



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Mary Rayome, Chairperson
John Benbow, Jr.
Katie Bielski-Medina
Troy Bier
Larry Davis
Sandra Hett
John Krings, President

March 7, 2022

LOCATION: East Junior High Cafeteria
311 Lincoln Street, Wisconsin Rapids, WI

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.
- IV. Actionable Items
 - A. Girls' Hockey Cooperative Team Contract Renewal
 - B. Summer School Course Proposals
- IV. Updates
 - A. AGR Mid-Year Report
 - B. Mid-Year Reading and Math Screener Reports
 - C. Industry Recognized Credentials Reported on District Report Card
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



BACKGROUND

Mary Rayome, Chairperson
John Benbow, Jr.
Katie Bielski-Medina
Troy Bier
Larry Davis
Sandra Hett
John Krings, President

March 7, 2022

LOCATION: East Junior High Cafeteria
311 Lincoln Street, Wisconsin Rapids, WI

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
 - A. Girls' Hockey Cooperative Team Contract Renewal

The Wisconsin Rapids girls' hockey athletes are part of a cooperative team which encompasses the school districts of Wisconsin Rapids Public Schools (WRPS), Marshfield, Stevens Point, Assumption, Pacelli, Athens, Spencer, Waupaca, Iola-Scandinavia and Amherst. The co-op application will expire at the end of this school year. A new co-op agreement based on the stipulations of the initial co-op agreement drafted among all involved schools must be signed by each participating school's Board of Education President.

The administration recommends approval of the request to remain in the Girls' Hockey Cooperative agreement with Marshfield, Stevens Point, Assumption, Pacelli, Athens, Spencer, Waupaca, Iola-Scandinavia and Amherst for school years 2022-2023 and 2023-2024.

- B. Summer School Course Proposals
 - 1. Lab Methods in Physics and Chemistry and Lab Methods in Biology and Geoscience

The Lincoln High School (LHS) Science Department traditionally offered remedial courses in the summer. This provided an opportunity for students who earned grades of F during the school year to make up missed credits and stay on schedule to earn three required science credits in time for graduation.

In the science department's previous curriculum, the grade 9 and 10 courses were required for graduation and those two courses were offered during the summer term to students who earned grades of F during the school year. Recent updates to the science curriculum eliminated the required courses in grades 9 and 10, although three science credits are still required for graduation.

The two courses, Lab Methods in Physics and Chemistry and Lab Methods in Biology and Geoscience, would offer an opportunity for students to make up required credits during the summer session, stay on schedule to graduate on time, and maintain space in their schedule during the school year to take elective courses. These courses are only offered to students who are behind in science credits due to grades of F in their science courses during the school year. Students who successfully complete the course will earn ½ credit toward graduation, and students will only be able to take this course once for credit.

The District Council for Instructional Improvement recommends both courses by a vote of 24 yes and 0 no.

The administration recommends approval of the Lab Methods in Physics and Chemistry and Lab Methods in Biology and Geoscience summer school courses as presented in Attachments A and B.

2. Orchestra and Band Jump Start/Kick Start Program

The Jump Start Instrumental Music Programs would offer five days of instruction with small groups of students in homogeneous groups. The focus would be on the essential fundamentals of each instrument. The Jump Start program would be for those students in their first year of either band or orchestra or for students who may be moving to a new instrument.

The Kick Start Instrumental Music Programs would also offer five days of instruction with small groups of students in homogeneous groups. The focus would be on reviewing the essential fundamentals of each instrument. The Kick Start Program will be a great opportunity for current band and orchestra students to brush off the dust and get a good start on playing prior to the start of the school year.

Both programs would be offered in August. The program outlines are included as Attachments C and D.

The District Council for Instructional Improvement recommends both courses by a vote of 24 yes and 0 no.

The administration recommends approval of the Orchestra Jump Start/Kick Start Program and Band Jump Start/Kick Start Program summer school courses.

V. Updates

A. AGR Mid-Year Report

Per Wis. State sec. 118.44(4)(d), school districts that have an approved Achievement Gap Reduction (AGR) contract must present mid-year and end-of-year information to the Board of Education. The report must contain information on the schools' implementation of the AGR contract requirements, performance objectives, and success in attaining the objectives.

Roxanne Filtz, Director of Curriculum and Instruction, and Jennifer Wilhorn, Assistant Director of Curriculum and Instruction will be present to discuss the AGR report. This report is included as Attachments E.

B. Mid-Year Reading and Math Screener Reports

Ms. Filtz will present the mid-year screener reports for district students in reading and math. The report is presented as Attachment F.

C. Industry Recognized Credentials Reported on District Report Card

Section 115.385 (d)1.-5., Wis. Stat., requires school district report cards to include data on pupil participation in various postsecondary opportunities. All data are for grades 9-12. This is information only and does not affect scores. Course and program data are reported by schools and districts to the Department of Public Instruction (DPI) and the 2020-2021 Report Cards are the first time this data has been included on the report cards.

When the data was collected from LHS, the data for Industry-Recognized Credentials was omitted from the report and therefore is recorded as 0.0% of district students participating. In a letter to Superintendent Craig Broeren from the Wisconsin DPI, dated July 23, 2021, it was noted that 68 district students met the following criteria: Certifications earned were on the Class of 2020 Approved Certifications List and Students identified graduated with a high school diploma in 2020.

As a result WRPS should have 4.5%, or 68 students indicated as earning Industry Recognized Credentials on page nine of the District Report Card. This compares to 1.4% recognized at the state level. The current page nine of the District Report Card is included as Attachment G. Because this information has no bearing on the District Report Card Score, it will not be changed by the Department of Public Instruction at this time.

VI. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VII. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Early College Credit Program/Start College Now (April)
- Agenda Planners (May)
- K-5 Physical Education Curriculum Maps/Acquisition Update (May)
- Professional Development Plan (May)

New Course Proposal

Summer School Science

Lincoln High School

Lab Methods in Physics and Chemistry

Pete Larsen - Science Teacher

LHS Science Department

Rationale

The LHS Science Department traditionally offers remedial courses in the summer. This provides an opportunity for students who earned grades of F during the school year to make up missed credits and stay on schedule to earn 3 required science credits in time for graduation. In our previous curriculum, the grade 9 and 10 courses were required for graduation and those two courses were offered during the summer term to students who earned grades of F during the school year. Recent updates to our curriculum eliminated the required courses in grades 9 and 10, although three science credits are still required for graduation.

This course is being proposed so that we can continue to offer an opportunity for students to make up required credits during the summer session, stay on schedule to graduate on time, and maintain space in their schedule during the school year to take elective courses. This course is only offered to students who are behind in science credits due to grades of F in their science courses during the school year. Students who successfully complete the course will earn $\frac{1}{2}$ credit toward graduation, and students will only be able to take this course once for credit.

The content included in this course has been selected to help students continue to develop lab and research skills, to build science content knowledge, and to connect classroom experiences to the outside world. The skills and knowledge that students develop in this course will help them be more successful in the science courses offered during the school year.

Communication

October 2021 - Initial discussion within LHS Science and LHS Administration

November 2021 - Notification of New Summer School Proposal to director of Instruction

December 2021 - Development of New Course Proposal

January 10, 2022 - Presentation/Discussion with LHS Cabinet

January 12, 2022 - Presentation/Discussion with Science CII

January 17 or 19 or February 2, 2022 - Discussion with LHS Science related to Results & Concerns of Cabinet and CII

February 17, 2022 - Presentation and Discussion with District CII

March 7, 2022- Presentation to Ed Services Committee

March 14, 2022 - Final Vote/Approval at Regular Board Meeting

Curriculum

The current summer schedule calls for five weeks of classes. Each class meets two hour per day on five days a week. Each unit will last approximately one week.

Topic 1: Measurement in Science & Experimental Design

S-I Measurements

Common tools used in scientific measurements

Measuring with proper precision

Maintaining precision in calculations

Design and carry out a controlled experiment

Topic 2: Motion

Relative vs absolute motion

Speed

Constant Velocity

Acceleration

Topic 3: Energy

Forms of energy

Energy Conversions

Topic 4: Chemical reactions

Defining and verifying reactions

Measuring energy in reactions

Identifying types of reactions

Topic 5: Nuclear reactions

Measuring environmental radiation

Identifying radioactive materials

Measuring effectiveness of shielding

Nuclear power plants

Resources

This course will use equipment and materials already available within the Lincoln High School science department. No additional supplies or materials will be required.

Two DEUs will be requested to plan the scope and sequence within each unit and to identify and gather materials.

This course replaces our traditional summer school offering. Therefore, it will have no impact on staffing other than summer school teaching staff which is determined according to course enrollment.

Statement of Impact

This course will allow students who are deficient in science credits to earn credits during the summer, which means they don't have to repeat a science course or take an additional science course during the school year. This keeps class periods open during the school year for students to take elective courses. It replaces one of our traditional summer school offerings that was removed from our course catalog when our science curriculum was reorganized. It will maintain opportunities that have traditionally been offered to students, and it will not impact school year enrollment in science. If we lose a summer school science course, enrollment in science courses will likely increase during the school year. Replacing one of our traditional summer school courses with this course will maintain historical opportunities for students and historical enrollment patterns in science courses at LHS.

New Course Proposal

Summer School Science

Lincoln High School

Lab Methods in Biology and Geoscience

Pete Larsen - Science Teacher

LHS Science Department

The LHS Science Department traditionally offers remedial courses in the summer. This provides an opportunity for students who earned grades of F during the school year to make up missed credits and stay on schedule to earn 3 required science credits in time for graduation. In our previous curriculum, the grade 9 and 10 courses were required for graduation and those two courses were offered during the summer term to students who earned grades of F during the school year. Recent updates to our curriculum eliminated the required courses in grades 9 and 10, although three science credits are still required for graduation.

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The content included in this course has been selected to help students continue to develop lab and research skills, to build science content knowledge, and to connect classroom experiences to the outside world. The skills and knowledge that students develop in this course will help them be more successful in the science courses offered during the school year.

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Curriculum

The current summer schedule calls for five weeks of classes. Each class meets two hour per day on five days a week. Each unit will last between one and two weeks.

Biology topics:

Identifying biomolecules

Microscopy

Common plant and animal species of Wisconsin

Earth Science Topics

Earth - Sun relationships and planetary geometry

Weather patterns in Wisconsin

Interpreting topographic maps

Integrated topics

Geologic Time

History of Life on Earth

Fossil record

Resources

This course will use equipment and materials already available within the Lincoln High School science department. No additional supplies or materials will be required.

Two DEUs will be requested to plan the scope and sequence within each unit and to identify and gather materials.

This course replaces our traditional summer school offering. Therefore, it will have no impact on staffing other than summer school teaching staff which is always determined according to course enrollment.

Statement of Impact

This course will allow students who are deficient in science credits to earn credits during the summer, which means they don't have to repeat a science course or take an additional science course during the school year. This keeps class periods open during the school year for students to take elective courses. It replaces one of our traditional summer school offerings that was removed from our course catalog when our science curriculum was reorganized. It will maintain opportunities that have traditionally been offered to students, and it will not impact school year enrollment in science. If we lose a summer school science course, enrollment in science courses will likely increase during the school year. Replacing one of our traditional summer school courses with this course will maintain historical opportunities for students and historical enrollment patterns in science courses at LHS.

Jump Start Orchestra Program
August ??, 2022

Who: Incoming 6th grade orchestra students

Current Situation:

Currently we begin instrumental music instruction at the 6th grade level in heterogeneous groups in the fall.

Problem:

We are finding that many students are missing the most essential fundamentals of the instrument they have selected because they are meeting in large groups with a variety of instruments. For orchestra, there is a lot of hands-on instruction which can absorb much of a class period at the beginning of the year.

Proposal:

Summer Orchestra Jump Start

- 5 days of instruction with small groups of students in homogeneous groups
 - A sample schedule might be:
 - Mon-Fri 9am-10:00am Violins
 - Mon-Fri 10:00am-violas and violins
 - Mon-Fri 11:00am-cellos and basses
- Focus would be on the essential fundamentals of each instrument
 - playing posture
 - left hand position
 - bow hold

Kick Start Orchestra Program
Dates:????

Who: incoming 7th & 8th grade orchestra students

Current Situation:

There is a need to mitigate learning loss that occurs over the summer break. The Kick Start Program would be a great opportunity for 2nd and 3rd year orchestra students to hone their skills and get ready for the school year before it begins. Furthermore, one year of cohort instruction has left second and third year players at an instructional deficit.

Proposal:

We are proposing a Summer Kick Start Program.

- 5 days of instruction with small groups of students in homogeneous groups
 - A sample schedule might be:
 - Mon-Fri 12:30pm-1:30pm violins
 - Mon-Fri 1:30pm-2:30pm violas
 - Mon-Fri 2:30pm-3:30pm cellos and basses

- Focus would be on reviewing the essential fundamentals of each instrument
 - Posture and hand position
 - Reviewing correct tone production
 - Reviewing and refining bow hold

Jump Start Band Program August 1-5, 2022

Current Situation:

Currently we introduce instruments to our 6th grader students in heterogeneous groups at the beginning of the school year.

Problem:

We are finding that many students are missing the most essential fundamentals of the instrument they have selected because they are meeting in large groups with a variety of instruments.

Proposal:

We are proposing a Summer Jump Start Program.

- 5 days of instruction with small groups of students in homogeneous groups
 - A sample schedule might be:
 - Mon-Fri 9am-10:00am Flutes and Trumpets/Horns
 - Mon-Fri 10:00am-11:00am Saxophones and Trombones/Euphoniums
 - Mon-Fri 11:00am-12:00pm Clarinets and Percussion
- Focus would be on the essential fundamentals of each instrument
 - Instrument assembly
 - Posture and hand position
 - Learning correct sound production on mouthpiece
 - Articulation
 - Instrument disassembly and cleaning

Kick Start Band Program

Current Situation:

We would like a chance to work with our current 6th and 7th grade band students at the end of the summer to address some of the learning loss that occurs over the summer. The Kick Start Program would be a great opportunity for current band students to brush off the dust and get a good start on their instrument prior to the start of the school year.

Proposal:

We are proposing a Summer Kick Start Program.

- 5 days of instruction with small groups of students in homogeneous groups
 - A sample schedule might be:
 - Mon-Fri 12:30pm-1:30pm Flutes and Trumpets/Horns
 - Mon-Fri 1:30pm-2:30pm Saxophones and Trombones/Euphoniums
 - Mon-Fri 2:30pm-3:30pm Clarinets and Percussion
- Focus would be on reviewing the essential fundamentals of each instrument
 - Instrument assembly/disassembly and care and maintenance
 - Posture and hand position
 - Reviewing correct sound production
 - Reviewing articulation

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2021-22
Mid-Year**

KINDERGARTEN

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% Year End District Goal	% of Pupils Achieving Benchmarks							
					Grant	Grove*	Howe*	Mead*	THINK*	Wash*	Wood	% District
Reading	Meets expectations on PALS screener**	Complete the PALS Assessment	Instructional coaching/one-to-one tutoring	80	63	46	64	35	64	58	68	56
Reading	Read aloud with appropriate accuracy and comprehension	Pass the Level C Benchmark Book	Instructional coaching/one-to-one tutoring	80	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	Write numbers 0-20	Write the numbers 0-20 with some reversals permitted, with 15/21 correct	Instructional coaching/one-to-one tutoring	80	81	47	72	57	77	63	84	69
Math	Recognize numbers 0-30	Recognize and name numbers 0-30 in random order, with 21/30 correct	Instructional coaching/one-to-one tutoring	80	83	61	74	49	81	78	91	74

* Meets class size reduction

** Reflects fall numbers

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2021-22
Mid-Year Report**

FIRST GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% Year End District Goal	% of Pupils Achieving Benchmarks							
					Grant*	Grove*	Howe*	Mead*	THINK*	Wash*	Wood*	% District
Reading	Meet expectations on PALS screener**	Complete the PALS Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	74	61	53	38	62	56	80	60
Reading	Read with appropriate accuracy, fluency and comprehension	Pass the Level E Benchmark Book	Class size reduction/ instructional coaching/ one-to-one tutoring	80	54	69	33	37	23	58	62	48
Math	Addition Within 20	Complete the WRPS Math Screener	Class size reduction/ instructional coaching/ one-to-one tutoring	80	83	86	88	76	90	90	89	86
Math	Subtraction Within 20	Complete the WRPS Math Screener		80	74	72	71	55	80	77	80	73

* Meets class size reduction

** Reflects fall numbers

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2021-22
Mid-Year**

SECOND GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% Year End District Goal	% of Pupils Achieving Goal Benchmarks							
					Grant*	Grove*	Howe*	Mead*	THINK*	Wash*	Wood*	% District
Reading	Meet expectations on PALS screener**	Complete the PALS Assessment	Instructional coaching/ one-to-one tutoring	80	86	75	54	51	44	57	65	57
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level J Benchmark Book	Instructional coaching/ one-to-one tutoring	80	77	54	59	62	44	58	52	59
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Instructional coaching/ one-to-one tutoring	80	88	95	79	75	81	76	87	82

* Meets class size reduction

** Reflects fall numbers

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2021-22
Mid-Year**

THIRD GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% Year End District Goal	% of Pupils Achieving Benchmarks							
					Grant*	Grove*	Howe*	Mead*	THINK*	Wash*	Wood	District
Reading	Meet or exceed the STAR Reading benchmark score	Complete the STAR Reading Assessment	Instructional coaching/ one-to-one tutoring	80	80	69	76	56	65	74	81	72
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level N Benchmark Book	Instructional coaching/ one-to-one tutoring	80	52	58	64	61	50	63	49	57
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	92	75	83	84	92	83	93	86

* Meets class size reduction

** Reflects fall numbers

The classroom teachers and interventionists have continued to support students in multiple ways during the 2021-2022 school year. While the majority of our students had the benefit of in-person learning, there were still multiple quarantines ranging from 5-10 days that disrupted the continuity of classroom learning. Classroom teachers and interventionists provided zoom lessons, at-home learning materials, and additional learning support as each individual situation required, however those efforts cannot replace the value of in-person learning. The inconsistency from the 2020-2021 school year, as well as disrupted learning this year, contributed to lower scores on the screener scores.

Despite the challenges for our students and staff, learning has continued to flourish in our classrooms as everyone works together to address the learning loss from previous years and the unique challenges that our current school has brought. While the beginning of the year data was lower than hoped, we are confident that both our mid-year and end-of-year data will reflect success for our students.

		Grade 2 STAR Reading Winter/ Spring Comparison															
Location	District		Grant		Grove		Howe		Mead		THINK		Washington		Woodside		
STAR Reading	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	Winter	Spring	
Grade Level	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	
# of Students Assessed	285		40		21		50		52		27		44		51		
% Above the 25th Percentile	67%		86%		67%		68%		62%		48%		68%		69%		
(% of students) Below 10th Percentile			8%		19%		12%		23%		37%		18%		20%		
(% of students) 10th - 24th Percentile			8%		14%		20%		15%		15%		14%		12%		
(% of students) 25th - 39th Percentile			18%		5%		14%		12%		7%		16%		16%		
(% of students) 40th Percentile and Above			68%		62%		54%		50%		41%		52%		53%		
<p>Our 2nd grade students are required to take the STAR Reading assessment in the Winter for the first time. This provides a baseline assessment and gives them an opportunity to take a reading assessment in an online format. Because this is their first opportunity to do so, these scores are a baseline and are considered in conjunction with the required PALS 2nd grade assessment.</p>																	

		Grade 3 STAR Reading Winter/ Spring Comparison																								
Location	District			Grant			Grove			Howe			Mead			THINK			Washington			Woodside				
STAR Reading	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring		
Grade Level	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd		
# of Students Assessed	319	324		42	40		38	39		50	55		56	55		33	34		52	50		48	51			
% Above the 25th Percentile	61%	72%		69%	80%		60%	69%		68%	76%		47%	56%		54%	65%		59%	74%		83%	81%			
(% of students) Below 10th Percentile				21%	13%		24%	18%		14%	7%		38%	15%		33%	18%		23%	12%		19%	10%			
(% of students) 10th - 24th Percentile				10%	8%		16%	13%		18%	16%		16%	29%		12%	18%		17%	14%		8%	10%			
(% of students) 25th - 39th Percentile				17%	10%		18%	10%		16%	9%		11%	16%		9%	15%		21%	30%		8%	16%			
(% of students) 40th Percentile and Above				52%	70%		42%	59%		52%	67%		36%	40%		45%	50%		38%	44%		65%	65%			
<p>Overall the 3rd Grade STAR Reading screener scores show growth from Fall to Winter of the 2021-2022 school year. As a District the percentage of 3rd grade students scoring above the 25th percentile rose from 61% to 72%. At all of our elementary buildings, the number of students who needed urgent intervention because they were below the 10th percentile dropped by no less than 6 percent. Additionally, the percent of students scoring above the 40th percentile or above either stayed the same or rose in each building. These are nationally normed screeners. The number of students who completed the screeners was consistent between the two timeframes. In the cases where the percentage of students scoring between the 10th and 24th percentile rose, it was due to a number of students moving from the "below the 10th percentile" to the 10th - 24th percentile. Overall, there is steady growth across the district at the 3rd grade level for reading. The work our classroom teachers are doing with our reading curriculum, as well as the dedication of our reading interventionists, is paying off in great dividends for our students' mastery of grade level reading.</p>																										

Mid Year Data Board Report 2021-22

Grade 4 STAR Reading Winter/ Spring Comparison																								
Location	District			Grant			Grove			Howe			Mead			THINK			Washington			Woodside		
STAR Reading	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade Level	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th
# of Students Assessed	293	298		38	37		32	33		48	48		39	40		23	24		52	51		61	65	
% Above the 25th Percentile	64%	73%		74%	78%		50%	60%		61%	75%		56%	61%		74%	88%		63%	77%		68%	75%	
(% of students) Below 10th Percentile				11%	14%		34%	33%		27%	13%		28%	18%		0%	0%		19%	10%		15%	9%	
(% of students) 10th - 24th Percentile				16%	8%		16%	6%		13%	13%		15%	23%		26%	13%		17%	14%		16%	15%	
(% of students) 25th - 39th Percentile				16%	8%		22%	27%		19%	17%		23%	23%		9%	13%		13%	12%		16%	12%	
(% of students) 40th Percentile and Above				58%	70%		28%	33%		42%	58%		33%	38%		65%	75%		50%	65%		52%	63%	

In all locations the 4th Grade STAR Reading screener scores show growth from Fall to Winter of the 2021-2022 school year. As a District the percentage of 4th grade students scoring above the 25th percentile rose from 64% to 73%. At 6 of our 7 elementary buildings, the number of students who needed urgent intervention because they were below the 10th percentile dropped. Additionally, the percent of students scoring above the 40th percentile or above rose in each building. In one building, it rose by 15 percentage points. These are nationally normed screeners. The number of students who completed the screeners was consistent between the two timeframes. In the cases where the percentage of students scoring between the 10th and 24th percentile rose, it was due to a number of students moving from the "below the 10th percentile" to the "10th - 24th percentile". Overall, there is steady growth across the district at the 4th grade level for reading. The work our classroom teachers are doing with our reading curriculum, as well as the dedication of our reading interventionists, is paying off in great dividends for our students' mastery of grade level reading.

Grade 5 STAR Reading Winter/ Spring Comparison																								
Location	District			Grant			Grove			Howe			Mead			THINK			Washington			Woodside		
STAR Reading	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade Level	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th
# of Students Assessed	327	327		44	43		38	39		58	57		39	42		23	27		55	54		61	65	
% Above the 25th Percentile	62%	73%		82%	83%		44%	65%		57%	63%		52%	65%		63%	82%		73%	78%		62%	79%	
(% of students) Below 10th Percentile				7%	5%		26%	23%		21%	12%		20%	19%		7%	7%		5%	6%		18%	9%	
(% of students) 10th - 24th Percentile				11%	12%		29%	13%		22%	25%		27%	17%		30%	11%		22%	17%		20%	12%	
(% of students) 25th - 39th Percentile				27%	30%		18%	21%		12%	12%		18%	29%		15%	19%		18%	15%		18%	25%	
(% of students) 40th Percentile and Above				55%	53%		26%	44%		45%	51%		34%	36%		48%	63%		55%	63%		44%	54%	
<p>In all locations the 5th Grade STAR Reading screener scores show at least some growth from Fall to Winter of the 2021-2022 school year. As a District the percentage of 5th grade students scoring above the 25th percentile rose from 62% to 73%. At 6 of our 7 elementary buildings, the number of students who needed urgent intervention because they were below the 10th percentile dropped. At most buildings, the percent of students scoring above the 40th percentile or above rose. In the case where the percentage did not grow, that building was at 55% at the beginning of the year. The number of students who completed the screeners was consistent between the two timeframes. In the cases where the percentage of students scoring between the 10th and 24th percentile rose, it was due to a number of students moving from the "below the 10th percentile" to the "10th - 24th percentile". Overall, there is steady growth across the district at the 5th grade level for reading. The work our classroom teachers are doing with our reading curriculum, as well as the dedication of our reading interventionists, is paying off in great dividends for our students' mastery of grade level reading.</p>																								

Mid Year Data Board Report 2021-22

		K- Math Screener																														
Location	District				Grant				Grove				Howe				Mead				THINK				Washington				Woodside			
District Math Screener	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3
Grade Level	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
# of Students Assessed	317	315			43	42			36	36			54	57			56	51			30	26			48	49			50	55		
Rote Count to 100 (% of students)	83%	68%			95%	86%			72%	61%			94%	65%			64%	43%			83%	85%			75%	67%			94%	76%		
Object Count to 20 (% of students)	87%	94%			98%	98%			81%	94%			91%	95%			71%	86%			90%	88%			85%	94%			96%	100%		
Write Numbers 0-20 (% of students)	79%	69%			100%	81%			56%	47%			83%	72%			63%	57%			73%	77%			79%	63%			92%	84%		
Identify Numerals 0-30 (% of students)	76%	74%			91%	83%			64%	61%			76%	74%			64%	49%			67%	81%			77%	78%			88%	91%		
Average Cut Score (100 max)	42	62			52	67			33	53			45	65			30	50			45	65			39	60			52	73		

(% of students Meeting Benchmark) ***It is important to note that the benchmarks get progressively more difficult each trimester. The average cut scores more accurately show linear growth.***

WRPS Kindergarten students are showing significant growth in math based on their District Math Screener scores. It is important to note that as the year goes on, the benchmarks progressively get more difficult to meet. For example, at the beginning of the year, Kindergarten students are only expected to be able to write a total of 5 numbers to meet the Fall benchmark for Writes Numbers 0-20. At the end of Trimester 1, they need to be able to write 13 numbers to meet this benchmark. A better way to look at growth is to pay attention to the Cut Scores. As you can see, the District Fall Average Cut Score was 42, and the Trimester 1 Cut Score jumped up to 62. The end-of-year goal is a cut score of 100. Trimester 2 scores are not all in yet, but based on what we have seen so far, they are anticipated to jump another 20+ points, putting students right on track to meet the end-of-year goal in May. It is evident that the Bridges and Number Corner curriculum is having a positive impact on student growth in mathematics at the Kindergarten level.

Mid Year Data Board Report 2021-22

Grade 1 Math Screener																																
Location	District				Grant				Grove				Howe				Mead				THINK				Washington				Woodside			
District Math Screener	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3	Fall	TRI 1	TRI 2	TRI 3
Grade Level	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st	1st
# of Students Assessed	304	306			35	35			36	36			50	52			50	49			40	40			48	48			45	46		
Addition Within 20	70%	80%			71%	83%			67%	86%			64%	88%			50%	76%			88%	90%			63%	90%			91%	89%		
Subtraction Within 20	57%	73%			71%	74%			58%	72%			42%	71%			36%	55%			60%	80%			52%	77%			84%	80%		
Compares Numbers	39%	76%			46%	77%			33%	83%			32%	69%			26%	69%			50%	73%			42%	73%			49%	89%		
Reads Numbers	88%	79%			97%	100%			91%	97%			82%	94%			74%	92%			95%	100%			90%	96%			91%	100%		
Writes Numbers	88%	96%			91%	97%			89%	97%			82%	96%			82%	92%			93%	98%			92%	96%			89%	100%		
Extends Counting Seq.	57%	82%			51%	77%			67%	92%			52%	71%			36%	73%			65%	85%			67%	88%			67%	91%		
Average Cut Score (62 max)	28	44			30	44			28	48			24	40			22	39			33	47			30	45			32	47		

(% of students Meeting Benchmark) *It is important to note that the benchmarks get progressively more difficult each trimester. The average cut scores more accurately show linear growth.*

WRPS 1st grade students are showing significant growth in math based on their District Math Screener scores. It is important to note that as the year goes on, the benchmarks progressively get more difficult to meet. For example, at the beginning of the year, Grade 1 students are only expected to be able to get 5 points on the Compares Numbers assessment to meet the Fall benchmark. At the end of Trimester 1, they need to be able to score 7 points to meet this benchmark. A better way to look at growth is to pay attention to the Cut Scores. As you can see, the District Fall Average Cut Score was 28, and the Trimester 1 Cut Score jumped up to 44. The end-of-year goal is a cut score of 62. Trimester 2 scores are not all in yet, but based on what we have seen so far, they are anticipated to jump another 10+ points, putting students right on track to meet the end-of-year goal in May. It is evident that the Bridges and Number Corner curriculum is having a positive impact on student growth in mathematics at the 1st grade level.

Grade 2 STAR Math																								
Location	District			Grant			Grove			Howe			Mead			THINK			Washington			Woodside		
STAR Math	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade Level	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd	2nd
# of Students Assessed	293	291		44	41		24	22		52	49		51	53		25	27		47	48		50	51	
% Above the 25th Percentile	71%	82%		80%	88%		100%	95%		67%	79%		67%	75%		72%	81%		59%	76%		68%	87%	
(% of students) Below 10th Percentile				2%	5%		0%	0%		10%	10%		14%	9%		8%	0%		28%	6%		12%	4%	
(% of students) 10th - 24th Percentile				18%	7%		0%	5%		23%	10%		20%	15%		20%	19%		13%	19%		20%	10%	
(% of students) 25th - 39th Percentile				14%	10%		37%	18%		15%	8%		22%	15%		28%	7%		23%	13%		26%	16%	
(% of students) 40th Percentile and Above				66%	78%		63%	77%		52%	71%		45%	60%		44%	74%		36%	63%		42%	71%	
<p>Overall, our 2nd grade students are making huge gains in math this school year. As a district, we grew by 11 points in the number of students who scored above the 25th percentile from Fall to Winter. Every single one of our elementary schools has at least 63% of their students in 2nd grade who are scoring above the 40th percentile. Five of our elementary schools have more than 70% of their students scoring at the 40th percentile or above on this nationally normed screener. Furthermore, the number of students needing urgent math intervention across the district because they are scoring below the 10th percentile has decreased. In one school it decreased by 22%!! The work our classroom teachers are doing with our new math curriculum, as well as the dedication of our math interventionists, is paying off in great dividends for our students' mastery of grade level math.</p>																								

Grade 3 STAR Math																								
Location	District			Grant			Grove			Howe			Mead			THINK			Washington			Woodside		
STAR Math	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade Level	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd	3rd
# of Students Assessed	325	328		42	39		39	40		51	55		56	55		34	35		52	52		51	52	
% Above the 25th Percentile	75%	86%		83%	92%		69%	75%		73%	83%		66%	84%		86%	92%		75%	83%		79%	93%	
(% of students) Below 10th Percentile				5%	3%		13%	18%		10%	4%		14%	5%		9%	9%		13%	4%		8%	2%	
(% of students) 10th - 24th Percentile				12%	5%		18%	8%		18%	13%		20%	11%		6%	0%		12%	13%		14%	6%	
(% of students) 25th - 39th Percentile				19%	18%		10%	15%		12%	7%		14%	11%		12%	6%		13%	12%		10%	8%	
(% of students) 40th Percentile and Above				64%	74%		59%	60%		61%	76%		52%	73%		74%	86%		62%	71%		69%	85%	
<p>Overall, our 3rd grade students are also making huge gains in math this school year. As a district, we grew by 11 points in the number of 3rd grade students who scored above the 25th percentile from Fall to Winter. Every single one of our elementary schools has at least 60% of their students in 3rd grade who are scoring above the 40th percentile. Two of our schools have 80% or more of their students scoring above the 40th percentile while 4 of our elementary schools have more than 70% of their students scoring at the 40th percentile or above on this nationally normed screener. Furthermore, the number of students needing urgent math intervention across the district because they are scoring below the 10th percentile has decreased. Although there may be some gaps in the instruction due to the change in our curriculum materials, those gaps are not showing in student knowledge at the 3rd grade level. Once again, the work our classroom teachers are doing with our new math curriculum, as well as the dedication of our math interventionists, is paying off in great dividends for our students' mastery of grade level math.</p>																								

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Grade 4 STAR Math																								
Location	District			Grant			Grove			Howe			Mead			THINK			Washington			Woodside		
STAR Math	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade Level	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th	4th
# of Students Assessed	300	299		37	37		35	33		50	48		39	40		23	24		52	51		64	66	
% Above the 25th Percentile	77%	84%		92%	92%		66%	63%		62%	77%		67%	78%		100%	100%		80%	92%		83%	85%	
(% of students) Below 10th Percentile				3%	3%		20%	15%		18%	6%		15%	15%		0%	0%		8%	2%		8%	5%	
(% of students) 10th - 24th Percentile				5%	5%		14%	21%		20%	17%		18%	8%		0%	0%		12%	6%		9%	11%	
(% of students) 25th - 39th Percentile				11%	11%		26%	18%		12%	8%		23%	18%		13%	0%		17%	8%		11%	5%	
(% of students) 40th Percentile and Above				81%	81%		40%	45%		50%	69%		44%	60%		87%	100%		63%	84%		72%	80%	
<p>Overall, our 4th grade students are also making huge gains in math this school year. As a district, we grew by 7 points in the number of 4th grade students who scored above the 25th percentile from Fall to Winter. We have one school that has 100% of their 4th grade students scoring above the 40th percentile! This was a growth of 13% from Fall to Winter. Three of our schools have 80% or more of their students scoring above the 40th percentile on this nationally normed screener. Furthermore, the number of students in 4th grade needing urgent math intervention across the district because they are scoring below the 10th percentile has decreased. Although there may be some gaps in the instruction due to the change in our curriculum materials, those gaps are not making a significant impact on prior student knowledge at the 4th grade level at this point. Once again, the work our classroom teachers are doing with our new math curriculum, as well as the dedication of our math interventionists, is paying off in great dividends for our students' mastery of grade level math.</p>																								

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Grade 5 STAR Math																								
Location	District			Grant			Grove			Howe			Mead			THINK			Washington			Woodside		
STAR Math	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade Level	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th	5th
# of Students Assessed	328	328		44	43		40	39		58	56		44	42		27	27		54	56		61	65	
% Above the 25th Percentile	76%	83%		86%	77%		65%	77%		69%	80%		61%	76%		85%	96%		86%	88%		82%	89%	
(% of students) Below 10th Percentile				2%	5%		8%	10%		16%	9%		18%	12%		4%	0%		7%	5%		5%	5%	
(% of students) 10th - 24th Percentile				11%	19%		28%	13%		16%	11%		20%	12%		11%	4%		7%	7%		13%	6%	
(% of students) 25th - 39th Percentile				11%	5%		10%	15%		16%	16%		20%	12%		26%	15%		17%	13%		15%	15%	
(% of students) 40th Percentile and Above				75%	72%		55%	62%		53%	64%		41%	64%		59%	81%		69%	75%		67%	74%	
<p>Overall, our 5th grade students are also making gains in math this school year. As a district, we grew by 7 points in the number of 5th grade students who scored above the 25th percentile from Fall to Winter. One of our schools has 81% of their students scoring above the 40th percentile on this nationally normed screener. All scores are at least 62% or higher in the number of students scoring above the 50th percentile. Furthermore, the number of students in 4th grade needing urgent math intervention across the district because they are scoring below the 10th percentile has decreased. The gaps in the instruction due to the change in our curriculum materials seems to be a bit more obvious at the 5th grade level. Those gaps are not causing students to not make progress, but they are not growing at the pace that perhaps 2nd or 3rd grade is growing. The teachers are working in Professional Learning groups and helping each other to learn the new curriculum and use the resources to the best of their abilities. Once again, the work our classroom teachers are doing with our new math curriculum, as well as the dedication of our math interventionists, is paying off in great dividends for our students' mastery of grade level math.</p>																								

WRAMS ELA									
Location	WRAMS			WRAMS			WRAMS		
Reading Inventory	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade Level	6th	6th	6th	7th	7th	7th	8th	8th	8th
# of Students Assessed	304	284		294	289		290	280	
% Above the 25th Percentile	80%	82%		86%	89%		89%		
(% of students) Below Basic	21%	17%		14%	12%		11%	6%	
(% of students) Basic	29%	26%		22%	21%		22%	24%	
(% of students) Proficient	38%	38%		43%	40%		38%	38%	
(% of students) Advanced	13%	18%		21%	28%		29%	33%	

Currently 56% of 6th grade, 68% of 7th grade and 71% of 8th grade are Proficient or Advanced when taking this nationally normed screener. There has been growth in this number at all three levels from Fall to Winter. Although these numbers and this growth doesn't always translate to the Forward Exam, this is one more measure of the success of our students at the Middle Level. The students in the 7th and 8th grade are coming from a co-hort model of learning all last year, to having the advantage of 90 minutes of ELA each day - in person. The numbers are showing this is helping the students who are Below Basic to increase their ELA understandings as those percentages are dropping. Hopefully, as students continue to meet daily in person, there will be further growth at the 6th, 7th and 8th grade levels.

WRAMS Math									
Location	WRAMS			WRAMS			WRAMS		
STAR Math	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grade Level	6th	6th	6th	7th	7th	7th	8th	8th	8th
# of Students Assessed	298	289		298	289		303	284	
% Above the 25th Percentile	69%	66%		61%	61%		65%	65%	
(% of students) Below 10th Percentile	11%	15%		15%	20%		15%	15%	
(% of students) 10th - 24th Percentile	19%	19%		24%	18%		20%	19%	
(% of students) 25th - 39th Percentile	15%	13%		18%	12%		19%	20%	
(% of students) 40th Percentile and Above	54%	53%		43%	49%		46%	45%	

Currently 66% of 6th grade, 61% of 7th grade and 65% of 8th grade are Proficient or Advanced when taking the STAR test which is a nationally normed screener. There has been minimal growth across grade levels from Fall to Winter, but the overall numbers are holding steady. Although these numbers and this growth doesn't always translate to the Forward Exam, this is one more measure of the success of our students at the Middle Level. The students in the 7th and 8th grade are coming from a co-hort model of learning for most of last year. The percentage of students Below Basic has increased from Fall to Winter. Hopefully, as students continue to meet daily in person, there will be further growth at the 6th, 7th and 8th grade levels.

LHS ELA												
Location	Lincoln High School											
Reading Inventory	Fall	Winter	Spring									
Grade Level	9th	9th	9th	10th	10th	10th	11th	11th	11th	12th	12th	12th
# of Students Assessed	240	184		238	206		198	113		194	120	
% Above the 25th Percentile	88%	89%		96%	93%		94%	95%		96%	89%	
(% of students) Below Basic	13%	11%		4%	6%		6%	5%		5%	12%	
(% of students) Basic	28%	28%		21%	22%		17%	15%		13%	15%	
(% of students) Proficient	31%	28%		37%	33%		45%	50%		45%	37%	
(% of students) Advanced	29%	33%		38%	38%		32%	30%		38%	37%	

Currently 61% of 9th grade, 71% of 10th grade, 80% of 11th grade and 74% of 12th grade students who took the Winter Reading Inventory screener are Proficient or Advanced. Although the numbers above the 25th percentile have fluctuated, so have the number of students taking the test. Because the students at the high school are on a trimester schedule and students take the test during their scheduled English classes, not every student takes the screener every term. Students take the screener the first time they have an ELA class for the year and, if they score proficient, they do not need to take the screener again during the school year. However, if a student scores basic or below basic, they take the screener every time they are in an English classroom. As always, if the ELA teacher wishes, students can/will take the test. All students take the test at some point during the school year. Also, the taking of the RI is reflected in each teacher's Skyward gradebook in some menial manner (0% category) since parents cannot access their child's score otherwise. This score is the first and easiest way students may begin qualification for a reading intervention.

LHS Math												
Location	Lincoln High School											
STAR Math	Fall	Winter	Spring									
Grade Level	9th	9th	9th	10th	10th	10th	11th	11th	11th	12th	12th	12th
# of Students Assessed	171	205		145	112		21	43		14	24	
% Above the 25th Percentile	70%	69%		77%	77%		57%	61%		21%	75%	
(% of students) Below 10th Percentile	19%	15%		10%	10%		33%	19%		29%	13%	
(% of students) 10th - 24th Percentile	11%	16%		13%	13%		10%	21%		50%	13%	
(% of students) 25th - 39th Percentile	12%	11%		12%	13%		24%	12%		0%	33%	
(% of students) 40th Percentile and Above	58%	58%		65%	64%		33%	49%		21%	42%	

Currently 58% of 9th grade, 64% of 10th grade, 49% of 11th grade, and 42% of 12th grade students who took the winter STAR Math screener are At or Above Benchmark. Although the numbers above the 25th percentile have fluctuated, so have the number of students taking the test. Because the students at the high school are on a trimester schedule and students take the test during their scheduled math classes, not every student takes the screener every term. Additionally, students in advanced math classes do not take the STAR Math screener (these courses include: Algebra 2, Accelerated Algebra 2, PreCalculus, Accelerated PreCalculus, AP Calculus, and AP Statistics). Therefore, it is difficult to determine specific growth based on this screener due to the lack of all students testing and the trimester schedule.



POSTSECONDARY PREPARATION, 2019-20

Attachment G

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

District	State
18.2%	19.2%

279 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
33.0%	17.8%

505 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
0.0% 4.5%	1.4%

68% No students earned an industry-recognized credential.

* Per DPI letter to Superintendent Craig Broeren dated July 23, 2021

WORK-BASED LEARNING

District	State
4.3%	2.4%

66 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	28	3,044	3.6%	7.7%	7.1%	12.3%	0.0%	0.5%	0.0%	0.9%
Asian	54	10,028	18.5%	27.3%	42.6%	17.9%	0.0%	1.1%	5.6%	1.4%
Black or African American	40	24,232	2.5%	11.5%	22.5%	9.9%	0.0%	0.3%	2.5%	0.8%
Hispanic or Latino	79	31,812	6.3%	14.7%	21.5%	14.1%	0.0%	0.9%	0.0%	1.4%
White	1,290	188,332	20.2%	20.8%	34.7%	19.7%	0.0%	1.6%	4.8%	2.8%
Two or More Races	40	9,226	5.0%	16.1%	17.5%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	622	97,617	9.6%	11.0%	25.1%	13.7%	0.0%	0.8%	2.1%	1.7%
English Learners	23	13,412	4.3%	8.7%	26.1%	14.1%	0.0%	0.5%	4.3%	1.3%
Students with Disabilities	241	34,473	0.4%	2.9%	11.2%	10.2%	0.0%	0.5%	0.8%	1.4%