



MEMORANDUM

William H. Hughes, Ph.D.
Superintendent of Schools

October 3, 2011

To: Board of Education
From: Bill Hughes
Re: Student Assessment Report 2010 – 2011

The Board of Education is scheduled to discuss what I believe is the most important report reviewed and presented during the year. The Student Assessment Report presents the results for student achievement measured in 2010 – 2011. This report outlines student standardized assessment data as well as the advanced placement results, the college success indicators, the ACT results and addresses internal assessments in place in the Greendale Schools. This report provides indicators reflecting student performance and the state of the District's educational programs. This report is prepared by Mrs. Amidzich and her staff. It includes assessment data from the WKCE examinations, advanced placement tests, the ACT Test and District assessments.

This year each principal will be present at the meeting to discuss the achievement results of students in their schools as well as share their plans to address areas of improvement in the assessment of learning of Greendale students. Mrs. Amidzich will lead this portion of the discussion; however, it is important that Board members and principals also engage in the conversation.

This report is part of the overarching goal of the Greendale School District of academic excellence and development of a sense of responsibility in students. The Greendale student assessment report provides accountability and transparency in addressing the District goal of an outstanding and rigorous academic program. This report is referred to throughout the year and will be discussed with parents and residents during the year and is folded into the upcoming strategic planning effort.

The District's schools continue to meet average yearly performance as set by No Child Left Behind (NCLB) standards and the Department of Public Instruction. NCLB, as I said last year, continues to be part of the logjam of legislation in the Congress. There is some thought that a set of waivers of NCLB requirements may be granted to states by the Secretary of Education if states meet a set of criteria regarding assessments, teacher and school effectiveness and other criteria that is emerging as this report is written. This will be monitored; however, we will continue to focus on internal benchmark assessments and review assessment data correlated with No Child Left Behind and at the same time plan for the future with attention focused on the need for more rigorous instruction that meets state and federal standards along with more attention on student needs brought on by race and class to improve teaching and learning of students as well as address the likely changes in state and possibly the creation of national assessments.

College Success Indicators

Meeting NCLB standards is important; however, we expect more in Greendale Schools. We are in the second year of applying College Success Indicators developed by the College Board showing a very simple set of data that can predict student success as well as quickly identify those who may need remediation or support to get

back on track to post secondary education or training. Building principals will be prepared to discuss where their students are in relation to each of the College Success Indicators. They are listed below:

1. Advanced or Proficient in Reading by Grade 3
2. Advanced or Proficient in Reading Grades 3-8
3. Advanced Mathematics in Grade 5
4. Completion of Algebra by Grade 8, C or Higher
5. Completion of Algebra 2 by Grade 11, C or Higher
6. Score of 3 or better on Advanced Placement Tests – Not just enrollment
7. ACT composite Test Score of 24.0 or better

The Greendale Schools' Leadership team including building principals and teacher leaders are working to improve student achievement – especially where there have been some slight declines in student performance. We continue to be focused on linking the District's curriculum revisions to increased rigor, Wisconsin and emerging Federal State Standards and focusing efforts on addressing small groups of students who have learning needs or challenges. In addition, consistent focus on differentiation of instruction, the commitment and hard work of teacher leaders, and the team of Curriculum Facilitators on classroom instruction focus effort on student engagement, learning and achievement. We continue to factor within the review of assessment and strategies to shift instruction to the increasing diversity of our students and the range of socio-economic status of children. The increased level of focus on student achievement in the upper elementary grades is an area of concentration.

Student achievement in the end is about how each student improves or drops over time, not the comparison between schools, grade levels and random groups of students. We provide this information in order to support accountability on testing and, most importantly, student learning and achievement.

I am confident Greendale Schools has the strategies in place including professional development for faculty and administrators that will continue to support the overall result we are working toward – high student achievement on rigorous assessments.

Attachment



MEMORANDUM

William H. Hughes, Ph.D.
Superintendent of Schools

October 3, 2011

To: Board of Education
Dr. William Hughes, Superintendent

From: Kim Amidzich, Director of Assessment & Learning
Christian Pleister, Canterbury Principal; Kerry Owens-Bur, College Park Principal; Leni Dietrich, Highland View Principal; John Weiss, Greendale Middle School Principal; Jessica Talsky, Greendale Middle School Associate Principal; Steve Lodes, Greendale High School Principal; and Katie Peterson, Greendale High School Associate Principal

Re: Student Achievement

The purpose of this report is to inform the Greendale School Board about the methods of summative assessment for students in the Greendale Schools and provide results from the 2010-2011 standardized tests. Reporting student achievement through this narrow lens sends mixed messages about the priorities of the District. Many of our goals and strategic initiatives reflect a priority on developing the whole child, engaging students, and growing future leaders. To truly gain an appreciation for student performance, multiple measures and forms of assessment are necessary to paint the whole picture. This report will focus on measures of foundational learning and stretch learning for the students of the Greendale Schools and our methods for measuring this learning.

College & Career Readiness

The federal government has recently set law that will require states to report college persistence data. The three specific indicators are:

- Percentage of students graduating from high school in four years
- Percentage of students enrolling in an institute of higher education within 16 months of high school graduation
- Percentage of students completing one year's worth of college credit within two years of college attendance that began within 16 months of high school graduation.

College and career readiness are the new measures of student achievement, so it is necessary to report readiness indicators that can be reviewed prior to graduation. Included with this report is a College Readiness Index developed by the College Board. This report includes seven characteristics of college graduates that can be measured during K – 12 education. These indicators include:

1. Advanced or Proficient in Reading by grade 3
2. Advanced or Proficient in Reading grades 3 – 8
3. Advanced in Math in grade 5
4. Completion of Algebra by 8th grade with a C or better
5. Completion of Algebra 2 in 11th grade
6. Score a 3 on an Advanced Placement Test
7. Score 24.0 or better on the ACT composite score

College is for everyone; however, it may not be the traditional interpretation of college. Post-secondary training is critical. Some students will attend traditional 4-year institutions, some will attend technical colleges, some will enter institutions focused on specific career skills, and others will enter the military in which training is a critical component. Every student will need to have a post-secondary plan, and this report paints a picture of our students' college readiness.

Advanced or Proficient in Reading by Grade 3
Terra Nova – 2nd Grade Testing

This year, our second grade students took the Terra Nova achievement test and the In View ability test. The ability tests correlate to the achievement tests, and as a result, every student is assigned an anticipated achievement score based on ability level. The Median National Percentile score for 2nd grade students is represented on the chart below. This is read that if 100 students took the test, the student average would be better than 78 of the other students taking the test.

For this school year, you see anticipated scores that were projected based on the ability test results. In all subject areas, students performed significantly better than what would be anticipated based on their ability. This “overachievement” is the result of instruction and learning. In 2005 and 2006, students were underperforming on the reading achievement assessment. In 2007, students overachieved by two percent. Due to a testing error in 2008, the District did not receive anticipated score information. This year, students overachieved in reading by scored almost 10 percentage points higher than anticipated. In 2005, the new balanced literacy curriculum was adopted. In previous student achievement reports, it was projected that this change in curriculum would improve reading achievement. There is evidence that there is a significant discrepancy among classroom teachers. In some classes, students overachieve significantly, while in other classrooms, the over achievement is less significant. Building principals are responsible for addressing this discrepancy when the gap of achievement is present. These results were used this school year to discuss instructional strategies with teachers and support professional development using strategies that garnered the better results in performance over time.

Year	Reading	Math	Science	Social Studies
2011 anticipated percentile	53.6%	58%	55.9%	57.6%
2011	65.5%	83%	64.2%	73.6%
2010 anticipated percentile	64%	71.2%	61.5%	67.6%
2010	73.3%	83%	67.2%	74%
2009 anticipated percentile	66.2%	71.4%	64.1%	69.1%
2009	78.5%	86.2	75.4	79.3
2008	67.1%	79.4	61.8	72.8
2007	78.4%	85.2	81	82.4
2006	67.3%	79.7	72	77.5

It should be noted that the Median Anticipated Achievement National Percentile rank was significantly lower this year than in previous years. This projected score is based on performance on the In View ability assessment, not on achievement tests. This would indicate that instruction was more critical to raise actual achievement performance on the Terra Nova. While the anticipated performance was significantly lower, the actual achievement performance remained constant.

Advanced or Proficient in Reading Grade 3 - 8

Lexile measures

Students in grades 4 – 8 have been using an online program called Achieve 3000 since January 2008. Achieve 3000 publishes two articles daily and is a large warehouse of articles that are relevant to current issues and curriculum content. At the beginning of the year and at the end of the year, a student is assessed for reading level using indicators of comprehension for level of vocabulary and sentence length. This “level set” identifies the student’s reading level in non-fiction text, and articles are shown to the student at his/ her reading level. Each article is accompanied by eight comprehension questions, a nation-wide opinion poll, a math problem, and a writing prompt. This allows teachers to monitor comprehension and growth between level set assessments. The research indicates that students show the most growth in reading when they read in their zone of proximal development, which means that they are reading at the appropriate level or just slightly challenged. The “level set” assessment was given again at the end of the year. Using the assessment data from the level set, the average growth in student reading levels over the last year and a half is represented on the chart below.

Grade Level	Jan Assessment 2009	May Assessment 2009	Jan Assessment 2010	May Assessment 2010	Sept Assessment 2010	May Assessment 2011
4 th grade	5.1 (Lexile 714)	5.2 (Lexile 783)	4.1 (Lexile 586)	4.2 (Lexile 697)	Lexile 618	Lexile 782
5 th grade	5.2 (Lexile 799)	6.1 (Lexile 839)	5.2 (Lexile 772)	6.2 (Lexile 891)	Lexile 674	Lexile 799
6 th grade	6.1 (Lexile 832)	6.1 (Lexile 842)	6.1 (Lexile 882)	7.1 (Lexile 974)	Lexile 760	Lexile 796
7 th grade	7.2 (Lexile 1011)	8.1 (Lexile 1065)	6.2 (Lexile 910)	7.2 (Lexile 1015)	Lexile 940	Lexile 1065
8 th grade	8.2 (Lexile 1101)	8.2 (Lexile 1128)	7.1 (Lexile 959)	8.1 (Lexile 1065)	Lexile 1050	Lexile 1134

Teachers are using this data and are developing strategies to incorporate articles on Achieve 3000 as part of the curriculum. This has integrated reading strategies and instruction more fluidly into content areas. Deeper analysis of student growth indicates that students who read more articles on Achieve 3000 as part of their learning grow more. Significant efforts are being made at the Middle School to continue to engage students in this worthwhile activity.

In addition to measuring students’ reading levels in non-fiction text using Achieve 3000, the Middle School assessed students’ reading levels in fictional text using the Scholastic Reading Inventory (SRI). Both SRI and Achieve 3000 report scores by lexile level which is similar to a scale score.

This school year, the September assessment results were shared with parents and students. The score was used by students to assist in selecting reading materials from the library within their zone of proximal development. Students read at least twenty minutes (usually more) during the reading time with their homebase teacher. The library catalog includes data regarding the lexile level of books owned by the library, and therefore, the information is readily available to students. The average growth in lexile level is indicated on the chart below.

Grade Level	Average lexile growth (Jan – May)
6 th	69 points (approximately $\frac{3}{4}$ - 1 year)
7 th	77 points (approximately 1 year)
8 th	67 points (approximately $\frac{3}{4}$ - 1 year)

Both Achieve 3000 Summative Level Set results and the Scholastic Reading Inventory results indicate that students are achieving reading proficiency and on average, growing at or above expected rates of growth.

WKCE - Reading

The Wisconsin Knowledge and Concepts Exam is the test mandated by the State of Wisconsin to comply with the requirements of the Elementary and Secondary Education Act, also known as No Child Left Behind. The current structure of the WKCE has been in place since 2002 and the state has an agreement with the testing company for the next two years. During the month of November 2010, students at fourth, eighth, and tenth grades were assessed in five subject areas, including: reading, language arts, mathematics, science, and social studies. Writing was also assessed at these grade levels through a timed writing. Additionally, students at the third, fifth, sixth, and seventh grades were tested in the areas of reading and math. Scores are reported as advanced, proficient, basic, and minimal. Under No Child Left Behind, our measure of success in each category is the percentage of students scoring in the proficient and advanced categories for each subject.

AYP stands for Adequate Yearly Progress, and this is used to identify schools in need of improvement. The District met AYP in all categories again this year.

Reading

Longitudinal Data - representing percentage proficient + advanced for students in GSD for the full academic year preceding testing						
Reading	Nov. 2006	Nov. 2007	Nov. 2008	Nov. 2009	Nov. 2010	
3rd grade	91.9%	92.5%	95.3%	94.9%	94.0%	
4th grade	93.5%	96.3%	95.8%	95.5%	95.7%	
5th grade	96.2%	98.7%	92.3%	91.2%	97.1%	
6th grade	94.0%	94.7%	96.4%	94.1%	95.4%	
7th grade	92.2%	95.0%	94.4%	99.5%	96.4%	
8th grade	93.3%	93.7%	96.6%	95.2%	99.0%	
10th grade	90.9%	80.6%	87.0%	92.4%	89.2%	

Longitudinal Data - representing percentage advanced for students in GSD for the full academic year preceding testing				STRETCH Learning	
Reading	Nov. 2006	Nov. 2007	Nov. 2008	Nov. 2009	Nov. 2010
3rd grade	64%	68%	60.00%	73.40%	63.20%
4th grade	65%	60.40%	61.50%	51.30%	65.40%
5th grade	65.90%	67.80%	53.30%	50.30%	50.60%
6th grade	59.10%	65.30%	64.90%	63.90%	59.20%
7th grade	63.30%	61.50%	60.60%	70.90%	63.20%
8th grade	59.00%	64.20%	64.20%	63.30%	70.80%
10th grade	60.30%	53.40%	59.00%	69.20%	55.20%

- ◆ At every grade level in the area of READING, Greendale students were over 94% proficient + advanced with the exception of 10th grade.
- ◆ In grades 3 - 8, the percentage of students scoring proficient and advanced showed insignificant changes from previous achievements on a global scale.
- ◆ On the College Readiness Index, Greendale Schools are showing over 94% of students are meeting the college readiness indicator.
- ◆ At the elementary level, these results indicate that students are achieving at high levels. Comparison to other schools in CESA #1, the elementary and middle school students are continuing to gain on their peers in neighboring districts. This is a direct result of instruction.
- ◆ There was a significant drop in performance from 8th grade to 10th grade in previous years. This drop appears to have disappeared for a year and returned. The class of 2010 had 93% of students scoring proficient and advanced at 8th grade and only 80% at 10th grade. This year, the class of 2011 decreased from 93% proficient and advanced in 8th grade to 87% proficient and advanced at 10th grade. The class of 2012 showed only a 1% decline from 8th grade to 10th grade. The class of 2013 showed a more substantial drop from 96.6% proficient and advanced in 8th grade to 89.2% proficient in 10th grade.

The efforts of the English Department to focus on analysis of text have limited the number of students falling below proficiency. With the recent curriculum adoption, Greendale High School English teachers will continue the focus on analysis of text while engaging students better in their reading by providing choice in texts and using small group instructional strategies. This will be a continued area of focus for not only the English department, but also content area teachers.

Performance in Subgroups

Students with Disabilities

Of the 115 students with disabilities in the Greendale School District in the tested grades, 76.6% scored proficient and advanced on reading and 63.1% scored proficient and advanced in the area of math. If combined grades were used, the reading score would be such that we would be close to not meeting AYP this year, which is a challenge faced by many districts in our region. While there is a significant gap, the gap has narrowed over the last five years and reading has shown greater growth while math has declined. Of the students with disabilities scoring below proficient, it is important to note that for many of them, the area of disability is a specific learning disability in the area of reading.

In comparing the achievement gap in our schools to the gap in achievement in other districts within our CESA, Greendale Schools has the second lowest gap in the area of math and the fifth lowest gap in the area of reading. The lowest gap in achievement between students with disabilities and students without disabilities in the area of reading is the Shorewood School District. As we learned a couple years ago in an analysis of high ACT scores in Shorewood, a school district with similar demographics, Shorewood has used guided reading for direct reading instruction for nearly 20 years and has offered elementary foreign language. Shorewood credited these two factors as the difference in achievement. GSD is in the sixth year of implementation of balanced literacy employing guided reading as a tool for direct reading instruction, and foreign language was implemented at the elementary level this year.

Despite this successful comparison to other school districts in CESA #1, it is critical to focus efforts on meeting the needs of our students and individualizing instruction to further narrow the gap in achievement. This data supports the concept that we must consider new strategies and approaches.

	Enrolled Students Tested	Reading – Proficient & Adv			Math – Proficient & Adv		
		2008	2009	2010	2008	2009	2010
Students w/ Disabilities	115	70.9%	73.2%	76.6%	74.6%	70.8%	63.1%
Students w/o Disabilities	1094	96.3%	97%	97%	95.8%	95.8%	95.2%

Limited English Proficiency

Since there are only 49 students in the tested grades, we are unable to report proficiency on the WKCE publicly as this number is below cell size and may breach confidentiality. Since 2005, the number of tested students with Limited English Proficiency has climbed from 15 to 49. In the coming years, the district anticipates that there will be more than 50 students in the tested grades as there are a significant number of first and second grade students with limited English proficiency, and this data will be reported. Teachers are monitoring the performance of these students and supporting their needs. Our internal analysis shows a gap in performance; however, the gap is significant at the elementary level.

Economically Disadvantaged

In the tested grades, nearly 18 percent of students are considered economically disadvantaged. Among these students, there is a gap in achievement, but it continues to shrink.

	Enrolled Students	Reading – Proficient & Adv			Math – Proficient & Adv		
		2008	2009	2010	2008	2009	2010
Economically Disadvantaged	243	83.2%	88.3%	91.7%	86.8%	85.1%	85.9%
Not Economically Disadvantaged	999	95.4%	96.1%	95.9%	94.7%	95.2%	93.8%

Value-Added Research Center (VARC) – University of Wisconsin - Madison

The Value-Added Research Center (VARC) is directed by Dr. Robert H. Meyer. A staff of scientists, researchers, and education professionals provide a wide variety of cross-disciplinary expertise to lead groundbreaking work on value-added systems and evaluation models. The work is rigorous and highly collaborative.

DPI has sponsored the research to develop, test, implement, and refine a “value-added system” for measure schools’ performance. The Value-Added System uses WKCE data and isolates the impact of the school on student growth. There are flaws in the data as the analysis is limited by the limits of the WKCE. Additional information regarding the Value Added System and the data for Greendale Schools is included as an addendum to this report.

Reading Levels

On the report card for first thru fifth grade students, teachers indicate a students reading level as on grade level, above grade level, or below grade level. Three times during the school year, teachers assess each student’s reading level using a benchmark assessment (Rigby or Fountas & Pinnell) that requires the child to read aloud to an adult and respond to several comprehension questions. This assessment assists the grade level team in developing the flexible reading groups and selecting appropriate texts for instruction. Students who are reading below grade level receive intervention services from the Reading Specialist or from the Early Reading Empowerment teacher. On the following chart, the gray squares indicate the percentage of students reading on or above grade level and the white squares indicate the WKCE scores for reading.

Reading	2010-2011	2009-2010	2008-2009	2007-2008
1 st	84%			
2 nd	82%	89%		
3 rd	84%	86%	84%	
4 th	92%	95.3%	78.6	81.50%
5 th	73%	95.8%	91.70%	82.9

This year was the first year this information was reported for 3rd, 4th, and 5th grade students. While the standard for reading level is consistent, some fifth grade teachers struggled with reporting performance based exclusively on the assessment. The building principals are addressing this discrepancy in interpretation of performance. As a result, the data for fifth grade may be skewed lower based on teacher interpretation of the standard and the inclusion of behavior for some teachers.

This year, 18% of the first grade students received ERE, which is the most intense reading intervention offered in the District. Of those serviced, 58% achieved a reading level at or above the first grade standard. This information provided by the reading team at the elementary level would indicate that the report card data might be slightly underrated.

Advanced in Math at Grades 5, 8, & 11

WKCE – Math

Longitudinal Data - representing percentage proficient + advanced for students in GSD for the full academic year preceding testing					
Math	Nov. 2006	Nov. 2007	Nov. 2008	Nov. 2009	Nov. 2010
3rd grade	94.0%	94.0%	96.7%	95.6%	94.0%
4th grade	95.0%	94.5%	96.5%	93.6%	95.7%
5th grade	92.9%	97.4%	95.3%	88.4%	97.1%
6th grade	95.3%	92.1%	93.5%	93.5%	95.4%
7th grade	92.8%	95.7%	95.5%	97.9%	96.4%
8th grade	89.2%	91.6%	95.5%	93.2%	99.0%
10th grade	90.4%	84.9%	85.4%	91.1%	89.2%

Longitudinal Data - representing percentage advanced for students in GSD for the full academic year preceding testing					STRETCH Learning
Math	Nov. 2006	Nov. 2007	Nov. 2008	Nov. 2009	Nov. 2010
3rd grade	60%	60%	55.30%	67.10%	63.20%
4th grade	76%	60.40%	66.40%	58.30%	65.40%
5th grade	64.80%	73.70%	71.00%	63.30%	50.60%
6th grade	50.30%	61.60%	64.30%	56.80%	59.20%
7th grade	47.20%	54.70%	60.10%	65.10%	63.20%
8th grade	45.10%	47.90%	55.10%	54.10%	70.80%
10th grade	47.40%	37.50%	36.00%	40.90%	55.20%

- ◆ At every grade level, Greendale students were over 90% proficient + advanced.
- ◆ At most grade levels, there were a consistent percentages of students scoring proficient and advanced. Last year at 5th grade, however, there was a noticeable decline. This decline has been evaluated on an individual student and classroom level. Data from this assessment was a factor in considering teacher placements at the elementary level. That group of students showed measurable growth as did the current 5th grade students. There have been two significant efforts this year to address the deficit, and those efforts were successful.
- ◆ When comparing statewide data, advanced performance is the top 30% of students. At all levels, our advanced performance represents over 50% of students

As noted in the College Readiness Index, students who are Advanced in math in 5th grade & 8th grade meet a readiness indicator. This year, Greendale Schools had the lowest percentage with in the last 5 years at 5th grade with 50.6% meeting this indicator. 40% of all 5th grades will be placed in Advance Math at 6th grade representing a significant increase from the traditional 25%. At 8th grade, however, the advanced performance reached a five-year high of 70.8%, and this year, approximately 35% successfully completed Algebra at 8th grade. A math work team has been focused on growing the

number of students taking advanced math course. However, the new Common Core Standards include a semester of Algebra content in the traditional 8th grade math class. While only 35% took the high school level Algebra, all 8th graders received instruction in Algebra content as part of the revised second semester curriculum.

Math Classes

Using historical data, the chart below represents the percentage of students who have taken Advanced Math at 6th grade, Algebra at 8th grade, and Algebra 2 by 11th grade.

Grade Level – 2011-2012	% of students enrolled in Advanced Math at 6 th	% of students completing 8 th grade Algebra	% of students completing Algebra 2 by 11 th grade
6 th grade	36.8%		
7 th grade	21.2%		
8 th grade	20.0%	24.8%	
9 th grade	21.8%	32.4%	
10 th grade	18.5%	22.9%	
11 th grade	11.0%	22.0%	59% (enrolled in Algebra 2 or higher)
12 th grade	20.3%	25.7%	45.4%

Prior to this school year, Advanced Math at 6th grade was considered a class for gifted students or single subject grade acceleration. There was a level of exclusivity based on the criteria to take the course. These criteria were acceptable under the philosophy of ensuring that students were ready to take on the challenging math content. The growth in the percentage of students taking advanced math at 6th grade does not represent a lowering of standards, rather this is a change in philosophy and instruction at the elementary level. This support for delivering math instruction in a more personalized way allows students to accelerate with curriculum to receive personalized instruction and more rapid growth in math. As this grows at the elementary level, numbers of students ready to take Algebra at 8th grade will increase proportionally.

Nearly 85% of our graduates complete Algebra 2; however, a significant number of those students take Algebra 2 during their senior year. This merits an area of importance to focus efforts. The math department at Greendale Middle School and Greendale High School is working to review the sequence of courses, compact some curriculum, and review strategies to support a larger percentage of students to attain this readiness indicator. These changes may be implemented as early as January 2012.

ACT – College Placement Exam

Performance on the ACT has been consistent over time with slight fluctuations in performance. Results for the last 10 years are reported on the following chart.

	12 th Grade Enrollment	Number Tested	% tested	Average Composite	Reading	English	Math	Science
2001-02	184	140	76.1	23	22.7	21.9	23.8	23
2002-03	177	140	79.1	23.4	23.1	22.8	23.9	23.5
2003-04	207	158	76.3	24.2	24	23.6	24.7	23.8
2004-05	214	159	74.3	23.5	23.2	22.9	24.2	23.5
2005-06	201	155	77.1	23.1	23.3	22.7	23.4	22.4
2006-07	223	195	87.4	23.7	23.6	23.1	24.1	23.1
2007-08	205	168	82.0	24.0	23.7	23.4	25.1	23.6
2008-09	212	164	77.4	24.4	24.0	23.8	25.2	24.1
2009-10	220	162	73.6	24.0	23.9	23.3	24.3	23.9
2010-11	228	183	80.3	23.5	23.0	22.8	23.9	23.7

Greendale continues to test a high percentage of students on the ACT exam. However, the College Readiness Indicator requires that a student take the ACT to have an opportunity to score 24 or better. Currently, the percentage of students taking the ACT ranges from the low 70's to the mid 80's. This percentage corresponds with our College Persistence data from the National Student Clearing House as we send an average of 70% of our graduates to four-year post secondary institutions. All students are required to take the PLAN test as a sophomore to help students become comfortable and preview their readiness for the ACT. Currently, we are considering administering the entire ACT suite of tests. The EXPLORE test would be given to freshman, the PLAN to sophomores, and the ACT to juniors. This test suite would increase the information available regarding student achievement at the high school level, and it would ready more students to take the ACT to be college ready.

We have identified benchmark districts in the region that have students scoring higher than our students on average on the ACT. We are collaborating with these districts to identify what they are doing differently in their instructional program that is garnering the stronger results. To date, we have identified the following strategies:

- Investigate more/different communication to parents and students of what resources already exist and what the college readiness indicators are.
- Addition of the EXPLORE test at the 9th grade beginning in the 2011-12 school year. Schools providing students with both the EXPLORE and the PLAN tests in 9th and 10th grades can use ACT's ePass data tracking for both predicted student ACT success, but also to affirm that the District's curriculum is aligned to the State, and soon, the Common Core Standards. With this increased data, administration and guidance can communicate better and better prepare our students for ACT success.
- Guidance will explore and pilot increased use of WISCareers resources for ACT preparation.
- Continue the yearly offering of a free ACT experience through Sylvan
- Continue the Park & Recreation ACT preparation course
- Departmental expectation of a plan to use warm-ups and assessment questions that model and are similar to test items on both the ACT tests.

Advanced Placement

Research completed by the College Board indicates that students who have taken at least one AP course during high school are more likely to be successful in college. In 2011, Greendale administered a record high number of AP tests. In addition, the number of AP courses offered has grown.

Year	Total # Students	# of students taking exams	Percent taking exam	Exams given	Exams passed	Pass Rate
2006-2007	892	130	14.6	221	186	84.2%
2007-2008	901	164	18.2	292	246	84.2%
2008-2009	941	186	19.7	274	217	79.2%
2009-2010	940	192	20.4	335	278	82.9%
2010-2011	965	211	21.9	402	331	82.3%

Each year, the College Board reports the percentage of graduating seniors who have passed at least one AP exam prior to graduation. This percentage is called the “Equity & Excellence” score and represents the percentage of students meeting the College Readiness Indicator. A higher percentage in this area indicates that many students are able to take advantage of the opportunity, and those students are achieving at high levels. In 2011, 36.9% of the graduating class had passed at least one AP exam. 30.2% of the current senior class has passed at least one exam, and 28.15 of the current junior class has already met the College Readiness Indicator.

AP data is the source for ranking by the *Washington Post* (formerly by *Newsweek*). Greendale Schools has qualified for ranking by meeting the criteria for the Challenge Index. The Challenge Index is calculated by taking the total number of AP tests given divided by the number of students in the graduating class. If the number of exams given is greater than the number of graduating seniors, then a school will be ranked. The Challenge Index number is used to rank all qualifying schools. The 2008 ranking reflects data from 2007, meaning that the index is calculated using the preceding year’s tests. For 2011 tests, the anticipated Challenge Index will be 1.84 (402/218). The ranking data follows:

Year of rating	Rank on the National List	Challenge Index
2010	1333	1.33
2009	1126	1.42
2008	1416	1.005
2007	1030	1.291
2006	1107	1.118

Other College Credit Courses

The College Readiness Indicators were identified by the Montgomery County Schools and supported and publicized by the College Board. The College Board is the vendor for both the ACT test suite and the AP tests. Greendale High School offers several other rigorous, college-credited courses for which students earn transcribed credit based on class performance and a final exam written and administered through the crediting University. AP Spanish is credited through UW-Oshkosh and provides students with 16 college credits if they successfully pass the final exam. As a result, only 5 of the 25 students in AP Spanish took the AP exam. It should be considered that those students have a college level experience.

Additionally, students at Greendale High School have a college level experience with transcribed credit opportunities in PLTW courses that are directly transcribed with MSOE. In order to earn credit, students must complete an exam written by MSOE and pass the exam. Other credited course opportunities include several business courses that are transcribed for credit through MATC.

The administration at Greendale High School is exploring additional transcribed credit opportunities through UW Oshkosh, Mount Mary College, MATC, and Gateway Technical College. The team has set a goal to increase the number of students having a successful post secondary course experience prior to graduation. These college credited courses would be included in this calculation.

Other Indicators

WKCE Content Areas

Language Arts

Longitudinal Data - representing percentage proficient + advanced for students in GSD for the full academic year preceding testing					
Language Arts	Nov. 2006	Nov. 2007	Nov. 2008	Nov. 2009	Nov. 2010
4th grade	91.4%	90.2%	89.5%	91.7%	90.7%
8th grade	75.4%	82.1%	83.0%	83.1%	86.7%
10th grade	90.4%	86.2%	87.9%	91.6%	92.2%

- ◆ 8th and 10th graders significantly improved in the area of LANGUAGE ARTS. The efforts of English teachers to focus on writing and editing skills during the last three years continues to show improving results.
- ◆ Areas of challenge for students at all levels are in the area of analyzing text and extending text. In August 2007, teachers K – 5 and 6 – 12 English teachers began a process of developing strategies to improve the learning of these skills within the curriculum framework.

Writing - Students are scored on a 9-point rubric with 3 points possible for conventions and 6 points possible for composition. The number represents the average score on the writing rubric.		
Writing	Greendale	State
4th grade	5.4	5.2
8th grade	5.4	5.1
10th grade	6.0	5.2

Greendale students increased the advantage over the state average this school year.

Science

Longitudinal Data - representing percentage proficient + advanced for students in GSD for the full academic year preceding testing					
Science	Nov. 2006	Nov. 2007	Nov. 2008	Nov. 2009	Nov. 2010
4th grade	95.0%	93.3%	93.7%	95.5%	93.2%
8th grade	88.7%	90.0%	93.2%	95.2%	92.3%
10th grade	90.4%	87.9%	83.7%	89.0%	90.1%

Social Studies

Longitudinal Data - representing percentage proficient + advanced for students in GSD for the full academic year preceding testing					
Social Studies	Nov. 2006	Nov. 2007	Nov. 2008	Nov. 2009	Nov. 2010
4th grade	98.6%	98.2%	98.6%	99.4%	98.8%
8th grade	94.4%	92.6%	96.0%	96.1%	95.4%
10th grade	95.2%	89.2%	90.8%	92.8%	94.8%

- ◆ In evaluating the format of the social studies test, it is evident that reading is a significant component of this assessment. Therefore, there is a correlation between reading scores and social studies scores. It will be critical that social studies teachers teach reading within the content area. This will be part of the 6 – 12 effort.

Technology Literacy

Beginning in 2007, the Department of Public Instruction, in compliance with ESEA, mandated that School Districts report the percentage of students who are proficient in the area of Information and Technology Literacy. During the 2006 – 2007 school year, 8th grade students were given an assessment designed by the District’s tech team. Concerned with validity, the team investigated several alternatives.

Since 2008, the Greendale Schools have purchased an assessment at a cost of three dollars per student. The test is administered online using a product from learning.com called the Tech Literacy Assessment (TLA). The assessment evaluates overall student proficiency using questions and tasks in seven subsections, including: Systems & Fundamentals, Social & Ethical, Word Processing, Spreadsheets, Multimedia & Presentations, Telecommunications & Internet, and Database.

Tech Literacy Assessment	2008	2009	2010	2011
Percentage of 8 th graders scoring PROFICIENT	84%	88%	90%	97%

At the elementary and middle school levels, teachers have increased the level of technology use and integration into the curriculum. The Information and Technology Literacy Standards have been incorporated into the expectations for learning within content area units of study. To ensure accountability to these curricular expectations, technology standards were added to the elementary report card this year. Student performance on each of the Technology Literacy Standards are represented on the chart below.

Standard	1 st Grade % Proficient	2 nd Grade % Proficient	3 rd Grade % Proficient	4 th & 5 th Grade % Proficient
Knows basic computer vocabulary	98%	95%	N/A	N/A
Knows safe practices for navigating the Internet	N/A	N/A	N/A	100%
Can open and run a software program	97%	95%	N/A	N/A
Can save and retrieve electronic files	94%	90%	99%	88%
Uses graphic software to create visuals	92%	95%	97%	N/A
Demonstrate correct use of input/output devices	N/A	93%	74%	87%
Create a word processing document	N/A	97%	99%	87%
Uses spell check and editing tools	N/A	N/A	95%	76%
Keyboarding: can touch type appropriate words per minute with accuracy	N/A	N/A	86%	75%
Access information using electronic references	N/A	N/A	98%	87%
Identify and use appropriate search engines to navigate the Internet	N/A	N/A	98%	88%
Create & present a multimedia project	N/A	N/A	98%	89%

Summary

The success of our schools is measured by student achievement on standardized tests. Preparing students for higher education and life in society by ensuring instruction to meet the standards as identified by the State of Wisconsin is our primary focus. The target is shifting slightly, and the change in English Language Arts and Math Common Core Standards will be reflected in future assessments. Once students demonstrate success in these areas, they may use their skills and knowledge to reach the next level. We continue to see high achievement on assessments. In an effort to create a more full picture, we continue to expand other indicators to demonstrate student achievement.

This report encompasses a summary of student achievement during the 2010-2011 school year. The information system contains numerous snapshots of student performance; however, there are many other ways in which students perform every day in our schools. Efforts are beginning to document these more authentic measures through our collaborative partnership with Alverno. It is critical to note that this level of data analysis is like flying a plane over the village. We can see trends and big picture achievement. Teachers and parents are in the village looking at the children and youth to whom these scores are tied.

Mrs. Amidzich, Mr. Pleister, Mrs. Owens-Bur, Mrs. Dietrich, Mr. Weiss, Ms. Talsky, Mr. Lodes, and Mrs. Petersen will be present at the board meeting to present this report, review the plans for improvement to close achievement gaps, and respond to questions.