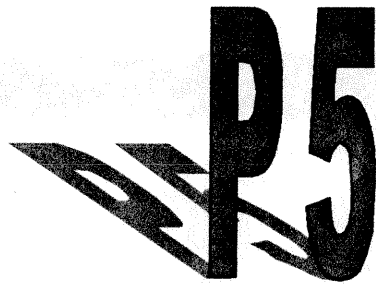
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School District of Beloit  
Beloit, Wisconsin

Preschool to Grade 5  
Evaluation Report



1999 - 2000

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# I. OVERVIEW

## A. P5 PROGRAM BACKGROUND & SUMMARY

The Preschool-to-Grade 5 (P5) Program is a unique approach to addressing the educational needs of economically disadvantaged elementary school students. P5 schools receive annual state grants to develop innovative and successful supplementary educational services. Schools first received P5 grants at the beginning of the 1986-87 school year. Thirty-nine schools from four urban school districts are current P5 participants:

- ◆ **Beloit**
- ◆ **Kenosha**
- ◆ **Milwaukee**
- ◆ **Racine**

Schools chosen to participate in the program develop school improvement proposals using a site-based management approach. Teachers, administrators, parents, and community members are directly involved in developing the proposals which articulate how P5 funds are expended to meet identified needs of students.

The P5 legislation (§ 115.45Wis. Stats.) provides individual schools considerable autonomy to promote site-based management. Core components (Chart 1) and procedural guidelines (Chart 2) apply to all schools.

**Chart 1  
Component Requirements & Expectations**

<b>Needs Assessment</b>	Annually test students <ul style="list-style-type: none"> <li>➢ reading</li> <li>➢ language arts</li> <li>➢ math</li> </ul> Assess other conditions/factors established by the state superintendent
<b>Schoolwide Reform</b>	Restrict class size to 25 (grades below 6 <sup>th</sup> )
<b>Staff Qualifications</b>	Annual written performance evaluation of staff providing P5 services by principals
<b>Staff Development</b>	Inservice training for all administrative & instructional staff at each site focusing on practices & policies effective in improving student achievement
<b>Parent/Community Involvement</b>	Plan to encourage & increase parental involvement
<b>Early Childhood Programs</b>	Structured educational experiences for 4 year old students <ul style="list-style-type: none"> <li>➢ focus on low-income students</li> <li>➢ early skill development activities</li> </ul>
<b>Shared Decision-Making</b>	P5 Site Council to monitor & make BOE recommendations about programs P5 Site Council composed of teachers, community leaders, parents & BOE members
<b>Student Assistance</b>	Identify & remediate significant student problems with multidisciplinary team approach
<b>Other...</b>	Annual report to state superintendent (see Procedure: Reporting)

## Chart 2 Procedural Requirements & Expectations

<b>Eligibility</b>	State: <ul style="list-style-type: none"> <li>➤ High # dropouts</li> <li>➤ High # of low-income students</li> <li>➤ (High mobility)</li> </ul> SDB: selection process for sites ( <i>Funding a new site requires dropping a previous site.</i> )
<b>Approval Process</b>	BOE/SDB applies to the state superintendent State P5 Council reviews & recommends State superintendent determines awards & amounts Approved for 3 year funding cycle BOE/SDB ensures sites comply with required components
<b>Assessment</b>	Annually test students <ul style="list-style-type: none"> <li>➤ reading</li> <li>➤ language arts</li> <li>➤ math</li> </ul> Annual Holistic Writing Assessment (grades 2 & 5)
<b>Evaluation</b>	State superintendent sets criteria to measure & evaluate academic performance State superintendent and site jointly determine: <ul style="list-style-type: none"> <li>➤ performance objectives</li> <li>➤ evaluation criteria</li> </ul>
<b>Continuation</b>	State superintendent determines whether objectives met at end of 3 year cycle
<b>Reporting</b>	Annual report to state superintendent <ul style="list-style-type: none"> <li>➤ results of tests (see above)</li> <li>➤ no. &amp; content of training activities</li> <li>➤ no. &amp; content of parent activities; no. of parents per activity</li> </ul>
<b>Oversight</b>	State Superintendent State P5 Council BOE/SDB P5 Site Councils
<b>Fiscal</b>	Supplemental (not supplanting) Up to 8% on transportation <ul style="list-style-type: none"> <li>➤ To reduce student mobility</li> <li>➤ Priority to 1<sup>st</sup> graders</li> </ul> Amount determined by state superintendent (based on academic achievement improvements)

One primary goal of the P5 Program is the development of innovative and successful strategies for addressing the needs of economically disadvantaged students. Examples of strategies are:

- ◆ parent training,
- ◆ home/school workers,
- ◆ learning style directed instruction,
- ◆ science and computer laboratories,
- ◆ preschool programs,
- ◆ reading incentive programs,
- ◆ holistic writing assessment,
- ◆ language arts and mathematics instruction coordinators,
- ◆ tutorial services,
- ◆ busing of students to reduce rate of mobility and,
- ◆ multiple methods to evaluate student progress and school success.

The State Superintendent, Department of Public Instruction, appoints a State P5 Advisory Council comprised of representatives from all school districts receiving P5 funds. The Council meets on a regular basis to review school site plans and to establish recommendations for overall program improvement.

## **B. P5 PROGRAM: SCHOOL DISTRICT OF BELOIT**

### **1. Participating Schools**

The School District of Beloit (SDB) currently has five schools participating in the P5 program:

- ◆ **Burdge Elementary**
- ◆ **Hackett Elementary**
- ◆ **McLenegan Elementary**
- ◆ **Merrill Elementary**
- ◆ **Wright Elementary**

### **2. District Student Assessment System - Elementary Level**

#### **CTBS: Comprehensive Test of Basic Skills (Terra Nova) – Grade 2**

The School District of Beloit (SDB) assessed elementary students in 2<sup>nd</sup> grade this past spring 2000 using the Comprehensive Test of Basic Skills. The district initiated this standardized assessment in 1996-97.

#### **WRCT: Wisconsin Reading Comprehension Test – Grade 3**

Under public law, each school district in the state is required to participate in the Wisconsin Reading Comprehension Test (WRCT) which is given to 3rd grade students each spring. The reading test has four purposes: to identify the reading level of students with respect to state proficiency levels, to provide districts with information to evaluate primary reading programs, to allow districts to compare the performance of students with state proficiency levels, and to provide data for meeting federal and state requirements regarding student assessment.

#### **WKCE: Wisconsin Knowledge & Concepts Exam – Grade 4**

Under public law, each school district in the state is required to participate in the Wisconsin Student Assessment System (WSAS). The WSAS is a statewide accountability system that currently includes a standardized achievement test for 4<sup>th</sup> grade students, the WKCE, given each spring. The WSAS achievement test results are used by the Department of Public Instruction to identify schools in need of improvement as required by §115.38(4), Wis.Stats.

### **Holistic Writing Assessment – Grade 2 & 5**

In an effort to use authentic assessments of student performance in P5 schools, all second and fifth grade students submit a writing sample, in response to a selected prompt. These writing samples are scored and compared among the second and fifth grade students from the P5 districts.

**Chart 3**

<b>ASSESSMENT STRATEGIES FOR 1998-1999</b>		
<u>Grade</u>	<u>Achievement Measure</u>	<u>Abbreviation</u>
2	Comprehensive Test of Basic Skills	CTBS
2	Holistic Writing Assessment (P5 Schools only)	
3	Wisconsin Reading Comprehension Test	WRCT
4	Wisconsin Knowledge & Concepts Exams	WKCE
5	Holistic Writing Assessment (P5 Schools only)	

### **3. Class Size**

Class size was limited to 25 students in grades K to 5, and to 16 in preschool sections. When these student/teacher ratios were reached, new students were directed to enroll at other appropriate elementary sites according to district policy and availability of space.

### **4. Preschool**

Children who are four years old by September 1 and live in a Title I or P5 school attendance area can participate in structured, preschool educational experiences. Class size is limited to 16. Classes are held five days per week for 2 ½ hours per day. Four of the five participating P5 schools currently have preschool classes in their buildings. Because of space limitations, McLenegan's four year olds have access to preschool programming at other Title I/P5 preschool sites.

## **5. Staff Evaluation**

According to school district policy, all employees receive a written performance evaluation within a three-year cycle following the initial probationary period. P5 funded employees are annually evaluated. All staff members are evaluated by building principals. Evaluations are written, and conducted with full participation of the employee. Probationary staff members are evaluated with a *clinical* model. Non-probationary staff are given a choice among the following models: *Supervision as Staff Development*; *Developmental Coaching*; *Cognitive Coaching*; *Peer Coaching*; and the *Clinical Model*.

## **6. Transportation**

Students who move from a P5 school into another elementary attendance area during the school year are offered transportation back to the original school. This allows students to complete an uninterrupted academic year, decreasing potentially negative effects of mobility.

## **7. Multidisciplinary Team Approach**

In order to identify and remediate student problems and needs, each P5 site has a Building Consultancy Team (BTC) which meets regularly to discuss individual student referrals. Members include pupil services staff (i.e. School Psychologist, School Nurse, etc.), the principal, special education staff and regular education teachers. This multidisciplinary team screens information, recommends further evaluation and communicates with the parents.

## II. DEMOGRAPHICS

### A. ENROLLMENT INFORMATION

The School District of Beloit (SDB) enrollment stabilized during the 1999-2000 school year after declining the four previous years. The Third Friday enrollment for 1999-2000 was 6,699 compared to 6,689 for 1998-99. As a group, the P5 schools lost one student for a total of 1,403. Two of five P5 schools gained students. Enrollment at Non-P5<sup>1</sup> schools increased by 43 students.

The aggregated proportion of all minority students was 62% in P5 schools, compared to 28% for Non-P5 schools, and 40% for the district. The percent of minority students across the P5 schools ranged from 36% to 83%. African American students represent the largest portion of minority student P5 enrollment at 44.7%, compared to 17.1% for Non-P5 schools and 29% for the district. Hispanic students represent 14.7% of P5 enrollment, compared to 10.5% for Non-P5 schools and 12.3% for all district elementary schools.

Collectively, the proportion of economically disadvantaged students was 76% in P5 schools, compared to 46.5% for Non-P5 schools, and 58.6% for the district elementary population. The percent of economically disadvantaged<sup>2</sup> students across the P5 schools ranged from 51% to 94%. Increases in economically disadvantaged students occurred at all five designated P5 schools.

The combined proportion of students with special education needs was 22.5% in P5 schools, compared to 18% for Non-P5 schools, and 19.8% for the district's 12 elementary schools. The percent of students with special education needs across the P5 schools ranged from 15.1% to 30.7%.

Chart 4 provides a summary of enrollment information for P5 schools, including general comparisons with Non-P5 schools and district data. A comprehensive enrollment profile for each P5 school is appended to this document.

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<sup>1</sup> When considered as two subgroups, the five P5 schools differ from seven Non-P5 elementary schools in the district regarding demographic factors. For the purpose of this report, references to the *Non-P5 schools* pertain to these other elementary schools, as a group. References to *District* data pertain to information combined across all schools including P5 and Non-P5 elementary schools.

<sup>2</sup> Students are considered *economically disadvantaged* when they are eligible for free or reduced lunch based on family income criteria established by the government. The reported rates are typically lower than actual rates, since determination of eligibility is based on completion and return of forms by parents. The error in reported rates increases with grade level, since older children are less likely to participate in the lunch program, and more reluctant to accept the aid when they do eat school lunches.

**Chart 4  
Student Enrollment**

Type	Number (#)		Percent (%)								
	Students	from 98-99 (- or +)	Enrollment by Ethnicity					Gender		Special Population	
P5 Schools	1999-2000	(- or +)	Asian	Afric. Am.	Hisp.	Nativ Am.	White	Male	Female	*Econ. Disad.	Spec. Ed.
Burdge	201	-8	0	54.2	8.4	<1	37	40	60	66	18.4
Hackett	359	+3	1	26.4	22.8	<1	49	54	46	94	22.5
McLenegan	260	+24	0	30.7	5.3	0	64	52.7	47.3	51	23.4
Merrill	315	-21	1	72.3	10.4	<1	16	50	50	90	30.7
Wright	268	+1	<1	41.5	28.1	0	30	50	50	76	15.1
<b>P5</b>	281 Mean	-1	<1	44.7	14.7	<1	40	50	50	76	22.5
<b>Non-P5</b>	290 Mean	+43	<1	17.1	10.5	<1	71	52	48	46.5	18
<b>District (Elementary Level)</b>	3,422	+42	1	29	12.3	<1	57	51	49	58.6	19.8

\*Economically Disadvantaged numbers are based on 1999-2000 winter "free and reduced" lunch counts.

## **B. OPPORTUNITY TO LEARN INDICATORS (OTL)**

The data entitled Opportunity-to-Learn Indicators (OTL) are indicative of students' chances or opportunities to learn. These indicators are calculated according to formulas established by the Department of Public Instruction for all Wisconsin public school districts. For the purpose of this report, OTL indicators include attendance rates, truancy rates, retention rates, suspension rates, and expulsion rates. OTL indicator data can be judged relative to several benchmarks:

- ◆ the change in the OTL indicator from school year to school year;
- ◆ a school comparison with an aggregate of all School District of Beloit elementary schools;
- ◆ comparison of an aggregate of P5 schools with an aggregate of Non-P5 schools.

These data provide information that may be related to how well a school's students are performing on several district- and state-administered measures of achievement.

The aggregate attendance rate for P5 schools (94.63%) did not exceed the district K-5 average of 95.18% or the aggregate attendance rate for Non-P5 schools of 95.57%. Two P5 schools showed an increase in attendance compared to the previous year. Three of the five P5 schools

showed a minimal decline in attendance, while the overall P5 attendance average remained consistent with the previous year.

Two of five P5 schools showed a decrease in truancy rates<sup>3</sup> compared to the previous year.

The aggregate retention rate for P5 schools (1.80%) was below the district elementary average of 2.12%. Three P5 schools experienced an increase in the percentage of retentions compared to the previous year.

The aggregate suspension rate for P5 schools (0.21%) was slightly above the district elementary average of 0.17% and the Non-P5 average (0.14%). Compared to the previous year, three of five P5 schools showed a decrease in suspension rates.

The aggregate expulsion rate for all P5 schools (0%) was below the district elementary average (0.06%), and the Non-P5 average (0.10%). Rates were comparable to rates of the previous year (0%) for all five P5 schools.

Chart 5 provides a summary of OTL information for P5 schools, including general comparisons with Non-P5 schools, as well as overall district elementary figures. A comprehensive OTL profile for each P5 school is appended to this document.

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<sup>3</sup> Local truancy policies have been under review and state truancy statutes have been revised. Factors such as increased focus on policy enforcement and revised identification criteria make it difficult to conclude during this transitional period whether changes are a result of student behavior or artifacts of procedural changes.



**Chart 5**  
**Opportunity to Learn (OTL) Rates**

	<b>Attendance</b> %	<b>Truancy</b> %	<b>Retention</b> %	<b>Suspension</b> %	<b>Expulsion</b> %
Beloit District (PK-5)	95.18	6.8	2.12	0.17	0.06
P5 Average	94.63	10.12	1.80	0.21	0.00
Non-P5 Average	95.57	4.58	2.31	0.14	0.10
<b>P5 Schools</b>					
Burdge	95.24	19.90	0.00	0.23	0.00
Hackett	94.56	6.96	2.79	0.14	0.00
McLenegan	95.25	11.15	1.15	0.31	0.00
Merrill	94.34	7.30	0.32	0.19	0.00
Wright	94.05	9.33	4.48	0.27	0.00

**OTL DEFINITIONS:**

**Attendance Rate:** Actual days of attendance divided by possible days of attendance, and reported as a percentage.

**Truancy:** A truant is a student who is absent from school for more than the established number of acceptable days, without acceptable notices and/or excuses. The truancy rate is the number of truants divided by the third Friday enrollment and reported as a percentage.

**Retention:** Action taken when a student must either repeat a grade or needs additional time to complete a program. Retention rates reflect the number of retentions divided by the third Friday enrollment, reported as a percentage.

**Suspension (Out-of-School):** Suspensions are absences imposed by the school board for disciplinary reasons. The suspension rate is the number of days lost to suspension divided by the possible days of attendance, regardless of the number of students suspended.

**Expulsion:** Sanction that prohibits a student from attending school, imposed by formal school board action for discipline purposes. The expulsion process is regulated by § 120.13(1)(c) and §119.25, Wis. Stats. The percent of students expelled is the number of students expelled divided by the third Friday enrollment. The expulsion rate is the number of days lost to expulsion (i.e., number of days expelled) divided by the possible days of attendance.

## C. MOBILITY

The total mobility rate decreased for three of five P5 schools. The percent of students transported back to the site for the remaining school year increased compared to the previous year for 4 schools. The collective P5 rate of transporting students increased from 28% to 42%.

The mobility rates, in terms of percent withdrawn during the school year, improved for three of five P5 schools, showing decreases compared to the previous year. Collectively, the P5 rate of student loss decreased to 14% (1999-00) from 16% (1998-99).

The total mobility rates, in terms of percent of students moving both in and out during the school year, improved for three of five P5 schools, showing decreases compared to the previous year. Collectively, the P5 rate of total mobility decreased to 32% (1999-00) from 35% (1998-99).

The P5 program attempts to slow the rate of mobility through providing transportation to students moving within the district, but outside the school site attendance area. This allows some students to stay in the school at which they started the year. There are aspects of mobility that limit the effectiveness of this strategy. Some students are not eligible because the family moved out of the district. Some students who are eligible to be transported back do not take advantage of this option. The following represent typical reasons a family declines: a desire to make new neighborhood and school connections; bus schedules do not work for the family situation; riding a bus from another neighborhood requires spending extra time. Mobility is also effected by students moving into the school site attendance area. These students are not eligible for transportation if they are moving from outside the district or from a Non-P5 school site within the district.

Chart 6 provides a summary of mobility information for P5 schools. A comprehensive mobility profile for each P5 school is appended to this document.

Chart 6  
Mobility Rates

P5 Schools	% Trans. Back			% Withdrawn			Total Mobility		
	1997-98	1998-99	1999-2000	1997-98	1998-99	1999-2000	1997-98	1998-99	1999-2000
Burdge	32%	24%	0%	14%	13%	5%	30%	29%	13%
Hackett	34%	27%	51%	19%	23%	23%	42%	48%	45%
McLenegan	12%	0%	18%	19%	16%	10%	67%	32%	23%
Merrill	29%	26%	33%	11%	11%	13%	45%	30%	38%
Wright	16%	44%	46%	26%	16%	15%	54%	30%	30%
P5 Average	26%	28%	42%	17%	16%	14%	46%	35%	32%

**Definitions:**

**% Trans. Back** - percent of students who moved and were transported back to the building for the remainder of the school year.

**% Withdrawn** - percent of students leaving the building because they were not eligible for transportation or refused the offer compared to total enrollment.

**% Total Mobility** - combined percent of students who transferred into the building and students who withdrew from the building or district after the start of the school year, compared to total enrollment.

## III. ASSESSMENT RESULTS

### A. CTBS-5: Comprehensive Test of Basic Skills (Terra Nova) – Grade 2

The School District of Beloit assessed elementary students at grade level 2 this past February 2000 using the Comprehensive Test of Basic Skills, Multiple Assessments (Lvl 12, Form A). The purpose of the assessment was to gather information about what students know in core academic subjects. The assessment results provide feedback that is useful in educational planning, preparation for the Wisconsin *Knowledge & Concepts Exams* at grades 4, 8, and 10, and meeting accountability requirements for educational programming supported by federal and state agencies.

The *Comprehensive Test of Basic Skills (CTBS-5)* is unique in design and format. The test evolved from collaboration among experienced test developers, artists, published writers, teachers, other educators, and students. The *CTBS-5* addresses the need for a test that matches instruction, engages students, and puts students at ease so they can do their best work.

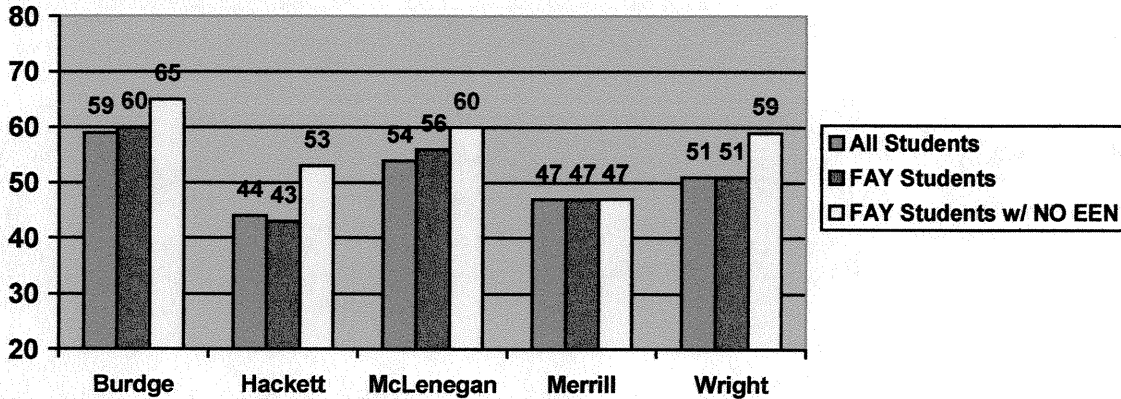
The *CTBS-5* measures student achievement in Reading, Language Arts, Mathematics, Science, and Social Studies. These standardized tests combine various measures of student achievement, including multiple-choice items and short-answer items. Each of the multiple-choice items requires the student to select the best possible answer among the several choices given. The short-answer items allow students to produce their own responses that show what they know and what they can do with their knowledge.

Students earn norm-referenced scores and proficiency scores on the *CTBS-5*. Norm-referenced scores answer the question, "*How do Beloit students compare with students throughout the country?*" Mean normal curve equivalents (NCEs) are reported for each subject tested. NCEs are based on an equal-interval scale ranging from 1 to 99 with a mean of 50. The NCE scale also coincides with the national percentile scale at 1, 50, and 99 and can be used to evaluate achievement gains over time. The skills and content assessed by the *CTBS-5* are developmentally grouped by grade bands: Grades 1-2 (primary), Grades 3-5 (elementary), Grades 6-8 (middle), and Grades 9-12 (high). All second grade students work toward reaching proficiency by the completion of Grade 2.

## 1. Reading – Grade 2

The chart below shows how Beloit second graders at the five P5 schools performed on the CTBS - 5 assessment in reading. The average NCE scores indicate that students who attended the same school for a full academic year and do not have special education needs scored above the average national benchmark (NCE = 50) at four of the five P5 schools.

Chart 7



**Note.** FAY = full academic year student. EEN = Exceptional Education Need.

In Reading, the entire test group at two of the five P5 schools matched or exceeded performance from the year before and two scored above the overall district average. Chart 8 summarizes this data.

Chart 8

### Reading Mean Normal Curve Equivalents

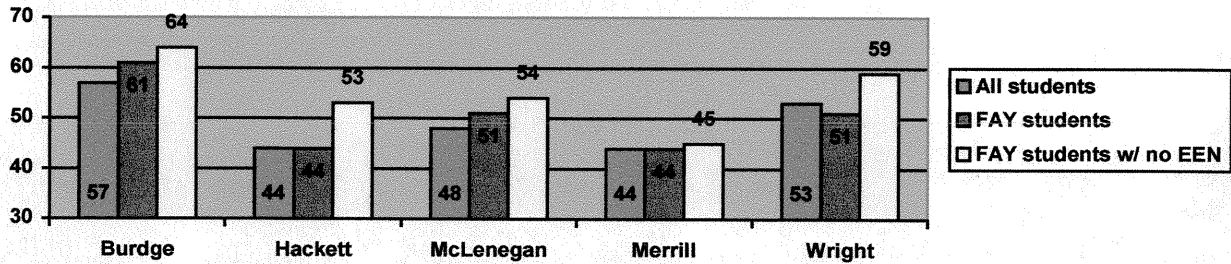
School	1999-2000	1998-1999	1997-1998
Burdge	59	59	60
Hackett	44	47	45
McLenegan	54	50	50
Merrill	47	55	57
Wright	51	52	50
<b>District</b>	<b>53.5</b>	<b>53</b>	<b>52</b>

Normal Curve Equivalent (NCE): a norm-referenced score ranging from 1 to 99 (mean=50).  
NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.

## 2. Language Arts – Grade 2

Chart 9 shows how second graders at Beloit P5 schools performed in Language Arts in the Spring of 2000. Four of the five P5 schools whose students attended the same school for a full academic year and were not receiving special education services scored above the national average (NCE = 50).

Chart 9



**Note.** FAY = full academic year student. EEN = Exceptional Education Need.

In Language, the entire test group at two of the five P5 schools met or exceeded the national performance benchmark (NCE = 50) for 1999-00. Compared to the previous year, none of the five schools experienced increased scores. Chart 10 summarizes this data.

Chart 10

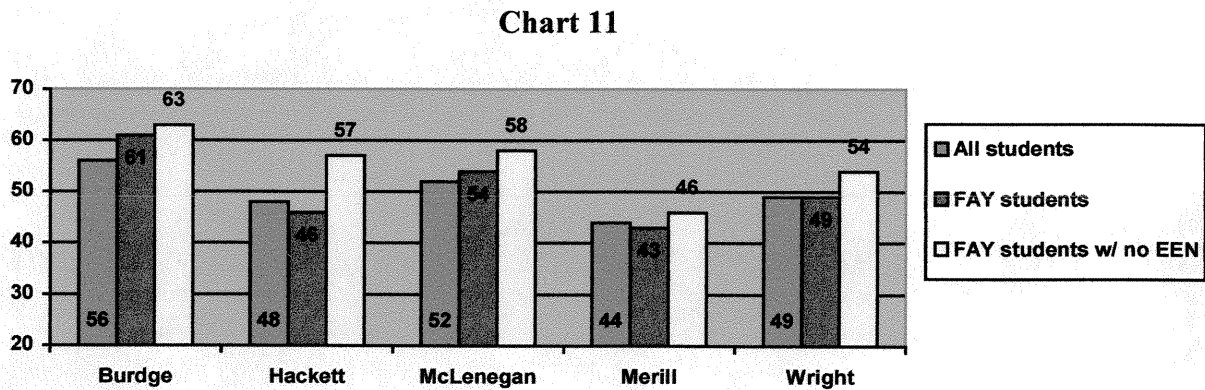
### Language Arts Mean Normal Curve Equivalents

School	1999-2000	1998-1999	1997-1998
Burdge	57	68	62
Hackett	44	48	50
McLenegan	48	50	52
Merrill	44	49	45
Wright	53	58	55
<b>District</b>	<b>51.7</b>	<b>55</b>	<b>54</b>

**Normal Curve Equivalent (NCE):** a norm-referenced score ranging from 1 to 99 (mean=50).  
NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.

### 3. Math – Grade 2

Chart 11 shows how second graders at Beloit P5 schools performed in mathematics in the Spring of 2000. Four of the five P5 schools whose students attended the same school for a full academic year and were not receiving special education services scored above the national average (NCE = 50).



**Note.** FAY = full academic year student. EEN = Exceptional Education Need.

In Math, two of the five P5 schools exceeded the national performance benchmark (NCE = 50) for 1999-00. Compared to the previous year, two of five schools experienced increased scores. Chart 12 summarizes this data.

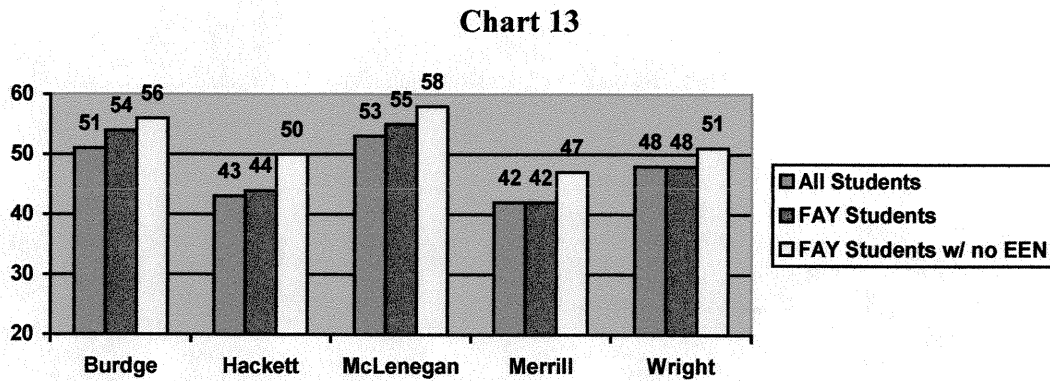
**Chart 12**  
**Math**  
**Mean Normal Curve Equivalents**

School	1999-2000	1998-1999	1997-1998
Burdge	56	52	48
Hackett	48	54	48
McLanegan	52	49	47
Merrill	44	53	44
Wright	49	49	49
<b>District</b>	<b>55</b>	<b>57</b>	<b>51</b>

**Normal Curve Equivalent (NCE):** a norm-referenced score ranging from 1 to 99 (mean=50). NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.

## 4. Science – Grade 2

Chart 13 shows how second graders at Beloit P5 schools performed in science in the Spring of 2000. Four of the five P5 schools whose students attended the same school for a full academic year and were not receiving special education services scored at or above the national average (NCE = 50).



**Note.** FAY = full academic year student. EEN = Exceptional Education Need.

For Science, two of the five P5 schools exceeded the national performance benchmark (NCE = 50) for 1999-00. Compared to the previous year, four of the five schools experienced a decline in performance. Chart 14 summarizes this data.

**Chart 14**  
**Science**  
**Mean Normal Curve Equivalents**

School	1999-2000	1998-1999	1997-1998
Burdge	51	55	44
Hackett	43	48	43
McLenegan	53	55	50
Merrill	42	56	32
Wright	48	48	42
<b>District</b>	<b>51</b>	<b>55</b>	<b>48</b>

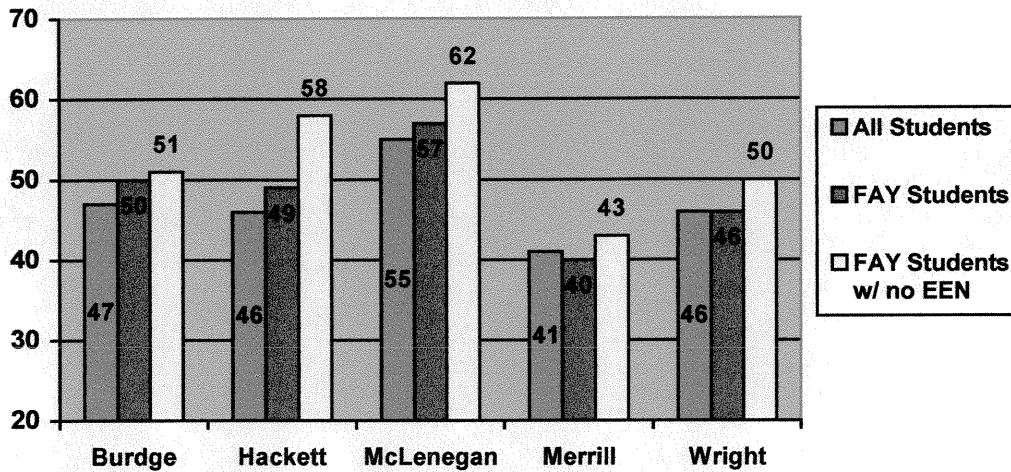
**Normal Curve Equivalent (NCE):** a norm-referenced score ranging from 1 to 99 (mean=50). NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.



## 5. Social Studies – Grade 2

Chart 13 shows how second graders at Beloit P5 schools performed in social studies in the Spring of 2000. Four of the five P5 schools whose students attended the same school for a full academic year and were not receiving special education services scored at or above the national average (NCE = 50).

**Chart 15**



**Note.** FAY = full academic year student. EEN = Exceptional Education Need.

In Social Studies, one of the five P5 schools met or exceeded the national performance benchmark (NCE = 50) for 1999-00. Compared to the previous year, none of the five schools experienced increased scores. Chart 16 summarizes this data.

**Chart 16**

### Social Studies Mean Normal Curve Equivalents

School	1999-2000	1998-1999	1997-1998
Burdge	47	55	43
Hackett	46	49	52
McLenegan	55	55	47
Merrill	41	50	37
Wright	46	50	52
<b>District</b>	<b>51</b>	<b>54</b>	<b>51</b>

**Normal Curve Equivalent (NCE):** a norm-referenced score ranging from 1 to 99 (mean=50). NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.

## B. WRCT: Wisconsin Reading Comprehension Test – Grade 3

Each school district in the state is required to participate in the Wisconsin Reading Comprehension Test (WRCT) which is given to 3rd grade students each spring. The reading test has four purposes: to identify the reading level of individual students with respect to state proficiency levels, to provide districts with information that will help evaluate their primary reading programs, to allow districts to compare the performance of their students with state proficiency levels, and to provide data for meeting federal and state statutory requirements regarding student assessment.

The WRCT was developed by Wisconsin educators in cooperation with the Department of Public Instruction. It is administered in three sessions and consists of three reading passages, two narrative stories of about 1,200 words each and one expository report of about 700 words. Each passage is followed by a set of questions that measure reading comprehension. The 1999-2000 WRCT contained 63 multiple-choice reading comprehension questions (1 pt. each) and two short-answer reading comprehension questions (0-3 pts. each). The maximum possible score was 69.

Two of the five P5 schools saw a higher percentage of their third-graders score proficient or advanced than the state (74.1%). Four of five P5 schools continued to show progress over time as shown by Chart 17 where the 1999-2000 results are compared to a three-year average of students scoring proficient or advanced on the WRCT.

Chart 17

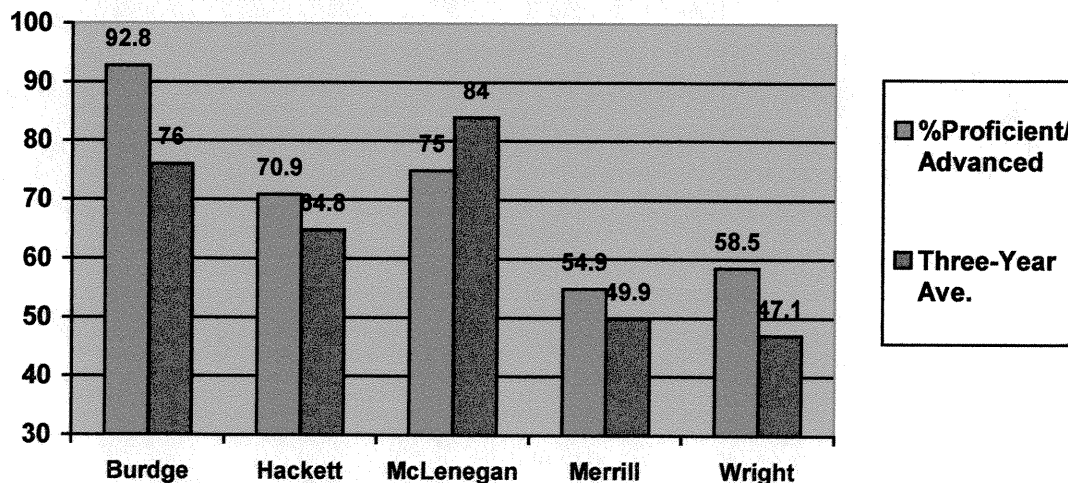
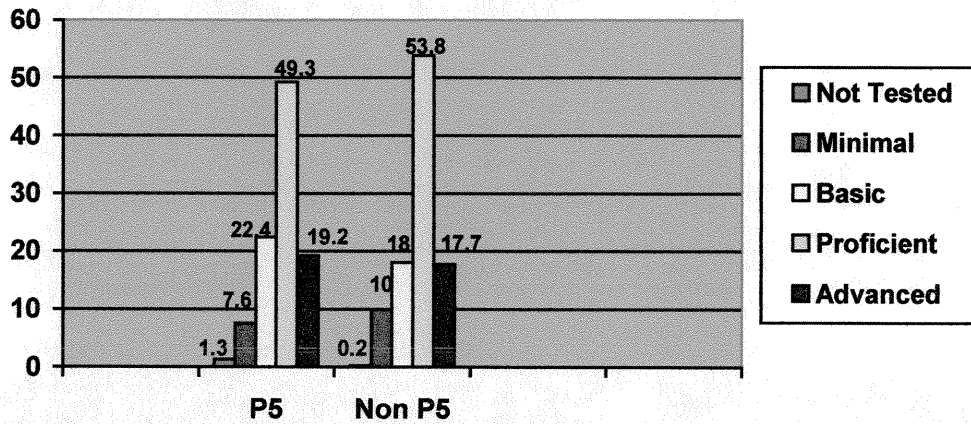


Chart 18 shows the aggregate scores of the P5 schools compared to the performance of the Non P5 schools. A total of 68.5% of P5 third grade test takers scored proficient or advanced compared to 71.5% of third graders at Non P5 schools. Only 1.3% of P5 students were excluded from the test, a figure that is well below the state average of 7.2%.

**Chart 18**



**WRCT Continuous Progress Indicators (CPI)**

The chart below presents the district's performance on the WRCT. The data, expressed as percentages, are for ALL STUDENTS. The first two data columns show the percentage of students Not Tested for the past two school years. The third data column shows the difference (1998-99 vs.1999-00). The next set of data columns show the percentage of students demonstrating Minimal Proficiency for the past two school years followed by the percentage demonstrating Proficient/Advanced achievement. The last column (CPI) shows the net improvement made by each school, the district and the state.

**Chart 19**

**Percent of ALL STUDENTS Demonstrating Reading Proficiency by School and Year.**

	% Not Tested			% Minimal Proficiency			% Proficient/Advanced			CPI
	98-99	99-00	(+/-)	98-99	99-00	(+/-)	98-99	99-00	(+/-)	
	<b>Wisconsin</b>	7.2	7.2	0	5.9	4.0	1.9	70.1	74.5	
<b>Beloit</b>	4.8	0.7	3.1	12.3	9.1	3.2	60.6	70.4	9.8	<b>+13.1</b>
Burdge	3.1	0.0	3.1	15.6	0.0	-15.6	53.1	92.8	39.7	+27.2
Hackett	17.6	0.0	17.6	2.0	9.1	-7.1	66.7	70.9	4.2	+14.7
McLenegan	2.3	6.3	-4.0	2.3	0.0	2.3	86.0	75.0	-11.0	-12.7
Merrill	0.0	0.0	0.0	7.7	11.8	-4.1	57.7	54.9	-2.8	+0.8
Wright	4.9	0.0	4.9	22.0	14.6	7.4	34.1	58.5	24.4	+43.9

## C. WKCE: Wisconsin Knowledge & Concepts Exam – Grade 4

Under public law, each school district in the state is required to participate in the Wisconsin Student Assessment System (WSAS), including a standardized achievement test for students in grade four. The Wisconsin Knowledge and Concepts Exams (WKCEs) measure student achievement in Reading, Language Arts, Mathematics, Science, Social Studies and Writing. These standardized tests combine various measures of student achievement, including multiple-choice and short-answer items.

Students earn two types of scores on the WKCEs: proficiency scores and norm-referenced scores. Proficiency scores answer the question “How does the achievement of our students compare with established high expectations for academic success?” At 4<sup>th</sup> grade, there are four performance levels: *Advanced, Proficient, Basic, and Minimal*. Continuous progress indicators based upon proficiency scores are presented in Chart 30. All Beloit P5 schools demonstrated continuous progress.

Norm-referenced scores answer the question, “How do our students compare with students throughout the country?” For the purpose of this document, mean normal curve equivalents (NCEs) are reported. NCEs are based on an equal-interval scale ranging from 1 to 99, with a mean of 50, coinciding with the national percentile scale at 1, 50 and 99. These scores can be used to compare student achievement across years.

For each content area, the first chart presents proficiency scores in terms of the percentage of students achieving at the level of Proficient or Advanced. The second chart presents norm-referenced scores in terms of mean normal curve equivalents, including comparisons with previous year results.

### **90% Rule**

According to the 90% rule, **the percent of Full Academic Year (FAY) students scoring at the Proficient level or above in each subject must be at least 90% of the 1997-98 statewide percent in that subject.** In Reading, Mathematics, Science, and Social studies, these percentages are 90% of the 1997-98 statewide percent scoring at the proficient level or above. In Language Arts, these percentages are 90% of the 1998-99 statewide percent scoring at the proficient level or above.

### **Continuous Progress Indicator**

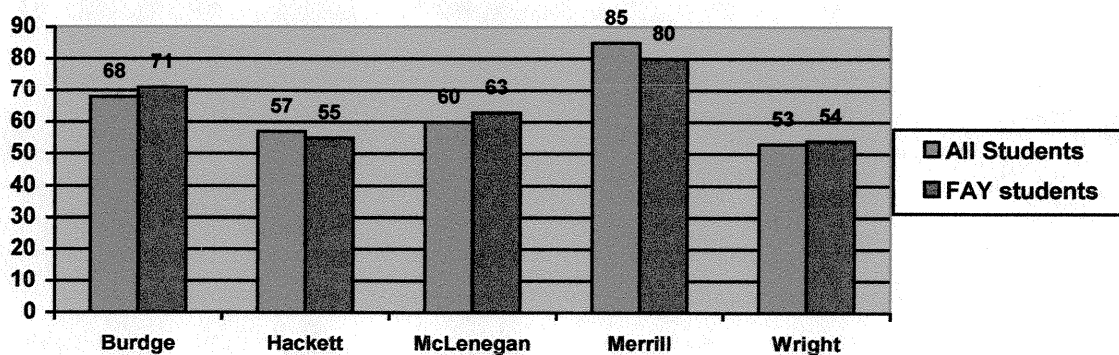
Use of the Continuous Progress Indicator (CPI) to evaluate school performance is based on a premise that schools should be credited for overall improvement in the percent of students in the Proficient and Advanced categories and/or for moving students from the Not-tested or Minimal categories to the Basic or above categories while not decreasing the percent in the top two categories. The percentage of FAY students reaching the Proficient level or above on the WKCEs subjects is expected to continue to increase until nearly all students have attained the goal. The percent of improvement required for successive school years depends upon previous school performance in a given subject area.

# 1. Reading – Grade 4

The chart below shows the percent of Beloit P5 elementary students demonstrating advanced achievement (in-depth understanding) and proficient achievement (competence) by school. The performance of each school can be compared to the following benchmarks:

**Wisconsin 90% Rule:** 62%  
**Beloit Average:** 68%

Chart 20



**Note.** FAY = full academic year student.

For Reading, two of the five P5 schools exceeded the national performance benchmark (NCE = 50) for 1999-00. Compared to the previous year, two of the P5 schools experienced an increase in scores. Chart 21 summarizes this data.

Chart 21

## Reading Mean Normal Curve Equivalents

School	1999-2000	1998-1999	1997-1998
Burdge	53	54	59
Hackett	47.5	45	45
McLenegan	49.5	54	57
Merrill	59.6	57	59
Wright	42.6	52	57
<b>District</b>	<b>50.4</b>	<b>55</b>	<b>55</b>

**Normal Curve Equivalent (NCE):** a norm-referenced score ranging from 1 to 99 (mean=50). NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.



## 2. Language Arts - Grade 4

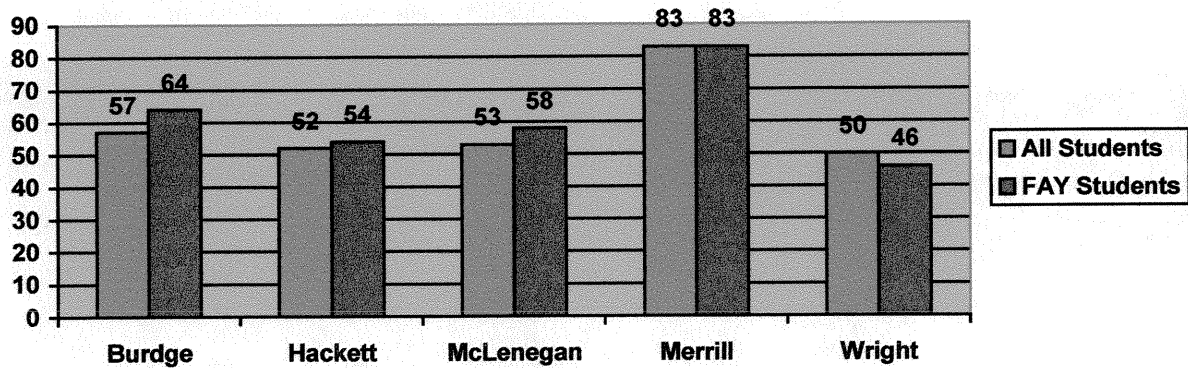
The chart below shows the percent of Beloit P5 elementary students demonstrating advanced achievement (in-depth understanding) and proficient achievement (competence) by school.

The performance of each school can be compared to the following benchmarks:

**Wisconsin 90% Rule:** 65%

**Beloit Average:** 68%

Chart 22



Note. FAY = full academic year student.

In Language Arts, three of the five P5 schools exceeded the national performance benchmark (NCE = 50) for 1999-2000. Compared to the previous year, two P5 schools experienced an increase in scores. Chart 23 summarizes this data.

Chart 23

### Language Arts Mean Normal Curve Equivalents

School	1999-2000	1998-1999	1997-1998
Burdge	52.3	56	60
Hackett	47	42	42
McLenegan	51.3	52	50
Merrill	57.4	55	55
Wright	39.7	51	55
<b>District</b>	<b>49.7</b>	<b>52</b>	<b>53</b>

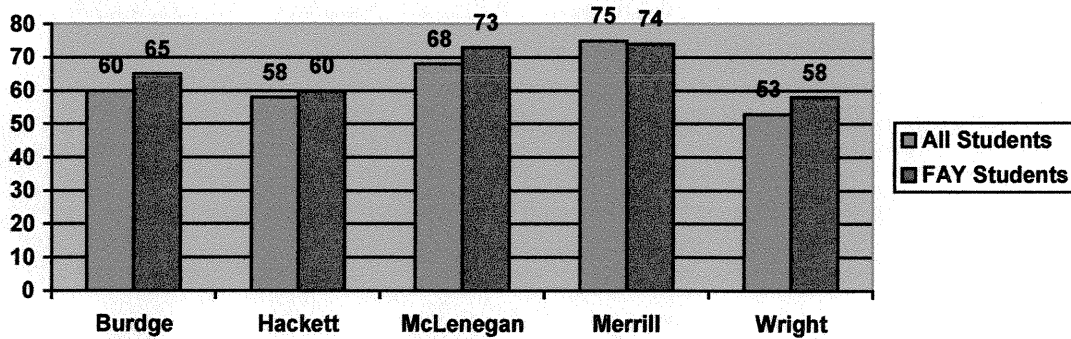
Normal Curve Equivalent (NCE): a norm-referenced score ranging from 1 to 99 (mean=50). NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.

### 3. Math – Grade 4

The chart below shows the percent of Beloit P5 elementary students demonstrating advanced achievement (in-depth understanding) and proficient achievement (competence) by school. The performance of each school can be compared to the following benchmarks:

Wisconsin 90% Rule: 47%  
Beloit Average: 63%

Chart 24



Note. FAY = full academic year student.

In Math, four of the five P5 schools exceeded the national performance benchmark (NCE = 50) for 1999-00. Compared to the previous year, three of five schools experienced an increase in scores.. Chart 25 summarizes this data.

Chart 25

#### Math Mean Normal Curve Equivalents

School	1999-2000	1998-1999	1997-1998
Burdge	51.8	48	54
Hackett	53.5	50	43
McLenegan	53	53	52
Merrill	58.1	53	50
Wright	45.1	49	52
<b>District</b>	<b>53.6</b>	<b>54</b>	<b>51</b>

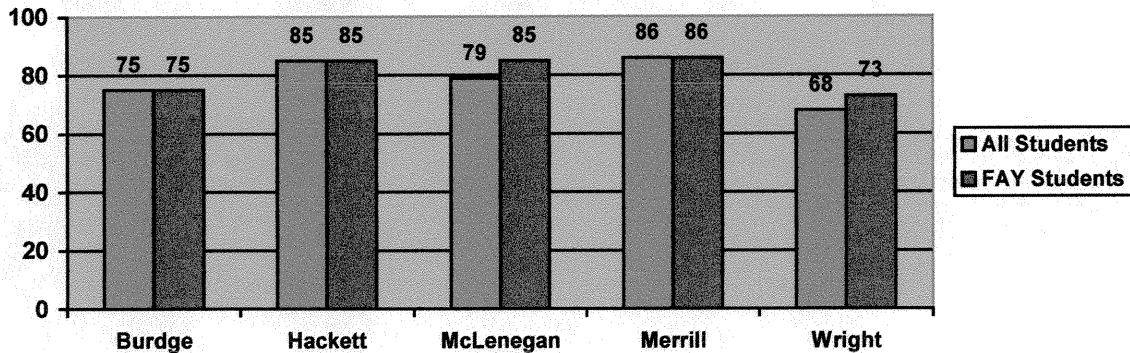
Normal Curve Equivalent (NCE): a norm-referenced score ranging from 1 to 99 (mean=50). NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.

## 4. Science

The chart below shows the percent of Beloit P5 elementary students demonstrating advanced achievement (in-depth understanding) and proficient achievement (competence) by school. The performance of each school can be compared to the following benchmarks:

**Wisconsin 90% Rule:** 58%  
**Beloit Average:** 84%

**Chart 26**



**Note.** FAY = full academic year student.

In Science, four of the five P5 schools exceeded the national performance benchmark (NCE = 50) for 1999-2000. Compared to the previous year, three of five schools experienced an increase in scores. Chart 27 summarizes this data.

**Chart 27**

### Science Mean Normal Curve Equivalents

School	1999-2000	1998-1999	1997-1998
Burdge	51.5	49	52
Hackett	54.7	55	44
McLenegan	58	52	53
Merrill	54.8	53	53
Wright	46.9	50	55
<b>District</b>	<b>55.9</b>	<b>55</b>	<b>52</b>

**Normal Curve Equivalent (NCE):** a norm-referenced score ranging from 1 to 99 (mean=50). NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.

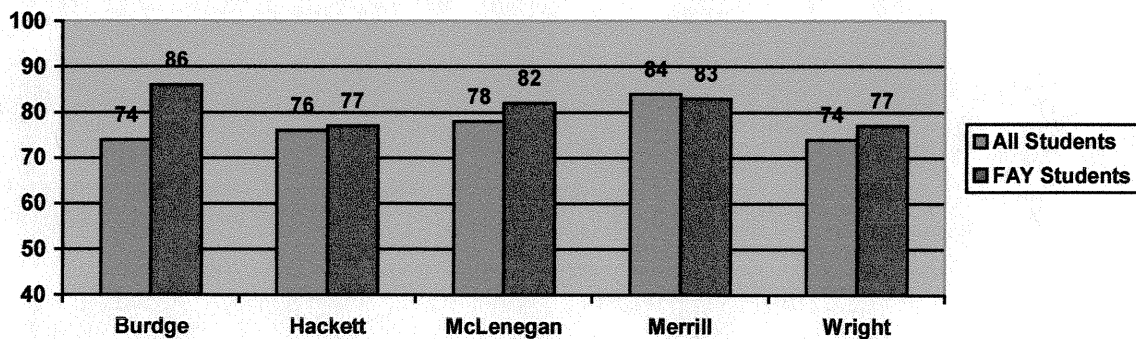


## 5. Social Studies

The chart below shows the percent of Beloit P5 elementary students demonstrating advanced achievement (in-depth understanding) and proficient achievement (competence) by school. The performance of each school can be compared to the following benchmarks:

**Wisconsin 90% Rule:** 56%  
**Beloit Average:** 81%

**Chart 28**



Note. FAY = full academic year student.

For Social Studies, four of five schools exceeded the national performance benchmark (NCE = 50) for 1999-00. Compared to the previous year, three of five schools experienced an increase in scores. Chart 29 summarizes this data.

**Chart 29**

### Social Studies Mean Normal Curve Equivalents

School	1999-2000	1998-1999	1997-1998
Burdge	54.5	53	48
Hackett	51.8	53	48
McLenegan	57.8	57	53
Merrill	56.3	56	50
Wright	48	52	55
<b>District</b>	<b>56.3</b>	<b>57</b>	<b>52</b>

**Normal Curve Equivalent (NCE):** a norm-referenced score ranging from 1 to 99 (mean=50). NCEs are based on an equal-interval scale and coincide with the national percentile scale at 1, 50 and 99.

### WKCE - Continuous Progress Indicators (CPI)

The chart below presents the School District of Beloit's performance on the state-mandated WKCEs for 1999-00. All data presented are for Full Academic Year (FAY) students expressed as percentages. The first two data columns show the percentage of FAY students Not Tested for the past two school years. The third data column shows the difference between the previous two-year average and 1999-2000 percents. The next set of data columns show the percentage of FAY students demonstrating Minimal Proficiency for the past two school years followed by the percentage demonstrating Proficient/Advanced achievement. The Continuous Progress Indicator (CPI) and the required Wisconsin performance criteria follow. **Four of the five Beloit P5 schools exceeded the Wisconsin "90 % Rule" and/or the required CPI in reading, and all five exceeded the criteria in math.**

**Chart 30**

**WKCE Continuous Progress Indicators for the School District of Beloit P-5 Schools**

	% Not Tested or Minimal Proficiency		(+/-)	% Proficient or Advanced		(+/-)	Total CPI	WI Perform- ance Criteria	Met criteria
	97-98 98-99 Ave.	99-00		97-98 98-99 Ave.	99-00				
<b>READING</b>									
Wisconsin	13.5	7	6.5	71	78	7	13.5	62 or +2	Yes
Beloit	16.5	11	5.5	66	68	2	7.5	62 or +2	Yes
Burdge	5.5	4	1.5	73.5	71	-2.5	-1	62 or +1	Yes
Hackett	25	17	8	51.5	55	3.5	11.5	62 or +2	Yes
McLenegan	13	14	-1	68	69	1	0	62 or +1	Yes
Merrill	23.5	0	23.5	73.5	80	6.5	30	62 or +2	Yes
Wright	20	12	8	69	54	-15	-7	62 or +2	No
<b>MATH</b>									
Wisconsin	10.5	6	4.5	62	74	12	18	47 or +1	Yes
Beloit	13.5	7	6.5	49	63	13	19.5	47 or +3	Yes
Burdge	8	7	1	48.5	65	16.5	17.5	47 or +2	Yes
Hackett	15	9	6	35	60	25	31	47 or +3	Yes
McLenegan	12.5	14	-1.5	47	73	26	24.5	47 or +3	Yes
Merrill	23.5	0	23.5	43.5	74	30.5	54	47 or +4	Yes
Wright	18	8	10	40	58	18	28	47 or +2	Yes

## D. Holistic Writing Assessment – Grades 2 & 5

With the intent to use authentic assessments of student performance in P5 schools, all second and fifth grade students submit a writing sample, in response to a selected prompt. These writing samples are scored and compared among second and fifth grade students from the P5 schools. Each writing sample is evaluated by teachers using an eight-point scoring guide (8=high, 1=low). Student writing samples which earn a score in the 6-8 point range are considered high quality, writing samples earning a score in the 4-5 point range are considered middle quality and samples earning a score of 3 points or below are considered lower quality writing.

### 1. Writing - Grade 2

The average scores for two of the five P5 schools exceeded the collective state average of P5 schools. When disaggregated across gender and race, the district P5 average scores for Asian and Black students exceeded the state P5 disaggregated average.

Two district P5 schools demonstrated improved scores compared to the previous year. When considered as a group, this was the second year in the past five years that the district P5 schools did not score higher than the state P5 average. The percent of students scoring at the Middle and High levels decreased compared to the previous year (67% vs. 78%) and did not exceed the state P5 percent (67% vs. 71%).

**Chart 31**

**Grade 2  
1999-2000  
Average Scores**

Type	# of Students	Overall Average	Male	Female	Asian	Black	Hisp	Indian	White
Burdge	34	5.32	5.37	5.27	--	4.78	6.33	--	5.85
Hackett	53	4.02	3.77	4.35	3.5	3.92	4.31	3.0	3.96
McLenegan	49	3.71	3.47	4.11	6.0	4.0	2.0	--	3.69
Merrill	46	3.59	3.25	3.77	--	3.71	3.0	--	3.4
Wright	34	4.56	4.61	4.5	--	4.88	3.67	5.0	4.88
<b>District P5 Schools</b>	<b>216</b>	<b>4.15</b>	<b>4.02</b>	<b>4.29</b>	<b>6.0</b>	<b>4.19</b>	<b>3.97</b>	<b>3.67</b>	<b>4.17</b>
<b>State P5 Schools</b>	<b>2555</b>	<b>4.21</b>	<b>4.02</b>	<b>4.40</b>	<b>4.92</b>	<b>4.1</b>	<b>4.41</b>	<b>3.78</b>	<b>4.34</b>

**Chart 32**  
**Grade 2**  
**1995-96 to 1999-2000**

School/ Year	# Students	Low 2-3		Middle 4-5		High 6-8		Avg. Score
		#	%	#	%	#	%	
<b>Burdge</b>								
1995-96	47	7	15%	29	62%	11	23%	4.60
1996-97	29	8	17%	17	59%	4	14%	4.07
1997-98	25	2	8%	13	52%	10	40%	5.08
1998-99	31	2	6%	21	68%	8	26%	4.87
1999-00	34	3	9%	15	44%	16	47%	5.32
<b>Hackett</b>								
1995-96	59	20	34%	30	51%	9	15%	4.09
1996-97	52	11	21%	32	62%	9	17%	4.29
1997-98	55	14	25%	30	55%	11	20%	4.33
1998-99	66	20	30%	40	61%	6	9%	3.91
1999-00	53	16	30%	29	55%	8	15%	4.02
<b>McLenegan</b>								
1995-96	21	5	24%	14	67%	2	9%	4.14
1996-97	30	12	40%	14	47%	4	13%	3.83
1997-98	47	7	15%	28	60%	12	25%	4.68
1998-99	44	17	39%	22	50%	5	11%	3.89
1999-00	49	22	45%	24	49%	3	6%	3.71
<b>Merrill</b>								
1995-96	40	10	25%	25	62%	5	13%	4.08
1996-97	45	14	31%	26	58%	5	11%	3.93
1997-98	46	15	33%	24	52%	7	15%	3.98
1998-99	49	8	16%	39	80%	2	4%	4.02
1999-00	46	21	46%	23	50%	2	4%	3.59
<b>Wright</b>								
1995-96	26	5	19%	16	62%	5	19%	4.40
1996-97	44	5	11%	28	64%	11	25%	4.70
1997-98	34	2	6%	22	65%	10	29%	4.82
1998-99	33	1	3%	23	70%	9	27%	4.76
1999-00	34	8	24%	18	53%	8	24%	4.56
<b>District P5</b>								
1995-96	193	47	24%	114	59%	32	17%	4.26
1996-97	200	50	25%	117	59%	33	16%	4.19
1997-98	207	40	19%	117	57%	50	24%	4.50
1998-99	223	48	22%	145	65%	30	13%	4.19
1999-00	216	70	32%	109	50%	37	17%	4.15
<b>State P5</b>								
1995-96	2514	Information Not Available						4.24
1996-97	2595	874	34%	1413	54%	308	12%	3.95
1997-98	2665	698	26%	1472	55%	495	19%	4.23
1998-99	2657	495	19%	1725	65%	437	16%	4.26
1999-00	2555	748	29%	1301	51%	506	20%	4.21

## 2. Writing - Grade 5

The average scores for three of the five P5 schools exceeded the collective average of the state P5 schools. The district P5 schools, as a group, also scored above the state P5 average. When disaggregated across gender and race, the district P5 averages for males and for Black students exceeded the state P5 disaggregated averages. See Chart 33 for a summary of this data.

**Chart 33**

**Grade 5  
1999-2000  
Average Scores**

School	# of Students	Overall Average	Male	Female	Asian	Black	Hisp	Indian	White
Burdge	24	5.04	4.93	5.20	--	5.00	4.50	--	5.25
Hackett	57	4.47	4.10	4.86	4.00	4.89	4.15	--	4.33
McLenegan	28	4.79	5.00	4.67	--	4.36	--	--	5.06
Merrill	46	4.70	4.70	4.69	--	4.69	5.00	--	4.00
Wright	32	4.31	4.25	4.38	--	4.25	4.00	--	4.83
<b>District P5 Schools</b>	<b>187</b>	<b>4.62</b>	<b>4.49</b>	<b>4.73</b>	<b>4.00</b>	<b>4.65</b>	<b>4.38</b>	<b>--</b>	<b>4.71</b>
<b>State P5 Schools</b>	<b>2286</b>	<b>4.59</b>	<b>4.42</b>	<b>4.76</b>	<b>4.63</b>	<b>4.49</b>	<b>4.78</b>	<b>4.64</b>	<b>4.77</b>

The average scores for all five of the P5 schools improved compared to the previous year. All five P5 schools had scores improve compared to performance two years ago. When considered as a group, the district P5 schools scored higher than the state P5 average for the first time in the past five years. The percent of students scoring at the Middle and High levels increased compared to the previous year (93% vs. 82%). The percent of students performing at Middle and High levels was higher than the state P5 percent for this year (93% vs. 89%). This data is summarized in Chart 34.

**Chart 34**  
**Grade 5**  
**1995-96 to 1999-2000**

School/ Year	# Students	Low 2-3		Middle 4-5		High 6-8		Avg. Score
		#	%	#	%	#	%	
<b>Burdge</b>								
1995-96	34	17	50%	15	44%	2	6%	3.50
1996-97	17	3	18%	13	76%	1	6%	3.94
1997-98	26	10	38%	15	58%	1	4%	3.73
1998-99	32	5	16%	22	68%	5	16%	4.09
1999-00	24	0	0%	16	67%	8	33%	5.04
<b>Hackett</b>								
1995-96	47	13	28%	30	63%	4	9%	3.96
1996-97	55	14	25%	40	73%	1	2%	3.98
1997-98	54	24	44%	28	52%	2	4%	3.44
1998-99	43	18	42%	24	56%	1	2%	3.44
1999-00	57	6	11%	39	68%	12	21%	4.47
<b>McLenegan</b>								
1995-96	24	7	29%	17	71%	0	0%	4.0
1996-97	25	8	32%	15	60%	2	8%	4.0
1997-98	21	5	24%	14	67%	2	9%	4.05
1998-99	23	2	9%	19	82%	2	9%	4.3
1999-00	28	2	7%	20	71%	6	21%	4.79
<b>Merrill</b>								
1995-96	31	4	13%	23	74%	4	13%	4.48
1996-97	37	3	8%	28	76%	6	16%	4.43
1997-98	34	2	6%	30	88%	2	6%	4.29
1998-99	38	3	8%	33	87%	2	5%	4.05
1999-00	46	1	2%	34	74%	11	24%	4.70
<b>Wright</b>								
1995-96	31	10	32%	15	48%	6	19%	4.3
1996-97	35	6	17%	25	71%	4	12%	4.2
1997-98	28	5	18%	21	75%	2	7%	3.93
1998-99	24	1	4%	22	92%	1	4%	4.13
1999-00	32	3	9%	26	81%	3	9%	4.31
<b>District P5</b>								
1995-96	167	51	31%	100	60%	16	10%	4.05
1996-97	169	34	20%	119	70%	16	10%	4.13
1997-98	163	46	28%	108	66%	9	6%	3.83
1998-99	160	29	18%	120	75%	11	7%	3.94
1999-00	187	12	6%	135	72%	40	21%	4.62
<b>State P5</b>								
1995-96	2007	Information Not Available						4.47
1996-97	1950	420	22%	1187	60%	343	18%	4.32
1997-98	2047	344	17%	1471	72%	232	11%	4.20
1998-99	2139	341	16%	1555	73%	243	11%	4.20
1999-00	2286	269	12%	1497	65%	520	23%	4.59

## **E. Economically Disadvantaged Students: Performance on the WKCEs: Reading & Math - Grade 4**

In the area of **Reading**, the percent of economically disadvantaged students demonstrating Proficient or Advanced performance at P5 schools (64%) exceeded the district average percent (62%) and the Non P5 percent (61%). The percent of P5 economically disadvantaged students demonstrating Proficient or Advanced performance exceeded the state average (61%).

In the area of **Math**, the percent of economically disadvantaged students demonstrating Proficient or Advanced performance at P5 schools (66%) exceeded the district average percent (59%) and the Non-P5 percent (59%). The percent of P5 economically disadvantaged students demonstrating Proficient or Advanced performance exceeded the state average (57%) as well.

Collectively, the percent of economically disadvantaged students at P5 schools demonstrating Proficient or Advanced performance levels was higher than the District and the State averages for economically disadvantaged students. See Chart 35 for a summary of the above data.

**Chart 35**

**% Proficient/Advanced**

(Students attending the school for one or more school years.)

<b>School</b>	<b>Reading</b>	<b>Math</b>
Burdge	71	65
<i>Econ. Disad.</i>	69	58
Hackett	55	60
<i>Econ. Disad.</i>	45	70
McLenegan	63	73
<i>Econ. Disad.</i>	*	*
Merrill	80	74
<i>Econ. Disad.</i>	85	75
Wright	54	58
<i>Econ. Disad.</i>	44	50
P-5 Average	65	66
<i>Econ. Disad.</i>	64	66
Non P-5 Average	70	66
<i>Econ. Disad.</i>	61	59
District Average	68	63
<i>Econ. Disad.</i>	62	59
State Average	78	74
<i>Econ. Disad.</i>	61	57

\*Only one student in the test group satisfied the state definition of economically disadvantaged. The District has chosen not to publish the results of that student in this report. The impact of excluding the results is minimal on the overall percentages reported.



## IV. STAFF DEVELOPMENT

Staff development opportunities enable P5 schools to enhance the ability of teachers and other staff members to help all children meet high academic expectations. Site-based management allows each school to plan opportunities relevant to the particular student population and staff member needs. See the attached individual school reports for a detailed list of opportunities and events conducted by each P5 site.

**Chart 36**

**Staff Development  
1999-2000**

<b>School</b>	<b># Opportunities</b>	<b># Participants</b>
Burdge	37	181
Hackett	54	346
McLenegan	37	296
Merrill	55	450
Wright	88	338
<b>Total</b>	<b>271</b>	<b>1611</b>

## V. PARENT INVOLVEMENT

The home school partnership is an important component of supporting high student academic achievement. All P5 schools provide a variety of parent-focused activities, including home-school coordination efforts that enhance communication with parents and the direct involvement of parents. Parents are encouraged to volunteer in classrooms, and for special events. Conferences (parent-teacher-student) are scheduled at all sites twice a year, and as needed throughout the year to address special student needs. Other typical strategies include home visits, parent compacts and parent newsletters. See the individual site reports attached to this document for a detailed list of opportunities and events conducted by each P5 site.

Chart 37

### Parent & Family Involvement 1999-2000

School	# Events/ Opportunities	# Participants	
		# Parents	# Other Family
Burdge	147	1157	214
Hackett	278	2605	804
McLenegan	153	1594	854
Merrill	780	2850	
Wright	99	2019	
<b>Total</b>	<b>1,457</b>	<b>10,225</b>	<b>1,872</b>