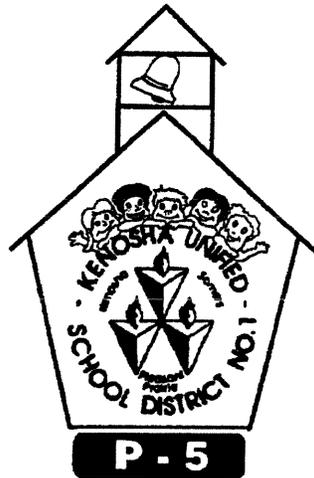


Kenosha Unified School District No. 1

P-5 Evaluation

Preschool to Grade 5

1999 - 2000



Dr. Michael L. Johnson
Superintendent of Schools

Dr. Alan Hoffman
K - 8 Instruction

Carol Theesfeld
Title I/P-5 Program Manager

Kenosha Unified School District No. 1

P-5 Schools 1999-00

Carol Theesfeld
Title I/P-5 Program Manager

Phone: 414-653-6378 Fax: 414-653-6379 Email: ctheesfe@kUSD.kUSD.edu

Maria R. Berea - Secretary

Phone: 414-653-6378 Fax: 414-653-6379 Email: mberea@kUSD.kUSD.edu

Ms. Belinda Cronin
Bain Elementary School

2210 - 52nd Street
Kenosha, WI 53140
School: 653-6305
Principal: 653-6306
Fax: 653-6306

E-mail: bcronin@kUSD.kUSD.edu

Ms. Melvina Lube
Jefferson Elementary School

1832 - 43rd Street
Kenosha, WI 53140
Phone: 653-6390
Fax: 653-7578

E-mail: mlube@kUSD.kUSD.edu

Ms. Sue Valeri, Interim Principal
Columbus Elementary School

6410 - 25th Avenue
Kenosha, WI 53143
School: 653-6242
Principal: 7368
Fax: 653-7481

E-mail: svaleri@kUSD.kUSD.edu

Mr. Richard Aiello
Lincoln Elementary School

6811 - 18th Avenue
Kenosha, WI 53140
School: 653-6395
Principal: 653-6396
Fax: 653-7639

E-mail: raiello@kUSD.kUSD.edu

Mr. Gordon Hess
Frank Elementary School

1816 - 57th Street
Kenosha, WI 53140
School: 653-6324
Principal: 653-6243
Fax: 653-6393

E-mail: ghess@kUSD.kUSD.edu

Mr. Jonathan Bar-Din
Curtis Strange Elementary School

5414 - 49th Avenue
Kenosha, WI 53144
School: 653-6024
Principal: 653-6247
Fax: 653-6247

E-mail: jbardin@kUSD.kUSD.edu

Mr. Milt Thomson
Wilson Elementary School

4520 33rd Avenue
Kenosha, WI 53144
Phone: (262)653-6094
Fax: (262)653-5993

E-mail: mithomps@kUSD.kUSD.edu

P-5 EVALUATION ***PRESCHOOL GRADE 5***

1999-2000



“BAIN BOBCAT”

EDWARD BAIN ELEMENTARY SCHOOL
BELINDA J. CRONIN, PRINCIPAL
2210 52ND STREET
KENOSHA, WI 53140
(262)653-6305

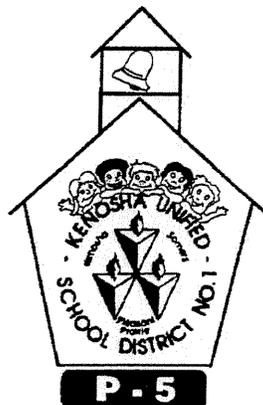


TABLE OF CONTENTS

SCHOOL DESCRIPTION	I
A. SCHOOL'S MISSION STATEMENT	
B. STANDARD P-5 PROGRAM FEATURES	
C. UNIQUE PROGRAM FEATURES	
DEMOGRAPHIC INFORMATION	II
A. ENROLLMENT	
B. ETHNICITY	
C. GENDER	
D. FREE AND REDUCED LUNCH	
E. MOBILITY	
F. ATTENDANCE	
P-5 PERFORMANCE STANDARDS	III
A. 1998-1999	
B. 1999-2000	
ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS	IV
ANALYSIS OF ACHIEVEMENT	V
P-5 HOLISTIC WRITING SAMPLE RESULTS	VI
A. 1997-1998	
B. 1998-1999	
C. 1999-2000	
COORDINATION WITH OTHER PROGRAMS	VII
PROFESSIONAL DEVELOPMENT	VIII
PARENT/COMMUNITY INVOLVEMENT	IX
SITE BASED MANAGEMENT SCHOOL ADVISORY COUNCIL MEMBERS	X

I SCHOOL DESCRIPTION

A. SCHOOL'S MISSION STATEMENT

Edward Bain Elementary embraces the opportunity and is committed to respect the diversity and uniqueness of our neighborhood children through innovative and holistic teaching strategies and techniques that insures their success.

B. School Beliefs

The Edward Bain Learning Community emphatically supports sound educational practices which prepare students for productive citizenship and the rigors of tomorrow. Our school philosophy is the cornerstone for directing our collective efforts. From this statement of purpose, specific goals and objectives are formed and aligned with Kenosha Unified School Districts Standards and Benchmarks for an integrated, arts based, and highly effective instructional program.

Edward Bain Elementary believes that children of diverse cultural backgrounds have the ability, potential and right to be educated in a safe, caring, inspirational and arts enriched Multi Cultural environment.

We believe that:

- All children can learn and be successful.
- Children of all cultural backgrounds must be respected, treated fairly and kindly.
- A variety of teaching strategies and techniques are necessary to meet and address individual needs.
- Critical thinking skills, problem solving, technology, and hands on activities are instrumental for student success.
- The "arts" are essential for student growth, confidence, and personal enrichment.
- Children are capable of assuming personal responsibility and accountability for their behavior and our environment.
- Ongoing communication and strong cooperation between the home and school is essential.

I SCHOOL DESCRIPTION

B. STANDARD P-5 PROGRAM FEATURES

1. Class Size

Class size was 15-22 full-time students per class in grades Kindergarten through Grade 3, 20-25 Grades 4 & 5. When the 25/1 ratio is reached, new pupils will be assigned to other sites according to district guidelines. These displaced students will be given the option to enroll at the P-5 school, pending available openings.

2. Mobility Reduction

P-5 funds were used to provide transportation for pupils who moved out of a P-5 attendance area to enable them to complete the school year at Edward Bain Elementary. Transportation was provided for 30 students.

3. P-5 Advisory Site-Based Council

Edward Bain's council, composed of staff, parents, and the school administrator, monitored the educational program through regular scheduled meetings.

4. Staff Development

Edward Bain Elementary provided staff development in areas which were coordinated with the school Effectiveness Plan and assist in the achievement of the P-5 and Title I goals, and Kenosha Unified School District #1 Standard and Benchmarks.

5. Multi disciplinary Team Process

Edward Bain Elementary met monthly and the guidelines of the M-Team process which is currently in place for the Kenosha Unified School District #1.

6. Testing

Edward Bain Elementary will followed the schedule currently in place for the Kenosha Unified School District. Each child was tested on schedule with the standardized test currently being used. Other assessments were utilized to determine student and school effectiveness as deemed necessary and appropriate.

7. Staff Evaluation

P-5 Coordinator - A written evaluation was completed by the principal/our Title I Coordinator utilizing the standard evaluation form of the Kenosha Unified School District. The evaluation alternated between classroom performance and program performance.

8. Evaluation of P-5 Project

A comprehensive evaluation was conducted for this site project by the Kenosha Unified School District Title I Department. A summative component was used to determine if the students' achievement and behavioral objectives have been met. Corrective action plans will be developed for specific objectives that need to improve in the area of reading/language arts as a school wide content initiative.

I SCHOOL DESCRIPTION

C. UNIQUE PROGRAM FEATURES

1. CONTINUATION OF THE JOSTEN'S COMPUTERIZED LEARNING LAB WITH PROGRAMS AVAILABLE IN LANGUAGE ARTS, READING, WRITING AND MATH. JOSTEN'S COMPLIMENTS AND ENHANCES INSTRUCTION WITH TECHNOLOGY BASED DEVELOPMENTAL CURRICULUM AND LEARNING ACTIVITIES. THIS PROGRAM ALSO ALLOWS EACH TEACHER TO INDIVIDUALIZE AND MONITOR STUDENT ACADEMIC PROGRESS.
2. CONTINUATION OF THE BAIN BEST PLUS , WAS DESIGNED TO PROVIDE AN ACADEMIC AFTER SCHOOL ENRICHMENT PROGRAM FOR GRADES 2-5, MEETING THREE TIMES A WEEK THROUGHOUT THE YEAR. PROGRAM PARTICIPATION WAS COORDINATED TO ENCOURAGE STUDENTS INVOLVED IN THE INTRAMURAL BASEBALL, BASKETBALL, AND FOOTBALL TO ESTABLISH AND MAINTAIN ACADEMIC SUCCESS WITH GRADES OF C OR BETTER.
3. OVER 600 HOME VISITS HAVE BEEN MADE BY OUT PARENT LIAISON, TEACHERS, ADMINISTRATOR, STAFF, AND BAIN BEST PLUS COORDINATOR
4. THE THIRD "STAND FOR CHILDREN RALLY" WAS CONDUCTED ON SITE WITH ATTENDANCE AND SUPPORT FROM NUMEROUS COMMUNITY REPRESENTATIVES, PARENTS, STAFF, AND STUDENTS. THIS EVENT FEATURED A COMMUNITY CONCERT AND FOOD DRIVE WITH MS. EASTERN SHORE, JOYA ZAMORA.
5. DESIGNATED AS MILTON HERSHEY SCHOOL NATIONAL CONSORTIUM FOR THE ARTS BELLWHETHER SITE FOR ARTS BASED PROGRAMMING.
6. AWARDED \$25,000 IN MUSICAL INSTRUMENT FROM MTV'S "SAVE THE MUSIC PROGRAM".
7. ALL STUDENT PERFORMANCES TELEVISED FOR CHANNEL 20 TELECABLE COMMUNITY PROGRAMMING.
8. EDWARD BAIN WAS IN THE FINAL YEAR OF BEING A CO-RECIPIENT OF A \$50,000 HERB KOHL GRANT TO CONTINUE AFTER SCHOOL PROGRAMMING IN COLLABORATION WITH THE KENOSHA BOYS AND GIRLS CLUB FOR AN EXTENDED PERIOD OF TIME DURING THE 1999-2000.
9. CONTINUATION OF MARCH READING CHALLENGE WITH DR. SUESS'S READ ACROSS AMERICA, CLASSROOM READING COMPETITION, READ & FEED BREAKFAST, AND SCHOOL-WIDE LIBRARY CELEBRITY READ IN.
10. SECOND YEAR AS A KIWANIS PROGRAM PARTICIPANT AS A TERRIFIC KIDS SCHOOL.

I SCHOOL DESCRIPTION

C. UNIQUE PROGRAM FEATURES

11. SECOND YEAR OF PREMIER AGENDA/JOURNALS FOR HOME/SCHOOL COMMUNICATION AND DEVELOPING STUDENT PLANNING AND ORGANIZATIONAL SKILLS.
12. CONTINUED COMMITMENT FOR EARLY CHILDHOOD EDUCATIONAL INITIATIVES WITH FUNDING OF THE PRE-K (4 YR OLD) KINDERGARTEN FOR THOSE STUDENTS IN NEED OF ADDITIONAL ACADEMIC SUPPORT. THREE EXTENDED DAY KINDERGARTEN'S ARE IN 2ND YEAR OF PROGRAMMING AT EDWARD BAIN ELEMENTARY.
13. CONTINUED TO ESTABLISHED BOYS/GIRLS SCOUTS & 4-H CLUB ACTIVITIES FOR STUDENTS.
14. CONTINUED THE MONTHLY SAFE NIGHT ACTIVITIES THROUGHOUT THE SCHOOL YEAR, INVOLVING STUDENTS, PARENTS AND U.W. EXTENSION STAFF AND RECEIVED STATEWIDE ACKNOWLEDGMENT.
15. CONTINUED THE EMPLOYMENT OF A PARENT LIAISON AND HOSTED MONTHLY "CHAT AND CHEW": ACTIVITIES FOR PARENTS/GUARDIANS.
16. THIRD ANNUAL READY, SET, CONNECT FAMILY EVENING COLLABORATION WITH HEADSTART STUDENTS AND FAMILIES WHICH INCLUDED A COMMUNITY FAIR OF RESOURCES AVAILABLE IN KENOSHA.
17. SECOND YEAR OF INCREASED ATTENDANCE RECOGNITION
18. SECOND BAIN'S TOBERFEST FOR FAMILIES AND STUDENTS.
19. FIELD TRIP COSTS FOR ALL STUDENTS ARE AVAILABLE AT A FREE OR REDUCED PRICE.
20. EDUCATIONAL ASSISTANTS AND TEACHING STAFF ARE TRAINED TO ADDRESS GROUP AND INDIVIDUAL STUDENTS DEFICITS IN READING WITH TRAINING AND MATERIALS FOR THE DIRECT INSTRUCTION READING MASTERY PROGRAM.
21. FUND WERE ALLOCATED TO ALLOW STUDENTS WHO MOVE FROM THE EDWARD BAIN ATTENDANCE ARE THE OPTION OF BEING TRANSPORTED BACK TO ENCOURAGE INSTRUCTIONAL CONTINUITY AND STABILITY
22. MONTHLY ENRICHMENT AND CULTURAL ACTIVITIES FOR INCREASED STUDENT AWARENESS AND APPRECIATION.
23. RECOGNIZED IN 98-99 BY KUSD AS NATIONAL PERCENTILE OF AVERAGE STANDING SCORE IN GRADE 4 MATH.
24. RECOGNIZED BY KUSD FOR PERCENT OF STUDENTS PERFORMING AT OR ABOVE AVERAGE IN GRADE 4 MATH AND LANGUAGE ARTS

II DEMOGRAPHIC INFORMATION

A. ENROLLMENT

EDWARD BAIN ELEMENTARY IS AN URBAN SCHOOL LOCATED IN THE HEART OF KENOSHA, WISCONSIN. THE POPULATION OF THE CITY ITSELF IS APPROXIMATELY 90,000. THE SCHOOL ENROLLMENT FOR THE 1997-98 RANGED FROM 380-400. THE 1998-99 ENROLLMENT WAS 370-390. 1999-2000 WAS 367-375.

A. School Description

Edward Bain Elementary is located in central Kenosha at 2210 - 52nd Street, Kenosha, WI 53140. Our telephone number is (262) 653-6305 and our fax number is (262)653-6306

The facility consists of an auditorium, gym, music room, art room, library, two computer labs, main office, speech room, social worker/psychologist room, counselor's office, reading room, and 16 classrooms. The facility was built in 1907 with an addition of eight additional rooms in 1913 and in 1954 a gymnasium with auxiliary rooms was added on. The former St. Anthony's Catholic School at 5116 - 23rd Ave. serves as the Edward Bain Annex.

B. Population Characteristics

Head Start, Early Childhood, Pre-Kindergarten, Kindergarten through grade 5 school. The staff consists of 16 classroom teachers, one Title I teacher with 4 Title I teacher assistants, specialists in the areas of art, gym, choral music, band/orchestra, library, computer lab assistant, learning resource specialist, 1 teacher with 1 assistant for the Emotionally Disturbed classroom, 2 Learning Disability teachers with 2 teaching assistants, 1 Cognitive Disability teacher, 1 Pre-Kindergarten (4 year old) teacher with 1 teaching assistant, a Speech Pathologist, a Speech Impact teacher with 1 teaching assistant, 4 Head Start teachers with 4 teaching assistants, a Social Worker/Psychologist, 2 half time Counselors, a .5 library assistant, 5 lunchroom supervisors, 1 home/school liaison, a Boy's & Girl's Club "Lighted School/CLC" Programming, 1 principal, 1 secretary, 1 clerical assistant, & 1 health/info assistant.

II DEMOGRAPHIC INFORMATION

B. ETHNICITY

		1997-1998	1998-1999	1999-2000
ENROLLMENT		455	345	367
	ASIAN	0.4%	0.6%	0.1%
	AFRICAN-AMERICAN	33.2%	31.0%	31.0%
	HISPANIC	20.9%	24.6%	21.0%
	NATIVE AMERICAN	0.7%	0.3%	0%
	WHITE	44.8%	43.5%	47%
PERCENT IN NEED		64.8%	74.7%	75%
AVERAGE DAILY ATTENDANCE		92.3%	91.6%	91.2%
HABITUAL TRUANCY RATE		51.7%	51.3%	32.72%
SUSPENSION RATE		22.6%	31.1%	32.37%
RETENTION RATE		3.5%	4.7%	4.63%

II DEMOGRAPHIC INFORMATION

C. GENDER

THE AVERAGE MALE POPULATION IS 53%.

THE AVERAGE FEMALE POPULATION IS 47%.

II DEMOGRAPHIC INFORMATION

D. FREE AND REDUCED LUNCH

1997-1998	64.8%
1998-1999	74.7%
1999-2000	75.0%

II DEMOGRAPHIC INFORMATION

E. MOBILITY

THE TRANSPORTATION COMPONENT OF THE P-5 PROGRAM WAS IMPLEMENTED IN NOVEMBER OF THE 1989-90 SCHOOL YEAR AND CONTINUED THROUGH THE 1999-2000 SCHOOL YEAR. THE INTENT OF THIS COMPONENT IS TO PROVIDE SCHOOL STABILITY FOR THESE STUDENTS. PARENTS ARE OFFERED TRANSPORTATION IN ORDER FOR TO HAVE THEIR CHILD REMAIN AT THE P-5 SCHOOL IN WHICH THE STUDENT WAS ENROLLED ON THE THIRD FRIDAY IN SEPTEMBER.

TRANSPORTATION	
SCHOOL YEAR	NUMBER OF STUDENT WHICH MOVED AND USED P-5 BUSSING
1997-1998	14
1998-1999	25
1999-2000	30

STUDENT MOBILITY STILL CONTINUES TO POSE GREAT CONCERNS. NEIGHBORHOOD HOUSING CONSISTS OF HOME OWNERS AND RENTAL UNITS. WHILE HOME OWNERS TEND TO HAVE OLDER CHILDREN, RENTAL PROPERTIES FLUCTUATE WITH OCCUPANCY SHARED BY A YOUNGER POPULATION OF MULTIPLE FAMILIES, EXTENDED FAMILIES, RELATIVES AND FRIENDS. AS WE CONTINUE TO GAIN A BETTER REPUTATION FOR STUDENT ATTENDANCE AND ACHIEVEMENT AS WELL AS THE IMPLEMENTATION OF EDWARD BAIN CREATIVE ARTS AS A NEIGHBORHOOD EFFECTIVE AND SUCCESSFUL SCHOOL, WE ARE CONFIDENT THAT MOBILITY PROBLEMS WILL DECREASE.

II DEMOGRAPHIC INFORMATION

F. ATTENDANCE

1997-1998 92.1%

1998- 1999 91.6%

1999 - 2000 91.2%

THIS WAS THE SECOND CONSECUTIVE YEAR, 1999-2000, IN WHICH EDWARD BAIN RECEIVED KENOSHA UNIFIED SCHOOL DISTRICT #1 RECOGNITION FOR IMPROVED ATTENDANCE DURING ONE QUARTER.

RATE: 91.2%

TEACHER ABSENCE RATE (TAR)	<u>ACTUAL</u>	<u>GOAL</u>
1999-2000	3.71%	3.92%
1998-1999	5.67%	4.14%
1997-1998	4.19%	4.35%

III P-5 PERFORMANCE STANDARDS

B. 1998-1999

1. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE WRCT WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.
2. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE 4TH GRADE WKCE READING AND MATH WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.
3. DISTRICT STANDARDIZED TEST(I.E. IOWA TEST OF BASIC SKILLS (ITBS). TO INCREASE THE PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE 50TH NATIONAL PERCENTILE.
4. A DEMONSTRATED PATTERN OF IMPROVED PERFORMANCE ON PORTFOLIOS OR OTHER PERFORMANCE ASSESSMENT MEASURES EQUAL TO OR GREATER THAN ONE YEAR'S GROWTH. THESE COULD INCLUDE, THE WISCONSIN READING COMPREHENSION TEST (WRCE), DISTRICT STANDARDIZED TESTS, PORTFOLIO ASSESSMENT OR OTHER PERFORMANCE ASSESSMENT MEASURES THAT DEMONSTRATE A PATTERN OF IMPROVED PERFORMANCE.

III P-5 PERFORMANCE STANDARDS

C. 1999-2000

1. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE WRCT WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.
2. THE PERCENT OF STUDENTS WHO ARE PERFORMING AT OR ABOVE THE PROFICIENT LEVEL ON THE 4TH GRADE WKCE READING AND MATH WILL MEET THE STATE'S PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE PROFICIENT LEVEL, OR DEMONSTRATE A PATTERN OF INCREASED PROFICIENCY.
3. DISTRICT STANDARDIZED TEST(I.E. IOWA TEST OF BASIC SKILLS (ITBS). TO INCREASE THE PERCENT OF STUDENTS PERFORMING AT OR ABOVE THE 50TH NATIONAL PERCENTILE.
4. A DEMONSTRATED PATTERN OF IMPROVED PERFORMANCE ON PORTFOLIOS OR OTHER PERFORMANCE ASSESSMENT MEASURES EQUAL TO OR GREATER THAN ONE YEAR'S GROWTH. THESE COULD INCLUDE, THE WISCONSIN READING COMPREHENSION TEST (WRCE), DISTRICT STANDARDIZED TESTS, PORTFOLIO ASSESSMENT OR OTHER PERFORMANCE ASSESSMENT MEASURES THAT DEMONSTRATE A PATTERN OF IMPROVED PERFORMANCE.

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

A. GOAL I

WISCONSIN READING COMPREHENSION TEST (WRCT)

SCHOOL YEAR	NUMBER OF STUDENTS ENROLLED	PERCENT NOT TESTED	PERCENT AT MINIMAL	PERCENT AT BASIC	PERCENT AT PROFICIENT	PERCENT AT ADVANCED	COMBINED PROFICIENT & ADVANCED	KENOSHA	STATE
97-98	50	22.0	6.0	42.0	26.0	4.0	30.0	56.2	64.9
98-99	49	22.4	8.2	36.7	28.6	4.1	32.7	61.4	70.1
99-00	58	5.2	25.9	37.9	24.1	6.9	31.1	65.4	74.5

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

B. GOAL II

4TH GRADE WKCE

1997-1998	READING				ENHANCED LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
*PROFICIENCY CATEGORIES →																				
SCHOOL	6	27	47	2	10	45	24	2	18	45	24	4	22	27	41	2	22	20	41	8
DISTRICT	5	14	59	16	7	41	40	5	6	33	39	17	7	20	53	14	9	21	51	14
STATE	7	16	57	12	10	43	36	4	8	34	37	15	8	22	51	13	10	21	49	13
NATIONAL	26	19	44	11	26	40	29	5	20	38	31	11	18	26	44	12	28	19	36	17

1998-1999	READING				ENHANCED LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
*PROFICIENCY CATEGORIES																				
SCHOOL	6	27	60	6	6	42	42	8	8	31	54	6	4	23	63	8	6	17	65	10
DISTRICT	5	14	62	13	3	22	46	24	3	21	46	26	2	10	64	20	3	10	49	35
STATE	5	12	62	16	3	19	45	27	2	19	45	30	1	8	60	27	3	8	47	38
NATIONAL	20	17	50	13	16	24	37	23	15	31	36	18	14	22	48	16	21	17	38	24

1999-2000	READING				LANGUAGE				MATH				SCIENCE				SOCIAL STUDIES			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
*PROFICIENCY CATEGORIES →																				
SCHOOL	31	25	39	2	15	44	33	4	8	54	29	8	2	29	56	4	14	29	48	6
DISTRICT	6	15	63	11	4	22	46	23	2	21	43	31	1	10	65	19	3	10	50	32
STATE	5	12	63	15	3	20	45	27	2	19	43	31	1	8	60	27	2	8	47	38
NATIONAL	20	17	50	13	16	24	37	23	15	31	36	18	14	22	48	16	21	17	38	24

* PROFICIENCY CATEGORIES ARE AS FOLLOWS: 1 = MINIMAL, 2 = BASIC, 3 = PROFICIENT, 4 = ADVANCED

IV ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS

C. GOAL III

PERCENT OF STUDENTS AT OR ABOVE 50TH NATIONAL PERCENTILE (ITBS/WKCE)

READING	1997-1998	1998-1999	1999-2000
SCHOOL	32.6	24.9	23.19
DISTRICT	61.90	56.98	57.79

MATH	1997-1998	1998-1999	1999-2000
SCHOOL	31.4	32.7	29.70
DISTRICT	57.00	60.97	63.40

LANGUAGE	1997-1998	1998-1999	1999-2000
SCHOOL	31.2	31.2	26.44
DISTRICT	63.70	60.54	60.77

V ANALYSIS OF ACHIEVEMENT

NUMBERS OF STUDENTS AT THE PROFICIENT LEVEL OR ABOVE HAS REMAINED CONSTANT FOR THE PAST THREE YEARS ON THE WRCT

FOURTH GRADE SCORES IN ALL AREAS OF THE WCKE DECLINED DURING THE 1999-2000 SCHOOL YEAR

THE PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE ON STANDARDIZED TEST ALSO DECLINED.

DURING THE PAST TWO AND A HALF YEARS, UNDER THE DIRECTION OF MRS. CRONIN AS NEWLY APPOINTED PRINCIPAL, A PILOT PROGRAM WAS STARTED IN DIRECT INSTRUCTION READING FOR 1998-99 WITH THE KINDERGARTEN AND FIRST GRADES. DURING THE 1999-2000 SCHOOL YEAR A SCHOOL WIDE CONTENT REFORM MODEL IN READING WITH DIRECT INSTRUCTION WAS IMPLEMENTED. WE ARE CONTINUING WITH THIS REFORM IN 2000-2001.

IN REGARDS TO RESULTS, THE READING SCORES AT EDWARD BAIN HAVE BEEN AT THE 30TH PERCENTILE FOR THE PAST DECADE. WE ARE ALSO CURRENTLY TESTING MORE OF OUR STUDENTS, THAN WE HAVE IN THE PAST. IN CONJUNCTION WITH THE READING CONTENT REFORM MODEL , THE STAFF ACCOUNTS, AND OBSERVATIONS OF CURRENT READING ACHIEVEMENT AT EDWARD BAIN, WE ANTICIPATE INCREASED ACADEMIC PERFORMANCE.

LAST BUT NOT LEAST, DUE TO KENOSHA UNIFIED SCHOOL DISTRICT DEMANDS FOR ACADEMIC IMPROVEMENT AND ACCOUNTABILITY AT OUR SCHOOL, THERE HAVE BEEN NUMEROUS CHANGES WITH STAFF TURN OVER DURING THIS TIME. WITH THE EMPLOYMENT OF MANY NEW STAFF MEMBERS WE ANTICIPATE THAT THEIR TRAINING AND INCREASED PROFICIENCY IN CURRICULUM AND INSTRUCTION OF OUR READING REFORM MODEL WILL FURTHER INCREASE ACHIEVEMENT. AS THEY BECOME ACQUAINTED WITH ALL THE PARTICULARS OF TEACHING IN AN URBAN CENTRAL CITY SITE WITH HIGH POVERTY AND THE MULTIPLE ISSUES WHICH CHILDREN AND FAMILIES IN NEED FACE, WE WILL DEMONSTRATE GREATER CONTINUITY AND STABILITY FOR GROWTH IN IMPROVED ATTENDANCE AND STUDENT SUCCESS IN ALL AREAS.

VI P-5 HOLISTIC WRITING SAMPLE RESULTS

	GRADE 2					
	AVERAGE SCORE			PERCENT AT OR ABOVE STANDARDS		
SCHOOL YEAR →	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
SCHOOL	5.84	5.73	3.73	83.64	92.31	56.25
DISTRICT	4.45	4.37	4.65	42.51	38.62	36.84
PROGRAM	4.23	4.26	4.21	37.37	33.90	37.65

	GRADE 5					
	AVERAGE SCORE			PERCENT AT OR ABOVE STANDARDS		
SCHOOL YEAR →	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
SCHOOL	3.79	3.97	4.32	8.82	15.63	31.92
DISTRICT	4.30	4.23	4.64	26.04	30.00	46.34
PROGRAM	4.32	4.20	4.59	28.83	27.54	45.54

VII COORDINATION WITH OTHER PROGRAMS

MANY OF THE INITIATIVES AT EDWARD BAIN ELEMENTARY HAVE GROWN DUE TO COORDINATION WITH THE FOLLOWING PROGRAMS:

CHRISTIAN YOUTH COUNCIL - INTRAMURAL

BOYS & GIRLS CLUB - EXTENDED DAY PROGRAMMING

U.W. PARKSIDE EXTENSION - NUTRITION/4-H/SAFE NIGHT

CARTHAGE COLLEGE - DIRECT INSTRUCTION READING

MILTON HERSHEY SCHOOL

MTV - SAVE THE MUSIC NATIONAL PROGRAM

INDIAN TRAILS ACADEMY - BOOK DRIVE FOR STUDENTS

JOHN BULLEN - GET ON THE BUS TOUR - MUSIC

ANDERSON ART CENTER - GALLERY EXHIBIT OF STUDENT WORK

BOY SCOUTS/GIRL SCOUTS

4-H CLUB

KENOSHA AREA BUSINESS ASSOCIATION

VIII PROFESSIONAL DEVELOPMENT

<u>TRAINING/COURSE NAME</u>	<u>NUMBER OF PARTICIPANTS</u>
DIRECT INSTRUCTION STAFF TRAINING	15
READING MASTERY I & II	10
DIRECT INSTRUCTION INSERVICE	25
TEACHING OUR MOST CHALLENGING STUDENTS	3
MULTI-CULTURAL EDUCATION	1
FAMILIES IN SOCIETY	1
WHIRLWIND INSTITUTE-READING THROUGH DRAMA	4
BASIC COMPUTER TECHNOLOGIES II	1
DIMENSIONS OF LEARNING	3
SCIENCE ON SATURDAY	2
EVERYDAY MATH INSERVICE	30
FOSS SCIENCE	30
COACHES TRAINING FOR DIRECT INSTRUCTION	7
KENOSHA READING COUNCIL	2
DISTRICT MATH COMMITTEE REPRESENTATION	1
SUPERVISING STUDENT TEACHERS	1
ADHD DISTRICT INSERVICE	1
AUTISM TRAINING A & B	2
VISUAL STRATEGIES	1
BASIC TECHNOLOGY INSERVICE	1
DISTRICT PORTFOLIO INSERVICE	1
DIRECT INSTRUCTION LEADERSHIP CONFERENCE	4
WISCONSIN STATE READING CONFERENCE	2
DELTA KAPPA GAMMA REGIONAL CONFERENCE	1
READING MASTERY III, IV, V AND CORRECTIVE READING	10
DOMESTIC VIOLENCE PROJECT TASK FORCE	1
WEASSP SHARING CONFERENCE	4

IX PARENT/COMMUNITY INVOLVEMENT

<u>CONFERENCE/ACTIVITY NAME</u>	<u>NUMBER OF PARTICIPANTS</u>
OPEN HOUSE ACTIVITIES	150
BAIN'TOBER FEST	250
EDWARD BAIN BREAKFAST BRIEFINGS	
WOMEN TO WOMEN PARENT RESOURCE	
PARKSIDE-CARTHAGE VOLUNTEER PROGRAM	10
"STARS OF TOMORROW" SUMMER BASEBALL	15
ALL SCHOOL BUS TOUR - ANDERSON ART CENTER	
COMMUNITY BUSINESS MENTOR PROGRAM	9
INTERGENERATIONAL SCHOOL FAIR	120
FESTIVAL OF ARTS AND FLOWERS	15-20
BOYS AND GIRLS AFTER SCHOOL PROGRAM	
BAIN BEST PLUS TUTORING PROGRAM	50
DIVERSITY CHOIR	40
INTERNSHIP WITH INDIAN TRAIL ACADEMY	4
STAND FOR CHILDREN RALLY-KENOSHA BAND SHELL	
SPRING CONCERT - STAND FOR CHILDREN	30
TRACK AND FIELD DAY - COLUMBUS PARK	ALL SCHOOL
PARENT CONNECTION MEETINGS	20
"WE CARE" PICK-N-SAVE COMMUNITY DOLLAR PROGRAM	
FAMILY FUN NIGHT	60-70
SITE COUNCIL MEETINGS	8
SAFE NIGHT ACTIVITIES	30-50
DARE PROGRAM	5
SAFETY CENTER PROGRAM	K-5 GRADES
BLACK HISTORY MONTH PROGRAM	
SHARING NIGHT FOR PARENTS	20-40
MENTOR LUNCHEON	15-20
READY SET CONNECT - HEAD START	40-60
SKATETOWN	ALL SCHOOL
READ AND FEED ACTIVITIES	
EARTH WEEK CLEAN-UP AT BAKER PARK	15
"KIDS TEAM" TO WOODHAVEN - CHALLENGE COURSE	
CHILDREN'S ART GALLERY - "A DAY IN MY LIFE"	
STUDENT AND PARENT TRIP - MUSEUM AFRICAN HERITAGE	10

X SITE BASED MANAGEMENT SCHOOL ADVISORY COUNCIL MEMBERS

<u>NAME</u>	<u>POSITION</u>
MARVIN KELLERMAN	TEACHER
CAROLE KUEHN	TEACHER
JEANNETTE SIMPSON	TEACHER
BELINDA J. CRONIN	PRINCIPAL
PAN STEVENS	PARENT
DEBBIE HERNANDEZ	PARENT
PENNY MALCOM	PARENT

***P-5 EVALUATION
PRESCHOOL GRADE 5***

1999-2000



COLUMBUS ELEMENTARY SCHOOL
SUSAN VALERI, INTERIM PRINCIPAL
6410 25TH AVENUE
KENOSHA, WI 53143
(262)653-6242

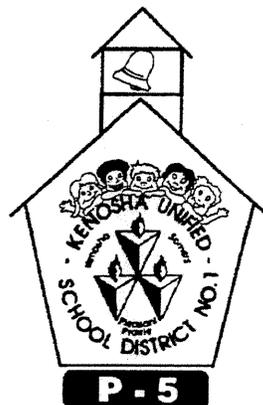


TABLE OF CONTENTS

SCHOOL DESCRIPTION	I
A. SCHOOL'S MISSION STATEMENT	
B. STANDARD P-5 PROGRAM FEATURES	
C. UNIQUE PROGRAM FEATURES	
DEMOGRAPHIC INFORMATION	II
A. ENROLLMENT	
B. ETHNICITY	
C. GENDER	
D. FREE AND REDUCED LUNCH	
E. MOBILITY	
F. ATTENDANCE	
P-5 PERFORMANCE STANDARDS	III
A. 1997-1998	
B. 1998-1999	
C. 1999-2000	
ACHIEVEMENT RESULTS OF THE P-5 PERFORMANCE STANDARDS	IV
ANALYSIS OF ACHIEVEMENT	V
P-5 HOLISTIC WRITING SAMPLE RESULTS	VI
A. 1997-1998	
B. 1998-1999	
C. 1999-2000	
COORDINATION WITH OTHER PROGRAMS	VII
PROFESSIONAL DEVELOPMENT	VIII
PARENT/COMMUNITY INVOLVEMENT	IX
SITE BASED MANAGEMENT SCHOOL ADVISORY COUNCIL MEMBERS	X

Columbus Elementary-Three year P-5 School Evaluation

Columbus School



"Striving for Excellence"

State P-5 legislation requires an evaluation of all schools enrolled in the program upon the completion of their three-year funding cycle. Columbus Elementary completed its' three year funding cycle in 1999-2000.

Columbus Elementary is located two miles West of Lake Michigan in the inner city of Kenosha. It was established in 1939. All students in Grades K through 5 walk to this neighborhood school. The Head Start students are bussed. The population has declined for the past three years from a high of 328 in 1997-98 to 211 in 1999-2000. Recent boundary changes have increased the school's population for the 2000-2001 school year. The ethnicity of the students at Columbus continues to predominately white with about 40% African American and Hispanic students.

Free and reduced breakfast and lunch are served at Columbus school. The percentage of students eligible to receive this service has decreased over the last three years from 66% to 58%.

Student attendance over the last three years has increased from 93.5% to 94.1%.

The number of students performing at the proficient or advanced level on the Wisconsin Reading Comprehension Test has increased significantly over the last three years from 50.9% to 67.3%. During the 1999-2000 school year the percentage of students in these two categories exceeded the district percentage.

The number of students performing at the proficient or advanced level on the fourth grade WKCE as also increased significantly from 62% to 85% in reading, 21% to 78% in enhanced language, 66% to 90% in math, 69% to 90% in science and 52% to 90% in social studies.

The percent of students at or above the 50th national percentile has risen in reading, math and language. In Grade 2, the percent of students at or above standard on the P-5 Holistic Writing Sample is 68.76% which is higher than the district or program average. The Fifth grade writing sample has increased 10 percentage points in the last three years.

Columbus Elementary has been under the guidance of an interim principal, Sue Valeri for the 2000-2001 school year. Ms. Valeri has encouraged teachers to continue their high expectations for all students and their excellence in instruction as they have in the past. Parent involvement has increased over the last three years and the site based committee is a vital part of the Columbus mission.