

U.S. Department of Education September 2003

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

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

Official School Name: **Clement J. Zablocki School**
(As it should appear in the official records)

School Mailing Address **1016 West Oklahoma Avenue**
(If address is P.O. Box, also include street address)

City: **Milwaukee** State: **Wisconsin** Zip Code+4 (9 digits total): **53215-4796**

Tel. **(414)294-2200** Fax **(414) 294-2215**

Website/URL **www2.milwaukee.k12.wi.us/zablocki**

Email: **295@mail.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 _____

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.

(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. [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: **118 Elementary Schools**
24 Middle Schools
18 High Schools
58 Alternative/Partnership Schools
- 218 Total**

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:

- 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. 12 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
Pre K	62	42	104
K	46	39	85
1	43	43	86
2	48	37	85
3	48	34	82
4	43	29	72
5	50	39	89
6			
Total	341	263	604

6. Racial/Ethnic composition of applying school:
- 47% White
 - 9% Black or African American
 - 39% Hispanic or Latino
 - 6% Asian/Pacific Islander
 - 1 % American Indian/Alaskan Native

100% Total

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

(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.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students in the school as of October 1	48
(4)	Total number of students in the school as of October 1, 2001	608
(5)	Subtotal in row (3) divided by total in row (4)	.079
(6)	Amount in row (5) multiplied by 100	7.9

8. Limited English Proficient students in the school: 5% for the 2002-2003 school year
30 Total number Limited English

Proficient

Number of languages represented: 4

Specify languages: Spanish
Hmong
Lau & Vietnamese

9. Students eligible for free/reduced-price meals: 67%
405 Total Number Students Who Qualify

10. Students receiving special education services: 18%
125 Total Number of Students

Served

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>31</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>57</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>9</u> Multiple Disabilities	<u>0</u> 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	
Classroom teachers	33	
Special Resource teachers/specialists	5	
Paraprofessionals	5	
Support Staff	1	
Total number	46	

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94%	94%	93%	94%	94%
Daily teacher attendance	97%	98%	99%	98%	98%
Teacher turnover rate	3*	2*	0	1	1

*Retirements

Part III- Summary

Zablocki Elementary School in Milwaukee Wisconsin serves 604 children from age three, Early Childhood through fifth grade. The diverse population is comprised of 9% African American, 44% Caucasian, 34% Hispanic, 4 % Asian and 2% Native American. Zablocki is a Title One School with 67% of the students eligible for free or reduced lunch. Programming includes two all day Head Start K4 kindergarten programs. The five -year kindergartens through third grade classrooms are part of the Student Academic Guarantee in Education Program(SAGE), which guarantees a small (15:1) pupil/teacher ratio. In addition, 16% of the population is identified as special needs students.

The Zablocki Elementary School mission is to provide for the individual success of all their culturally and economically diverse students. An integral part of the curricular support is the cooperation between home, school and the community. Over 100 parents each year volunteer to tutor children, assemble fliers, and manage fundraisers. Neighborhood business partners share time, talents, and resources to support student achievement as well. Zablocki's goal is to lay the foundation that students will need to become self-sufficient and productive citizens.

Cornerstone to Zablocki's success is a dedicated and unified staff, which consistently reviews and revises curricular approaches to best meet the changing needs of the students. Zablocki has formed a community of learners encompasses both students *and staff*. The faculty of Zablocki is constantly engaged in refining their skills of teaching craft through reviewing articles, professional dialogue, and peer observations. Block scheduling ensures weekly grade-level meetings where teachers review and assess classroom lessons and share best practices to meet the needs of **all** students. In addition to weekly grade level meetings staff meets twice a month, once with the grade above and once with the grade below. Conversations include student expectations, effective strategies, collaborative issues, and student work. Zablocki is in the third year of Comprehensive School Reform (CSR), which provided resources for the Zablocki staff to align the curriculum with State Standards and District Expectations. Comprehensive School Reform has refocused and pulled staff together to teach with an unified vision. During the curriculum alignment process the staff found it necessary to reexamine teaching practices with a revitalized intensity and an enthusiastic zeal. Zablocki embarked upon the exciting journey of continuous improvement for **all** students!

The school community is proud of the work done at Zablocki Elementary School. This community is pleased with Zablocki's test scores, parent satisfaction, and the staff philosophy that puts children first. Dr. Baimbridge of *School Matters Inc* stated, "Zablocki Elementary School is one of the top 100 schools in the nation." However, the school culture is such that staff will never be fully satisfied until **all** children score proficient or above. Zablocki's true vision is that **No Child Is Left Behind**.

PART IV- INDICATORS OF ACADEMIC SUCCESS

1. The school's assessment results in reading and mathematics

Two state mandated standardized tests are used to compare and evaluate the achievement of all elementary schools in Wisconsin. The first is the **Wisconsin Reading Comprehension Test (WRCT)**, assessing all third grade students across the state each March. The second is the **Wisconsin Knowledge and Concepts Exam (WKCE)** administered to all fourth graders in November. For the past three years Zablocki has **outperformed** the district by an average of 25% on the WRCT and an average of 22% on the WKCE. In 2001-2002, Zablocki was 63rd on the National Percentile Rank in Reading. During the quest for continuous school improvement, the staff of Zablocki Elementary School instituted formal test analysis practices to better perceive how **all** students are performing. Data analysis verified there were significant gaps between the majority populations and the minority and special education students. With this disaggregated data Zablocki applied for a CSR grant from the Wisconsin Department of Public Instruction. Since the introduction of CSR using the More Effective Schools model, there has been an increase in **reading** scores for the following subgroups:

- **Hispanic population** scores increased in proficiency from 57% in 2001 to 91% in 2003 on the WKCE and on the WRCT they increased from 52% (2001) to 88% (2003) surpassing district (58% to 53%) and state (64% to 58%).
- **Caucasian population** scores increased in proficiency from 77% (2001) to 83% (2003) on the WKCE and on the WRCT they went from 84% (2001) to 91% (2003) again **exceeding** district (79% in 2001) to (82% in 2003).
- **Male population** scores have improved tremendously. In 2001 on the WKCE, 57% of the students were proficient and in 2003, 81% were proficient and above. Again this subgroup of students **outdid** district (57% in 2003) and state (77% in 2003) scores. On the WRCT the male population increased scores from 68%(2001) to 79%(2003) **compared** to the district (59% in 2003) and the state (78% in 2003).
- **Special education population** scores have increased from 17% in 2001 to 54% in 2003 on the WKCE again **surpassing** district (26% in 2003) and state (44% in 2003).
- **Free and reduced lunch population** has increased scores on the WKCE from 64%(2001) to 84%(2003) which is again **more than** the district (59% in 2003) and state (67% in 2003) scores. On the WRCT the students (83%) **outperformed** the district (60%) and state (67%) in 2003.

The **WKCE Mathematic scores** have **steadily increased** in the last 3 years from 55% in 2001 to 74% in 2003 compared to district (35% to 46%) and state (65% to 71%). In 2001-2002, Zablocki was in the 64th National Percentile Ranking in Mathematics. Since the initiation of the CSR, Zablocki has also experienced a rise in the performances with the following subgroups:

- **Hispanic population** scores went from 57% (2001) to 59% (2003) **surpassing** district 30% to 51% and state 41% to 51%.
- **Caucasian population** scores went from 58% (2001) to 79% (2003) **more than** district 60% to 67% and state 72% to 76%.
- **Male population** scores went from 62% - 77% **exceeding** district 34% - 47% and state 64% - 72%.
- **Special education population** scores went from 42% (2001) to 69% (2003) again **outshining** district 15% to 25% and state 33% to 44%.
- **Free and reduced lunch population** scores went from 56% (2001) to 69% (2003) **going beyond** district 31% to 43% and state 45% to 52%.

After much work and a shift in the school culture, staff discovered that the achievement gaps had been closed between **all** students. Tests scores increased while experiencing an increase in the number of minority and special education students enrolled.

2. How the school uses assessment data to understand and improve student and school performance

The analysis of disaggregated data is vital to the continuous improvement of Zablocki's students. Zablocki employs the Self-Directed Improvement System™ as an ongoing process in which feedback from data is analyzed to develop strategies for improved results. Data subgroups are examined and when gaps are present, students are targeted for refined instruction. Item analyses are done on many assessments to find larger patterns that inform how teaching will be modified to help the students understand specific concepts or gain certain skills. Weekly grade level meetings provide a built in structure to analyze and brainstorm strategies to increase student proficiency. Data has guided teachers to be more focused, clearly stating the goal and intended outcome of each lesson. Students are routinely instructed, through the use of rubrics, checklists, and clear expectations, to self-assess and monitor progress and development. Disaggregated data drives professional development as teachers share strategies and attend workshops on topics in which we need to improve. Staff members attend various data retreats such as CESA1, Department of Public Instruction, and district sponsored workshops to better understand how to utilize data to increase student achievement. Teacher designed classroom assessments based on standards play a strong role in guiding instruction and improving student performance. This information provides teachers a step-by-step confirmation of what information is mastered and what needs to be reinforced.

3. How the school communicates student performance.

Zablocki stakeholders include students, parents, faculty, and community members. All parties are fully informed to achieve the highest level of student success. Two types of data, formative and summative, are reported in different ways for distinct purposes.

The classroom teachers collect formative data daily to guide instruction and to make small and incremental curricular decisions. These scores are reported to students and sent home promptly to parents. Unit tests, chapter reviews, reading checkpoints and math assessments are sent home monthly. Details of this data are further communicated in quarterly report cards and biannual parent/teacher conferences. Parents are notified and an intervention plan is cooperatively constructed for students struggling to learn. Telephones in every classroom and staff posted email addresses ease communication between home and school.

Summative data includes all standardized test results. Due to the time between administering the assessment and obtaining the results, summative tests are not used to make immediate classroom decisions, but instead show larger trends that need to be addressed. WKCE vendor, CTB-McGraw Hill, assembles assessment data and the Milwaukee Public Schools, Office of Assessment and Accountability, receives the results. Zablocki sends the individual WKCE and WRCT student summary reports to the students' families along with the Milwaukee Partnership Academy family report of the individual students' achievement.

Every fall an MPS report card is published for each school, and Zablocki distributes this information to all parents via the Wednesday All-School Information Folders. District scores are published in the local newspaper.

4. How the school will share successes

Mentoring and instructional leadership is an integral part of the Zablocki staff's professionalism. The school is a district model in the area of curricular alignment, block scheduling, and structured cross-grade meetings. In a statewide DPI publication, Zablocki was recognized as a model for others that exemplifies characteristics of a successful school. Local, state, national and international visitors have come, to observe Zablocki's community of learners. **Milwaukee Public School teachers, state officials, British administrators have all walked through Zablocki.** Dr. Walia, the principal, mentors and frequently presents the Zablocki success at local, state and international conferences such as Harvard, Oxford, DPI, and the district. Eight faculty members are designated district math mentors who coach other teachers. Sixty percent of the staff members provide professional development throughout the district, as well as regularly presenting at local, state and even national conferences on a variety of subjects; phonics, mathematics, special education, music, inclusion, curriculum alignment, closing the gap, and literacy ?. All staff members are active members in a range of professional organizations from The National Council of Teachers of Mathematics to the Association of Supervision and Curriculum Development. Others share Zablocki's best practices through local and national listservs, connecting and collaborating with many schools electronically. While these methods for sharing on-going improvement will constantly, new methods for sharing will continually be sought.

PART V- CURRICULUM AND INSTRUCTION

1. The school's curriculum

Zablocki Elementary School's philosophy is that the children are the focal point of the curriculum. Teaching has not occurred until children have learned. The staff strives daily to nurture productive and capable citizens, through an academically rigorous, highly structured, child-centered program. The communities of learners (all staff and students) share responsibility for the academic success of **all** students. Administrators, teachers, assistants and parent volunteers focus on the individual progress of the learner.

Individual progress for all students is accomplished through providing children with more contact and attention from teachers. The State Legislature has assisted this effort by providing funding to ensure a 1:15 teacher to student ratio in primary classrooms. This has greatly influenced the type of experiences provided to children. More individual tutoring, small group work, and calmer classrooms have greatly improved the students' academic, social and emotional growth.

The students are engaged with significant standards-based content on a daily basis. Comprehensive School Reform (CSR) has provided the resources to align our teaching practices with Wisconsin State Standards and our district's target goals. CSR is the impetus for rescheduling the school day to provide weekly grade level meetings to improve and enhance the curriculum. The meetings are used to analyze test results, find gaps in performance, share best practices and otherwise transform the curriculum to improve results for **all** students. Continual refocusing and refining of practices makes each lesson engaging, meaningful, and on target with district and state goals.

One way Zablocki's staff improves curriculum, engages the students, and fulfills the mission is through the use of real life experiences; for example: children visit the local business to see how math is used on a daily basis; they attend a campout to explore nature topics first hand; and participate in a variety of recreational sports to improve teamwork and build character. These experiences develop the whole child, broaden the students' education and involve the community.

Curriculum is also improved through the use of technology. We have a minimum of four networked computers per classroom used to reinforce the curriculum, communicate with parents, and gain collegial support to promote best practices. We have two mobile wireless labs for Internet access, email pen pals, and word processing. In addition, Zablocki uses 150 Alphasmarts™, a simple word processing keyboard, for use with students even as young as kindergarten. Staff members use Internet resources, emails, listservs and other web resources to enhance the curriculum. A full-time media specialist and a part-time technologist facilitate technology use.

The collaborative staff utilizes many types of resources to effectively teach and to bring significant content to **all** learners, to ensure **No Students are Left Behind**.

2. The school's reading curriculum

Zablocki's reading success has been a strength since the 1999-2000 school year. Test scores have been consistently higher than the district. In pursuing the mission of educational excellence for all, scientifically based reading research is used to continually refine the reading program. Zablocki utilizes the district adopted Houghton-Mifflin's reading program as an instructional base, however no single reading program can effectively meet all learners' needs. Therefore, Zablocki teachers employ comprehensive literacy's varied components to provide differentiated instruction. Shared reading, guided reading, literature circles, flexible groups, trade books, basal readers, phonemic awareness, and PHONICS INSTRUCTION are all used to meet the individual child's needs. The staff adjusts practice and experiments with supplemental materials to achieve improved results. First grade teachers developed a structured phonemic awareness program, improving students decoding and spelling. Teachers in grades 1-4 assist struggling readers through two research-based programs, Houghton-Mifflin's Early Success and Soar to Success. Teachers scaffold reading instruction moving from explicit to implicit teaching to propel students toward increasing independence. In September over 100 parents attended informational meetings to learn about Zablocki's reading goals and high expectations. All reading practices are aligned to the standards in order to "ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments

3. Curriculum area of the school's choice

Student proficiency in mathematics continues to increase. Over the past two years, Zablocki students have outperformed both district and state scores. This growth is attributed to a strong program, aligned curriculum, and professional development. The foundation of our math program, *Investigations*, includes the five essential strands of mathematics instruction. The strands include: understanding mathematical concepts and operations, computing, applying, reasoning, and engaging in mathematical activity. Students are challenged to higher order thinking in this inquiry-based program. Eight Zablocki teachers have become district math leaders working with district and university personnel to lead professional growth in mathematics. Professional development includes time for teachers to examine the goals of *Investigations*, and align the curriculum to state standards and district goals. Professional development has included time for teachers to understand how mathematical ideas develop in their designated grade level as well as how the ideas grows across grade levels. By analyzing and sharing student work at grade level meetings teaches pedagogical content knowledge is embellished and refined. This has given teachers an opportunity to develop a deeper understanding of the curriculum and how to maximize its effectiveness. Parents are connected to changes in mathematics instruction through informational meetings and family math nights. The math program reflects our mission of teaching to high standards to ensure that **No Child Is Left Behind**.

4. Different instructional methods the school uses to improve student learning.

To prepare Zablocki's children to become responsible citizens and competent learners, the Educational Plan includes methods that motivate all children to achieve. Educational strategies such as inquiry based teaching, learning styles, and multiple intelligences are used to tailor instruction to reach all students. Technology is integrated throughout Zablocki's curriculum. Children have access to a variety of technological resources including: the Internet for researching papers, word processing activities, and computer programs to reinforce skills and enrich the curriculum.

Zablocki students like to read! Motivation to read is fueled by the all-school reading incentive program. Each year a reading theme is selected and students who read at least ten books per month receive incentives. The incentive program has received support from the community and business, including Zablocki's current reading partner, Crayola Crayons. Last year students read over 4,000 books, at their own reading level, outside of class time. These self-selected books from different genres and styles teach new vocabulary, provide reading practice and instill a love of literature.

To ensure that **No Child is Left Behind** the teachers implement supplemental reading programs (Early Success and Soar to Success) for students who need additional support. Teachers also utilize Accelerated Reader, a series of individualized computerized assessments, in order to increase student comprehension. Zablocki is fortunate to have numerous educational assistants and volunteers who assist students in small groups. The smaller groups provide additional individualized instruction for the students who still are struggling to read.

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

Throughout the year the learning team reviews the Educational Plan, analyzes student test data and determines the professional development needed to improve student academic performance. Additional needs are also assessed through staff surveys, outside conferences, and in-house meetings. Item analysis indicated that Zablocki's focus for this year would be on constructive responses in mathematics and to improve student writing proficiencies. Some specific professional development that the staff are participating in include the following: six-traits, rubric development, thinking with numbers activities, effective school best practices, curriculum alignment, and mathematical constructive responses. Both external consultants and in-house experts facilitate professional development. The staff has attended various state and national conferences garnering information to share with colleagues.

This year Zablocki has implemented peer observations, where one teacher observes another teacher in the classroom. This is another avenue to share methods and strategies within the school. The in-house television system provides another venue to share best practices from any classroom to the entire school. Teachers are able to use the Internet as an instrument for communicating ideas and finding resources that enhance student learning. Along with the local budgetary allotment for professional development, CSR has supported professional development for staff and parents. Professional development has been the impetus for improved student performance at Zablocki.

Grade 3 Test: Wisconsin Reading Comprehension Test

Edition/Publication Years: 1999,2000, 2001, 2002,2003 Publisher: Office of Educational Accountability, Wisconsin Department of Public Instruction

What groups were excluded from testing?

Prior to the 2002-2003 school year students identified as EEN were not required to participate in state assessments per their IEP.

Why and how were they assessed? EEN students where assessed in accordance with their IEP goals.

Scores reported here as (check one): NCE's Scaled Scores Percentiles Percentage X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	November	November	March	March	March
SCHOOL SCORES					
Total					
At or Above Basic	95%	95%	100%	95%	86%
At or Above Proficient	86%	80%	75%	75%	78%
At Advanced	27.8%	21.9%	19%	17.8%	10.7%
Number of students tested	79	74	80	93	64
Percent of total students tested	100%	97%	85%	89%	93%
Number of students excluded	0	3	11	10	6
Percent of students excluded	0	1.4%	13.9%	11.7%	7.1%

***Achievement results for state, district, and school scores are given in percentages.**

Note: All test data may be accessed at <http://www.dpi.state.wi.us/dpi/statsWisconsin>

Zablocki Wisconsin Reading Comprehension Test: Grade 3: 2001, 2002, 2003

SUBGROUP SCORES	2002-2003	2001-2002	2000-2001		
1. Hispanic American					
At or Below Basic	12%	23%	48%		
At or Above Proficient	88%	77%	52%		
SUBGROUP SCORES					
2. Caucasian Students					
At or Below Basic	9%	14%	16%		
At or Above Proficient	91%	86%	84%		
SUBGROUP SCORES					
3. Male Students					
At or Below Basic	21%	17%	32%		
At or Above Proficient	79%	83%	68%		
SUBGROUP SCORES					
4. Free and Reduced Lunches					
At or Below Basic	17%	23%	31%		
At or Above Proficient	83%	77%	69%		
SUBGROUP SCORES					
4. All Students					
At or Above Basic	95%	97%	86%		
At or Above Proficient	86%	80%	75%		
Advanced	28%	22%	19%		
STATE SCORES					
Total					
At or Above Basic	91%	88%	90%		
State Mean Score					
At or Above Proficient	81%	74%	77%		
State Mean Score					
At Advanced	28%	27%	28%		
State Mean Score					

*** Subgroup scores for basic and advanced were not available.**

Grade: 4

Test: **Wisconsin Knowledge and Concepts Exam**

Edition/publication Year:
1999,2000,2001,2002,2003

Publisher: CTB-McGraw Hill

Reading

What groups were excluded from testing?

Prior to the 2002-2003 school year students identified as EEN were not required to participate in state assessments per their IEP.

Why and how were they assessed? EEN students were assessed in accordance with their IEP goals.

Scores reported here as (check one):NCE's _ Scaled Scores _ Percentiles_ Percentage X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	November	November	March	March	March
SCHOOL SCORES					
Total					
At or Above Basic	100%	96%	83%	93%	90%
At or Above Proficient	85%	81%	66%	91%	90%
At Advanced	31%	9%	10%	8%	20%
Number of students tested	72	80	88	81	83
Percent of total students tested	100%	98%	95%	93%	91%
Number of students excluded	0	2	4	6	8
Percent of students excluded	0%	3%	5%	7%	9%

***Achievement results for state, district, and school scores are given in percentages.**

Grade: 4

Edition/publication Year:
1999,2000,2001,2002,2003

Test: Wisconsin Knowledge and Concepts Exam

Publisher: CTB-McGraw Hill

Math

What groups were excluded from testing?

Prior to the 2002-2003 school year students identified as EEN were not required to participate in state assessments per their IEP.

Why and how were they assessed? EEN students were assessed in accordance with their IEP goals.

Scores reported here as (check one):NCE's Scaled Scores Percentiles Percentage X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	November	November	March	March	March
SCHOOL SCORES					
Total					
At or Above Basic	84%	96%	88%	94%	90%
At or Above Proficient	74%	70%	55%	80%	83%
At Advanced	19%	23%	8%	29%	30%
Number of students tested	72	80	88	83	83
Percent of total students tested	100%	98%	95%	93%	91%
Number of students excluded	0	2	4	6	8
Percent of students excluded	0%	3%	5%	7%	9%

***Achievement results for state, district, and school scores are given in percentages.**

Zablocki WKCE Reading- 2001,2002,2003

SUBGROUP SCORES	2002-2003	2001-2002	2000-2001		
1. Hispanic American					
At or Above Basic	100%	90%	84%		
At or Above Proficient	91%	73%	57%		
At Advanced	28%	6%	15%		
SUBGROUP SCORES					
2. Caucasian					
At or Above Basic	100%	93%	90%		
At or Above Proficient	83%	80%	77%		
At Advanced	33%	15%	11%		
SUBGROUP SCORES					
3. Male Students					
At or Above Basic	100%	90%	75%		
At or Above Proficient	81%	76%	57%		
At Advanced	33%	16%	9%		
SUBGROUP SCORES					
4. Free and Reduced Lunch					
At or Above Basic	100%	88%	*		
At or Above Proficient	84%	75%	64%		
At Advanced	25%	11%	*		
SUBGROUP SCORES					
5. All Students					
At or Above Basic	100%	96%	83%		
At or Above Proficient	80%	81%	66%		
At Advanced	31%	9%	10%		
STATE SCORES					
Total					
At or Above Basic	100%	90%	90%		
State Mean Score					
At or Above Proficient	85%	79%	78%		
State Mean Score					
At Advanced	40%	18%	17%		
State Mean Score					
Overall Mean Scale Score	642	651	640		

* **Data not available**

Zablocki WKCE Math 2001, 2002, 2003

SUBGROUP SCORES	2002-2003	2001-2002	2000-2001		
1. Hispanic American					
At or Above Basic	76%	93%	95%		
At or Above Proficient	59%	65%	57%		
At Advanced	11%	11%	8%		
SUBGROUP SCORES					
2. Caucasian					
At or Above Basic	87%	91%	87%		
At or Above Proficient	79%	68%	58%		
At Advanced	31%	31%	11%		
SUBGROUP SCORES					
3. Male Students					
At or Above Basic	86%	90%	84%		
At or Above Proficient	77%	63%	62%		
At Advanced	24%	22%	9%		
SUBGROUP SCORES					
4. Free/Reduced Lunches					
At or Above Basic	84%	92%	*		
At or Above Proficient	69%	71%	56%		
At Advanced	18%	29%	*		
SUBGROUP SCORES					
5. All Students					
At or Above Basic	84%	96%	88%		
At or Above Proficient	74%	70%	55%		
At Advanced	19%	23%	8%		
STATE SCORES					
Total					
At or Above Basic	85%	92%	91%		
State Mean Score					
At or Above Proficient	71%	69%	65%		
At Advanced	30%	25%	21%		
Overall Mean Scale Score	636	645	646		

* Data not available