

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 3563 S. 97th St.
(If address is P.O. Box, also include street address)

Milwaukee Wisconsin 53228-1416
City State Zip Code+4 (9 digits total)

Tel. (414) 604-7400 Fax (414) 604-7415

Website/URL www.Milwaukee.k12.wi.us/pages/MPS/SCHOOLS/elem/alcott
E-mail valdesjm@milwaukee.k12.wi.us

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.

(Principal's Signature) Date _____

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

District Name Milwaukee Public Schools Tel. (414) 475-8002

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.

(Superintendent's Signature) Date _____

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.

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

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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
 27 Middle schools
 Junior high schools
 23 High schools
 40 Other (Briefly explain)
 3 – K –12
 8 – EC Sites
 10- Middle/H.S.
- 209 TOTAL
2. District Per Pupil Expenditure: \$10,006
- Average State Per Pupil Expenditure: \$10,374

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- 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. 1 Number of years the principal has been in her/his position at this school.
- 5 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:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	52	58	110	7			
1	22	25	47	8			
2	22	24	46	9			
3	18	21	39	10			
4	19	21	40	11			
5	19	21	40	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							322

6. Racial/ethnic composition of the students in the school:
- 54% White
 - 22 % Black or African American
 - 14 % Hispanic or Latino
 - 7 % Asian/Pacific Islander
 - 3 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 19.2%

(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 <i>to</i> the school after October 1 until the end of the year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	39
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	62
(4)	Total number of students in the school as of October 1	323
(5)	Subtotal in row (3) divided by total in row (4)	0.1919
(6)	Amount in row (5) multiplied by 100	19.2%

8. Limited English Proficient students in the school: 1 %
3 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish
 Bosnian

9. Students eligible for free/reduced-priced meals: 51 %

165 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %
36 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|--|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Deafness | <input checked="" type="checkbox"/> Other Health Impaired |
| <input type="checkbox"/> Deaf-Blindness | <input checked="" type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Hearing Impairment | <input checked="" type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>18</u>	_____
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	_____	<u>2</u>
Support staff	_____	<u>4</u>
Total number	<u>22</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>93%</u>	<u>93%</u>	<u>91%</u>	<u>91%</u>	<u>90%</u>
Daily teacher attendance	<u>91%</u>	<u>91%</u>			
Teacher turnover rate	<u>5%</u>	<u>5%</u>			
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Alcott Elementary School, Milwaukee, Wisconsin, serves 323 children from four-year kindergarten through fifth grade. The four and five year old kindergarten programs are full day programs. Alcott reflects a rich, culturally diverse student population with an enrollment represented by 54% White, 21% African American, 12% Hispanic, 6% Asian and 2% Native American. Our school is a Title One school with 51% of our students eligible for free and reduced lunch. Our five year kindergarten through third grade classrooms are a component of the Student Academic Guarantee in Education Program which guarantees a small (15:1) pupil/teacher ratio. The special needs population at Alcott is 12% of the total student enrollment for the current school year. It was 11% for the 2002-2003 school year from which the reported data was extracted.

The mission of Alcott Elementary School is to raise our students' level of performance to at or above proficiency in all academic disciplines by engaging students in a stimulating and challenging curriculum. The curriculum will lay the foundation of the development of learning skills that will ensure academic success. The varied teaching and learning strategies utilized in the implementation of the curriculum allows for the maximum academic growth for all students. The philosophy at Alcott is that all children can achieve regardless of socioeconomic background, physical or academic challenges. We strive to teach students at their own academic level, which provides stepping stones for life-long learning skills.

Alcott has been successful in working towards our mission due to a creative, dedicated and highly motivated school community. The school community includes the faculty, parents, students and other community members working together to implement programs that will meet the varied needs of our students. Ongoing data analysis of student assessments is utilized to identify our areas of improvement and our focus for staff development. Program choices and teaching and learning methodology are decided upon based on what has been scientifically researched and proven successful. A substantial number of parents and retired community volunteers spend an hour or more a week at the school performing a variety of tasks which include tutoring small groups of students in Reading and Math.

By using our resources in innovative ways, we have been successful in meeting the needs of our school community. Our school technology includes the capacity for faculty and students to access the Internet. It is used for online professional development course work by the faculty and for study and research purposes by the students. Our school technology is also utilized to reinforce student academic skills in the curricular areas of Reading, Math and Writing at all grade levels. A strong sense of teamwork between classroom teachers and ancillary staff fosters the close integration of all activities in which students are involved.

Alcott's staff is proud of the academic progress that our students are achieving. As a staff, we will continue to move in the direction of improving our existing teaching and learning strategies and methods. We at Alcott are dedicated to Leaving No Child Behind. To accomplish this goal, we have implemented the Pure Phonics Program, Simultaneous Multi-Sensory Instructional Procedure (SMSIP). Pure Phonics was piloted in the 1998-1999 school year. The data has shown significant improvement in Reading, Spelling and Writing scores.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

There are several assessment tools that are utilized by the school and the school district to measure the academic achievement of our students at Alcott Elementary School. As a school, we rely on classroom assessments based on state standards at all grade levels. The following assessments are used at Alcott: Terra Nova at the 3rd and 5th grades, the Wisconsin Knowledge and Concepts Exam (WKCE) at the 4th grade, the Wisconsin Reading and Comprehension Test at the 3rd grade, the Writing Performance Assessment at the 3rd and 5th grades and the BASIS Math Test for grades three through five. These assessments provide individual and group data. The analysis of the data is used by the faculty to drive teaching and learning in the classrooms. The feedback information based on the data has value in determining the adjustments to the curriculum, the teaching and learning strategies, and the types of student interventions in the classroom to be utilized during the current school year. It is also a valuable tool in assessing the academic progress of individual students or groups of students over a period of years (longitudinal growth) in the different curricular areas.

The data results on the 4th grade assessment, the WKCE are reported for Mathematics and Reading and other curricular areas. The individual student's performance results in a scale score for each of the tested curricular areas and recognizes the student as having performed in the minimal, basic, proficient, or advanced level. Each of the four levels is determined by a range of scale scores with values between 0 and 999. Students having performed within a range of scale scores will fall into one of the aforementioned levels.

In the 2002-2003 school year, thirty-nine students in our 4th grade participated in the WKCE, which is the State of Wisconsin assessment. The performance results in the reading sub-test indicate the following percentages for each of the levels: 3% minimal, 15% basic, 56% proficient, and 26% advanced. In comparison, the State of Wisconsin performance results for the percentage of students in the combined proficient and advanced levels was 80%. The Alcott students performed higher with 82%. A total of 32 out of 39 students scored at or above proficient in Reading. A deeper analysis of the reading performance results for the combined levels of proficient and advanced students shows significant progress towards closing the achievement gap between African-American (69%) and White (88%) students.

In the 2002-2003 school year, thirty-nine students in our 4th grade participated in the WKCE sub-test for Mathematics. The Mathematics performance resulted in the following percentages for each of these levels: 10% minimal, 10% basic, 64% proficient, and 15% advanced. In comparison, the Alcott students' combined percentage of proficient and advanced levels of 79% were higher than the state of Wisconsin which only performed at 71%. A total of 31 out of 39 students scored at or above proficient in Mathematics. Further analysis of the Mathematics performance results for the combined levels of proficient and advanced students again shows a decreasing achievement gap between African-American (62%) and White (82%) students.

2. Data analysis has become a major tool in the annual development of the Alcott Educational Plan. The faculty examines our students' curricular areas of strength and weaknesses, and prioritizes these areas in

need of focus for school improvement. One of the areas we focused on was Pure Phonics for Reading and Spelling. In Math, we incorporated basic math facts drills and portfolios. In Writing, we now use the Writer's Workshop Method, Koalaty Kid tools and portfolios. These strategies became the focus of schoolwide staff development and were instituted in each grade level in order to build continuity throughout the school. Through implementation of these new programs, we have found that our students' performance has greatly increased.

Our 3rd grade students' Reading scores on the Wisconsin Reading Comprehension Test (WRCT) for the 2002-03 (86% proficient and advanced) are above the Milwaukee Public School District and the State of Wisconsin (63%). As a school, we continue to make this a priority for continued improvement. By examining the disaggregated data, we are able to identify individual struggling students and then place them into small groups to receive additional support.

3. The Alcott school community is comprised of a group of stakeholders such as parents, students, faculty and members of the community at large. In order to function effectively, all members of the school community need to be informed of the assessment performance data and how to use it to make informed decisions. School information is shared for three purposes. The first is to let the stakeholders know what in general is occurring in the school on a day to day basis, the second purpose is to inform parents regarding their child's performance and the third is to improve teaching methods in the classroom.

The vendor, CTB-McGraw Hill, compiles assessment data for the 4th grade Wisconsin Knowledge and Concepts Exam and for the 3rd and 5th grades Terra Nova. Reports are delivered to school sites as well as the Milwaukee Public School (MPS) Office of Assessment and the Accountability. MPS compiles this data along with the performance results of the 3rd and 5th grades Writing Performance Assessments and the 3rd grade Wisconsin Reading and Comprehension Test into a school district report card that is announced and published in the fall semester of each school year. It reports to the community the performance of the individual schools as well as the district as a whole. This information is available in hard copy at the school and on the school district webpage. Alcott Elementary School uses this information to evaluate our students' strengths and weaknesses. This information is analyzed in meetings of the School Governance council (parent, staff, community members), the Learning Team, and the faculty.

Individual student performance reports are shared with parents and students in a variety of ways. The individual student performance results for the standardized assessments are sent home as soon as they become available. These student performance results are reflected in the Student Promotion System, which is generated and shared with parents twice a year. Starting in grade four, an MPA (Milwaukee Partnership Academy) report which is a longitudinal report showing the individual student's performance growth on standardized tests for grades three and up is shared with parents during the second semester. Grade level mastery checkpoints for Mathematics and Reading are administered and shared with students and parents multiple times per school year. Detailed and concise records such as report cards, progress reports, portfolios and classroom assessments based on standards (CABS) lists are kept. These records are shared with parents several times throughout the year.

4. Over fifty percent of Alcott's staff has earned Master's Degrees and several others are working toward accomplishing this goal. One of our most successful accomplishments is the continued success of the SMSIP Pure Phonics Program. All of our staff, including teachers, paraprofessionals, aides and principal, has been trained in the use of this program. Workshops in SMSIP Pure Phonics Program, Reading

techniques, Math and Computer technology have been presented to the Alcott parents by our teaching staff. In addition, several of our staff members have conducted inservices and workshops for other schools and organizations on the use of Pure Phonics. We will continue to teach incoming staff in the use of Pure Phonics and be available to inservice anyone outside the school who is interested.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards

The core of the Alcott curriculum is to prepare all of our students for academic success. Our goal is to build a strong foundation of skills and to have children achieve at or above proficiency in all academic areas. We promote positive self-esteem in a highly structured academically rigorous, child-centered environment. All staff members share the responsibility of educating each student. This transforms Alcott into a community of caring and dedicated adults working to meet the individual needs of our students. The child is the focal point of our school. Specialists and ancillary staff work with the classroom teachers to support the implementation of grade level curriculum.

In an effort to provide a strong educational base for each student in Wisconsin, the State Legislature has designated SAGE funds to ensure a 15:1 pupil to teacher ratio in the primary classrooms. The school district has also targeted funds to complement this initiative with a Class Size Reduction (C.S.R.) allocation. These programs have greatly influenced the ability of teachers in kindergarten through third grade to make a significant impact on the students' academic, social, and emotional development.

Our school has scheduled instructional blocks of time that allow for uninterrupted 60-90 minute periods during which Reading, Pure Phonics, Spelling and Written Language Arts takes place. This allows the grade level teachers to implement cross grouping with a minimum of disruptions. This practice allows the faculty to provide intense and focused instruction. Annually, each class creates a literacy project, which demonstrates skills taught in the areas of comprehension, plot development, and characterization.

Technology is an important focus of our educational plan. A school technology grant has allowed our staff to participate in professional activities which include online courses and also to design customized school inservices to address our needs. Computers in the classroom and in the computer lab are utilized to support the curriculum and to motivate students to read through a schoolwide Accelerated Reading Program. Our successful Writing scores have been accomplished by a school wide intensive Writing program that includes the Power Writing Process, Writing portfolios and the use of Koalaty Kid tools.

Our aim is to also provide learning experiences for our students that reach beyond the school walls. Our teachers integrate off site activities into the school curriculum to build upon and reinforce concepts. For example, the classroom health curriculum at all grade levels is taught in conjunction with a visit to the Children's Hospital Health Education Center. Another example would be our participation with Milwaukee County Zoo in a yearly Recycling/Art project. We support literature and the fine arts by not only having our students attend theater productions, but we also have productions performed in our school by local and regional children's touring groups.

Our teaching approach to Mathematics is closely linked to the school district's vision. The adoption of a math series, Investigations, four years ago focused on the development of the students' critical thinking skills. We also have incorporated the mastery of basic math facts into our daily math curriculum. Alcott concentrates on the problem-solving process, applications, and the development of higher order thinking skills. By using hands-on Math activities as well as combining Math with Writing, children will become proficient at solving problems and explaining their answers in written form.

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

The Reading scores at Alcott have historically been above the District-wide average. Our goal of having our students reading at or above proficiency is met by using a variety of teaching methods that have proven to be successful. Our reading curriculum is also aligned with the district and state standards. Our comprehensive literacy program includes our adopted Houghton Mifflin Reading basal series which

includes multiethnic literature stories. In addition to the basal series, we also use trade books to supplement our literacy program, which reinforces and enhances each individual student's reading level. The 60-90 minute Reading block is designed for the specific purpose of promoting and developing Reading skills and comprehension. Reading is enhanced by utilizing volunteer tutors, small group instruction and cross grouping students according to their performance level. Thus, struggling readers will achieve greater success and those who are basic, proficient and advanced in Reading are consistently challenged.

An important component of our Reading Curriculum is the SMSIP (Simultaneous Multi-Sensory Instructional Procedure) Pure Phonics program (conceived and developed by Dr. Robert Nash). Pure Phonics is used daily in all classrooms (K4-5th grade) and all staff and interested parents are trained in the implementation of Pure Phonics. A strong emphasis is placed on instruction, which is very specific and consistent. Pure Phonics is 100% explicit phonics based on the sound system of the language. This program uses the concept of direct instruction to encode and decode words of the American English language by way of its phonemic units.

Other facets of our Reading program are Drop Everything And Read (DEAR), oral and written book reports and reading at recess. Reading at recess is a daily program in which students have a choice of outdoor recess or reading books to earn prizes. Also incorporated into our Reading program is a technology based computer program called Accelerated Reading. Students have an opportunity to check out trade books from the library at their reading level. They then read the book and independently take a comprehension test on the computer. Accelerated reading has been beneficial in improving students' reading levels, comprehension skills, and computer skills.

Our students reading skills are formally assessed three times during the school year by using the Jerry Johns Reading Inventory and On The Mark reading assessment tool. Through the use of these programs, Alcott has been successful in outranking other schools in our district.

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.

An area that we wanted to concentrate on was Writing because we felt our test scores could have been higher. We felt the essential skills we were teaching our students in Spelling and Pure Phonics could be expanded into the Writing Process. We did this through the use of implementing the Writer's Workshop Writing Process (brainstorming, organizational tools, rough draft, editing, conferencing, final copy, and joint student/teacher evaluations). In addition, the staff was introduced to the Koalaty Kid Program, which is nationally recognized, and then inserviced on the use of these tools. Through the use of the Koalaty tools, the students are able to organize and evaluate their own work. Koalaty Kid is designed to give students the tools to gather data, create information from data, reflect and then analyze that data. These are thinking tools that can be used in a variety of subjects including Social Studies and Science. This aids students to become successful independent writers. Then, teachers developed a set of criteria for the compilation of Writing Portfolios. Portfolios are assessed by students, teachers, the principal and parents each semester to showcase student growth and improvement. These processes have helped improve our students Writing ability and test scores. Writing has also been integrated into all curricular areas.

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

Alcott uses a variety of methods to improve student learning. Every classroom from K4-5th grade has a word wall to enhance vocabulary development. Student grouping is done in various ways such as cooperative learning groups, peer tutoring, student partnering and small direct instruction groups. Another method used is “buddy” pairing of an older student with a younger student. In this buddy system older students read and reinforce classroom skills. Our students are also given the opportunity to improve oral speaking skills by instructing their peers in the classroom in the use of Pure Phonics. Alcott school uses a balanced literacy approach to teaching by integrating all academic subjects into the best practice to support the instructional focus in relation to the state standards, curriculum content, student performance and opportunity to learn. Through the use of a variety of methods, we have found that our students are actively engaged in their learning and enthusiastic about accomplishing their academic goals.

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

Alcott’s professional development program has had a direct impact on improving student achievement. Areas of need identified by the teachers and the Learning Team are the basis for the professional development programs. Some of the main inservices that have been incorporated into our curriculum include SMSIP Pure Phonics, Koalaty Kid, Writer’s Workshop, Math Investigations and the E2T2 Technology Grant.

With the implementation of these successful programs, numerous teachers have been asked to present these methods to other schools within and outside of our district. Improvements in our test scores have been direct results of the school wide use of these programs. Alcott Elementary school dedicates itself to a rigorous set of high standards for both staff and students, which results in creating successful learners and productive citizens for the future.

Grade 3

Test Wisconsin Reading Comprehension Test

Edition/publication year: 2003

Publisher Office of Educational Accountability Wisconsin
Wisconsin Department of Public Instruction

Number of students in the grade in which the test was administered 42

Number of students who took the test 41

What groups were excluded from testing? Why, and how were they assessed? One student, was excluded due to his Lau Level of 2. He was assessed with an alternative instrument, the MECCA Rubric.

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

Wisconsin Reading Comprehension Test Grade 3

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	97.7%	78%	88%	87.8%	78%
% At or Above Proficient	86%	63.4%	81%	73.5%	42.4%
% At Advanced	44.2%	34.1%	45.2%	30.6%	6.8%
Number of students tested	42	38	37	45	55
Percent of total students tested	98%	93%	88%	92%	93%
Number of students excluded	1	3	5	4	4
Percent of students excluded	2%	7%	12%	8%	7%
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic					
State Mean Score					
% At or Above Proficient	81%				
State Mean Score					
% At Advanced					
State Mean Score					

Wisconsin Reading Comprehension Test: Grade 3 : 2002-2003

SUBGROUP SCORES	Alcott	District: MPS	State		
1. Black/African American					
At or above Basic					
At or above Proficient	70%	61%	74%		
At Advanced					
SUBGROUP SCORES					
2. White					
At or above Basic					
At or above Proficient	93%	82%	81%		
At Advanced					
SUBGROUP SCORES					
3. Males					
At or above Basic					
At or above Proficient	82%	59%	78%		
At Advanced					
SUBGROUP SCORES					
4. Free and Reduced					
At or above Basic					
At or above Proficient	81%	60%	67%		
At Advanced					
SUBGROUP SCORES					
5. All students					
At or above Basic	97.7%	81.4%			
At or above Proficient	86%	63.4%	81%		
At Advanced	44.2%	13.3%			
STATE SCORES					
Total					
At or above Basic					
State Mean Scores					
At or above Proficient	81%				
State Mean Scores					
At Advanced					
State Mean Scores					

Grade 4

Test: **Wisconsin Knowledge and Concepts Exam**

Edition/publication year: 02-03 _____

Publisher CTB – McGraw Hill

Number of students in the grade in which the test was administered 39

Number of students who took the test 0

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCES _____ Scaled scores _____ Percentiles X

Wisconsin Knowledge and Concepts Exam Reading Grade: 4

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Nov.	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	97%	89%	69%	83%	80%
% At or Above Proficient	82%	70%	56%	65%	61%
% At Advanced	26%	30%	15%	12%	2%
Number of students tested	39	43	32	55	53
Percent of total students tested	100%	91%	82%	92%	90%
Number of students excluded	0	4	7	6	6
Percent of students excluded	0	9%	18%	8%	10%
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	92%	90%	89%	89%	90%
State Mean Score	646	654.7	654	652.8	653.7
% At or Above Proficient	80%	79%	77%	77%	78%
State Mean Score					
% At Advanced	40%	18%	17%	15%	16%
State Mean Score					

WKCE Reading

Grade: 4

SUBGROUP SCORES	Alcott	District: MPS	State		
1. Black/African American Students	7				
At or above Basic	98%				
At or above Proficient	69%	58%	69%		
At Advanced	0%				
SUBGROUP SCORES					
2. White Students	13				
At or above Basic	95%				
At or above Proficient	88%	79%	86%		
At Advanced	50%				
SUBGROUP SCORES					
3. Male Students	13				
At or above Basic	97%				
At or above Proficient	82%	57%	77%		
At Advanced	31%				
SUBGROUP SCORES					
4. Free and Reduced Students	15				
At or above Basic	92%				
At or above Proficient	79%	59%	67%		
At Advanced	26%				
SUBGROUP SCORES					
5. All students	39				
At or above Basic	97%				
At or above Proficient	82%	61%	80%		
At Advanced	26%				
STATE SCORES					
Total					
At or above Basic	92%				
State Mean Scores	646				
At or above Proficient	80%				
State Mean Scores					
At Advanced	40%				
State Mean Scores					

Grade 4

Test: **Wisconsin Knowledge and Concepts Exam**

Edition/publication year: 02-03 _____ Publisher CTB – McGraw Hill

Number of students in the grade in which the test was administered 39

Number of students who took the test 0

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles _____

WKCE Math

Grade: 4

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Nov.	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	89%	92%	82%	85%	74%
% At or Above Proficient	79%	77%	46%	65%	47%
% At Advanced	15%	34%	10%	23%	10%
Number of students tested	39	43	35	55	52
Percent of total students tested	100%	91.4%	88.5%	90.9%	88.1%
Number of students excluded	0	4	4	5	7
Percent of students excluded	0%	8.6%	11.5%	9.1%	11.9%
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	82%	92%	91%	94%	93%
State Mean Score	632.6	640.3	636.4	645.5	642.7
% At or Above Proficient	71%	69%	65%	75%	74%
State Mean Score					
% At Advanced	30%	25%	21%	31%	30%
State Mean Score					

WKCE Math

Grade: 4

SUBGROUP SCORES	Alcott	District: MPS	State		
1. Black/African American Students	7				
At or above Basic	0%				
At or above Proficient	62%	39%	54%		
At Advanced	0%				
SUBGROUP SCORES					
2. White Students	13				
At or above Basic	89%				
At or above Proficient	82%	67%	76%		
At Advanced	29%				
SUBGROUP SCORES					
3. Male Students	13				
At or above Basic	0%				
At or above Proficient	88%	47%	72%		
At Advanced	15%				
SUBGROUP SCORES					
4. Free and Reduced Students	15				
At or above Basic	0%				
At or above Proficient	79%	43%	52%		
At Advanced	19%				
SUBGROUP SCORES					
5. All students	39				
At or above Basic	90%				
At or above Proficient	79%	46%	71%		
At Advanced	15%				
STATE SCORES					
Total					
At or above Basic	82%				
State Mean Scores	632.6				
At or above Proficient	71%				
State Mean Scores					
At Advanced	30%				
State Mean Scores					