

**KING SCHOOL  
P-5 PLAN**

**STANDARD PROGRAM FEATURES**

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

**UNIQUE PROGRAM FEATURES**

- A budget of \$173,616 funded one science teacher, a parent coordinator, inservice training, instructional materials, computers, and software for classroom use.
- The computer lab staffed by one of the educational assistants.
- The science lab staffed by the P-5 science teacher.
- Staff inservice was provided on reading comprehension, vocabulary development, portfolio assessment, the writing process, and the teaching of mathematics.
- Staff members utilized a system of merits/demerits to motivate students.
- Parent Coordinator
- Community Garden
- Parent activities were provided such as: Pot Luck Bingo, Grandparents' Day, Male and Female Teach-In, and "Readers Become Leaders".

RESULTS

1. Norm-Referenced Test Data

**GRADE 4 WKCE - READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
32%	53%	46%	17%	53%	34%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
78.0%	66.7%	74.1%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS  
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
71%	63%	57%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
36%	66%	52%	47%

(KING)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.2	3.9	4.2	4.3
4	37.7%	34.5%	31.5%	28.6%
5	4.1	4.4	4.6	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	93	93	93

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	0	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	30	39	30
Number of Participations	1,755	1,955	1,729

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	34	40	31
Number of Participations	1,635	1,618	1,504

**LAFOLLETTE SCHOOL  
P-5 PLAN**

**STANDARD PROGRAM FEATURES**

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

**UNIQUE PROGRAM FEATURES**

- The \$187,866 from P-5 was used for one science resource teacher, one educational assistant, one parental involvement assistant, and one teacher/librarian.
- Money was used to purchase science equipment/material to be used in conjunction with grade level and individual classroom projects.
- Two educational assistants helped staff with organizing parent activities, sending flyers and mailings, and working with school partners.
- An educational assistant helped in classrooms.

RESULTS

1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
17%	44%	49%	12%	46%	63%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
27.8%	37.5%	32.8%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS  
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
68%	63%	59%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
65%	66%	38%	47%

(LAFOLLETTE)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	3.7	3.8	3.3	4.3
4	21.6%	17.9%	14.5%	28.6%
5	4.2	4.1	4.0	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	91	91	92

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	1	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	6	14	40
Number of Participations	143	1,394	2,180

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	33	63	57
Number of Participations	465	319	100

**LEE SCHOOL  
P-5 PLAN**

**STANDARD PROGRAM FEATURES**

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

**UNIQUE PROGRAM FEATURES**

- A budget of \$183,612 funded five educational assistants, a full time librarian position, inservice training, and instructional materials.
- Parent workshops were provided to increase involvement.
- The Media Center was used to support reading instruction.
- The Computer Lab was utilized to reinforce skills in all areas.
- A Parent Liaison Coordinator worked with parents regarding attendance, set up parent meetings, facilitated parental involvement activities such as workshops, Bingo Night, Parent Appreciation, etc.
- P-5/Title I School-Wide Program

RESULTS

## 1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
24%	43%	47%	4%	45%	48%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
66.7%	37.3%	66.2%

## 2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.3	4.3	4.2	4.3
4	19.2%	15.8%	2.3%	28.6%
5	4.2	3.7	4.1	4.6

\*Note: Grade 4 - Percent At/Above Proficient

(LEE)

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	91	90	91

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	0	1	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	18	11	9
Number of Participations	907	634	218

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	41	47	40
Number of Participations	104	82	88

**PALMER SCHOOL  
P-5 PLAN**

**STANDARD PROGRAM FEATURES**

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

**UNIQUE PROGRAM FEATURES**

- Budget of \$154,946 funded one computer lab/intervention teacher, one parent involvement/attendance educational assistant, one library/computer assistant, one science lab teacher, purchase of equipment and materials for the computer and science labs, inservice training, field trips, educational curriculum materials, and parent involvement activities.
- The SRA Direct Instruction Reading and Math Programs are utilized to accelerate reading and mathematical achievement.
- Ongoing staff development in the following areas: process writing, rubric scoring, reading comprehension and word attack, portfolio assessment, mathematical problem solving, and computer literacy.
- Project SEED, a non-profit corporation that teaches mathematical strategies to elementary students, provided instruction for students in Grades 4-5.
- The Book It Home Reading Program promoted families reading together each evening.
- The CAI and Macintosh computer labs provided computer instruction for all grade levels.
- Establishment of a parent center for tutoring, parenting classes, classroom assistance, and general school activities
- Expanded science lab/center: purchase of equipment and supplies for the teaching of the science curriculum using the lab's "hands-on" approach
- All students were given incentives and awards each report card period for academic achievement, attendance, and behavior.
- Community members (Milwaukee Journal/Sentinel, MEC Reading Buddies, Mt. Zion Grandparent Connection) mentored and tutored students in Grades K4-5.

RESULTS

1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
32%	19%	42%	8%	15%	30%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
22.7%	32.5%	23.4%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS  
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
70%	63%	68%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
77%	66%	73%	47%

(PALMER)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	3.1	3.3	2.7	4.3
4	5.7%	12.7%	3.9%	28.6%
5	3.8	3.9	3.6	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	90	90	90

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	0	1	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	14	11	19
Number of Participations	936	384	687

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	63	63	21
Number of Participations	732	667	645

**PIERCE SCHOOL  
P-5 PLAN**

STANDARD PROGRAM FEATURES

- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

Budget of \$191,519 provided:

- A technology resource teacher working 50% of the time with pupils and 50% of the time with staff coordinating computer activities within the building.
- Three 30-hour educational assistants.
- Field trips for Grades 2-5.
- Inservices for staff on reading strategies, new math adoption, writing strategies, monthly grade-level meetings, attendance at conferences, inservices of their choice, and summer curriculum planning.
- A parent coordinator.
- A computer lab.
- Computer assessment.

RESULTS

1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
48%	63%	65%	28%	60%	82%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
86.8%	85.5%	94.1%

**AVERAGE SCORE OF THIRD GRADE PUPILS  
ON THE MPS SPANISH READING TEST  
(46 Comprehension Items)**

98-99 Score	98-99 No. Tested	99-00 Score	99-00 No. Tested	P-5 98-99 Score	P-5 99-00 Score
43.8%	16	40.0%	20	41.6%	47.3%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS  
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
62%	63%	56%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
69%	66%	47%	47%

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.4	4.5	4.5	4.3
4	18.1%	31.3%	13.5%	28.6%
5	4.1	4.3	5.1	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	92	92	93

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	3	3	0

(PIERCE)

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	35	41	39
Number of Participations	2,026	1,805	1,773

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	137	108	106
Number of Participations	1,278	988	754

**RILEY SCHOOL  
P-5 PLAN**

**STANDARD PROGRAM FEATURES**

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as supplement to existing efforts.
- Class size was limited to a maximum of 25.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

**UNIQUE PROGRAM FEATURES**

- Budget of \$157,478 was used for one project implementor, inservice for staff, and additional supplies/equipment.
- Art, music, and physical education assist classroom teachers with Direct Instruction Reading Program.
- Money has been provided for use in the area of computer technology. This funding has helped Riley establish a Writing-to-Read laboratory for kindergarten and first-grade students to improve their phonetic and writing skills. The CAI Laboratory has also been installed to help students in the intermediate grades to improve their basic skills.
- Teacher inservice has been provided to improve instructional strategies.
- Training, supplies, and materials were provided to implement a Direct Instruction reading model for kindergarten, first and second grade students.
- All Grade 2 students are provided with Lightspan play stations and homework CDs. The compact disc is aligned to classroom instruction.

RESULTS

1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
62%	61%	61%	32%	64%	63%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
93.2%	94.4%	93.2%

**AVERAGE SCORE OF THIRD GRADE PUPILS  
ON THE MPS SPANISH READING TEST  
(46 Comprehension Items)**

98-99 Score	98-99 No. Tested	99-00 Score	99-00 No. Tested	P-5 98-99 Score	P-5 99-00 Score
35.0%	20	54.2%	24	41.6%	47.3%

(RILEY)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.8	5.3	5.3	4.3
4	26.0%	51.1%	40.5%	28.6%
5	5.2	4.4	5.2	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	93	92	92

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	0	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	62	65	69
Number of Participations	4,985	5,152	5,025

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	77	62	86
Number of Participations	386	392	344

**SIEFERT SCHOOL  
P-5 PLAN**

**STANDARD PROGRAM FEATURES**

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

**UNIQUE PROGRAM FEATURES**

- The \$140,000 budget funded one paraprofessional, part-time librarian, one implementor, inservices, and supplies.
- Students in Kindergarten to Grade 5 received weekly reinforcement in academic areas in the CAI resource centers.
- Staff inservices were provided in regard to establishing the writing process, Direct Instruction, technology, Parents on Your Side, and Efficacy.
- Award programs were held in recognition of student achievement, attendance, and citizenship.
- Field trips were used to provide language experiences.
- Supplemental materials to support the Target Teach initiative were purchased.

RESULTS

## 1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
22%	52%	57%	11%	49%	48%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
58.1%	65.4%	71.6%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS  
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
78%	63%	74%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
97%	66%	81%	47%

(SIEFERT)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	3.6	4.3	4.3	4.3
4	18.9%	25.9%	12.2%	28.6%
5	3.8	4.0	4.6	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	95	92	94

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	0	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	46	50	61
Number of Participations	1,319	1,418	1,743

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	68	52	60
Number of Participations	594	464	387

**THIRTY-SEVENTH STREET SCHOOL  
P-5 PLAN**

**STANDARD PROGRAM FEATURES**

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

**UNIQUE PROGRAM FEATURES**

- Budget of \$134,751 funded field trips, inservice training role model programs, tutoring, parent involvement.
- Staff development included inservice for staff and parents.
- Development of a positive self-image and the development of effective communication and conflict management skills is seen as crucial to success.
- Parental participation and support included volunteer service, Title I Council, and parental workshops.
- Students here provided additional help by our after-school tutoring program.
- Test-taking/problem-solving skills and positive attitudes toward test taking/problem solving were developed through whole-class and small-group sessions.

RESULTS

1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
17%	18%	44%	8%	9%	54%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
15.7%	82.4%	71.4%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS  
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
25%	63%	35%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
44%	66%	13%	47%

(THIRTY-SEVENTH)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	3.6	4.5	3.8	4.3
4	10.0%	32.8%	24.0%	28.6%
5	3.5	3.5	4.6	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	90	89	91

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	19	6	2

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	10	7	12
Number of Participations	292	174	456

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	25	6	15
Number of Participations	221	32	217

**TWENTY-SEVENTH STREET SCHOOL  
P-5 PLAN**

**STANDARD PROGRAM FEATURES**

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

**UNIQUE PROGRAM FEATURES**

- The budget of \$178,101 funded school educational assistants, inservice training, field trips, and instructional materials.
- A school resource assistant served as a liaison among school, home, and community elements. The resource assistant monitored attendance and communicated with parents regarding attendance concerns.
- Educational assistants were assigned to kindergarten classes and small groups for tutoring and enrichment lessons.
- Field trips provided new cultural and educational experiences.
- Intense staff development occurred to meet the needs and goals in reading (Direct Instruction), writing, mathematics, and Efficacy in Education.
- All classrooms were equipped with one or more Macintosh computers.
- Multi-cultural school-wide presentations were offered year round.
- A program implementor provided support and assistance for school activities and projects, classroom teachers, and the "Friends of 27<sup>th</sup> Street School" parent group.
- "Project Seed" was offered in several classrooms to help students with math.
- Direct Instruction was implemented during our Title I Summer Extended Year Reading Program. This program is now used school-wide throughout the year.
- Awards programs were held several times during the year to recognize student achievement, attendance, and citizenship.

RESULTS

1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
23%	38%	72%	6%	18%	54%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
41.3%	34.1%	36.7%

**AVERAGE SCORE OF THIRD GRADE PUPILS  
ON THE MPS SPANISH READING TEST  
(46 Comprehension Items)**

98-99 Score	98-99 No. Tested	99-00 Score	99-00 No. Tested	P-5 98-99 Score	P-5 99-00 Score
73.3%	15	50.0%	20	41.6%	47.3%

(TWENTY-SEVENTH)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	3.5	3.2	3.4	4.3
4	23.7%	21.0%	42.3%	28.6%
5	4.3	3.7	4.5	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	90	90	92

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	1	1	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	8	14	6
Number of Participations	506	975	561

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	15	16	19
Number of Participations	467	391	119

VIEAU SCHOOL  
P-5 PLAN

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- Budget of \$131,250 funded a program implementor, science lab educational assistant, professional development, field trips, technological support materials, parent education, and instructional materials.
- Grade 2 through Grade 8 classrooms have a bank of four or five computers, some of which are networked. A Computer-Assisted (CAI) Lab and a Writing-to-Read (WTR) Lab further enhanced curriculum through technology. Updating and evaluation of technology is ongoing. Every classroom has a TV and VCR. The Media Center is fully equipped with technology for staff and students. Wiring of our building should be completed in Fall 2000.
- Professional development occurred in all areas of the curriculum, but the major focus continued to be on reading, writing, learning styles, thinking skills, and team building strategies. Several outside consultants worked with our staff in the following areas: Direct Instruction Reading Mastery, Corrective Reading, Spelling Mastery, Power Writing, Learning Styles, ESL in the Content Area, and Target Teach.
- The Parent Center is staffed by a parent coordinator. The coordinator worked with parents regarding attendance, parental involvement at home and school, parenting workshops, monthly meetings, family nights, conferences, field trips, and other special programs.
- Vieau School has a science lab, career activities, student assessment portfolios, research-based learning projects, and a School Governance Council which includes staff, parents, community, and student members.
- Vieau School's Community Learning Center (CLC) provided after-school academic, recreational, athletic, artistic, and enrichment activities for parents and students.

**RESULTS**

## 1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
27%	56%	68%	12%	52%	55%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
27.0%	62.2%	63.6%

**AVERAGE SCORE OF THIRD GRADE PUPILS  
ON THE MPS SPANISH READING TEST  
(46 Comprehension Items)**

98-99 Score	98-99 No. Tested	99-00 Score	99-00 No. Tested	P-5 98-99 Score	P-5 99-00 Score
31.0%	29	67.4%	43	41.6%	47.3%

(VIEAU)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.2	5.0	4.9	4.3
4	48.5%	51.9%	37.3%	28.6%
5	3.8	4.4	5.0	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	94	93	95

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	2	4	6

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	160	139	215
Number of Participations	10,713	11,458	10,353

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	173	157	203
Number of Participations	832	779	836

WESTSIDE ACADEMY  
P-5 PLAN

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- The educational assistant helped the classroom teachers by preparing materials, working with small groups of students in skill development, and supervised the Accelerated Reading Program.
- Parent involvement included participation in workshops, volunteer services (including supervising field trips), and participation in PSO.
- Inservice training was provided based on the needs of students developing higher order thinking, skills in mathematics, writing and reading, development of the K-12 and School-to-Work curriculums, the writing process, mathematics portfolio requirements, and computer literacy.
- A budget of \$126,966 funded 3.75 educational assistants, field trips, and instructional materials.
- A family advocate/educational assistant monitored attendance, maintained home contacts, and assisted with the parent program.
- A library professional aide assisted the library media specialist in coordinating the library collection as well as assisting in monitoring reading groups.
- An educational assistant supervised an in-house suspension room that will keep students in school rather than serving out-of-school suspensions.

RESULTS

1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
61%	43%	47%	27%	42%	48%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
84.2%	91.9%	94.3%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS  
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
51%	63%	29%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
34%	66%	15%	47%

(WESTSIDE ACADEMY)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.0	3.9	4.2	4.3
4	28.6%	34.6%	22.0%	28.6%
5	4.7	4.1	4.6	4.6

\*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	93	92	92

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	1	1	23

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	23	29	30
Number of Participations	1,378	1,150	1,976

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	38	130	89
Number of Participations	520	373	135

PHILLIS WHEATLEY SCHOOL  
P-5 PLAN

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- Budget of \$213,459 funded one math implementor for Grades 1-5, .75 parent involvement educational assistant, a science lab for students in Grades K-5 for "hands on" experience, a language arts/computer lab for Grades 3-5, instructional materials, field trips for personal growth and enrichment, and inservice training.
- Educational assistants were used to work with pupils in small groups in the areas of basic skills and enrichment lessons.
- Inservice for staff was provided in the areas of reading, math, technology, writing and scoring, portfolio assessment, science, team building, and discipline.
- Parent involvement included participation in workshops in and outside of the parenting center, parenting classes, classroom assistance, general school activities, and tutoring.
- P-5/Title I School-Wide Program

**RESULTS**

1. Norm-Referenced Test Data

**GRADE 4 WKCE – READING AND MATH SUBTESTS**

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
26%	26%	35%	18%	48%	54%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000  
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
47.4%	43.2%	31.2%

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE  
FOR GRADES 2, 4, AND 5  
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	3.6	3.5	3.8	4.3
4	29.8%	21.9%	15.3%	28.6%
5	3.8	3.7	4.1	4.6

\*Note: Grade 4 - Percent At/Above Proficient

(PHILLIS WHEATLEY)

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	89	88	89

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	2	4	8

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	29	17	77
Number of Participations	1,211	604	4,574

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	36	18	19
Number of Participations	663	461	1,040

**RANKING OF ACHIEVEMENT GAINS BY SCHOOL**

**WISCONSIN GRADE THREE READING TEST**  
**Percent Scoring at Proficient and Above**  
**1997-98, 1998-99, 1999-2000**

SCHOOL	97-98	98-99	99-00	98-99 to 99-00	Rank by Gain	Rank by Achievement
Auer	48.0	60.7	75.0	14.3	1	8
Clarke	79.4	84.3	89.7	5.4	12	5
Franklin	46.8	37.2	53.4	16.2	5	15
Green Bay	48.5	54.0	83.0	29.0	3	6
Holmes	59.0	36.3	43.1	6.8	10	17
Hopkins	55.1	46.7	60.8	14.1	6	14
Kagel	71.4	54.8	43.5	-11.3	20	16
Keefe	88.1	43.3	81.5	38.2	2	7
Kilbourn	83.7	86.7	95.2	8.5	8	1
King	78.0	66.7	74.1	7.4	9	9
LaFollette	27.8	37.5	32.8	-4.7	17	19
Lee	66.7	37.3	66.2	28.9	4	12
Palmer	22.7	32.5	23.4	-9.1	18	21
Pierce	86.8	85.5	94.1	8.6	7	3
Riley	93.2	94.4	93.2	-1.2	16	4
Siefert	58.1	65.4	71.6	6.2	11	10
Thirty-Seventh	15.7	82.4	71.4	-11.0	19	11
Twenty-Seventh	41.3	34.1	36.7	2.6	13	18
Vieau	27.0	62.2	63.6	1.4	15	13
Westside Academy	84.2	91.9	94.3	2.4	14	2
Wheatley	47.4	43.2	31.2	-12.0	21	20

- (1) Rank by Gain: The percentage point difference from 1998-99 to 1999-2000  
(2) Rank by Achievement: The percentage point level for 1999-2000

**WRITING ASSESSMENT - GRADE 2**

Average Score  
1997-98, 1998-99, 1999-2000

SCHOOL	97-98	98-99	99-00	98-99 to 99-00 Gain	Rank by Gain	Rank by Achievement
Auer	4.5	4.6	4.6	0.0	9	7(8)
Clarke	5.0	4.9	4.5	-0.4	18	9(11)
Franklin	4.1	4.1	4.6	0.5	2	7
Green Bay	5.6	4.4	5.4	1.0	1	1
Holmes	3.6	3.8	3.6	-0.2	17	18
Hopkins	4.7	4.7	4.7	0.0	9(10)	6
Kagel	4.1	4.4	4.5	0.1	7	9
Keefe	4.9	4.7	4.8	0.1	7(8)	5
Kilbourn	6.0	5.3	5.2	-0.1	14	3
King	4.2	3.9	4.2	0.3	3	13
LaFollette	3.7	3.8	3.3	-0.5	19	20
Lee	4.3	4.3	4.2	-0.1	14(15)	13(15)
Palmer	3.1	3.3	2.7	-0.6	20	21
Pierce	4.4	4.5	4.5	0.0	9(11)	9(10)
Riley	4.8	5.3	5.3	0.0	9(12)	2
Siefert	3.6	4.3	4.3	0.0	9(13)	12
Thirty-Seventh	3.6	4.5	3.8	-0.7	21	16(17)
Twenty-Seventh	3.5	3.2	3.4	0.2	6	19
Vieau	4.2	5.0	4.9	-0.1	14(16)	4
Westside Academy	4.0	3.9	4.2	0.3	3(4)	13(14)
Wheatley	3.6	3.5	3.8	0.3	3(5)	16

- (1) Rank by Gain: The percentage point difference from 1998-99 to 1999-2000  
 (2) Rank by Achievement: The percentage point level for 1999-2000

**WRITING ASSESSMENT - GRADE 4**  
**Percent At/Above Proficient**  
**1997-98, 1998-99, 1999-2000**

SCHOOL	97-98	98-99	99-00	98-99 to 99-00 Gain	Rank by Gain	Rank by Achievement
Auer	30.0	32.3	28.1	-4.2	8	11
Clarke	72.1	63.8	54.9	-8.9	13	2
Franklin	29.6	27.7	49.2	21.5	2	3
Green Bay	16.1	23.5	24.0	0.5	7	12
Holmes	13.9	19.5	10.6	-8.9	13(14)	19
Hopkins	17.2	12.2	30.7	18.5	4	10
Kagel	44.7	41.7	37.5	-4.2	8(9)	7
Keefe	11.7	12.1	44.9	32.8	1	4
Kilbourn	58.6	53.1	70.0	16.9	5	1
King	37.7	30.0	31.5	1.5	6	9
LaFollette	21.6	26.0	14.5	-11.5	16	16
Lee	19.2	47.6	2.3	-45.3	21	21
Palmer	5.7	12.7	3.9	-8.8	11(12)	20
Pierce	18.1	31.3	13.5	-17.8	20	17
Riley	26.0	51.1	40.5	-10.6	15	6
Siefert	18.9	25.9	12.2	-13.7	18	18
Thirty-Seventh	10.0	32.8	24.0	-8.8	11	12(13)
Twenty-Seventh	23.7	21.0	42.3	21.3	3	5
Vieau	48.5	51.9	37.3	-14.6	19	8
Westside Academy	28.6	34.6	22.0	-12.6	17	14
Wheatley	29.8	21.9	15.3	-6.6	10	15

- (1) Rank by Gain: The percentage point difference from 1998-99 to 1999-2000  
(2) Rank by Achievement: The percentage point level for 1999-2000

**WRITING ASSESSMENT - GRADE 5**  
**Average Score**  
**1997-98, 1998-99, 1999-2000**

SCHOOL	97-98	98-99	99-00	98-99 to 99-00 Gain	Rank by Gain	Rank by Achievement
Auer	4.7	4.7	4.8	0.1	16	6
Clarke	4.2	4.7	5.6	0.9	2	1
Franklin	4.6	5.3	4.8	-0.5	20	6(7)
Green Bay	4.7	4.1	4.7	0.6	7	8
Holmes	4.6	4.1	4.4	0.3	13	16
Hopkins	3.7	3.8	4.1	0.3	13(14)	17(19)
Kagel	4.9	5.2	4.7	-0.5	20(21)	8(10)
Keefe	4.3	5.0	4.7	-0.3	18	8(9)
Kilbourn	4.8	4.7	5.5	0.8	3	2
King	4.1	4.4	4.6	0.2	15	11(14)
LaFollette	4.2	4.1	4.0	-0.1	17	20
Lee	4.2	3.7	4.1	0.4	11	17
Palmer	3.8	3.9	3.6	-0.3	18(19)	21
Pierce	4.1	4.3	5.1	0.8	3(4)	4
Riley	5.2	4.4	5.2	0.8	3(5)	3
Siefert	3.8	4.0	4.6	0.6	7(8)	11(12)
Thirty-Seventh	3.5	3.5	4.6	1.1	1	11
Twenty-Seventh	4.3	3.7	4.5	0.8	3(6)	15
Vieau	3.8	4.4	5.0	0.6	7(9)	5
Westside Academy	4.7	4.1	4.6	0.5	10	11(13)
Wheatley	3.8	3.7	4.1	0.4	11(12)	17(18)

- (1) Rank by Gain: The percentage point difference from 1998-99 to 1999-2000  
(2) Rank by Achievement: The percentage point level for 1999-2000

**RANKING OF PARENT INVOLVEMENT AND STAFF  
TRAINING ACTIVITIES DATA BY SCHOOL**

**PARENT INVOLVEMENT ACTIVITIES**  
(Ranked by Number of Parent Involvements)

SCHOOL	Number of Activities	Number of Parent Involvements
Vieau	215	10,353
Holmes	28	5,117
Riley	69	5,025
Wheatley	77	4,574
Keefe	33	4,493
Kilbourn	71	2,377
LaFollette	40	2,180
Westside Academy	30	1,976
Green Bay	62	1,900
Pierce	39	1,773
Clarke	59	1,761
Siefert	61	1,743
King	30	1,729
Franklin	40	1,512
Auer	23	1,419
Hopkins	38	1,038
Kagel	24	892
Palmer	19	687
Twenty-Seventh	6	561
Thirty-Seventh	12	456
Lee	9	218
<b>Total</b>	<b>985</b>	<b>51,784</b>
<b>Average</b>	<b>47</b>	<b>2,466</b>

**STAFF TRAINING ACTIVITIES**  
(Ranked by Number of Staff Involvements)

SCHOOL	Number of Topics	Number of Staff Involvements*
King	31	1,504
Clarke	74	1,372
Holmes	61	1,164
Wheatley	19	1,040
Keefe	50	1,011
Vieau	203	836
Pierce	106	754
Hopkins	8	695
Palmer	21	645
Kagel	303	634
Franklin	31	424
Siefert	60	387
Riley	86	344
Auer	45	228
Thirty-Seventh	15	217
Kilbourn	62	201
Green Bay	21	172
Westside Academy	89	135
Twenty-Seventh	19	119
LaFollette	57	100
Lee	40	88
<b>Total</b>	<b>1,401</b>	<b>12,070</b>
<b>Average</b>	<b>67</b>	<b>575</b>

\* Duplicated Counts