U.S. Department of Education November 2002

2002-2003 *No Child Left Behind—Blue Ribbon Schools Program*

Cover Sheet

Name of Principal Mr. Norm Mishelow
Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Barton Elementary School
(As it should appear in the official records)

School Mailing Address 5700 West Green Tree Road
(If address is P.O. Box, also include street address)

Milwaukee Wisconsin 53223-5299
City State Zip Code+4 (9 digits total)

Tel. (414) 393-3900 Fax (414) 393-3915

Website/URL www.milwaukee.k12.wi.us/pages/MPS/SCHOOLS/elem/barton

Email NORMAX14@aol.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date 3/31/03
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Mr. William Andrekopoulos
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Milwaukee Public Schools Tel. (414) 475-8393

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date 3/31/03
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jeff Spence
Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date 3/31/03
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.

2. The school has been in existence for five full years.

3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II- DEMOGRAPHIC DATA

District (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 119 Elementary Schools
25 Middle Schools
__ Junior High Schools
22 High Schools

2. District Per Pupil Expenditure $8,806

Average State Per Pupil Expenditure $9,568

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

X Urban or large central city
Suburban school with characteristics typical of an urban area
Suburban
Small city or town in a rural area
Rural

4. 15 Number of years the principal has been in her/his position at this school.

___ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school in September, 2002:

Grade	# of Males	# of Females	Grade Total
K	37	34	71
1	28	29	57
2	34	29	63
3	33	40	73
4	43	36	79
5	37	34	71
6	35	41	76
Total	**247**	**243**	**490**

6. Racial/Ethnic composition of applying school:

14% white
78% Black or African American
2% Hispanic or Latino
5% Asian/Pacific Islander
1% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 17.5.0%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	51
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	34
(3)	Subtotal of all transferred students in the school as of October 1	85
(4)	Total number of students in the school as of October 1, 2001	483
(5)	Subtotal in row (3) divided by total in row (4)	.175
(6)	Amount in row (5) multiplied by 100	17.5

8. Limited English Proficient students in the school: 1.6% for the 2002-2003 school year
8 Total number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish
Lau

9. Students eligible for free/reduced-price meals: 77.8%
382 Total Number Students Who Qualify

10. Students receiving special education services: 14%
68 Total Number of Students Served

0 Autism
0 Deafness
0 Deaf-Blindness
0 Hearing Impairment
1 Mental Retardation
23 Multiple Disabilities
0 Orthopedic Impairment
18 Other Health Impaired
15 Specific Learning Disability
11 Speech or Language Impairment
0 Traumatic Brain Injury
0 Visual Impairment Including Blindness

11. Indicate the number of full-time and part-time staff members in each of the categories below:

	Number of Staff 2002-2003 School Year	
	Full-Time	**Part-Time**
Administrators	2	0
Classroom teachers	27	0
Special Resource teachers/specialists	10	2
Paraprofessionals	1	0
Support Staff	5	0
Total number	45	2

12. Student-"classroom teacher' ratio: 18:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.)

	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93.54%	94.32%	93.35%	92.96%
Daily teacher attendance	98%	96%	98%	98%
Teacher turnover rate	2%	0%	4%	2%

Part III- Summary

Barton Elementary School, Milwaukee, Wisconsin, serves 491 children from four year old kindergarten through sixth grade. Barton reflects a rich cultural diversity of students with 78% African American, 14% White, 2 % Hispanic, 5% Asian and 1% Native American. Our school is a Title One School with 79.1% of our student population eligible for free or reduced lunches. Our four year old kindergarten programs are full day. Our kindergarten through third grade classrooms are part of the Student Academic Guarantee in Education Program which guarantees a small (15:1) pupil/ teacher ratio. The special needs population at Barton is 14% of the total student population for the current school year and was 18% for 2001-2002, which much of the analyzed data is from.

The mission of Barton Elementary School is to provide for the success, dignity and self-esteem of each child through a diverse educational program. Barton endeavors to teach all students at their level of ability. Students are set on the path to realize their goals, encouraged to look to their future and become responsible citizens.

Barton has been successful in working towards our mission due to a creative, diverse and highly motivated school community. Faculty, parents, students and community members work together to implement programs that will meet the varied needs of our students. Program choices are made based on what has been scientifically researched and proven successful. In the past several years, we have begun making our own, school based decisions regarding curriculum. This change has increased the academic success of our students.

By using our resources in innovative ways, we have been successful in meeting the needs of our school community. Our state of the art technology includes the hardware and wiring, as well as balanced, integrated components of student curriculum and professional development. All Barton students use technology to reinforce academic skills, do research and connect to people inside and outside our building. A strong sense of team-work between classroom teachers and specialists fosters the close integration of all activities in which the students are involved. An amazing group of over fifty individuals from the community spend an hour or more each week at Barton volunteering in a variety of capacities that include literacy tutors, classroom, library or office assistants and school store manager.

Barton is pleased though not satisfied with our current test scores. Our vision is to truly **Leave No Child Behind**. In light of this, we will not be satisfied until every child is achieving at proficient and above. To meet this goal, we are implementing a new research based reading program called Direct Instruction. We piloted this program last year and are currently adding grade levels to the program as funding becomes available. Faculty and parent enthusiasm is high. Initial data shows increases in student success. We believe that if children can read at or beyond grade level, their self-esteem, academic proficiency and social skills will improve and problem behaviors will decrease.

PART IV- INDICATORS OF ACADEMIC SUCCESS

1. There are two state mandated tests that are used to compare and evaluate the achievement of all elementary schools in Wisconsin. The first is the **Wisconsin Reading Comprehension Test (WRCT)**, administered to all third grade pupils across the state. The second is the **Wisconsin Knowledge and Concepts Exam (WKCE),** which is given to all fourth grade pupils statewide. For the previous 5 years, both have been administered in March of the school year.

Barton Elementary School outperformed Milwaukee Public Schools as a district by 18% in 2001-2002. While Barton experienced an increase in performance (61% to 68% proficient and above) the district as a whole declined from the previous year (54% to 50%). We have conducted several subgroup comparisons within the **WRCT** data. First, the comparison of achievement for the last year of data (2001-2002) between four subgroups; African American students, White students, Male students and students who are poor according to the free and reduced lunch qualification designation. Careful analysis of this data shows that in all cases, Barton Elementary School students performed significantly higher than the same subgroup on the District level for Milwaukee Public Schools. Barton African American students scored 23 percentage points higher than MPS African American students. Barton white students scored 27 percentage points higher than white students did district wide. Male students performed 21 percentage points higher than the district as a whole and students who qualify for free or reduced lunches scored 20 percentage points higher than the same group district wide. This is especially remarkable when you realize that there was only one Barton student (1.2%) who was not tested (due to hospitalization) whereas the MPS district wide rate for students not tested was 12.7%. In addition, data was available for African American students statewide. Barton African American students outperformed those in the State of Wisconsin by 21 percentage points!

We have selected two subtests of the **WKCE** for which to compare data. **Reading** results for the last 4 years show a consistent trend of high achieving performance by Barton Elementary School students. For the years 1998-1999 through 2001-2002, Barton students have been 78%-82% proficient and above. In 2001-2002, data shows that Barton outscored the MPS District and the State of Wisconsin in the following subgroups: Black students scored 82% proficient and above at Barton while only 52% for the District and 54% for the State. Barton males performed at 76% while the District was 50% and the State 75%. Barton students qualifying for free and reduced lunches scored 81% proficient and above while the MPS was 50% and the State was 65%. These high scores are remarkable because 100% of Barton students enrolled have been tested for the last three years. The high percentage of Special Education Needs students at Barton (18%) as compared to the District (15%), make this even more noteworthy. For the past 4 years, Barton has been in the 61 to 69 range on National Percentile Rank in Reading.

Scores for the **Mathematics** subtest of the WKCE for the last 4 years have shown an interesting trend. Scores had been high, but fell drastically after the adoption of a new mathematics program district wide for Milwaukee. Barton's independent decision to research and adopt a new math program has brought phenomenal results to our students. A 32 % jump in students performing proficient and above from the 2000-2001 school year to the 2001-2002 school year occurred. Again, 100% of the students enrolled at Barton were participants in the assessment for the last three years. A close examination of disaggregated data shows the following comparisons between students at Barton, in MPS and in the State of Wisconsin for the following subgroups: Barton African American students performed 31 percentage points higher than MPS and the State of Wisconsin. Barton male students performed 26 percentage points higher than those in MPS and 7 percentage points higher than the State, and Barton free or reduced meal students scored 45 percentage points higher than the same sub group on the MPS district level and 32 points higher than in the State. The statistics for **all** Barton fourth grade students in Mathematics show that we are 36 percentage points higher than the District and 12 points higher than the State. Last year, Barton was in the 67th National Percentile Ranking in Mathematics.

2. Data has become a major tool for the development of the annual Barton Education Plan. We examine our areas of strength and weaknesses and prioritize what we must focus on for improvement. Two years ago, the data showed a dramatic decline in our students' mathematical achievement. Using the data, we looked at the areas of weaknesses and researched programs that met the state standards as well as the areas identified by assessment data as weak in our student population. Student performance improved extraordinarily last year.

While our Reading scores are more than satisfactory when compared to both Milwaukee Public Schools and State of Wisconsin scores, we have identified this as the next priority for improvement. We again have researched programs that meet state and national standards and are moving into a new reading program that will help our faculty provide **ALL** students with reading skills necessary for future success. The data showed the comparatively poor results received by our Special Education Needs population. We selected a new reading program that has been used by at-risk populations for over 30 years with great success in Milwaukee as well as other large, urban school districts.

We have a large cadre of volunteer tutors that work with Barton students. By examining the disaggregated data, we are able to identify groups of students that become the top priority to be assigned tutors.

3. The Barton School Community is comprised of several shareholders; parents, students, faculty and members of the community at large. In order to effectively function, all must be informed of assessment data and how to use it to make informed decisions. Information is shared for two purposes; the general reporting to the school, about the school as a whole and the other is to inform parents relative to their students' performance.

Assessment data for the Wisconsin Knowledge and Concepts Exam is compiled by the vendor, CTB-McGraw Hill. It is then delivered to the Milwaukee Public Schools Office of Assessment and Accountability who then turns it over to the individual schools. MPS compiles the data into a school report card that is published in the fall of each year. It reports to the community the performances of the individual schools as well as the district as a whole. Barton uses this information to evaluate our own successes and failures. This information is analyzed in meetings of the School Governance Council (parents, staff, community members) and the Learning Team (faculty representatives).

Individual student performance reports are shared with parents and students in a variety of ways. Mastery Checkpoints for Mathematics and Checkouts for Reading are administered and shared with students, multiple times per month. Detailed, concise records are kept for both and are used for parent teacher conferences (October and March) report cards (quarterly). Performance on the standardized tests is reported to parents directly by MPS's Central Office and is reflected in the Student Promotion System reports generated by the individual schools at the end of each semester.

4. The faculty of Barton Elementary School is extremely involved with educational organizations on a city, state and national level. Through individual teachers, best practices of Barton Elementary School are already being shared with colleagues throughout the United States and beyond. Barton faculty members are active participants on a variety of listservs including WWEDU, Reading Teacher, and LMNet at the national level as well as local lists such as the Technology Coordinators, Library Media Specialists, Direct Instruction Council listservs. The Professional Support Portal, online community to recruit and retain new teachers is being developed by a team including a Barton Faculty member. Barton teachers present workshops at local and state conferences on math, science, technology and reading. Our principal is active on a variety of principal councils that share best practices and advocate for programs that have been proven successful in our schools. Barton faculty members are active in many professional organizations ranging from Phi Delta Kappa to National Association for the Education of Young Children. In all of these ways, Barton reaches out to share it's successes with other educators.

PART V- CURRICULUM AND INSTRUCTION

1. Describe in one full page the school's curriculum and show how all students are engaged with significant content, based on high standards.

The mission of the Barton curriculum is to prepare all of our students to become capable citizens in our community. To this end, we promote positive self-esteem in a highly structured, academically rigorous, child-centered program. **All** staff members share responsibility for educating **all** students. This translates into a community of caring, dedicated adults working to meet the needs of children. From principal and teachers to educational assistants and volunteer tutors, the student is the focal point of our school paradigm. Specialists work with classroom teachers to complement grade level curriculum. Volunteer tutors work with teachers to pinpoint efforts to best assist students.

In an effort to provide a strong educational base for each child in Wisconsin, the State Legislature has designated money to ensure a 15:1 pupil to teacher ratio in primary level classrooms. This has greatly influenced the ability of teachers in kindergarten through third grade to provide a great impact upon not only the children's academic growth but upon their social and emotional development as well.

We have scheduled instructional blocks of time that allow for uninterrupted 60-90 minute periods during which reading and math instruction occurs. This allows for cross-classroom grouping with a minimum amount of disruption. Cross class groups include special needs students. All available resource staff participate in the reading instruction portions of the day. This serves to lower teacher-pupil ratios and provides more intense, focused instruction. Volunteer tutors are scheduled at other times during the day to reinforce classroom instruction and help to motivate the students to excel.

Barton has made technology a top priority in our school plan. Ninety eight percent of our faculty is Internet literate and uses email and the web in a variety of ways to support curriculum. We use computers for research to enrich the curriculum, to communicate with parents, students and colleagues, and for collegial support through Milwaukee Public Schools and beyond. This is accomplished through our state of the art computer hardware, software and professional development. Though budgetary restraints have brought the elimination of the Library Media Specialist position at most schools within MPS, the Barton School Governance Council and the Learning Team have made it a top priority in the annual budget decision- making process.

Per our goal to give children experiences that help them reach beyond the school walls, we have integrated many activities into the curriculum. For example, in conjunction with the study of the State of Wisconsin, our fourth grade children become college students for a day on the campus of the University of Wisconsin in Madison and then tour the state capitol. Another example is how our fifth and sixth grade students improve their writing skills by writing online, following weekly topics, to pre-teaching education students at a local university. We enjoy wonderful partnerships with community businesses and organizations that help us implement these projects.

2. **Describe in one half-page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

Barton's test scores in reading have historically been well above the district-wide average. However, the faculty of Barton and the School Governance Council were not satisfied with those results. We truly believe that **every** child can, and must, learn to read proficiently. Barton chose Direct Instruction, a research based reading program originally designed in the 1960's for low income, at risk students, for several reasons. *In our effort to teach every child at their instructional level,* we believed that the continuous assessments and evaluation that are built into the DI model would provide necessary data to support flexible grouping. We realized the intense, focused, fast paced instruction would minimize student distraction and increase actual learning time. The repetitive nature of the presentation of the program provides the reinforcement that many of our lower achieving children need. We respected the philosophy that at the lower grades, the instructional program was focused on the children **learning to read** and as they became fluent readers it changed to **reading to learn**. The balanced literacy skills including oral fluency, writing, thinking and modeling were aligned with our school, district and state standards. With the limited amount of time we have with our students each day, we liked the multiple academic benefits of the Direct Instruction program. Most of all, we were impressed with the results of our own in-school DI pilot as well as data from other schools with profiles similar to ours.

Direct Instruction is bringing great academic success to Barton students. Teachers, parents and kids are elated with the progress being made. Children are becoming confident learners and feeling good about their developing abilities. With less academic frustration, there are fewer inappropriate behaviors being displayed. Cross-class, flexible grouping and continual evaluation of gains provides targeted instruction to our students. Training of volunteer tutors and all resource staff in the building provides for continuity of instruction. Our in house coach and outside consultants remark on the professional, competent, dedicated manner in which Barton has implemented this program. **Overall results for the first semester of this school year show average reading growth of .5 to 1.2 of all students. This translates to average yearly gains of 1.0 to 2.4 for our students.** Clearly, we are well on our way to meeting our goal of academic reading success for all Barton students!

3. Describe in one half-page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

In response to a steady decline in math scores precipitated, in part, by the MPS adoption of a very constructivist math curriculum, the Barton Community made the decision to drop Investigations and choose our own math program. After a survey, much research and examining other options, we chose Mathematics: Explorations and Applications (MEA). The books arrived at Barton in late November, the first day after Thanksgiving vacation. They were in classrooms within hours. Initial in-service was done during and after school two days that week. Teachers were dancing down the halls and students were delighted with the new program.

MEA is a well-rounded, highly researched math program that aligns well with state standards and the state testing. There are multiple components of MEA that address different standards. There are thinking stories that relate scenarios and personalities, which require deep mathematical thinking related to real life scenarios. Daily problem solving questions also address mathematical thinking for real purposes. Mental math develops automatic recall of mathematical equations, mastery of which are critical to higher level functions. Games develop the strategic thinking and

number sense that are required for Mathematical literacy. Teaching lessons present strategies to guide children as they develop mathematical concepts.

Our math scores went up dramatically on the fourth grade state testing done in March of 2002. Barton students were once again becoming mathematically proficient!

4. **Describe in one half-page the different instructional methods the school uses to improve student learning.**

In an effort to prepare our children to become responsible citizens in the community, our Educational Plan includes methods tailored to developing the 'Whole Child'. Children learn technology through authentic usage, such as web research for papers, email communication with people outside of the building, and graphing, calculating and word processing activities that are part of the curriculum. Accelerated Reader uses computers to increase student comprehension in reading. In an effort to motivate children to excel when additional support for this is needed, we have an extensive volunteer tutoring program, which involves over 20% of the student population. In order to ensure that all children are readers, we have moved to small groups for reading, which requires reassigning support staff to assist in reading instruction. Special Education students are included in regular education classrooms and all classrooms employ flexible grouping beyond their own walls to meet individual student needs. Cross grade shared learning projects ranging from reading and math to science and physical education.

5. Describe in one half-page the school's professional development program and its impact on improving student achievement.

Professional development is a teacher requested, teacher organized, process at Barton. Through surveys, conferences and meetings, needs are identified and ideas are brainstormed in order to find programs that the faculty embraces and takes ownership for. Professional development occurs within the building as well as through district programs. Within Barton, we have extensive ongoing training regarding the use of Direct Instruction programs and each teacher's skills in the presentation of them. This includes both on-site and off-site training days as well as side-by-side coaching during classes and after class reviews. We use external consultants as well as peer coaches for this. Ongoing training for MEA occurs on a bi-monthly basis using both an outside consultant and peer coaching. Better teaching will improve student learning and student achievement. Technology training occurs in the building; all teachers and most of the staff have their MPS Internet training completed. Teachers are able to use the Internet as a resource for communicating ideas and finding resources that enhance student learning. School in-service sessions teach about different parts of the technology available at the school. Grants have been received to cover the cost of professional development for staff, students and parents regarding our in-house television network. This has produced a daily morning show run by the students to deliver news about what's happening in and around the school. A better informed student body produces more ownership for student learning within the Barton Community. Another grant is bringing an online class to Barton for the staff members to become more proficient at online writing skills, thereby increasing the effectiveness of writing instruction.

Grade 3 Test: **Wisconsin Reading Comprehension Test**
Edition/Publication Years: 2000, 2001, 2002 Publisher: Office of Educational Accountability, Wisconsin Department of Public Instruction
What groups were excluded from testing? One student was excluded from testing in 2001-2002 due to hospitalization. The students excluded from testing in 1999-2000 and 1998-1999 were based upon the Individual Education Plans (IEP's).
Why, and how were they assessed? The students were assessed through progress towards their IEP goals and benchmarks.
Scores reported here as (check one): NCE's ___ Scaled Scores ____ Percentiles **X**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	
SCHOOL SCORES					
Total					
At or Above Basic	87.8%	95.2%	95.7%	89.9%	
At or Above Proficient	68.3%	61.3%	75.3%	65.2%	
At Advanced	17.1%	16.1%	18.3%	19.1%	
Number of students tested	81	62	89	84	
Percent of total students tested	98.8%	100%	95.7%	94.4%	
Number of students excluded	1	0	1	5	
Percent of students excluded	1.2%	0%	4.3%	5.6%	

Note: All test data may be accessed at http://www.dpi.state.wi.us/dpi/stats.html

Wisconsin Reading Comprehension Test: Grade 3: 2001-2002

SUBGROUP SCORES	**Barton**	**District: MPS**	**State**		
1. Black/African American					
At or Above Basic					
At or Above Proficient	70%	47%	49%		
At Advanced					
SUBGROUP SCORES					
2**. White Students**					
At or Above Basic					
At or Above Proficient	100%	73%	81%		
At Advanced					
SUBGROUP SCORES					
3. **Male Students**					
At or Above Basic					
At or Above Proficient	68%	47%			
At Advanced					
SUBGROUP SCORES					
4. **Free and Reduced Lunches**					
At or Above Basic					
At or Above Proficient	65%	45%			
At Advanced					
SUBGROUP SCORES					
4. **All Students**					
At or Above Basic					
At or Above Proficient	68.3%	50.4%	74.2%		
At Advanced					
STATE SCORES					
Total					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Grade: ___4___ Test: **Wisconsin Knowledge and Concepts Exam**
Edition/publication Year: 1998,1999,2000,2001 Publisher: CTB-McGraw Hill

Reading

What groups were excluded from testing? The students were excluded from testing based on their Individual Education Plans (IEP's).
Why, and how were they assessed? The students were assessed through progress towards their IEP goals and benchmarks.
Scores reported here as (check one): NCE's ___ Scaled Scores ____ Percentiles **X**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	
SCHOOL SCORES					
Total					
At or Above Basic	92%	92%	94%	90%	
At or Above Proficient	82%	79%	80%	78%	
At Advanced	19%	20%	15%	17%	
Number of students tested	62	93	86	91	
Percent of total students tested	100%	100%	100%	91.2%	
Number of students excluded	0%	0%	0	8	
Percent of students excluded	0	0	0%	8.8%	

Grade: ___4___ **Test: Wisconsin Knowledge and Concepts Exam**
Edition/publication Year: 1998,1999,2000,2001 Publisher: CTB-McGraw Hill

Math

What groups were excluded from testing? One student was not tested in 1998 due to the IEP.

Why, and how were they assessed? The student was assessed through progress towards the IEP goals and benchmarks.

Scores reported here as (check one): NCE's ___ Scaled Scores ____ Percentiles **X**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	
SCHOOL SCORES					
Total					
At or Above Basic	96%	92%	97%	98%	
At or Above Proficient	80%	48%	62%	78%	
At Advanced	27%	14%	20%	23%	
Number of students tested	62	93	86	98	
Percent of total students tested	100%	100%	100%	99%	
Number of students excluded	0	0	0	1	
Percent of students excluded	0%	0%	0%	1%	

WKCE 2001-2002 Reading

SUBGROUP SCORES	**Barton**	**District-MPS**	**State**		
1. Black/African American					
At or Above Basic					
At or Above Proficient	82%	51%	54%		
At Advanced					
SUBGROUP SCORES					
2. White					
At or Above Basic					
At or Above Proficient	100%	76%	85%		
At Advanced					
SUBGROUP SCORES					
3. Male Students					
At or Above Basic					
At or Above Proficient	76%	50%	75%		
At Advanced					
SUBGROUP SCORES					
4. Free and Reduced Lunch					
At or Above Basic					
At or Above Proficient	81%	50%	63%		
At Advanced					
SUBGROUP SCORES					
5**. All Students**					
At or Above Basic					
At or Above Proficient	82%	61%	79%		
At Advanced					
STATE SCORES					
Total					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

WKCE 2001-2002 Math

SUBGROUP SCORES	**Barton**	**District: MPS**	**State**		
1. Black/African American					
At or Above Basic					
At or Above Proficient	78%	36%	36%		
At Advanced					
SUBGROUP SCORES					
2. White					
At or Above Basic					
At or Above Proficient	100%	67%	77%		
At Advanced					
SUBGROUP SCORES					
3**. Male Students**					
At or Above Basic					
At or Above Proficient	76%	40%	69%		
At Advanced					
SUBGROUP SCORES					
4. **Free/Reduced Lunches**					
At or Above Basic					
At or Above Proficient	81%	36%	49%		
At Advanced					
SUBGROUP SCORES					
5. **All Students**	81%	45%	69%		
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
Total					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					