses;
- Implementing rigorous, multi-cultural curriculum focused on essential learning;
- Ensuring best practices in instruction & assessment;
- Using data to drive instructional decision-making;
- Incorporating students’ diverse performance styles, cultural knowledge, and prior experiences to make learning relevant and effective;
- Building relationships to ensure the connectedness of every student and family; and
- Inspiring lifelong learning for all students and staff members.

Table of Contents

<i>Chapter</i>	<i>District Priority Goal(s)</i>
1	Improve reading achievement
2	Improve mathematics achievement
3	Improve and expand learning opportunities so that every graduate is prepared and inspired to successfully and productively pursue any option after high school
4	Develop a highly qualified, diverse, and culturally proficient district workforce.
5	Transform instruction, classrooms, and schools to ensure that equitable learning opportunities are accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.

Chapter 1

School Board Priority Goal 1: Improve Reading Achievement

DISTRICT-WIDE READING TARGET INDICATORS

Goal 1: Improve Reading Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
Elementary School Level						
1E1	90% of students in K-2nd grade meet or exceed the end of grade reading benchmarks as measured by running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	K – 326/517 63% 1 st – 441/479 92% 2 nd – 456/481 95% Overall – 83%	K – 297/503 59% 1 st – 431/508 85% 2 nd – 372/467 80% Overall – 74%*	K – 371/480 77% 1 st – 415/502 83% 2 nd – 420/521 81% Overall – 80%*	K – 421/515 82% 1 st – 435/487 89% 2 nd – 435/502 87% Overall – 86%	K – 406/515 79% 1 st – 458/530 86% 2 nd – 446/500 89% Overall – 85%
1E2	90% or more of Sun Prairie 3rd grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for reading increases from the previous year.	86% 466.6	87% 469.2	88% 467.2	84% 463.1	84% 465.2
1E3	90% or more of Sun Prairie 4th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for reading increases from the previous year.	85% 482.7	85% 483.2	89% 488.8	89% 485.2	88% 485.7

Goal 1: Improve Reading Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
1E4	90% or more of Sun Prairie 5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for reading increases from the previous year.	90% 498.1	88% 489.3	88% 492.9	88% 493.6	88% 492.8
1E5	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 90% E – 64% -26%	NE – 87% E – 66% -21%	NE – 90% E – 71% -19%	NE – 91% E – 73% -18%	NE – 92% E – 72% -20%
1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and White students.	W – 89% B – 63% -26%	W – 89% B – 68% -21%	W – 90 % B – 68% -22%	W – 90% B – 69% -21%	W – 91% B – 71% -20%
1E7	70% of FAY 3rd – 5th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	72%	66%
1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	83%	89%	81%	89%	83%

Goal 1: Improve Reading Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	68%	70%	63%	75%	63%
1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	67%	73%	73%	81%	75%
1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	69%	69%	74%	72%	76%
1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	17%	13%	18%	17%	17%
Middle School Level						
1M1	90% or more of Sun Prairie 6th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for reading increases from the previous year.	90% 509.0	91% 514.2	87% 508.2	91% 513.3	92% 516.5
1M2	90% or more of Sun Prairie 7th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for reading increases from the previous year.	89% 525.0	90% 520.3	92% 530.1	91% 524.3	94% 527.4

Goal 1: Improve Reading Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
1M3	90% or more of Sun Prairie 8th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for reading increases from the previous year.	90% 538.3	87% 535.9	92% 540.5	91% 540.2	89% 535.7
1M4	The difference in the overall percentage of 6th – 8th grade FAY students who are “proficient” or “advanced” readers as measured the Wisconsin Knowledge and Concepts Exam (WKCE) is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 93% E – 75% -18%	NE – 92% E – 77% -15%	NE – 94% E – 78% -16%	NE – 96% E – 76% -20%	NE – 97% E – 81% -16%
1M5	The difference in the overall percentage of 6th – 8th grade FAY students who are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) is 10% or less when comparing Black students and White students.	W – 92% B – 75% -17%	W – 93% B – 73% -20%	W – 94% B – 76% -18%	W – 91% B – 77% -14%	W – 95% B – 80% -15%
1M6	70% of FAY 6th – 9th grade students with <u>disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	73%	61%
1M7	70% or more of 6th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	67%	67%	63%	72%	67%

Goal 1: Improve Reading Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
1M8	70% or more of 7th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	65%	69%	71%	75%	70%
1M9	33% or more of 7th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	11%	11%	18%	14%	15%
1M10	70% of 8th grade FAY students are designated as ready for college-level coursework in Reading as measured by the EXPLORE test.	NA	NA	NA	NA	53% <i>National avg – 36%</i>
1M11	70% of 9th grade FAY students are designated as ready for college-level coursework in reading as measured by the EXPLORE test.	NA	NA	NA	NA	55% <i>National avg – 52%</i>
1M12	The overall percentage 8th – 9th grade FAY students who are designated as ready for college-level coursework in reading as measured by the EXPLORE test is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE – 62% E – 30% -32%
1M13	The overall percentage 8th – 9th grade FAY students who are designated as ready for college-level coursework in reading as measured by the EXPLORE test is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W –60% B –18% -42%

Goal 1: Improve Reading Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
High School Level						
1H1	90% or more of Sun Prairie 10th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for reading increases from the previous year.	88% 563.9	82% 553.6	85% 558.5	85% 566.4	84% 553.8
1H2	The difference in the overall percentage of 10th grade FAY students who are “proficient” or “advanced” readers as measured the Wisconsin Knowledge and Concepts Exam (WKCE) is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 91% E – 69% -22%	NE – 87% E – 54% -33%	NE – 89% E – 67% -22%	NE –92% E – 62% -30%	NE –90% E – 63% -27%
1H3	The difference in the overall percentage of 10th grade FAY students who are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) is 10% or less when comparing Black students and White students.	W – 91% B – 60% -31%	W – 87% B – 51% -36%	W – 90% B – 63% -27%	W –89% B – 62% -27%	W –88% B – 63% -25%
1H4	70% of FAY 10th – 12th grade students with <u>disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	64%	61%
1H5	70% of 10th grade FAY students are designated as ready for college-level coursework in reading as measured by the PLAN test.	NA	NA	NA	NA	53% <i>National avg – 50%</i>

Goal 1: Improve Reading Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
1H6	The difference in the overall percentage of 10th grade FAY students who are designated as ready for college-level coursework in reading as measured by the PLAN test is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE -59% E - 31% -28%
1H7	The difference in the overall percentage of 10th grade FAY students who are designated as ready for college-level coursework in reading as measured by the PLAN test is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W -58% B - 25% -33%
1H8	The number of students required to take the reading competency course for failing to pass the WKCE or MAP reading assessment. <i>This value does not include students' w/disabilities or English Language Learners who are allowed accommodations to meet the requirement in alternative ways.</i>	7	8	21	17	9

ELEMENTARY SCHOOL-BASED READING TARGET INDICATORS: 2010-11

S1.	Elementary Goal 1: Improve Reading Achievement	CHB	CS	ES	HZ	NS	RO	WS
S1E1	90% of students in K-2nd meet or exceed the end of grade reading benchmarks as measured in running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	K – 55/68 81% 1 st – 69/79 87% 2 nd – 58/69 84% Overall - 182/216 84%	K – 51/71 72% 1 st – 60/81 74% 2 nd – 48/56 86% Overall – 159/208 76%	K – 67/78 86% 1 st – 66/76 87% 2 nd – 84/91 92% Overall - 217/245 89%	K – 69/79 87% 1 st – 77/84 92% 2 nd – 74/82 90% Overall - 220/245 90%	K – 65/77 84% 1 st – 72/78 92% 2 nd – 66/73 90% Overall - 203/228 89%	K – 51/61 84% 1 st – 54/60 90% 2 nd – 68/69 90% Overall - 173/190 91%	K – 49/79 62% 1 st – 61/70 87% 2 nd – 45/57 79% Overall - 155/206 75%
S1E2	90% or more of the school's 3rd -5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	82% 1420.0	81% 1405.2	92% 1468.3	88% 1466.6	84% 1425.1	90% 1479.9	90% 1434.8
S1E3	90% or more of 6th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	89% 508.0	97% 519.9	97% 526	97% 515.9	89% 508.7	91% 521.1	95% 515.6
S1E4	Based on the percentage of reading proficiency as measured on the 5th grade WKCE, a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	10th	7th	8th	6th	8th	7th	1st
S1E5	The difference in the overall percentage of 2nd – 5th grade students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE –90% E – 58% -32%	NE – 90% E –59% -31%	NE – 97% E – 87% -10%	NE – 90% E – 70% -20%	NE – 86% E – 76% -10%	NE –92% E – 77% -15%	NE – 91% E – 91% 0%

S1.	Elementary Goal 1: Improve Reading Achievement	CHB	CS	ES	HZ	NS	RO	WS
S1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 88% B – 46% -42%	W – 89% B – * NA	W – 96% B – 88% -8%	W – 88% B – 67% -21%	W – 85% B – * NA	W – 93% B – * NA	W – 93% B – 94% +1%
S1E7	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP).	59%	54%	67%	67%	71%	77%	66%
S1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	73%	64%	97%	89%	76%	94%	67%
S1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	69%	53%	61%	61%	57%	77%	58%
S1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	68%	73%	84%	75%	66%	76%	73%
S1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	70%	64%	90%	67%	71%	78%	91%
S1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP). (Improvement = 3% increase.)	13%	2%	27%	20%	9%	17%	13%

MIDDLE LEVEL SCHOOL-BASED READING TARGET INDICATORS: 2010-2011

S1.	Middle School Goal 1: Improve Reading Achievement	PMMS	PVMS
S1M1	90% or more of the school's 6th – 7th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	94% 1044.3	92% 1043.8
S1M2	90% or more of 8th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	89% 535.1	91% 534.4
S2M3	Based on the percentage of Reading proficiency as measured on the 7th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	2nd	4th
S1M4	The difference in the overall percentage of 6th – 7th grade FAY students who are “proficient” or “advanced” readers as measured by the <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 98 % E – 81% -17%	NE – 96% E – 83 % -13%
S1M5	The difference in the overall percentage of 6th – 7th grade FAY students who are “proficient” or “advanced” readers as measured by the <i>WKCE</i> is 10% or less when comparing Black students and White students.	W – 98 % B – 79% -19%	W – 94% B – 87% -7%
S1M6	70% of FAY 6th – 7th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP).	51%	64%
S1M7	70% or more of 6th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	71%	62%
S1M8	70% or more of 7th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	67%	74%
S1M9	33% or more of 7th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	16%	18%

The Narrative Analysis and the Action Plan for Chapter 1 will be presented at the School Board Work Study Session on August 15, 2011.

Chapter 1 – Appendix (Longitudinal Trends for Schools)

C.H. BIRD ELEMENTARY SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	CHB	CHB	CHB	CHB	CHB
S1E1	90% of students in K-2nd meet or exceed the end of grade reading benchmarks as measured in running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	K – 47/74 64% 1 st – 65/73 89% 2 nd – 67/69 97% Overall- 83%	K – 49/75 65% 1 st – 62/74 84% 2 nd – 55/73 75% Overall - 75%*	K – 36/60 60% 1 st – 62/74 84% 2 nd – 59/72 82 % Overall - 81%*	K – 53/61 87% 1 st – 54/57 95% 2 nd – 62/67 93% Overall - 91%	K – 55/68 81% 1 st – 69/79 87% 2 nd – 58/69 84% Overall - 84%
S1E2	90% or more of the school’s 3rd - 5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	85% 1441.9	87% 1430.4	82% 1426.6	81% 1415.6	82% 1420.0
S1E3	90% or more of 6th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	89% 508.0
S1E4	Based on the percentage of reading proficiency as measured on the 5th grade WKCE, a school ranks in the top <u>three</u> in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	7th	8th	5th	5th	10th
S1E5	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 91% E – 75% -16%	NE – 84% E – 61% -23%	NE – 87% E – 58% -29%	NE –91% E –67% -24%	NE –90% E –58% -32%

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	CHB	CHB	CHB	CHB	CHB
S1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and FAY White students.	W – 92% B – 67% -25%	W – 86% B – 61% -25%	W – 85% B – 63% -22%	W – 88% B – 62% -26%	W – 88% B – 46% -42%
S1E7	70% of FAY 3rd – 5th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	75%	59%
S1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	87%	82%	81%	89%	73%
S1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	57%	69%	52%	72%	69%
S1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	69%	81%	74%	86%	68%
S1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	74%	72%	65%	75%	70%
S1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	13%	13%	8%	13%	13%

CREEKSIDE ELEMENTARY SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	CS	CS	CS	CS	CS
S1E1	90% of students in K-2nd meet or exceed the end of grade reading benchmarks as measured in running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	NA	NA	K – 35/47 74% 1 st – 49/63 78% 2 nd – 28/42 67% Overall - 74%*	K – 55/74 74% 1 st – 48/51 94% 2 nd – 47/60 78% Overall - 81%	K – 51/71 72% 1 st – 60/81 74% 2 nd – 48/56 86% Overall - 76%
S1E2	90% or more of the school's 3rd - 5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	87% 1438.2	79% 1420.1	81% 1405.2
S1E3	90% or more of 6th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	97% 519.9
S1E4	Based on the percentage of reading proficiency as measured on the 5th grade WKCE, a school ranks in the top <u>three</u> in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	NA	NA	1st	4th	7th
S1E5	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NE – 91% E – 58% -33%	NE – 91% E – 69% -22%	NE – 90% E – 59% -21%
S1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	NA	NA	W – 87% B – * NA	W – 91% B – 71% -20%	W – 89% B – * NA

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	CS	CS	CS	CS	CS
S1E7	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	75%	54%
S1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	NA	NA	78%	87%	64%
S1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	NA	NA	65%	63%	53%
S1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	NA	NA	75%	89%	73%
S1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	NA	NA	57%	71%	64%
S1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	NA	NA	5%	22%	2%

EASTSIDE ELEMENTARY SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	ES	ES	ES	ES	ES
S1E1	90% of students in K-2nd meet or exceed the end of grade reading benchmarks as measured in running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	K – 73/96 76% 1 st – 81/89 91% 2 nd – 89/97 92% Overall- 86%	K – 58/99 59% 1 st – 98/105 93% 2 nd – 81/92 88% Overall - 80%*	K – 86/99 89% 1 st – 67/74 91% 2 nd – 93/101 92% Overall - 90%	K – 68/74 92% 1 st – 89/97 92% 2 nd – 71/78 91% Overall - 92%	K – 67/78 86% 1 st – 66/76 87% 2 nd – 84/91 92% Overall - 89%
S1E2	90% or more of the school’s 3rd - 5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	94% 1468.0	96% 1473.9	95% 1476.3	94% 1471.5	92% 1468.3
S1E3	90% or more of 6th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	97% 526.0
S1E4	Based on the percentage of reading proficiency as measured on the 5th grade WKCE, a school ranks in the top <u>three</u> in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	1st	1st	1st	2nd	8th
S1E5	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 93% E – 68% -25%	NE – 96% E – * NA	NE – 96 % E – 88% -8%	NE – 95% E – 81% -14%	NE – 97% E – 87% -10%
S1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 93% B – * NA	W – 96% B – * NA	W – 96% B – * NA	W – 94% B – 87% -7%	W – 96% B – 88% -8%

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	ES	ES	ES	ES	ES
S1E7	70% of FAY 3rd – 5th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	*	67%
S1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	89%	88%	86%	79%	97%
S1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	73%	69%	61%	76%	61%
S1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	62%	71%	72%	73%	84%
S1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	74%	87%	94%	84%	90%
S1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP). (Improvement = 3% increase.)	23%	25%	25%	25%	27%

HORIZON ELEMENTARY SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	HZ	HZ	HZ	HZ	HZ
S1E1	90% of students in K-2nd meet or exceed the end of grade reading benchmarks as measured in running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	K – 70/98 71% 1 st – 78/81 93% 2 nd – 77/79 97% Overall- 86%	K – 73/98 74% 1 st – 87/97 90% 2 nd – 59/82 72% Overall - 79%*	K – 60/75 80% 1 st – 73/84 87% 2 nd – 73/87 84% Overall - 84%*	K – 82/90 91% 1 st – 71/80 89% 2 nd – 73/87 84% Overall - 88%	K – 69/79 87% 1 st – 77/84 92% 2 nd – 74/82 90% Overall - 90%
S1E2	90% or more of the school's 3rd - 5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	91% 1457.4	87% 1447.5	93% 1462.5	90% 1457.3	88% 1466.6
S1E3	90% or more of 6th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	97% 515.9
S1E4	Based on the percentage of reading proficiency as measured on the 5th grade WKCE, a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	5th	9th	4th	3rd	6th
S1E5	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. * – Group size less than 20 students	NE – 91% E – 57% -34%	NE – 85% E – * NA	NE – 88% E – 71% -17%	NE – 92% E – 60% -32%	NE – 90% E – 70% -20%

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	HZ	HZ	HZ	HZ	HZ
S1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and White students.	W – 90% B – 50% -40%	W – 88% B – 50% -38%	W – 89% B – 64% -25%	W – 90% B – 67% -23%	W – 88% B – 67% -21%
S1E7	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students	NA	NA	NA	*	67%
S1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	79%	86%	78%	91%	89%
S1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	65%	79%	68%	77%	61%
S1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	72%	69%	62%	71%	75%
S1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	69%	62%	71%	70%	67%
S1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	22%	8%	24%	18%	20%

NORTHSIDE ELEMENTARY SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	NS	NS	NS	NS	NS
S1E1	90% of students in K-2nd meet or exceed the end of grade reading benchmarks as measured in running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	K – 41/96 43% 1 st – 72/82 95% 2 nd – 82/86 95% Overall- 76%	K – 41/78 53% 1 st – 73/91 80% 2 nd – 74/83 89% Overall - 75%*	K – 55/77 71% 1 st – 56/76 74% 2 nd – 57/80 71% Overall - 72%*	K – 67/80 84% 1 st – 63/80 79% 2 nd – 65/75 87% Overall - 83%	K – 65/77 84% 1 st – 72/78 92% 2 nd – 66/73 90% Overall - 89%
S1E2	90% or more of the school's 3rd - 5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	83% 1427.2	81% 1425.3	84% 1431.8	85% 1427.2	84% 1425.1
S1E3	90% or more of 6th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	89% 508.7
S1E4	Based on the percentage of reading proficiency as measured on the 5th grade WKCE, a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	9th	5th	9th	8th	8th
S1E5	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. * – Group size less than 20 students	NE – 83% E – 57% -26%	NE – 83% E – * NA	NE – 90% E – 63% -27%	NE – 88% E – 70% -18%	NE – 86% E – 76% -10%

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	NS	NS	NS	NS	NS
S1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 82% B – *	W – 89% B – *	W – 89% B – *	W – 88% B – *	W – 85% B – *
		NA	NA	NA	NA	NA
S1E7	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	*	71%
S1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	76%	90%	85%	91%	76%
S1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	63%	68%	59%	70%	57%
S1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	68%	77%	73%	77%	66%
S1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	66%	68%	74%	73%	71%
S1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	13%	8%	13%	9%	9%

ROYAL OAKS ELEMENTARY SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	RO	RO	RO	RO	RO
S1E1	90% of students in K-2nd meet or exceed the end of grade reading benchmarks as measured in running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	K – 64/80 80% 1 st – 74/76 97% 2 nd – 75/79 95% Overall- 91%	K – 51/81 63% 1 st – 55/70 79% 2 nd - 57/7180% Overall - 73%*	K – 59/62 95% 1 st – 64/78 82% 2 nd - 62/80 78% Overall - 84%*	K – 51/58 88% 1 st – 59/63 94% 2 nd - 71/74 96% Overall - 93%	K – 51/61 84% 1 st – 54/60 90% 2 nd - 68/69 99% Overall - 91%
S1E2	90% or more of the school's 3rd - 5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	94% 1492.9	91% 1464.8	92% 1474.0	87% 1456.7	90% 1479.9
S1E3	90% or more of 6th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	91% 521.1
S1E4	Based on the percentage of reading proficiency as measured on the 5th grade WKCE, a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	5th	6th	2nd	10th	7th
S1E5	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. * – Group size less than 20 students	NE – 94% E – * NA	NE – 89% E – * NA	NE – 88% E – 80% -8%	NE – 88% E – 64% -24%	NE – 92% E – 77% -15%

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	RO	RO	RO	RO	RO
S1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 93% B – *	W – 90% B – *	W – 88% B – *	W – 88% B – 60%	W – 93% B – *
		NA	NA	NA	-28%	NA
S1E7	70% of FAY 3rd – 5th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	*	77%
S1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	94%	100%	76%	93%	94%
S1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	78%	68%	64%	81%	77%
S1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	75%	73%	78%	85%	76%
S1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	72%	67%	76%	55%	78%
S1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	22%	13%	27%	17%	17%

WESTSIDE ELEMENTARY SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	WS	WS	WS	WS	WS
S1E1	90% of students in K-2nd meet or exceed the end of grade reading benchmarks as measured in running records (K= 2, 1 st = 16; 2 nd = 22) <i>*Note: Running Records assessment procedure was revised in 2007-08 and the benchmark was revised in 2008-09.</i>	K – 31/73 42% 1 st – 68/78 87% 2 nd – 66/71 93% Overall - 74%	K – 25/72 35% 1 st – 56/71 79% 2 nd – 46/66 70% Overall - 61%*	K – 40/60 67% 1 st – 44/53 83% 2 nd – 48/59 81% Overall - 77%*	K – 45/74 61% 1 st – 48/59 81% 2 nd – 49/60 82% Overall - 74%	K – 49/79 62% 1 st – 61/70 87% 2 nd – 45/57 79% Overall - 75%
S1E2	90% or more of the school's 3rd - 5th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	79% 1414.0	84% 1413.2	88% 1426.6	87% 1428.1	90% 1434.8
S1E3	90% or more of 6th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	95% 515.6
S1E4	Based on the percentage of reading proficiency as measured on the 5th grade WKCE, a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	6th	4th	4th	1st	1st
S1E5	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 90% E – 61% -29%	NE – 84% E – 74% -10%	NE – 87% E – 78% -9%	NE – 88% E – 89% +1%	NE – 91% E – 91% 0%

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Elementary Goal 1: Improve Reading Achievement	WS	WS	WS	WS	WS
S1E6	The difference in the overall percentage of 2nd – 5th grade FAY students who are “proficient” or “advanced” readers as measured by MAP is 10% or less when comparing Black students and White students.	W – 85% B – 71% -14%	W – 85 % B – 83% -2%	W – 90% B – 71% -19%	W – 93% B – 79% -14%	W – 93% B – 94% +1%
S1E7	70% of FAY 3rd – 5th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	*	66%
S1E8	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	72%	90%	78%	91%	67%
S1E9	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	74%	64%	78%	78%	58%
S1E10	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	54%	67%	77%	81%	73%
S1E11	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	52%	61%	70%	78%	91%
S1E12	33% or more of 5th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	9%	6%	15%	20%	13%

PATRICK MARSH MIDDLE SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Middle School Goal 1: Improve Reading Achievement	PM	PM	PM	PM	PM
S1M1	90% or more of the school's 6th – 7th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year. (<i>*6th – 8th grade until 2010-11</i>)	91% 1567.5	93% 1562.8	90% 1566.9	90% 1573.8	94%* 1044.3
S1M2	90% or more of 8th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	89% 535.1
S2M3	Based on the percentage of Reading proficiency as measured on the 7th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	NA	NA	NA	NA	2nd
S1M4	The difference in the overall percentage of 6th – 7th grade FAY students who are “proficient” or “advanced” readers as measured by the <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. (<i>*6th – 8th grade until 2010-11</i>)	NE – 94% E – 82% -12%	NE – 92% E – 80% -12%	NE – 93% E – 75% -18%	NE – 95% E – 76% -19%	NE – 98%* E – 81% -17%
S1M5	The difference in the overall percentage of 6th – 7th grade FAY students who are “proficient” or “advanced” readers as measured by the <i>WKCE</i> is 10% or less when comparing Black students and White students. (<i>*6th – 8th grade until 2010-11</i>)	W – 92% B – 75% -17%	W – 93% B – 72% -21%	W – 94% B – 75% -19%	W – 95% B – 68% -27%	W – 98%* B – 79% -19%

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Middle School Goal 1: Improve Reading Achievement	PM	PM	PM	PM	PM
S1M6	70% of FAY 6th – 7th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP). (<i>*6th – 8th grade until 2010-11</i>)	NA	NA	NA	NA	51%
S1M7	70% or more of 6th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	68%	70%	57%	76%	71%
S1M8	70% or more of 7th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	66%	70%	70%	74%	67%
S1M9	33% or more of 7th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	12%	11%	20%	14%	16%

PRAIRIE VIEW MIDDLE SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Middle School Goal 1: Improve Reading Achievement	PV	PV	PV	PV	PV
S1M1	90% or more of the school's 6th – 7th grade FAY students are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year. (<i>6th – 8th grade until 2010-11*</i>)	89% 1577.4	89% 1579.7	91% 1592.0	92% 1585.2	92%* 1043.8
S1M2	90% or more of 8th grade FAY students that attended this school are “proficient” or “advanced” readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	91% 534.4
S2M3	Based on the percentage of Reading proficiency as measured on the 7th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	NA	NA	NA	NA	4th
S1M4	The difference in the overall percentage of 6th – 7th grade FAY students who are “proficient” or “advanced” readers as measured by the <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. (<i>6th – 8th grade until 2010-11*</i>)	NE – 92% E – 71% -21%	NE – 93% E – 75% -18%	NE – 94% E – 81% -13%	NE – 97% E – 78% -19%	NE – 96%* E – 83% -13%
S1M5	The difference in the overall percentage of 6th – 7th grade FAY students who are “proficient” or “advanced” readers as measured by the <i>WKCE</i> is 10% or less when comparing Black students and White students. (<i>6th – 8th grade until 2010-11*</i>)	W – 92% B – 74% -18%	W – 94% B – 71% -23%	W – 94% B – 78% -16%	W – 93% B – 88% -5%	W – 94%* B – 87% -7%

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Middle School Goal 1: Improve Reading Achievement	PV	PV	PV	PV	PV
S1M6	70% of FAY 6th – 7th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	NA	64%
S1M7	70% or more of 6th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	66%	64%	68%	68%	62%
S1M8	70% or more of 7th grade students meet the <u>spring to spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP)	63%	68%	71%	76%	74%
S1M9	33% or more of 7th grade FAY students are rated “advanced” in reading as measured by the Measures of Academic Progress (MAP).	9%	10%	16%	14%	18%

CARDINAL HEIGHTS UPPER MIDDLE SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Middle School Goal 1: Improve Reading Achievement	CHUMS	CHUMS	CHUMS	CHUMS	CHUMS
S1UM1	90% or more of the school's 8th grade FAY students are "proficient" or "advanced" readers as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	89% 523.0
S1UM2	Based on the percentage of reading proficiency as measured on the 8th grade WKCE, a school ranks in the top <u>three</u> in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	NA	NA	NA	NA	4th
S1UM3	The difference in the overall percentage of 8th grade FAY students who are "proficient" or "advanced" readers as measured by the <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE -94% E - 77% -17%
S1UM4	The difference in the overall percentage of 8th grade FAY students who are "proficient" or "advanced" readers as measured by the <i>WKCE</i> is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W - 93% B - 71% -22%
S1UM5	70% of FAY 8th - 9th grade students with disabilities meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	NA	67%
S1UM6	70% of 8th grade FAY students are designated as ready for college-level coursework in Reading as measured by the EXPLORE test.	NA	NA	NA	NA	53% <i>National avg - 36%</i>
S1UM7	70% of 9th grade FAY students are designated as ready for college-level coursework in Reading as measured by the EXPLORE test.	NA	NA	NA	NA	55% <i>National avg - 52%</i>

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	Middle School Goal 1: Improve Reading Achievement	CHUMS	CHUMS	CHUMS	CHUMS	CHUMS
S1UM8	The difference in the overall percentage of 8th – 9th grade FAY students who are designated as ready for college-level coursework in Reading as measured by the EXPLORE test is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE – 62% E – 30% -32%
S1UM9	The difference in the overall percentage of 8th – 9th grade FAY students who are designated as ready for college-level coursework in Reading as measured by the EXPLORE test is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W – 60% B – 18% -42%

HIGH SCHOOL READING TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	High School Goal 1: Improve Reading Achievement	HS	HS	HS	HS	HS
S1H1	90% or more of Sun Prairie 10th grade FAY students are “proficient” or “advanced” readers as measured by the <i>WKCE</i> <u>and</u> the mean scale score for reading increases from the previous year.	87% 564.0	82% 553.7	85% 558.5	85% 566.4	84% 553.8
S1H2	Based on the percentage of reading proficiency as measured on the 10th grade <i>WKCE</i> , a school ranks in the top <u>three</u> in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	2nd	5th	1st	4th	5th

		2006-07	2007-08	2008-09	2009-10	2010-11
S1.	High School Goal 1: Improve Reading Achievement	HS	HS	HS	HS	HS
S1H3	The difference in the overall percentage of 10th grade FAY students who are “proficient” or “advanced” readers as measured by the <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 91% E – 69% -22%	NE – 88% E – 54% -34%	NE – 89% E – 67% -22%	NE – 92% E – 62% -30%	NE – 90% E – 63% -27%
S1H4	The difference in the overall percentage of 10th grade FAY students who are “proficient” or “advanced” readers as measured by the <i>WKCE</i> is 10% or less when comparing Black students and White students.	W – 92% B – 58% -34%	W – 87% B – 51% -36%	W – 90% B – 63% -27%	W – 89% B – 62% -27%	W – 88% B – 63% -25%
S1H5	70% of FAY 10th – 12th grade students with disabilities meet the <u>spring-to-spring</u> growth target in reading as measured by the Measures of Academic Progress (MAP).	65%	49%	67%	64%	61%
S1H6	70% of 10th grade FAY students are designated as ready for college-level coursework in Reading as measured by the PLAN test.	NA	NA	NA	NA	53% <i>National avg – 50%</i>
S1H7	The difference in the overall percentage of 10th grade FAY students who are designated as ready for college-level coursework in Reading as measured by the PLAN test is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE – 59% E – 31% -28%
S1H8	The difference in the overall percentage of 10th grade FAY students who are designated as ready for college-level coursework in Reading as measured by the PLAN test is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W – 58% B – 25% -33%
S1H9	The number of students required to take the reading competency course for failing to pass the <i>WKCE</i> or <i>MAP</i> reading assessment. <i>This value does not include students’ w/disabilities or English Language Learners who are allowed accommodations to meet the requirement in alternative ways.</i>	8	21	17	8	9

Chapter 2

School Board Priority Goal 2: Improve Mathematics Achievement

DISTRICT-WIDE MATHEMATICS TARGET INDICATORS

Goal 2: Improve Math Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
Elementary School Level						
2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	NA	NA	NA	18%	30%
2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	NA	NA	NA	W-22% B- 6% -16%	W-37% B-12% -25%
2E3	90% or more of Sun Prairie 3rd grade FAY students are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for math increases from the previous year.	82% 448.5	90% 456.6	89% 452.3	85% 451.8	82% 445.3
2E4	90% or more of Sun Prairie 4th grade FAY students are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for math increases from the previous year.	84% 472.5	86% 475.1	95% 490.6	87% 484.7	89% 489.2

Goal 2: Improve Math Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
2E5	90% or more of Sun Prairie 5th grade FAY students are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for math increases from the previous year.	80% 502.9	81% 504.9	89% 512.5	91% 526.3	89% 522.0
2E6	The difference in the overall percentage 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 94% E – 77% -17%	NE – 94% E – 72 % -22%	NE – 96% E – 80% -16%	NE – 97% E – 82% -15%	NE – 97% E – 82% -15%
2E7	The difference in the overall percentage 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by MAP is 10% or less when comparing Black students and White students.	W – 93% B – 69% -24%	W – 94% B – 76% -18%	W – 95% B – 79% -16%	W – 96% B – 77% -19%	W – 96% B – 71% -25%
2E8	70% of FAY 3rd – 5th grade students with <u>disabilities</u> meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	65%	69%
2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	83%	84%	84%	86%	91%
2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in mathematics as measured by the Measures of Academic Progress (MAP)	72%	81%	75%	79%	70%
2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	65%	58%	68%	73%	78%

Goal 2: Improve Math Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
2E12	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	73%	67%	85%	78%	82%
2E13	33% or more of 3 rd grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP).	31%	39%	32%	38%	39%
2E14	33% or more of 5 th grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP).	29%	24%	38%	47%	42%
Middle School Level						
2M1	90% or more of Sun Prairie 6th grade FAY students are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for math increases from the previous year.	86% 524.6	86% 533.0	83% 523.0	89% 531.2	90% 543.7
2M2	90% or more of Sun Prairie 7th grade FAY students are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for math increases from the previous year.	88% 545.5	86% 542.5	88% 549.6	85% 542.2	89% 548.0
2M3	90% or more of Sun Prairie 8th grade FAY students are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for math increases from the previous year.	80% 546.2	83% 552.0	87% 558.3	84% 559.8	81% 548.5

Goal 2: Improve Math Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
2M4	The difference in the overall percentage 6th – 8th grade FAY students who are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 89% E – 64% -25%	NE –89% E –67% -22%	NE –90% E –70% -20%	NE –92% E –67% -25%	NE –93% E –69% -24%
2M5	The difference in the overall percentage 6th – 8th grade FAY students who are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) is 10% or less when comparing Black students and White students.	W – 88% B – 53% -35%	W – 88% B – 65% -23%	W – 90% B –63% -27%	W – 91% B –61% -30%	W – 92% B –61% -31%
2M6	70% of FAY 6th – 9th grade students with <u>disabilities</u> meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	NA	54%
2M7	70% or more of 6th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	63%	58%	53%	45%	49%
2M8	70% or more of 7th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	76%	70%	69%	69%	63%
2M9	33% or more of 7th grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP).	12%	16%	21%	16%	15%

Goal 2: Improve Math Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
2M10	70% of 8th grade FAY students are on track to be ready for college-level coursework in math as measured by the EXPLORE test.	NA	NA	NA	NA	25% <i>National avg – 36%</i>
2M11	70% of 9th grade FAY students are on track to be ready for college-level coursework in math as measured by the EXPLORE test.	NA	NA	NA	NA	48% <i>National avg – 48%</i>
2M12	The difference in the overall percentage of 8th – 9th grade FAY students who are on track to be ready for college-level coursework in math as measured by the EXPLORE test is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE – 37% E – 16% -21%
2M13	The difference in the overall percentage 8th – 9th grade FAY students who are designated as ready for college-level coursework in math as measured by the EXPLORE test is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W – 37% B – 4% -33%
High School Level						
2H1	90% or more of Sun Prairie 10th grade FAY students are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the mean scale score for math increases from the previous year.	81% 581.4	77% 575.3	83% 575.6	82% 576.6	81% 572.8

Goal 2: Improve Math Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
2H2	The difference in the overall percentage 10th grade FAY students who are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 86% E – 55% -31%	NE – 84% E – 43% -41%	NE – 88% E – 53% -35%	NE – 90% E – 57% -33%	NE – 88% E – 64% -24%
2H3	The difference in the overall percentage 10th grade FAY students who are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) is 10% or less when comparing Black students and White students.	W – 86% B – 48% -38%	W – 83% B – 36% -47%	W – 87% B – 46% -41%	W – 88% B – 61% -27%	W – 87% B – 58% -29%
2H4	70% of FAY 10th – 12th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	42%	73%
2H5	70% of 10th grade FAY students are on track to be ready for college-level coursework in math as measured by the PLAN test.	NA	NA	NA	NA	37% <i>National avg –34%</i>
2H6	The difference in the overall percentage of 10th grade FAY students who are on track to be ready for college-level coursework in math as measured by the PLAN test is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE – 39% E – 15% -24%

Goal 2: Improve Math Achievement		06/07 Result	07/08 Result	08/09 Result	09/10 Result	10/11 Result
2H7	The difference in the overall percentage of 10th grade FAY students who are on track to be ready for college-level coursework in math as measured by the PLAN test is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W – 40% B – 11% -29%
2H8	The number of students required to take the math competency course for failing to pass the WKCE or MAP math assessment. <i>This value does not include students' w/disabilities or English Language Learners who are allowed accommodations to meet the requirement in alternative ways.</i>	22	36	23	23	2
2H9	Number of graduates earning credits in Algebra II or higher.	NA	NA	NA	# –238 Grads–338 70%	# –321 Grads–400 80%

ELEMENTARY SCHOOL-BASED MATH TARGET INDICATORS: 2010-11

S2.	Elementary Goal 2: Improve Math Achievement	CHB	CS	ES	HZ	NS	RO	WS
S2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	25%	24%	39%	37%	32%	34%	21%
S2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	W-35% B- 3% -32%	W-29% B- 7% -22%	W-46% B- * *	W-40% B- * *	W-36% B- 35% -1%	W-38% B- * *	W-27% B- 9% -18%
S2E3	90% or more of the school’s 3rd – 5th grade FAY students are “proficient” or “advanced” in math as measured by the WKCE <u>and</u> the combined average scale score for math increases from the previous year.	81% 1427.2	85% 1446.6	90% 1479.5	89% 1462.9	84% 1437.9	95% 1507.8	85% 1441.7

S2.	Elementary Goal 2: Improve Math Achievement	CHB	CS	ES	HZ	NS	RO	WS
S2E4	90% or more of 6th grade FAY students that attended this elementary school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for math increases from the previous year.	89% 529.6	94% 536.6	97% 556.1	93% 550.0	86% 543.3	91% 548.2	89% 534.7
S2E5	Based on the percentage of math proficiency as measured on the 5th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	5th	2nd	9th	4th	8th	4th	1st
S2E6	The difference in the overall percentage of the school’s 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 90% E – 77% -13%	NE- 99% E –86% -13%	NE – 99% E – 88% -11%	NE – 96% E – 76% -20%	NE –95% E – 77% -18%	NE – 99% E – 77% -22%	NE – 97% E – 88% -9%
S2E7	The difference in the overall percentage 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 96% B – 52% -44%	W – 97 % B – 76% -21%	W – 99% B – 76% -23%	W – 94% B – 72% -22%	W – 93% B – * NA	W – 98% B – * NA	W – 96% B – 79% -17%
S2E8	70% of FAY 3rd – 5th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	64%	60%	65%	81%	53%	78%	75%
S2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	84%	83%	98%	91%	93%	94%	85%
S2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	77%	77%	72%	60%	45%	83%	78%

S2.	Elementary Goal 2: Improve Math Achievement	CHB	CS	ES	HZ	NS	RO	WS
S2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	81%	51%	78%	87%	67%	88%	78%
S2E12	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	74%	69%	93%	86%	90%	80%	72%
S2E13	33% or more of 3rd grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	38%	25%	42%	29%	22%	56%	26%
S2E14	33% or more of 5th grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	34%	33%	49%	47%	41%	45%	20%

MIDDLE LEVEL SCHOOL-BASED MATH TARGET INDICATORS: 2010-11

S2.	Middle School Goal 2: Improve Math Achievement	PMMS	PVMS
S2M1	90% or more of Sun Prairie 6th – 7th grade FAY students are “proficient” or “advanced” in mathematics as measured by the <i>WKCE</i> and the combined mean scale score for math increases from the previous year.	91% 1092.9	89% 1090.6
S2M2	90% or more of 8th grade FAY students that attended this middle school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	79% 547.2	83% 548.0
S2M3	Based on the percentage of MATH proficiency as measured on the 7th grade <i>WKCE</i> , a school ranks in the top three in comparison with ten demographically similar schools. <i>Note: New school comparables in 2008-09.</i>	2nd	4th
S2M4	The difference in the overall percentage 6th – 7th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. (2005-06 Baseline Year)	NE –96% E – 74% -22%	NE –94% E – 74% -20%

S2.	Middle School Goal 2: Improve Math Achievement	PMMS	PVMS
S2M5	The difference in the overall percentage 6th – 7th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing Black students and White students.	W – 95% B – 62% -33%	W –91% B – 76% -15%
S2M6	70% of FAY 6th – 7th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP).	43%	62%
S2M7	70% or more of 6th grade students meet the spring to spring growth target in math as measured by the Measures of Academic Progress (MAP)	38%	59%
S2M8	70% or more of 7th grade students meet the spring to spring growth target in math as measured by the Measures of Academic Progress (MAP)	62%	66%
S2M9	33% or more of 7th grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	13%	17%

The Narrative Analysis and the Action Plan for Chapter 2 will be presented at the School Board Work Study Session on August 15, 2011.

Chapter 2 – Appendix (Longitudinal Trends for Schools)

C.H. BIRD ELEMENTARY SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	CHB	CHB	CHB	CHB	CHB
S2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	NA	NA	NA	NA	25%
S2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W-35% B- 3% -32%
S2E3	90% or more of the school’s 3rd – 5th grade FAY students are “proficient” or “advanced” in math as measured by the WKCE and the combined average scale score for math increases from the previous year.	80% 1411.9	87% 1422.6	89% 1429.6	87% 1435.3	81% 1427.2
S2E4	90% or more of 6th grade FAY students that attended this elementary school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	89% 529.6
S2E5	Based on the percentage of math proficiency as measured on the 5th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	4th	8th	4th	1st	5th

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	CHB	CHB	CHB	CHB	CHB
S2E6	The difference in the overall percentage of the school's 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. * – Group size less than 20 students.	NE – 96% E – 85% -11%	NE – 90% E – 75% -15%	NE – 94 % E – 63% -31%	NE – 98% E – 81% -17%	NE – 90% E – 77% -13%
S2E7	The difference in the overall percentage 2nd– 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 96% B – 73% -23%	W – 93% B – 71% -22%	W – 91% B – 66% -25%	W – 97% B – 82% -15%	W – 96% B – 52% -44%
S2E8	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	74%	64%
S2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	92%	89%	75%	88%	84%
S2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	47%	63%	61%	73%	77%
S2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	82%	67%	74%	91%	81%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	CHB	CHB	CHB	CHB	CHB
S2E12	70% or more of 5th grade students meet the <u>spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	83%	72%	85%	85%	74%
S2E13	33% or more of 3 RD grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	14%	27%	12%	26%	38%
S2E14	33% or more of 5 TH grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	24%	16%	29%	37%	34%

CREEKSIDE ELEMENTARY SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	CS	CS	CS	CS	CS
S2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	NA	NA	NA	NA	24%
S2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W-29% B- 7% -22%
S2E3	90% or more of the school’s 3rd – 5th grade FAY students are “proficient” or “advanced” in math as measured by the WKCE <u>and</u> the combined average scale score for math increases from the previous year.	NA	NA	92% 1431.1	85% 1451.6	85% 1446.6

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	CS	CS	CS	CS	CS
S2E4	90% or more of 6th grade FAY students that attended this elementary school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	94% 536.6
S2E5	Based on the percentage of math proficiency as measured on the 5th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	NA	NA	1st	4th	2nd
S2E6	The difference in the overall percentage of the school’s 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. <i>* – Group size less than 20 students.</i>	NA	NA	NE – 100% E – 92 % -8%	NE – 98% E – 88% -10%	NE – 99% E – 86% -13%
S2E7	The difference in the overall percentage 2nd– 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing Black students and White students. <i>* – Group size less than 20 students.</i>	NA	NA	W – 99% B – * NA	W – 98% B – 82% -16%	W – 97% B – 76% -21%
S2E8	70% of FAY 3rd – 5th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP). <i>* – Group size less than 20 students.</i>	NA	NA	NA	75%	60%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	CS	CS	CS	CS	CS
S2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	NA	NA	92%	64%	83%
S2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	NA	NA	78%	84%	77%
S2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	NA	NA	64%	69%	51%
S2E12	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	NA	NA	78%	89%	69%
S2E13	33% or more of 3 RD grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	NA	NA	32%	42%	25%
S2E14	33% or more of 5 TH grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	NA	NA	14%	51%	33%

EASTSIDE ELEMENTARY SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	ES	ES	ES	ES	ES
S2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	NA	NA	NA	NA	39%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	ES	ES	ES	ES	ES
S2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W-46% B- * *
S2E3	90% or more of the school’s 3rd – 5th grade FAY students are “proficient” or “advanced” in math as measured by the WKCE and the combined average scale score for math increases from the previous year.	90% 1459.1	94% 1479.4	95% 1486.5	93% 1498.6	90% 1479.5
S2E4	90% or more of 6th grade FAY students that attended this elementary school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	97% 556.1
S2E5	Based on the percentage of math proficiency as measured on the 5th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	4th	5th	1st	1st	9th
S2E6	The difference in the overall percentage of the school’s 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. <i>* – Group size less than 20 students.</i>	NE – 96% E – 91% -5%	NE – 98% E – * NA	NE – 99% E – 93% -6%	NE – 98% E – 89% -9%	NE – 99% E – 88% -11%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	ES	ES	ES	ES	ES
S2E7	The difference in the overall percentage 2nd– 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 95% B – *	W – 98% B – *	W – 99% B – *	W –97% B – 87%	W –99% B – 76%
		NA	NA	NA	-10%	-23%
S2E8	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	57%	65%
S2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	83%	90%	91%	92%	98%
S2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in mathematics as measured by the Measures of Academic Progress (MAP)	65%	80%	72%	83%	72%
S2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	67%	72%	72%	70%	78%
S2E12	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	83%	85%	90%	71%	93%
S2E13	33% or more of 3RD grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	34%	62%	44%	51%	42%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	ES	ES	ES	ES	ES
S2E14	33% or more of 5 TH grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	42%	47%	55%	53%	49%

HORIZON ELEMENTARY SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	HZ	HZ	HZ	HZ	HZ
S2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	NA	NA	NA	NA	37%
S2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W-40% B- * *
S2E3	90% or more of the school’s 3rd – 5th grade FAY students are “proficient” or “advanced” in math as measured by the <i>WKCE</i> and the combined average scale score for math increases from the previous year.	86% 1426.3	85% 1450.2	89% 1463.3	91% 1481.5	89% 1462.9
S2E4	90% or more of 6th grade FAY students that attended this elementary school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	93% 550.0

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	HZ	HZ	HZ	HZ	HZ
S2E5	Based on the percentage of MATH proficiency as measured on the 5th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	5th	8th	5th	3rd	4th
S2E6	The difference in the overall percentage of the school's 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. <i>* – Group size less than 20 students.</i>	NE – 93% E – 73% -20%	NE – 92 % E – * NA	NE – 95% E – 83% -12%	NE – 97% E – 71% -26%	NE – 96% E – 76% -20%
S2E7	The difference in the overall percentage 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing Black students and White students. <i>* – Group size less than 20 students.</i>	W – 92% B – 69% -23%	W – 92% B – 71% -21%	W – 93% B – 88% -5%	W – 96% B – 72% -24%	W – 94% B – 72% -22%
S2E8	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP). <i>* – Group size less than 20 students.</i>	NA	NA	NA	63%	81%
S2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	78%	75%	85%	90%	91%
S2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	82%	87%	80%	85%	60%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	HZ	HZ	HZ	HZ	HZ
S2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	69%	67%	75%	74%	87%
S2E12	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	67%	68%	91%	81%	86%
S2E13	33% or more of 3RD grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	36%	27%	37%	37%	29%
S2E14	33% or more of 5TH grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	37%	26%	48%	40%	47%

NORTHSIDE ELEMENTARY SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	NS	NS	NS	NS	NS
S2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	NA	NA	NA	NA	32%
S2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W-36% B- 35% -1%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	NS	NS	NS	NS	NS
S2E3	90% or more of the school's 3rd – 5th grade FAY students are “proficient” or “advanced” in math as measured by the WKCE and the combined average scale score for math increases from the previous year. <i>(2005-06 Baseline)</i>	77% 1401.0	82% 1413.2	90% 1454.1	85% 1448.9	84% 1437.9
S2E4	90% or more of 6th grade FAY students that attended this elementary school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	86% 543.3
S2E5	Based on the percentage of math proficiency as measured on the 5th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	10th	8th	10th	8th	8th
S2E6	The difference in the overall percentage of the school's 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by MAP is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. * – Group size less than 20 students.	NE – 93% E – 59% -34%	NE – 96% E – * NA	NE – 95% E – 74% -21%	NE – 94% E – 77% -17%	NE – 95% E – 77% -18%
S2E7	The difference in the overall percentage 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by MAP is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 92% B – * NA	W – 97% B – * NA	W – 94% B – * NA	W – 93% B – * NA	W – 93% B – * NA

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	NS	NS	NS	NS	NS
S2E8	70% of FAY 3rd – 5th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	59%	53%
S2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	85%	88%	88%	92%	93%
S2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	82%	83%	65%	59%	45%
S2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	55%	37%	58%	57%	67%
S2E12	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	66%	78%	85%	84%	90%
S2E13	33% or more of 3 RD grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	35%	42%	36%	27%	22%
S2E14	33% or more of 5 TH grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	21%	23%	40%	52%	41%

ROYAL OAKS ELEMENTARY SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	RO	RO	RO	RO	RO
S2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	NA	NA	NA	NA	34%
S2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W-38% B- * *
S2E3	90% or more of the school’s 3rd – 5th grade FAY students are “proficient” or “advanced” in math as measured by the WKCE and the combined average scale score for math increases from the previous year. <i>(2005-06 Baseline)</i>	93% 1470.0	91% 1453.4	95% 1477.3	91% 1481.5	95% 1507.8
S2E4	90% or more of 6th grade FAY students that attended this elementary school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	91% 548.2
S2E5	Based on the percentage of math proficiency as measured on the 5th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	3rd	9th	4th	8th	4th

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	RO	RO	RO	RO	RO
S2E6	The difference in the overall percentage of the school's 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. * – Group size less than 20 students.	NE – 95% E – * NA	NE – 95% E – * NA	NE – 94% E – 95% 1%	NE – 95% E – 82% -13%	NE – 99% E – 77% -22%
S2E7	The difference in the overall percentage 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing Black students and White students. * – Group size less than 20 students.	W – 94% B – * NA	W – 92% B – * NA	W – 95% B – * NA	W – 96% B – 75% -21%	W – 98% B – * NA
S2E8	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP). * – Group size less than 20 students.	NA	NA	NA	59%	78%
S2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	88%	89%	75%	93%	94%
S2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	79%	80%	84%	83%	83%
S2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in mathematics as measured by the Measures of Academic Progress (MAP)	49%	57%	70%	86%	88%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	RO	RO	RO	RO	RO
S2E12	70% or more of 5th grade students meet the <u>spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	71%	47%	81%	62%	80%
S2E13	33% or more of 3 RD grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	45%	41%	40%	38%	56%
S2E14	33% or more of 5 TH grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	39%	25%	45%	42%	45%

WESTSIDE ELEMENTARY SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	WS	WS	WS	WS	WS
S2E1	Percent of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment.	NA	NA	NA	NA	21%
S2E2	The difference in the overall percentage of FAY students in K-2nd grade that are “proficient” on all benchmarks as measured by the End-of-Year Everyday Math Assessment is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W-27% B- 9% -18%
S2E3	90% or more of the school’s 3rd – 5th grade FAY students are “proficient” or “advanced” in math as measured by the <i>WKCE</i> and the combined average scale score for math increases from the previous year.	70% 1378.8	78% 1398.5	87% 1425.9	86% 1436.9	85% 1441.7

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	WS	WS	WS	WS	WS
S2E4	90% or more of 6th grade FAY students that attended this elementary school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for reading increases from the previous year.	NA	NA	NA	NA	89% 534.7
S2E5	Based on the percentage of math proficiency as measured on the 5th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	8th	7th	4th	1st	1st
S2E6	The difference in the overall percentage of the school’s 2nd – 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. <i>* – Group size less than 20 students.</i>	NE – 93% E – 74% -19%	NE – 87% E – 76% -11%	NE – 97% E – 80% -17%	NE – 96% E – 86% -10%	NE – 97% E – 88% -9%
S2E7	The difference in the overall percentage 2nd– 5th grade FAY students who are “proficient” or “advanced” in math as measured by <i>MAP</i> is 10% or less when comparing Black students and White students. <i>* – Group size less than 20 students.</i>	W – 89% B – 67% -22%	W – 89% B – 79% -10%	W – 92% B – 78% -14%	W – 97% B – 79% -18%	W – 96% B – 79% -17%
S2E8	70% of FAY 3rd – 5th grade students with disabilities meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP). <i>* – Group size less than 20 students.</i>	NA	NA	NA	69%	75%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Elementary Goal 2: Improve Math Achievement	WS	WS	WS	WS	WS
S2E9	78% or more of 2nd grade students meet the <u>fall to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	72%	73%	78%	79%	85%
S2E10	70% or more of 3rd grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	81%	90%	89%	86%	78%
S2E11	70% or more of 4th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	69%	48%	61%	62%	78%
S2E12	70% or more of 5th grade students meet the <u>spring to spring</u> growth target in math as measured by the Measures of Academic Progress (MAP)	65%	57%	81%	85%	72%
S2E13	33% or more of 3 rd grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	23%	28%	18%	36%	26%
S2E14	33% or more of 5 th grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	8%	6%	13%	43%	20%

PATRICK MARSH MIDDLE SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Middle School Goal 2: Improve Math Achievement	PM	PM	PM	PM	PM
S2M1	90% or more of Sun Prairie 6th – 7th grade FAY students are “proficient” or “advanced” in math as measured by the <i>WKCE</i> and the combined mean scale score for math increases from the previous year. <i>(*6th – 8th grade until 2010-11)</i>	85% 1617.5	83% 1621.8	85% 1628.1	86% 1639.8	91%* 1092.9
S2M2	90% or more of 8th grade FAY students that attended this middle school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (<i>WKCE</i>) and the combined mean scale score for math increases from the previous year.	NA	NA	NA	NA	79% 547.2
S2M3	Based on the percentage of math proficiency as measured on the 7th grade <i>WKCE</i> , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	NA	NA	NA	NA	2nd
S2M4	The difference in the overall percentage 6th – 7th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. <i>(*6th – 8th grade until 2010-11)</i>	NE – 89% E – 63% -26%	NE – 88% E – 68% -20%	NE – 90% E – 68% -22%	NE – 92% E – 70% -22%	NE – 96%* E – 74% -22%
S2M5	The difference in the overall percentage 6th – 7th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing Black students and White students. <i>(*6th – 8th grade until 2010-11)</i>	W – 87% B – 62% -25%	W – 88% B – 66% -20%	W – 90% B – 60% -30%	W – 92% B – 59% -33%	W – 95%* B – 62% -33%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Middle School Goal 2: Improve Math Achievement	PM	PM	PM	PM	PM
S2M6	70% of FAY 6th – 7th grade students with disabilities meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	49%	43%
S2M7	70% or more of 6th grade students meet the spring to spring growth target in math as measured by the Measures of Academic Progress (MAP)	57%	55%	42%	45%	38%
S2M8	70% or more of 7th grade students meet the spring to spring growth target in math as measured by the Measures of Academic Progress (MAP)	84%	75%	71%	72%	62%
S2M9	33% or more of 7th grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	12%	15%	19%	18%	13%

PRAIRIE VIEW MIDDLE SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Middle School Goal 2: Improve Math Achievement	PV	PV	PV	PV	PV
S2M1	90% or more of Sun Prairie 6th – 7th grade FAY students are “proficient” or “advanced” in math as measured by the <i>WKCE</i> and the combined mean scale score for math increases from the previous year. (<i>6th – 8th grade until 2010-11*</i>)	85% 1615.6	87% 1635.8	87% 1635.8	86% 1629.5	89%* 1090.6
S2M2	90% or more of 8th grade FAY students that attended this middle school are “proficient” or “advanced” in math as measured by the Wisconsin Knowledge and Concepts Exam (WKCE) and the combined mean scale score for math increases from the previous year.	NA	NA	NA	NA	83% 548.0

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Middle School Goal 2: Improve Math Achievement	PV	PV	PV	PV	PV
S2M3	Based on the percentage of MATH proficiency as measured on the 8th grade WKCE , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	NA	NA	NA	NA	4th
S2M4	The difference in the overall percentage 6th – 7th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students. <i>Improvement = reduction. (6th – 8th grade until 2010-11*)</i>	NE – 89% E – 67% -22%	NE – 91% E – 68% -23%	NE – 91% E – 72% -19%	NE – 93% E – 65% -28%	NE – 94%* E – 74% -20%
S2M5	The difference in the overall percentage 6th – 7th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing Black students and White students. <i>(6th – 8th grade until 2010-11*)</i>	W – 90% B – 47% -43%	W – 91% B – 64% -27%	W – 90% B – 66% -24%	W – 89% B – 64% -25%	W – 91%* B – 76% -15%
S2M6	70% of FAY 6th – 7th grade students with disabilities meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	41%	62%
S2M7	70% or more of 6th grade students meet the spring to spring growth target in math as measured by the Measures of Academic Progress (MAP)	69%	62%	64%	46%	59%
S2M8	70% or more of 7th grade students meet the spring to spring growth target in math as measured by the Measures of Academic Progress (MAP)	69%	65%	68%	68%	66%
S2M9	33% or more of 7th grade FAY students are rated “advanced” in math as measured by the Measures of Academic Progress (MAP)	13%	17%	23%	15%	17%

UPPER MIDDLE SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Upper Middle School School Goal 2: Improve Math Achievement	CHUMS	CHUMS	CHUMS	CHUMS	CHUMS
S2UM1	90% or more of Sun Prairie 8th grade FAY students are “proficient” or “advanced” in math as measured by the <i>WKCE</i> and the mean scale score for math increases from the previous year.	NA	NA	NA	NA	81% 548.5
S2UM2	Based on the percentage of math proficiency as measured on the 8th grade <i>WKCE</i> , a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	NA	NA	NA	NA	8th
S2UM3	The difference in the overall percentage 8th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE – 89%* E – 61% -28%
S2UM4	The difference in the overall percentage 8th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W – 89%* B – 45% -44%
S2UM5	70% of FAY 8th – 9th grade <u>students with disabilities</u> meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	NA	55%
S2UM6	70% of 8th grade FAY students are designated as ready for college-level coursework in math as measured by the EXPLORE test.	NA	NA	NA	NA	25% <i>National Avg-</i> 36%
S2UM7	70% of 9th grade FAY students are designated as ready for college-level coursework in math as measured by the EXPLORE test.	NA	NA	NA	NA	48% <i>National Avg-</i> 48%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	Upper Middle School School Goal 2: Improve Math Achievement	CHUMS	CHUMS	CHUMS	CHUMS	CHUMS
S2UM8	The difference in the overall percentage 8th – 9th grade FAY students who are designated as ready for college-level coursework in math as measured by the EXPLORE test is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE – 37% E – 16% -21%
S2UM9	The difference in the overall percentage 8th – 9th grade FAY students who are designated as ready for college-level coursework in math as measured by the EXPLORE test is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W – 37% B – 4% -33%

HIGH SCHOOL MATH TARGET INDICATORS:

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	High School Goal 2: Improve Math Achievement	HS	HS	HS	HS	HS
S2H1	90% or more of Sun Prairie 10th grade FAY students are “proficient” or “advanced” in math as measured by the <i>WKCE</i> and the mean scale score for math increases from the previous year.	82% 581.7	77% 575.6	83% 575.6	82% 576.6	81% 572.8
S2H2	Based on the percentage of math proficiency as measured on the 10th grade WKCE, a school ranks in the top three in comparison with ten demographically similar schools. <i>*Note: New school comparables in 2008-09.</i>	1st	5th	1st	3rd	3rd
S2H3	The difference in the overall percentage 10th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NE – 85% E – 57% -28%	NE – 84% E – 43% -41%	NE – 88% E – 53% -35%	NE – 90% E – 57% -33%	NE – 88% E – 64% -24%

		2006-07	2007-08	2008-09	2009-10	2010-11
S2.	High School Goal 2: Improve Math Achievement	HS	HS	HS	HS	HS
S2H4	The difference in the overall percentage 10th grade FAY students who are “proficient” or “advanced” in math as measured by <i>WKCE</i> is 10% or less when comparing Black students and White students.	W – 86% B – 49% -37%	W – 83% B – 36% -47%	W – 87% B – 46% -41%	W – 88% B – 61% -27%	W – 87% B – 58% -29%
S2H5	70% of FAY 10th – 12th grade students with disabilities meet the <u>spring-to-spring</u> growth target in math as measured by the Measures of Academic Progress (MAP).	NA	NA	NA	42%	73%
S2H6	70% of 10th grade FAY students are designated as ready for college-level coursework in math as measured by the PLAN test.	NA	NA	NA	NA	37% <i>National Avg – 36%</i>
S2H7	The difference in the overall percentage 10th grade FAY students who are designated as ready for college-level coursework in math as measured by the PLAN test is 10% or less when comparing economically disadvantaged students and non-economically disadvantaged students.	NA	NA	NA	NA	NE – 39% E – 15% -24%
S2H8	The difference in the overall percentage 10th grade FAY students who are designated as ready for college-level coursework in math as measured by the PLAN test is 10% or less when comparing Black students and White students.	NA	NA	NA	NA	W – 40% B – 11% -29%
S2H9	The number of students required to take the math competency course for failing to pass the <i>WKCE</i> or MAP math assessment. <i>This value does not include students’ w/disabilities or English Language Learners who are allowed accommodations to meet the requirement in alternative ways.</i>	22	36	23	23	2
S2H10	Number of graduates earning credits in Algebra II or higher	NA	NA	NA	# – 238 Grads–338 70%	# – 321 Grads–400 80%

Chapter 3

School Board Priority Goal 3: Improve and expand learning opportunities so that every graduate is prepared and inspired to successfully and productively pursue any option after high school.

	Indicators	07/08 Results	08/09 Results	09/10 Results	10/11 Results
3A	Percentage of Sun Prairie 10 th grade FAY students who are “proficient” or “advanced” in language arts as measured by the Wisconsin Knowledge and Concepts Exam (WKCE).	81%	81%	79%	81%
3B	Percentage of Sun Prairie 10 th grade FAY students who are “proficient” or “advanced” in social studies as measured by the Wisconsin Knowledge and Concepts Exam (WKCE).	85%	88%	86%	90%
3C	Percentage of Sun Prairie 10 th grade FAY students who are “proficient” or “advanced” in science as measured by the Wisconsin Knowledge and Concepts Exam (WKCE).	83%	84%	82%	81%
3D	Percentage of ACT-tested students who are designated as ready for college-level coursework in the following subject areas: 1. English 2. Math 3. Reading 4. Science 5. Meeting all 4 ACT Benchmark scores	1. English – 84% 2. Math – 69% 3. Reading – 67% 4. Science – 43% 5. All 4 – 36% (Note: 2006-07 ACT)	1. English – 76% 2. Math – 60% 3. Reading – 64% 4. Science – 42% 5. All 4 – 35% (Note: 2007-08 ACT)	SPASD State 1. English – 84% 77% 2. Math – 65% 53% 3. Reading – 71% 62% 4. Science – 44% 37% 5. All 4 – 36% 30% (Note: 2008-09 ACT)	SPASD State 1. English – 77% 75% 2. Math – 69% 53% 3. Reading – 63% 60% 4. Science – 44% 38% 5. All 4 – 36% 31% (Note: 2009-10 ACT)
3E	Percentage of 10 th grade FAY PLAN-tested students who are designated as ready for college-level coursework (students that indicated they plan to attend college).	NA	NA	NA	1. English – 78% 2. Reading – 56% 3. Math – 40% 4. Science – 28% 5. All 4 – 19%

	Indicators	07/08 Results	08/09 Results	09/10 Results	10/11 Results
3F	Percentage of Sun Prairie graduating seniors responding positively to the exit survey statement: <i>“I feel fully prepared to pursue any option after high school.”</i>	HS – 75% PPA– 57%	HS – 85% PPA – 81%	HS – 84% PPA – 90%	HS – 85% PPA – 78%
3G	Percentage of Sun Prairie graduating seniors responding positively to the exit survey statement: <i>“I am satisfied with the education I received in high school.”</i>	HS – 78% PPA– 57%	HS – 84% PPA – 62%	HS – 82% PPA – 85%	HS – 85% PPA –70 %
3H	Percentage of Sun Prairie graduating seniors agreeing with the exit survey statement: <i>“Classes are irrelevant.”</i>	HS – 56% PPA– 27%	HS – 49% PPA – 38%	HS – 59% PPA – 22%	HS – 53% PPA – 41%
3I	Percentage of Sun Prairie graduating seniors agreeing with the exit survey statement: <i>“School doesn’t offer courses I want.”</i>	HS – 32% PPA– 27%	HS – 33% PPA – 52%	HS – 34% PPA – 20%	HS – 25% PPA – 22%
3J	Percentage of Sun Prairie graduating seniors responding positively to the exit survey statement: <i>“My high school experiences prepared me to solve problems.”</i>	HS – 84% PPA– 71%	HS – 85% PPA – 71%	HS – 83% PPA – 90%	HS – 85% PPA – 93%
3K	Percentage of Sun Prairie graduating seniors responding positively to the exit survey statement: <i>“My high school experiences prepared me to communicate effectively.”</i>	HS – 83% PPA– 57%	HS – 86% PPA – 86%	HS – 84% PPA – 80%	HS – 85% PPA – 85%
3L	Percentage of Sun Prairie graduating seniors responding with “COUNSELOR” to the following question on the exit survey: <i>“Who helped you plan for what you will do after high school?”</i>	HS – 16% PPA– 11%	HS – 18% PPA – 13%	HS – 21% PPA – 22%	HS – 29% PPA – 33%
3M	Percent of 8 th grade students that participated in the Individual Learning Plan (ILP).	NA	NA	NA	With parent – Without parent -
3N	Percent of 10 th students that participated in the Individual Learning Plan (ILP).	NA	NA	NA	With parent– 86% Without parent-14%

	Indicators	07/08 Results	08/09 Results	09/10 Results	10/11 Results
3O	Percentage of Sun Prairie graduates responding positively to the post graduate follow-up survey statement: <i>"I am satisfied with the post secondary planning/counseling that I received."</i>	Not Applicable (begins Spring 2009)	64%	63%	69%
3P	Percentage of Sun Prairie graduates responding positively to the post graduate follow-up survey statement: <i>"I am doing now what I planned to do when I graduated."</i>	Not Applicable (begins Spring 2009)	73%	67%	74%
3Q	Percentage of Sun Prairie graduates responding positively to the post graduate follow-up survey statement: <i>"The knowledge and skills I gained in high school met the entry level requirements I needed for post secondary plans; therefore, no additional coursework was required."</i>	Not Applicable (begins Spring 2009)	77%	83%	86%
3R	New courses proposed to improve learning opportunities – grades 9-12.	7	9	15	5
3S	Courses revised to enhance improve learning opportunities – grades 9-12.	NA	NA	NA	17
3T	Number of courses that have Transcribed and/or Articulated Agreements with Post Secondary Schools (agreements to provide technical college credits for participation in high school courses aligned to post secondary programs) and number of students participating in one or more courses.	NA	NA	NA	# courses: 11 # students in one or more: 203

	Indicators	07/08 Results	08/09 Results	09/10 Results	10/11 Results
3U	Career and Technical Educational Employment Reporting System (CTEERS): Percentage and number of students who took 3 or more classes in one particular career pathway (concentrators).	# participating: 62 % participating:	# participating: 92 % participating: 22%	# participating: 99 % participating: 29%	# participating: 67 % participating: 17%
3V	Career and Technical Educational Employment Reporting System (CTEERS): Of the concentrators, the number and percentage of students who continued in school or work in their career pathway of study.	# participants: 38 % participants: 78% <i>(49 of the 62 students were reached. The numbers listed above represent responses from the 49 students)</i>	# participants: 71 % participants: 96% <i>(74 of the 92 students were reached. The numbers listed above represent responses from the 74 students)</i>	# participants: 73 % participants: 90% <i>(81 of the 99 students were reached. The numbers listed above represent responses from the 81 students)</i>	# participants: 54 % participants: 96% <i>(56 of the 67 students were reached. The numbers listed above represent responses from the 56 students)</i>
3W	Number of students who are involved in work based learning opportunities. 1. Co-op Programs 2. Youth Apprenticeships 3. Certified Skill Standards	1. Co-op - 4 2. Youth App. - 9 3. Cert. Skill St. - 38 Total - 51	1. Co-op - 14 2. Youth App. - 9 3. Cert. Skill St. - 19 Total - 42	1. Co-op - 27 2. Youth App. - 6 3. Cert. Skill St. - 27 Total - 60	1. Co-op - 53 2. Youth App. - 3 3. Cert. Skill St. - 53 Total - 109
3X	Percentage and number of students involved in Career and Technical Education courses: 1. Agriculture 2. Business <i>(includes Marketing prior to 2010-11)</i> 3. Family and Consumer <i>(includes Health Occupations prior to 2010-11)</i> 4. Technology and Engineering 5. Marketing 6. Health Occupations <i>* Does not include 9th grade after 2009-10</i>	1. Ag - 56 (4%) 2. Bus - 373 (22%) 3. F/CE - 529 (31%) 4. Tech Ed - 355 (21%)	1. Ag - 57 (3%) 2. Bus - 412 (25%) 3. F/CE - 552 (33%) 4. Tech Ed - 368(22%)	1. Ag - 116 (7%) 2. Bus - 497 (29%) 3. F/CE - 574 (34%) 4. Tech Ed - 371 (28%)	1. Ag - 46 (3%) 2. Bus - 267 (20%) 3. F/CE - 365 (28%) 4. Tech Ed - 220 (17%) 5. Marketing-115 (9%) 6. Health Occupations - 133 (10%)

	Indicators	07/08 Results	08/09 Results	09/10 Results	10/11 Results
3Y	Percentage and number of high school students who participate in career and technical student organizations: 1. Marketing: DECA (Distributive Education Clubs of America) 2. Agriculture: FFA (Future For Agriculture) 3. Family and Consumer: HOSA (Health Occupation Students of America) 4. Technology and Engineering: Skills-USA 5. FCC-LA (Future Career and Community Leaders of America)	1. DECA – 138 (8%) 2. FFA – 40 (2%) 3. HOSA – 36 (2%) 4. SkillsUSA –20(1%) 5. FCC-LA – 20 (1%)	1. DECA – 133(8%) 2. FFA – 30 (2%) 3. HOSA – 29 (2%) 4. SkillsUSA- 47(3%) 5. FCC-LA –14(1%)	1. DECA – 176 (10%) 2. FFA – 27 (2%) 3. HOSA – 25 (1%) 4. SkillsUSA- 66(4%) 5. FCC-LA –13(1%)	1. DECA – 111 (8%) 2. FFA – 26 (2%) 3. HOSA – 19 (1%) 4. SkillsUSA -21 (2%) 5. FCC-LA –14 (1%)
3Z	Percentage and number of high school students who participate in JAG (Jobs for Americas Graduates)	NA	NA	NA	35 students (31%)
3AA	Number of students enrolled in the Sun Prairie Virtual School (K-12).	NA	NA	5	13
3AB	Drop out rate – District Data *DPI changed process for 2010-11	24 students (0.9%) (Note: 2006-07 data)	21 students (0.8%) (Note: 2007-08 data)	29 students (1.1%) (Note: 2008-09 data)	28 students (1.0%) (Note: 2009-10 data)
3AC	Percentage and number of 9 TH – 12 TH grade students that failed 1 or more core classes (English, math, science or social studies).	Sem 1: 214 (12.6%) Sem 2: 202 (11.9%)	Sem 1: 249 (14.7%) Sem 2: 230 (13.7%)	Sem 1: 81 (4.7%) Sem 2: 98 (5.7%)	Sem 1: 158 (8.5%) Sem 2: 205 (11.0%)

The Narrative Analysis and the Action Plan for Chapter 3 will be presented at the School Board Work Study Session on November 21, 2011.

Chapter 4

School Board Priority Goal 4: Develop a highly qualified, diverse, and culturally proficient district workforce.

4	Indicators to measure improvement <i>(Note: There is a 5.0 scale for indicators 4A – 4D, 4K and 4L)</i>	09/10 Results	10/11 Results
4A	Responses on the student survey questions “ <i>Adults at my school treat students with respect</i> ” and “ <i>Students behave respectfully toward school staff</i> ” averaged together when comparing students of color and white students.	SC- 3.7 W- 3.7	SC- 3.4 W- 3.4
4B	Response on the 3 rd -12 th grade student survey question “ <i>I feel safe at school</i> ” when comparing students of color and white students.	SC- 3.9 W- 4.0	SC- 3.7 W- 3.8
4C	Response on the 3 rd -12 th grade student survey question “ <i>If I had a problem, there is an adult at this school who I could go to for help</i> ” when comparing students of color and white students.	SC- 4.0 W- 4.1	SC- 3.8 W- 3.9
4D	Response on the 3 rd -12 th grade student survey question “ <i>To make good grades at my school, I have to work hard</i> ” when comparing students of color and white students.	SC- 4.3 W- 4.3	SC- 4.2 W- 4.1
4E	Percentage of Sun Prairie graduating seniors responding positively to the exit survey statement: “ <i>My teachers had high expectations for me</i> ” when comparing students of color and white students.	SC-88% W- 85%	SC-89% W- 86%
4F	The number of SPEA employees of color. <i>(May)</i>	22	22
4G	The percentage of SPEA employees of color. <i>(May)</i>	3.9%	3.9%
4H	The number of Local 60 employees of color. <i>(May)</i>	33	36
4I	The percentage of Local 60 employees of color. <i>(May)</i>	9.8%	13.7%

4	Indicators to measure improvement <i>(Note: There is a 5.0 scale for indicators 4A – 4D, 4K and 4L)</i>	09/10 Results	10/11 Results
4J	The number of Administration/Administration Support employees of color. <i>(May)</i>	2	2
4K	The percentage of Administration/Administration Support employees of color. <i>(May)</i>	3.3%	3.3%
4L	The retention rate for employees of color. <i>(May)</i>	96%	84%
4M	The retention rate for white employees. <i>(May)</i>	95%	84%
4N	Percentage of certified staff trained in Culturally Responsive practices.	NA	3.7%
4O	Percentage of non-certified staff trained in Culturally Responsive practices.	NA	0%
4P	The average score from staff who agree with the statement on the staff survey: <i>“Staff members in this building strive to meet the diverse <u>academic needs</u> of every student”</i>	4.1	4.3
4Q	The average score from staff who agree with the statement on the staff survey; <i>“Staff members in this building strive to meet the diverse <u>behavioral needs</u> of every student”</i>	3.9	4.1

The Narrative Analysis and the Action Plan for Chapter 4 will be presented at the School Board Work Study Session on September 19, 2011.

Chapter 5

School Board Priority Goal 5: Transform instruction, classrooms, and schools to ensure that equitable learning opportunities are accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.

5	Indicators to measure improvement	09/10 Results	10/11 Results
5A	The number and percentage of schools in the district whose building leadership team conducted a self-study of culturally responsive beliefs and practices this school year.	NA	100%
5B	The percent occurrence per enrollment and the number of disciplinary incidents for all forms of student-to-student discrimination & harassment. <i>See appendix for calculation details</i>	1.4% (90)	1.0% (66)
5C	The percentage and number of students classified as ‘habitually truant’ when comparing students of color and white students. <i>See appendix for calculation details</i>	SC-15.0% WS- 4.3%	SC-13.6% WS- 4.1%
5D	The percentage and number of students classified as ‘habitually truant’ when comparing English Language Learner students and non-English Language Learner students. <i>See appendix for calculation details</i>	ELL- 5.5% NELL- 7.1%	ELL- 4.1% NELL- 7.1%
5E	The percentage and number of students classified as ‘habitually truant’ when comparing non-disabled students and disabled students. <i>See appendix for calculation details</i>	SD-14.7% ND- 6.0%	SD-14.7% ND- 6.0%
5F	Percentage of Black students referred to special education in proportion to the district demographics. (BSRSE = %BS referred/BSP = %BS in schools)	BSRSE -31% BSP -14%	BSRSE -29% BSP -11%

5	Indicators to measure improvement	09/10 Results	10/11 Results
5G	Percentage participation of students of color in orchestra, band, or choir in grade 6 in proportion to school demographics. (SCM = %SC in music classes/SCP = %SC in schools)	SCM -24% SCP -27%	SCM -26% SCP -30%
5H	Percentage participation of students of color in orchestra, band, or choir in grade 7 in proportion to school demographics. (SCM = %SC in music classes/SCP = %SC in schools)	SCM -17% SCP -25%	SCM -29% SCP -30%
5I	Percentage participation of students with disabilities in orchestra, band, or choir in grade 6 in proportion to school demographics. (SDM = %SD in music classes/SDP = %SD in schools)	SDM - 5% SDP -10%	SDM - 4% SDP -11%
5J	Percentage participation of students with disabilities in orchestra, band, or choir in grade 7 in proportion to school demographics. (SDM = %SD in music classes/SDP = %SD in schools)	SDM -3% SDP -7%	SDM -5% SDP -10%
5K	Percentage participation of students of poverty in orchestra, band, or choir in grade 6 in proportion to school demographics. (SPM = %SP in music classes/SPP = %SP in schools)	SPM -26% SPP -28%	SPM -20% SPP -26%
5L	Percentage participation of students of poverty in orchestra, band, or choir in grade 7 in proportion to school demographics. (SPM = %SP in music classes/SPP = %SP in schools)	SPM -23% SPP -29%	SPM -26% SPP -24%
5M	Percentage participation of students who are English Language Learner students in orchestra, band, or choir in grade 6 in proportion to school demographics. (ELM =%ELL in music classes/ELP =%ELL in schools)	ELM -5% ELP -6%	ELM -7% ELP -9%
5N	Percentage participation of students who are English Language Learner students in orchestra, band, or choir in grade 7 in proportion to school demographics. (ELM =%ELL in music classes/ELP =%ELL in schools)	ELM -2% ELP -7%	ELM -7% ELP -7%

5	Indicators to measure improvement	09/10 Results	10/11 Results
5O	Percentage participation in extra- and co-curricular activities in grades 9-12. (Note: For this and the following extracurricular indicators, the count is of students who participated in <u>one or more</u> athletic team or other activity.)	75%	67%
5P	Percentage participation in extra- and co-curricular activities in grades 9-12 when comparing students of color to white students.	SC- 66% WS- 77%	SC- 61% WS- 69%
5Q	Percentage participation in extra- and co-curricular activities in grades 9-12 when comparing students with disabilities to students without disabilities.	SD- 40% ND- 79%	SD- 35% ND- 71%
5R	Percentage participation in extra- and co-curricular activities in grades 9-12 when comparing students of poverty to students who are not economically disadvantaged.	SP- 62% NSP- 78%	SP- 53% NSP- 71%
5S	Percentage participation in extra- and co-curricular activities in grades 9-12 when comparing males and females.	MS- 69% FS- 72%	MS- 66% FS- 68%
5T	Percentage participation in extra- and co-curricular activities in grades 9-12 when comparing English Language Learner students to non-English Language Learner students.	ELL- 70% NELL- 75%	ELL- 76% NELL- 66%
5U	Percentage of students of color enrolled in AP courses in proportion to school demographic. (SCA = %SC in AP/SCP = %SC in schools)	SCA -9% SCP -20%	SCA -17% SCP -25%
5V	Percentage of students of poverty enrolled in AP courses in proportion to school demographics. (SPA = %SP in AP/SPP = %SP in schools)	SPA - 8% SPP -20%	SPA -12% SPP -21%
5W	Percentage of male students enrolled in AP courses in proportion to school demographics. (MSA = %MS in AP/MSP = %MS in schools)	MSA -42% MSP -50%	MSA -45% MSP -51%

5	Indicators to measure improvement	09/10 Results	10/11 Results
5X	Percentage of female students enrolled in AP courses in proportion to school demographics. (FSA = %FS in AP/FSP = %FS in schools)	FSA -58% FSP -50%	FSA -55% FSP -49%
5Y	High School Completion Rate when comparing students of color to white students.	SC-90% WS-96% 2008-09 data	SC-80% (60) WS-96% (326) 2009-10 data
5Z	High School Completion Rate when comparing students with disabilities to students without disabilities.	SD- 81% ND- 97% 2008-09 data	SD- 87% (47) ND-93% (351) 2009-10 data
5AA	High School Completion Rate when comparing gender males and females.	MS-93% FS-97% 2008-09 data	MS-92% (194) FS-94% (204) 2009-10 data
5AB	The percentage of students of color who participated in a school-based at-risk program in grades 6-12 in proportion to school demographics. (STRIVE, Outreach(beg. In 10-11), Seminar) (SCR = %SC in at-risk programs/SCP = %SC in schools)	SCR -37% (46/123) SCP -23% (706/3117)	SCR -59% (88/148) SCP -27% (903/3407)
5AC	The percentage of students of poverty who participated in a school-based at-risk program in proportion to school demographics. (SPR = %SP in at-risk programs/SPP = %SP in schools)	SPR -56% (69/123) SPP -24% (737/3117)	SPR -61% (91/148) SPP -24% (816/3407)
5AD	The percentage of male students who participated in a school-based at-risk program in proportion to school demographics. (MSR = %MS in at-risk programs/MSP = %MS in schools)	MSR -68% (84/123) MSP -50% (1554/3117)	MSR -71% (105/148) MSP -50% (1707/3407)
5AE	The percentage of female students who participated in a school-based at-risk program in proportion to school demographics. (FSR = %FS in at-risk programs/FSP = %FS in schools)	FSR -31% (39/123) FSP -49% (1563/3117)	FSR -29% (43/148) FSP -50% (1700/3407)

Codes: SC = Students of Color
 WS = White Students
 BS = Black Students
 ELL = English Language Learners
 NELL = Not English Language Learners
 ND = Not Disabled

SD = Students with Disabilities
 SP = Students of Poverty
 NSP = Students not of Poverty
 FS = Female Students
 MS = Male Students
 PSE = Placed in Special Education

RSE = Referred to Special Education
 M = Music Classes
 A = Advanced Placement Classes
 R = At-Risk Programming
 P = Population in Schools

The Narrative Analysis and the Action Plan for Chapter 5 will be presented at the School Board Work Study Session on September 19, 2011.

Chapter 5 – Appendix

5B	Elementary School					Middle School					High School					District				
Year N =	2007 (2929)	2008 (2857)	2009 (2932)	2010 (3001)	2011 (3103)	2007 (1243)	2008 (1329)	2009 (1380)	2010 (1409)	2011 (1973)	2007 (1693)	2008 (1757)	2009 (1769)	2010 (1843)	2011 (1434)	2007 (5865)	2008 (5943)	2009 (6081)	2010 (6253)	2011 (6510)
Sexual harassment SASI code 191	<0.1% (3)	0.3% (8)	0.2% (5)	0.1% (3)	0.2% (7)	1.1% (14)	1.2% (16)	1.2% (16)	2.3% (32)	0.9% (18)	0.6% (11)	0.3% (5)	0.2% (3)	0.3% (6)	0.2% (3)	0.5% (28)	0.5% (30)	0.4% (24)	2.2% (41)	0.4% (28)
Racial or ethnic harassment: SASI code 192	<0.1% (3)	0.4% (11)	0.2% (5)	<0.1% (1)	0.2% (6)	0.8% (10)	0.7% (9)	0.9% (12)	0.8% (11)	0.3% (7)	<0.1% (1)	0.1% (2)	0.1% (1)	0.5% (9)	0.3% (4)	0.2% (12)	0.4% (22)	0.3% (18)	1.1% (21)	0.3% (17)
Sexual orientation harassment SASI code 193	0.0% (0)	0.2% (6)	0.1% (3)	<0.1% (1)	0.1% (3)	0.7% (9)	1.0% (13)	0.6% (8)	0.8% (11)	0.3% (7)	0.0% (0)	<0.1% (1)	0.0 (0)	0.1% (1)	0.0% (0)	0.2% (9)	0.3% (20)	0.2% (11)	0.7% (13)	0.2% (10)
Disability harassment: SASI code 194	0.0% (0)	0.0% (0)	0.1% (2)	0.0% (0)	<0.1% (1)	<0.1% (1)	0.0% (0)	0.2% (3)	0.1% (1)	<0.1% (1)	0.0% (0)	<0.1% (0)	0.0% (0)	0.0% (0)	0.0% (0)	<0.1% (1)	<0.1% (1)	0.1% (5)	0.1% (1)	<0.1% (2)
Religious harassment: SASI code 195	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.2% (2)	0.1% (2)	0.0% (0)	0.2% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	<0.1% (1)	<0.1% (2)	0.0% (0)	<0.1% (3)
Other Discriminatory harassment: SASI code 196	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.1% (1)	0.6% (9)	0.2% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.3% (5)	0.2% (3)	0.0% (0)	0.0% (0)	<0.1% (1)	0.8% (14)	0.1% (6)
TOTAL	0.1% (4)	0.9% (25)	0.5% (15)	0.2% (5)	0.5% (17)	2.7% (34)	3.0% (40)	3.0% (42)	4.5% (64)	2.0% (39)	0.7% (12)	0.5% (9)	0.2% (4)	1.1% (21)	0.7% (10)	0.9% (50)	1.3% (75)	1.0% (61)	1.4% (90)	1.0% (66)

**# Habitual Truants
2010-11**

5C – 5F

School Name	White	Students of Color	Non-Disabled	Disabled Students	Non-Economically Disadvantaged	Economically Disadvantaged	Male	Female	Non English Language Learners	English Language Learners	Total Students
C.H. Bird	3	7	9	1	3	7	5	5	10	0	10
Creekside	1	10	8	3	1	10	8	3	10	1	11
Eastside	2	2	4	0	0	4	1	3	4	0	4
Horizon	0	12	6	6	1	11	6	6	12	0	12
Northside	5	6	8	3	4	7	6	5	10	1	11
Royal Oaks	1	4	4	1	0	5	1	4	5	0	5
Westside	2	14	14	2	4	12	9	7	15	1	16
PMMS	0	12	9	3	3	9	5	7	11	1	12
PVMS	1	8	4	5	3	6	3	6	9	0	9
CHUMS	39	51	66	24	34	56	49	41	84	6	90
SPHS	97	97	158	36	110	84	113	81	171	23	194
Alt HS	41	33	64	10	46	28	47	27	67	7	74
TOTAL #	192	256	354	94	209	239	253	195	408	40	448
TOTAL %	4.1%	13.6%	6.1%	13.4%	4.4%	13.4%	7.6%	6.1%	7.1%	4.1%	6.9%

**Extra-and Co-Curricular Activities and GPA
2010-11**

5M – 5R

	Participants		Non-Participants	
	2009-10	2010-11	2009-10	2010-11
All Students	2.96	3.15	2.24	2.42
White	3.10	3.27	2.41	2.61
Students of Color	2.41	2.69	1.88	2.01
Non-Disabled	3.01	3.20	2.37	2.49
Disabled	2.13	2.35	1.88	2.17
Students not of Poverty	3.10	3.26	2.46	2.61
Students of Poverty	2.28	2.60	1.80	2.04
Male	2.82	2.99	2.05	2.26
Female	3.10	3.31	2.48	2.60
Non-English Language Learners	2.98	3.17	2.25	2.43
English Language Learners	2.28	2.85	2.09	2.28

Note: GPA is the average cumulative GPA