



## PART I - ELIGIBILITY CERTIFICATION

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11WI6

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. 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.
8. 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.
9. 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.
10. 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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 12 Elementary schools  
 (per district designation) 3 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
17 Total schools in district
2. District per-pupil expenditure: 11823

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	27	29	56		<b>7</b>	0	0	0
1	34	21	55		<b>8</b>	0	0	0
2	36	24	60		<b>9</b>	0	0	0
3	23	29	52		<b>10</b>	0	0	0
4	25	25	50		<b>11</b>	0	0	0
5	20	25	45		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>318</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
5 % Black or African American  
13 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
73 % White  
6 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	318
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 13%

Total number of limited English proficient students in the school: 42

Number of languages represented, not including English: 6

Specify languages:

Spanish, Vietnamese, Albanian, Khmer, Chinese, Arabic

9. Percent of students eligible for free/reduced-priced meals: 46%  
 Total number of students who qualify: 145

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%  
 Total number of students served: 56

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>13</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>30</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	98%	97%	97%	97%	97%
Teacher turnover rate	6%	10%	0%	23%	6%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

2006-07: Four out of the seven staff members leaving did so because of retirement.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	_____ <b>0%</b>

Kennedy's mission statement provides a precise overview of the philosophy that makes our school worthy of Blue Ribbon status. *Enter with hope and aspiration. Learn with dignity and enthusiasm. Leave with pride in self and community.*

### *Hope and Aspiration*

Kennedy staff is steadfast in its commitment to inspire students' desire for learning through our implementation of dynamic, engaging, and innovative instruction. The hope and aspiration of our students multiplies as we cultivate an exciting environment and promote life-long learning through a strong academic foundation of social skills, critical thinking skills, problem solving skills, creativity, and teamwork.

Never before has hope and aspiration been more essential to our community. Janesville, Wisconsin is nationally known as the site of a major General Motors plant closing, resulting in drastic ramifications for our local economy over the past several years. Janesville has maintained one of the highest unemployment rates throughout the entire state. Yet, amidst low economic morale, Kennedy has been a stronghold for its students and families. In a matter of only three years, we have seen more than a ten percent increase in the percentage of families qualifying for free and reduced lunch at our school; however, despite this drastic shift in demographics, it is a resounding accomplishment that Kennedy's achievement has remained steady and exemplary.

### *Dignity*

Each student at Kennedy brings uniqueness and diversity from his/her cultural, social, emotional, and educational backgrounds. We believe that maintaining a culture of respect is paramount to our students' success. Not only does Kennedy focus on modeling and teaching respect, we believe that acceptance and celebration of diversity enhances each child's dignity.

Through our comprehensive school counseling program, we underscore a commitment to our students' dignity and to our belief that education plays an essential role in the development of empathy, character, and citizenship. The school counseling program provides a strong curricular foundation for our students; it helps to establish a common language and a common set of behavioral expectations throughout our school. We believe that a safe, secure, inclusive environment enhances risk taking, development, and learning.

### *Enthusiasm and Pride*

Kennedy is a vibrant place to learn! Much of our students' enthusiasm can be attributed to staff that are ever-invested in developing engaging and creative learning opportunities. The dedication of our staff and students results in much at Kennedy School. Exemplary assessment scores (discussed in Part IV) reveal our academic excellence—made possible through devoted staff collaboration, commitment to differentiated instruction, and an ongoing willingness to engage in professional development. Kennedy students also take pride in their teamwork through organizations like Student Council, which recently rallied its school community to raise money for the Red Cross Haiti relief effort.

A breadth of comprehensive curricula is another source of pride at Kennedy. Content areas range from core academic disciplines, to 21<sup>st</sup> century skills, Music, Band, Strings, Visual and Performing Arts, Health, Physical Education, and community programming from the local police department and Junior Achievement volunteers. All curricula are connected to national, state, and district standards. A unique tradition at Kennedy is to showcase the integration of many of the above disciplines at an annual Fine

Arts Festival, which is often accompanied by our school-wide picnic for students and families. Traditions are truly an important component of the culture at Kennedy.

### *Community*

A strong sense of community is among the greatest strengths of Kennedy School. Our building organization visually represents the integral role of community, with “neighborhoods” uniquely designed to promote teamwork: A Kindergarten neighborhood (yellow); First and Second Grade neighborhood (green); Third and Fourth Grade neighborhood (blue), and a Fifth Grade neighborhood (purple). All neighborhoods open into a common area—serving as a lucrative space for collaboration. This organization also facilitates looping at Kennedy, where students typically loop from first to second grade and from third to fourth grade. It is our belief that relationships continue strengthening through our looping design.

Another way Kennedy creates community is through an environment where students feel they are cared for and belong. Sometimes a trip to the office for a lost tooth “treasure box” is the most cherished moment in a student’s day. School-wide events, such as performances, assemblies, author visits, and family nights are also prioritized throughout the year.

Even prior to the economic strife in Janesville, outreach opportunities have been in place at Kennedy, creating additional community connections. Examples are our morning breakfast club (an opportunity for a free or reduced-price hot meal), our Family Resource Center, and the YWCA program (housed at Kennedy to provide after-school care). Our school also has a partnership with the local Big Brothers and Big Sisters organization to offer “lunch buddy” mentors for our students.

Kennedy Elementary School is the product of many diverse components functioning in symbiosis with the hearts of students, families, community, and staff. All stakeholders feel great pride for our welcoming school.

## 1. Assessment Results:

The state of Wisconsin utilizes the Wisconsin Knowledge and Concepts Examination (WKCE) to evaluate the achievement of schools in our state. Students in third and fifth grades take the Reading and Mathematics sections of the WKCE, while fourth graders take the Reading, Mathematics, Language Arts, Science, and Social Studies sections. In order to meet Adequate Yearly Progress (AYP), as outlined under the No Child Left Behind Act, Wisconsin has created Annual Measurable Objectives (AMO) in the testing areas of Reading and Math. These objectives reflect the percentage of students that must achieve Proficient or Advanced status on the WKCE. For Reading, this objective was 67.5% in 2005 and 2006. The objective increased to 74% for the years 2007-99, and has further increased to 80.5% for 2010. The AMO objective for Math was 47.5% in 2005 and 2006, and was 58% from 2007-09. In 2010, it is set for 68.5%. Kennedy Elementary School students have consistently met and exceeded these standards for the WKCE.

You can find state assessment information about Kennedy Elementary School on the state's website: <http://data.dpi.state.wi.us/data/selschool.asp>

Over that past five years, the number of students at Kennedy School falling into the *Economically Disadvantaged* category has increased by 10%. Nonetheless, it is notable that our school attained the prescribed percentage of students exceeding the AMO in Reading for all grade levels during the past five years of data collection. In Math, all grades have exceeded the set standard during the past three years.

During this time period, the number of *Economically Disadvantaged* students achieving at the Proficient and Advanced level rose from 71% to 89% in Reading and 59% to 85% in Math. *Black* students increased from 50% to 100% in Reading and 58% to 90% in Math. *Students with Disabilities* saw an increase math from 46% to 69%. In three of the four subgroups that reflect the consistent composition of our school—*Hispanic*, *Black*, and *Economically Disadvantaged*—Kennedy students have remained above the state average for the percentage of students scoring in the Proficient and Advanced range.

In the instances where our students did not reach AMO between the years of 2005-2009, some of our subgroups have scored 10 points or more below the scores of students in the category of *All Students*. Over the past three years, our school, along with the support of district personnel, has developed a comprehensive Response to Intervention (RtI) program to address achievement gaps. Our program has allowed us more effectively to identify the specific needs of our students, to develop intervention strategies, to monitor progress, and to reassess the strength of our efforts. Kennedy's RtI program relies on the support of a collaborative staff group called a Networking team. Team members represent Administration, Student Services, ELL, Special Education, and General Education teachers.

Within our RtI framework, classroom teachers use a variety of assessments to collect data on individual students and to develop differentiated lessons. The Network team also collaborates to create a targeted intervention plan for students who do not reach grade level expectations. The plan includes goals and learning strategies, and outlines the roles of team members. In addition, the Network team delineates methods for data collection and establishes a timeline for reassessment.

## 2. Using Assessment Results:

Kennedy School uses assessment data continuously to analyze student performance. This focus on data allows our staff to set strategic goals and develop instructional plans to meet the needs of all students.

The Instructional Improvement Committee (IIC) serves as our building leadership team. Each year, this group revises our School Improvement Plan by utilizing state (Wisconsin Knowledge and Concepts Exam

– WKCE) and district (NWEA Measure of Academic Progress – MAP) assessments. The data enables us to objectively identify academic achievement gaps. Our IIC then collaborates with the rest of the teaching staff during professional development opportunities to examine the effectiveness of our universal instructional programs. To address school-wide needs, the staff creates building SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals, identifying specific instructional strategies/activities, staff member roles for implementation, and timelines.

Grade-level data retreats also allow teachers to delve deeper into the individual WKCE and MAP data. As teachers participate with colleagues in a data retreat, they complete an item analysis to identify particular strands of these assessments where student weaknesses exist. Teachers then use collaborative work time to develop whole group lessons, small group work, and differentiated instruction aimed at strengthening student skills.

In addition, grade-level teachers meet weekly to analyze common curriculum-based assessments. These assessments demonstrate student growth towards meeting curriculum standards and give teachers useful information to plan for future learning objectives. Teachers also are able to use the assessment results to initiate the development of specific re-teaching or enrichment activities that meet individual student needs.

The entire Kennedy teaching staff utilizes the Developmental Reading Assessment (DRAs) to facilitate the implementation of a school-wide Guiding Reading format for Reading instruction. Teachers create small groups based on common skill levels as identified through use of the DRAs, which we administered three times each year for all students to measure their reading growth. Teachers regularly regroup students based on their evolving individual reading needs.

The constant focus on drawing upon a variety of student assessment data allows Kennedy teachers to provide specific, targeted instruction for all students. Our emphasis on assessment also provides our families and school community with accurate student growth information.

### **3. Communicating Assessment Results:**

Communicating assessment results with the staff, parents, and community provides consistent information in our school and community regarding important data on the achievement of our students.

Kennedy Elementary School is a K-5 looping school that is unique in the Janesville School District. Looping supports our communication initiatives and enhances relationships by allowing teachers to work with the same students and families for two years. Students, parents, and teachers begin the second year of a looping cycle with relationships and classroom expectations already established. At the beginning of each school year, Kennedy School also has a parent orientation to provide consistent information to all of our families regarding curriculum goals, district and state assessments, and classroom expectations.

Throughout the year, teachers communicate on a daily basis with parents to support and provide meaningful feedback on our students. For example, the teachers at Kennedy use communication notebooks each day to share information regarding student assignments, assessments, and feedback on student behavior. The classroom teachers also use weekly or monthly newsletters to provide information about classroom assessments, learning objectives, and activities that the students are involved in each week.

Kennedy School shares our standardized assessment results in a variety of formats with staff, parents, and the community. For example, our principal and learning support teacher lead data retreats with classroom teachers to analyze and interpret test scores. We then use the results of the standardized tests to plan for curriculum-based assessments in the classroom, to set individual student goals, and to guide daily instruction for all students. Additionally, data retreats allow staff to identify and address strengths in our instructional practices, as well as identify the achievement gaps in our building. Parents also receive their

child's standardized assessment results accompanied by an explanatory letter. Parent/teacher conferences are another opportunity to review and answer questions regarding standardized assessment results and classroom performance.

Through our Network Teams, we hold additional collaborative meetings with the families of students that are not attaining state, district, or grade level standards. A team of teachers and support staff attends these meetings to explain assessment results and to create specific interventions that will support and meet the individual needs of our students.

Another method of communicating assessment results is our principal's report of the standardized test data in our school newsletter and at our Parent Teacher Organization meetings. In the community, we share assessment results through public school board meetings, district and school websites, and publication in the local newspaper. Kennedy is committed to creating positive and open communication about our current assessment data with staff, parents, and the community. We work together to enhance the achievement for all students.

#### **4. Sharing Lessons Learned:**

The staff at Kennedy School is committed to sharing our successful and innovative teaching strategies and our techniques that enhance student growth and achievement. We demonstrate leadership and expertise in our consistent efforts to share methodologies among staff in our building, district, and state. For example, many Kennedy staff members have designed and led building-wide and district-wide professional development opportunities. Kennedy staff has also presented instructional practices in the areas of Reading and Math to our district Communication Arts and Math Curriculum committees. In addition, our teachers often host staff members from other elementary schools across the district to observe the innovative pedagogies used in Kennedy classrooms. Our school also welcomes many field study students as well as student teachers from universities in our area. Kennedy is indeed a school that embraces sharing resources and strategies throughout our district.

At both the district and the state level, Kennedy staff has designed and implemented professional resources in the areas of guided reading, literacy coaching, Everyday Math curriculum, bullying prevention, looping, data analysis strategies, Response to Intervention frameworks, co teaching methodologies, and technology integration. Our staff has also been involved in the research process for various materials that we use in our district to support Reading and Math instruction, such as Making Meaning, Michael Heggerty's Phonemic Awareness, and First in Math. Kennedy teachers have presented their assessments of these research-based curriculum resources to various district committees and administrators. Per district request, Kennedy has been a pilot school for these resources and has been responsible for sharing how they have supported our standards and benchmarks in Reading and Math. We now implement the above programs district-wide in all 12 elementary buildings.

Our staff is highly motivated and is constantly involved in researching, investigating, and implementing innovative strategies to facilitate student success. On many occasions, our staff has shared ideas during teacher-led book clubs, focusing on topics such as instructional strategies and student diversity. Teachers also meet weekly for grade level planning in order to collaborate and share ideas. Email is another way that staff members share technology resources throughout our building, including instructional websites and teacher-created documents to supplement our classroom resources. The staff at Kennedy is dedicated to sharing their time, ideas, and resources to support staff and students in our building and across the district.

## 1. Curriculum:

### Overview of Instructional Delivery to Engage Students with Content Based on High Standards.

Kennedy School primarily delivers instruction in the core curriculum through K-5 homeroom teachers. Students also visit specialists for instruction in Music, Art, Physical Education, Library, and Technology.

### Core Curriculum Content

Kennedy employs a balanced literacy approach to reading and language, incorporating guided reading, independent reading, phonics and word wall practice, as well as mini lessons devoted to building comprehension, fluency, accuracy, and vocabulary. Basic grammar is taught during the writing process, in which many classrooms use a writer's workshop format, letting students draft, revise, edit, and publish their own projects.

Kennedy implements the *BSCS Science Tracks*, which notably connects science to literacy. Through grades 1-5, students learn varying topics focused on physical science, earth and space science, and life science. *Science Tracks* offers a hands-on, investigative approach to employing the scientific process.

In grades K-5, a range of social studies topics are presented to Kennedy students. Each grade level gets progressively more in-depth with regards to its focus on community and local government/economy, Wisconsin history, and United States history.

Kennedy has adopted the Everyday Mathematics program, which encourages active, inquiry-based mathematical reasoning and learning. This curriculum is supplemented with enrichment and RtI to meet diverse learning needs.

### Visual and Performing Arts

Kennedy School believes that performing, visual, and fine arts enhance the development of the whole child. Students receive 80 minutes of visual art instruction each week, delivered in an exploratory studio model to enhance problem-solving and creativity. Students also receive 60 minutes of music instruction each week and work with our music teachers every year to present public performances. We also offer optional arts enrichment opportunities like our school choir, piano club, art clubs, and band and strings lessons.

Classroom teachers contribute to the Arts curriculum as well by embodying a philosophy that artistic pedagogy is an excellent vehicle for integrating curriculum domains and for developing critical and creative thinking.

Another notable contribution to the Arts at Kennedy is our PTO funding earmarks for providing fine arts assemblies — ranging from singers, to dancers, to instrumental musicians, actors, visual artists, authors, and storytellers. Experiencing the performing arts represents a truly unique component of the culture at Kennedy.

An annual Fine Arts Festival is the capstone of our Arts curriculum, showcasing a variety of student work. Visual art creations comprise a massive gallery, filling our walls and display cases. On stage in the Performing Arts Center, student performances feature songs from the music curriculum along with performances from the Kennedy Band and Orchestra. Various grade levels also contribute to the diversity

of the performances including dance, acting, and poetry. Performances often represent a range of cross-curricular integrations.

## **Physical Education, Health, and Nutrition**

Kennedy School believes that promoting lifelong fitness and healthy habits supports the development and overall wellness of the whole child. Embracing this philosophy, students participate in physical education classes for 90 minutes each week. Kennedy also offers elective physical education opportunities such as Jump Rope for Heart. Recently, our physical education teacher won the *Jump Rope for Heart Teacher of the Year* award for her dedication to the Jump Rope for Heart Program.

Kennedy also integrates fitness and healthy habits into our core content areas, including Health, which primarily addresses nutrition, fitness, and drug and alcohol education. Additionally, problem-solving strategies are taught and supplemented by our school counselor, who teaches weekly lessons in every classroom as a part of a comprehensive, school-wide anti-bullying program.

## **2. Reading/English:**

Kennedy School utilizes a balanced literacy program, which integrates several facets of Reading pedagogy into our daily instructional practice. These practices include (but are not limited to) guided reading, shared reading, independent reading, paired reading, word study, fluency strategies, and comprehension strategies.

Guided reading incorporates the use of flexible grouping to help guide and scaffold students' comprehension, phonemic awareness, and fluency. The use of paired reading and shared reading techniques provides students with opportunities to develop fluency and to enhance their overall comprehension. Phonics and word study—using, among other strategies, the Jolly Phonics program, *Fry Words*, and word walls—help foster accuracy and decoding skills, in turn, supporting comprehension. At Kennedy, we acknowledge the results of current literacy studies, which reflect the importance of devoting significant blocks of time on a daily basis to the areas of Reading and Writing. Through implementing a comprehensive balanced literacy approach, we attain this objective.

Kennedy is known throughout our district for its pioneering efforts within the literacy domain; in fact, Kennedy's successful and innovative reading curriculum is often used as a model for other elementary schools in the district. Our research and implementation of the Making Meaning program is one such example. We believe that this curriculum enhances our balanced literacy instruction through mini-lessons that utilize quality fiction and non-fiction literature to help explicitly model and teach essential comprehension strategies. After presenting a strategy, students then have the opportunity to apply their knowledge of the strategy both independently and in partnerships. Additional programs that support literacy instruction at Kennedy include The Daily Five and The Daily CAFÉ, Reading with Meaning, Strategies That Work, and online reading programs, such as *Reading A-Z* ([www.readinga-z.com](http://www.readinga-z.com)) and *Raz Kids* ([www.raz-kids.com](http://www.raz-kids.com)). Additionally, we use computer programs like *Word Maker*, *Simon Sounds it Out*, and *Write Out Loud* to develop students' phonemic awareness and to support overall spelling skills.

Kennedy consistently monitors students who perform below grade level in Reading. For example, we give Development Reading Assessments and sight word assessments periodically throughout the year to monitor student growth. In addition, staff members analyze WKCE and MAP results to modify instruction and to determine necessary interventions. Network meetings, which include brainstorm sessions held by staff members and parents, help identify additional areas where students might need more assistance. Moreover, our learning support teacher, our Title 1 teacher, and our instructional aides work with classroom teachers to assist struggling readers through the use of small groups and individualized teaching. Kennedy staff members maintain their expertise with Reading pedagogy through numerous professional development opportunities for teachers to keep up to date with best practices in Reading.

### **3. Mathematics:**

Each student is unique in his or her mathematical aptitude and attitude. We believe it is our job at Kennedy to advance and nurture both components of mathematical competency. The Janesville School District has adopted the Everyday Mathematics curriculum as it is aligned to Wisconsin state standards, district benchmarks, and the National Council for Teachers of Mathematics standards. Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum, which encourages hands-on, inquiry-based mathematical reasoning and learning. This rigorous, *spiraling curriculum* allows students to investigate mathematical ideas in greater depth each school year. Everyday Math places emphasis on the application of mathematics to real world situations.

Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended and hands-on explorations, long-term projects, and on-going skills practice. Throughout the Everyday Mathematics curriculum, students are encouraged to explain and discuss their mathematical thinking in their own words. Opportunities to verbalize their thoughts and strategies give students the chance to clarify thinking and to gain insights from others. Allowing multiple representations for mathematical concepts also provides support for students as they progress from intuitive to formal thinking and gain a deeper understanding of content.

The universal strategies that Kennedy teachers implement within the classroom encompass mathematical best practices for the benefit of all students. Our daily math lessons include many activities in which learning is extended and enhanced through the use of technology such as on-line math games and tutorials. Incorporating technology stimulates interest and motivates learners of varying abilities. Kennedy teachers also incorporate interactive math practice during cooperative games, explorations, and cooperative grouping—all of which reinforce math strategies, math concepts, and fact fluency. Additionally, to increase students' knowledge of basic facts and to encourage automaticity, we use a program called Rocket Math. This model motivates and tracks student progress with basic fact power through timed tests and weekly progress monitoring.

Furthermore, effective instructional practices include the use of visual math word-walls to support the language-rich Everyday Math curriculum and to increase higher-level academic vocabulary. Integrating writing into math is another important part of increasing student understanding of complex mathematical processes. We believe that incorporating writing opportunities gives students the tools necessary to communicate their understanding through written expression.

As we strive for the achievement of all students, we employ a number of intervention methods to increase student learning for those performing below grade level. Two certified staff members serve as resource teachers for grades K-2 and 3-5 math intervention. These teachers supplement classroom instruction by working with students in small groups to re-teach and reinforce grade-level math concepts. We also use Tier 1, 2, and 3 Response to Intervention models to work with small groups of students when targeting specific math skills. All interventions are progress monitored to ensure the growth of each individual student.

### **4. Additional Curriculum Area:**

Kennedy Elementary School staff believes that technology is an essential component in the learning process. Accordingly, Kennedy is equipped with two computer labs, a class set of portable notebook computers, and a number of interactive whiteboards in our classrooms. Kennedy staff understands that technology has become an integral part of everyday life. We use technology across the curriculum to assist and augment instruction, as well as to inspire enthusiastic learners. Staff members also facilitate the development of student learning through targeting 21<sup>st</sup> century skills and developing students' abilities to communicate their growth with the innovative use of new technology tools, such as photo essays and wiki sites. Our library media specialist often collaborates with classroom teachers to plan and co-teach lessons that integrate technology into the everyday curriculum.

Students at Kennedy also participate in specific technology classes, gaining skills for how to access technology to enhance their classroom learning. PowerPoint, participation in wiki discussions, photo stories, and web quests are among the many technology tools that students utilize.

The use of assistive technology at Kennedy ensures that all students receive opportunities to engage in 21<sup>st</sup> century learning skills. Teachers integrate programs such as *Simon Sounds It Out*, *Co-Writer*, *Earobics*, and *Word Maker* to provide students with a variety of successful learning experiences at school. Speech generated devices, i-Pads, and low-tech communication devices are examples of additional technology that Kennedy staffs implements. In many cases, the use of these technologies provides opportunities for students with special needs to enhance their communication and to take pride in their learning.

Kennedy staff also recognizes the responsibilities that come with the use of technology. For example, our school counselor at Kennedy regularly implements intentional, organized instruction concerning internet safety topics. Students at Kennedy are thus equipped with knowledge for appropriately utilizing technology in both formal and informal settings—as we are aware that student technology use extends beyond the school day.

## **5. Instructional Methods:**

Kennedy bases its instructional techniques upon the philosophy that learning requires engaging, hands-on involvement and best results from dynamic teaching methodologies. Staff embraces the diverse range of learning styles that are inherent to our students and recognizes that all students learn differently and are intelligent in different ways. Capitalizing upon this diversity, teachers strive to meet each student's needs through employing a breadth of innovative and relevant instruction that is tied to the national, state, and district curriculum standards. Furthermore, Kennedy staff is adept at utilizing pedagogy that targets a broad range of cognitive, affective, and kinesthetic learning domains. Within our comprehensive instructional delivery system, staff focuses on inspiring lifelong learning — comprised of social skills, critical thinking skills, problem solving skills, creativity, and teamwork.

At Kennedy, we also believe that ongoing technological proficiency is imperative for being a successful 21st century learner. This philosophy is another important component of our instructional design, as teachers regularly incorporate technology skills into their classroom instruction and regularly collaborate with our Library Media Specialist to plan integrated instruction.

Along with collaboration, flexible grouping, differentiation, and co-teaching comprise the backbone of instruction at Kennedy. Please see Part V (section 5) for a description of how these components provide for an inclusive environment in which ALL students are engaged with significant content based upon high standards. Also discussed in Part V (section 5) is Kennedy's dedication to purposeful implementation of the Response to Intervention model—another means by which all students receive necessary and differentiated support to attain high standards.

Flexible grouping strategies, differentiation, and collaboration among staff members represent the main tenets of instructional methodology at Kennedy School.

Following current models of best practice, Kennedy teachers are dedicated to implementing co-teaching designs in order to produce student learning and achievement and in order to meet the diverse needs of student subgroups. Weekly planning sessions are a regular priority throughout Kennedy School. When feasible, our ELL Teacher, Learning Support Teacher, Title One Teacher, Speech and Language Pathologist, and our Special Educators collaborate with homeroom teachers to plan and implement co-instruction. This design not only allows for an inclusive environment, but also enhances the overall quality of instruction by capitalizing upon the resources of co-professionals.

Kennedy staff also maximizes quality instruction by implementing a broad range of differentiation strategies, often incorporating multisensory modifications in the form of auditory, visual, and tactile

supports. Another means for providing differentiation is through flexible grouping techniques. Kennedy students regularly work in guided reading groups, cooperative teams, and partnerships. Learning stations/centers are also a common management design at Kennedy—building students’ independence and self-regulation skills, meanwhile facilitating opportunities for differentiation and for teachers to provide concentrated instruction to small groups of students.

Kennedy School developed a math intervention program that began in the fall of 2009, funded through Title 1 federal stimulus money. This program enables school staff to target the improvement of fundamental math skills, focusing on subgroups of students that have demonstrated achievement gaps on our WKCE assessment. Two retired educators worked with teachers in Kindergarten through Fifth Grade and with our leadership team to develop small group instructional strategies that would support and strengthen identified areas of weakness for our students. Using our intervention plan, students meet two or three times each week in a small group, having their progress monitored through a pre and post-test for each specific area of skill deficit. Students flexibly enter and exit these small groups based on their identified deficits. Ultimately, the goal of the math intervention program is to strengthen the fundamental math skills of all students as they continue in their educational career.

Flexible grouping, differentiation, and collaboration are also achieved through Kennedy’s purposeful implementation of the Response to Intervention model in which all students receive the tailored support necessary for attaining high standards. Within the RtI framework, staff utilizes assessment data to drive decision-making in individual classrooms and across grade levels. As well, a unique and successful design for instructional interventions at Kennedy comes from our school-wide initiative to coordinate building schedules, providing common half-hour blocks among classrooms at all grade levels. Students’ needs are identified through universal and selected screenings; teachers are then able to utilize their common half-hour blocks alongside teammates, co-teachers, and specialists in order to implement and monitor targeted interventions. With this schedule design, staff maximizes opportunities for pooling its resources to best target students’ needs.

A final proactive design at Kennedy comes from looping, where students typically stay with the same teacher from first to second grade and from third to fourth grade. This time span allows for building strong relationships and for creating an environment where instructional initiatives continue seamlessly from one year to the next. Additionally, teachers develop a deep understanding of students’ skills and how to best plan instruction to meet their learners’ diverse needs.

## **6. Professional Development:**

Collaboration and commitment are words that describe professional development at Kennedy Elementary School. Our staff focuses on working as a team to improve student achievement and is committed to promoting learning as a life-long experience.

Professional development begins at our district level, as the Janesville School District has scheduled staff development days and meetings that take place each year for all district employees. At the start of every year, one day is set aside for staff training to address district initiatives. Weekly meetings throughout the school year continue to target a variety of objectives, including building initiatives (as determined by a team of trained staff leaders), grade-level collaboration, cross grade-level collaboration, and trainings on specific topics like data analysis, curriculum based assessments, and bullying prevention. Though professional development meeting times are determined by the school district, each session is uniquely structured around our building goals and the daily instructional needs of our students based on standardized and classroom assessments.

Kennedy’s School Improvement Plan is set each year through ongoing staff discussion and discourse based on meeting academic standards. We utilize a variety of strategies to attain the goals of our School Improvement Plan. For example, three times per year, classroom teachers are released from their teaching duties to allow for “data retreats”. These retreats provide opportunities for staff to analyze test data and to identify targeted instruction for students. Since the data retreats have begun, overall student achievement

has improved. This same protocol of providing teachers with release time also has been utilized to give teachers opportunities to regularly administer Developmental Reading Assessments so that we can closely monitor student growth in Reading. In addition, staff is encouraged, and welcome the opportunity, to attend workshops and conferences outside of our building that focus on a broad range of topics like the Response to Intervention model, The Daily 5 strategies, Everyday Math, and Professional Learning Communities. Those who attend utilize professional development meeting times to share the information that they have gained.

Another testament to Kennedy's commitment to professional development is that 90% of our certified staff members have masters' degrees or are currently working in a master's degree program. When opportunities arise for staff to engage in learning, compensated or not, there are always volunteers. A case in point would be the "Kennedy Professional Book Club", through which 18 staff members recently read and discussed the book, Courageous Conversations About Race by Glenn E Singleton and Curtis Linton.

All staff members at Kennedy have used professional development opportunities to increase their knowledge of how to teach students within our subgroup categories. For instance, the staff has utilized Professional Learning Communities (PLCs) to participate in book clubs, discussing texts such as A Framework for Understanding Poverty, by Ruby Payne and Courageous Conversations, by Glenn Singleton and Curtis Linton. Kennedy School also participated in a professional development opportunity in 2009-10 to pilot the comprehension strategy program Making Meaning. All K-5 teachers in the School District of Janesville have begun implementing this program during the 2010-11 school year. To engage further in professional development opportunities related to Reading, seven Kennedy teachers recently attended trainings on The Daily 5 reading and writing program and have been sharing instructional strategies with other staff members through PLCs.

It is important to note that in the last five years, Kennedy School has housed eight professionals who received the *Teacher or Staff of the Year Award* from the School District of Janesville. A component of this honor is commitment to one's profession growth.

## **7. School Leadership:**

The Kennedy Elementary School leadership philosophy centers on a collaborative approach that enables all members of our staff opportunities for input and participation through shared leadership. The Instructional Improvement Council (IIC) is the school's leadership team, consisting of a teacher leader from each of our four designated "neighborhoods", our library/media specialist, and our principal. This leadership group meets every two weeks. The principal is responsible for creating agendas and facilitating the meetings. Each teacher leader then convenes with his/her neighborhood members to disseminate information from the IIC regarding decisions made, and actions/procedures that need to be taken by staff. IIC leaders also gather new feedback that can be brought to the next IIC meeting or to the principal directly. Ultimately, the principal is responsible for the final decisions made in our building, but the staff regularly provides feedback, support, and input into many of the decisions affecting teaching and learning in our classrooms. The principal also meets with building paraprofessionals on a monthly basis. This communication enables them to be part of the decision-making process and to understand how they can support the actions of the school. Student representation in school decisions comes through the Kennedy Student Council, which consists of elected members from grades 3-5. Our library/media specialist and one of our third grade teachers advise the Student Council. We also solicit parent involvement in our decision-making processes through our Parent-Teacher Organization and periodic family feedback forms.

With input from all members of our Kennedy community, the IIC spearheads a wide range of functions throughout our building. The first section of each IIC agenda focuses on issues related to student achievement. For example, our district made the decision to create and administer curriculum-based assessments this fall in preparation for upcoming state level assessments in Reading and Math. It was the responsibility of the IIC to bring this information to the rest of the staff, to determine questions that staff members needed answered, to provide answers to those questions, to determine a schedule for

administering the assessments, and to gather final feedback from staff that could be shared at the district level.

Another example of the IIC's agenda is decision-making related to our budget, such as how to appropriate Title 1 funds. This year, our school received additional stimulus money. Through IIC's leadership, staff members provided input in determining how to utilize this money. IIC members went to their neighborhood meetings to brainstorm ideas, prioritize them, and bring back information to subsequent IIC meetings. At the same time, our principal gathered ideas during the monthly paraprofessional meetings. In the end, the IIC team discussed all ideas and prioritized them to make a final decision and to determine a course of action. This example highlights the exemplary teamwork that is an essential component of the strong leadership at our school.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics  
 Edition/Publication Year: 2005-06 through 2009-10  
 Grade: 3  
 Test: Wisconsin Knowledge and Concepts Examination  
 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	85	81	84	83	80
Advanced	58	53	30	43	42
Number of students tested	48	36	61	46	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	2
Percent of students alternatively assessed	4	0	2	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	75	62	80	73	60
Advanced	50	15	10	0	7
Number of students tested	20	13	20	11	15
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced			100		
Advanced			10		
Number of students tested			10		
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts  
3 Examination

Edition/Publication Year: 2005-06 through  
2990-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	92	94	90	91	83
Advanced	60	61	36	57	37
Number of students tested	48	36	61	46	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	2
Percent of students alternatively assessed	4	0	2	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	85	92	90	73	60
Advanced	45	38	10	36	7
Number of students tested	20	13	20	11	15
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced			80		
Advanced			30		
Number of students tested			10		
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11W16

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts  
4 Examination

Edition/Publication Year: 2005-06 through  
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
% Advanced or Proficient	88	93	88	82	79
% Advanced	41	51	30	33	40
Number of students tested	32	55	43	55	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	2	2
Percent of students alternatively assessed	0	2	0	4	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Advanced or Proficient	81	100	79	65	67
% Advanced	13	38	29	24	25
Number of students tested	16	16	14	17	12
<b>2. African American Students</b>					
% Advanced or Proficient					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Advanced or Proficient		91			
% Advanced		36			
Number of students tested		11			
<b>4. Special Education Students</b>					
% Advanced or Proficient					
% Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Advanced or Proficient					
% Advanced					
Number of students tested					
<b>6. Asian</b>					
% Advanced or Proficient					
% Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts  
4 Examination

Edition/Publication Year: 2005-06 through  
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	97	89	86	86	81
Advanced	50	45	42	45	55
Number of students tested	32	55	43	55	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	2	2
Percent of students alternatively assessed	0	2	0	4	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	100	75	86	77	83
Advanced	38	19	36	29	58
Number of students tested	16	16	14	17	12
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced		63			
Advanced		27			
Number of students tested		11			
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11W16

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts  
5 Examination

Edition/Publication Year: 2005-06 through  
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	98	95	87	82	71
Advanced	69	54	47	39	42
Number of students tested	51	39	53	54	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	3	2	3
Percent of students alternatively assessed	2	0	6	4	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	100	90	80	83	50
Advanced	65	30	40	25	14
Number of students tested	17	10	20	12	14
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	100				
Advanced	90				
Number of students tested	10				
<b>4. Special Education Students</b>					
Proficient plus Advanced			45		30
Advanced			27		10
Number of students tested			11		10
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11W16

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts  
5 Examination

Edition/Publication Year: 2005-06 through  
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	88	97	85	89	87
Advanced	43	38	30	37	44
Number of students tested	51	39	53	54	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	3	2	3
Percent of students alternatively assessed	2	0	6	4	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	82	90	80	100	71
Advanced	29	10	15	17	21
Number of students tested	17	10	20	12	14
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	80				
Advanced	40				
Number of students tested	10				
<b>4. Special Education Students</b>					
Proficient plus Advanced			55		70
Advanced			9		20
Number of students tested			11		10
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11W16

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	91	90	86	82	77
Advanced	58	52	36	38	41
Number of students tested	131	130	157	155	157
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	4	7
Percent of students alternatively assessed	2	1	3	3	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	85	85	80	73	59
Advanced	43	28	26	18	15
Number of students tested	53	39	54	40	41
<b>2. African American Students</b>					
Proficient plus Advanced	90		75	55	58
Advanced	30		17	9	17
Number of students tested	10		12	11	12
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	95	88	95	90	
Advanced	80	41	26	10	
Number of students tested	20	17	19	10	
<b>4. Special Education Students</b>					
Proficient plus Advanced	69	67	70	32	46
Advanced	25	27	22	11	21
Number of students tested	16	15	23	19	24
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	93	85	93	90	
Advanced	64	39	20	10	
Number of students tested	14	13	15	10	
<b>6. Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11W16

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	92	93	87	88	83
Advanced	51	48	36	46	45
Number of students tested	131	130	157	155	157
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	4	7
Percent of students alternatively assessed	2	1	3	3	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	89	85	85	83	71
Advanced	38	23	19	28	27
Number of students tested	53	39	54	40	41
<b>2. African American Students</b>					
Proficient plus Advanced	100		83	46	50
Advanced	40		8	18	33
Number of students tested	10		12	11	12
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	85	77	90	100	
Advanced	50	29	21	30	
Number of students tested	20	17	19	10	
<b>4. Special Education Students</b>					
Proficient plus Advanced	63	80	74	58	58
Advanced	19	13	9	16	21
Number of students tested	16	15	23	19	24
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	79	62	93	100	
Advanced	36	15	20	40	
Number of students tested	14	13	15	10	
<b>6. Asian</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11W16