

Waunakee Community School District

Student Assessment Results



2011-2012

August 2012

**Waunakee Community School District
2011-2012 Student Assessment Results**

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BACKGROUND INFORMATION

The Waunakee Community School District administers a variety of tests for different purposes. National and state efforts to upgrade academic standards have resulted in increased legislative mandates to assess student achievement, use assessment to inform instruction, to hold educators accountable, and have served to reinforce the perception that testing and evaluation contribute to instructional effectiveness.

There are two major types of tests that are utilized in school districts. In order to interpret the scores that each produces, it is necessary to understand the basics regarding the kind of information generated.

Norm Referenced Tests

ACT (National College Entrance Tests) and Measures of Academic Progress (MAPs) provide norm referenced or standardized test results. These tests are considered to have high reliability and validity because the norms are based on large populations. Test questions, ranging from relatively easy to difficult, attempt to spread student performance over a wide range. (This is in contrast to classroom tests, which usually result in grades for mastery of material).

National percentile ranks give the relative standing of students in Waunakee compared to students in the same grade nationally who took the test. Percentile ranks range from a low of one to a high of 99 with 50 denoting the average national percentile rank. The percentile rank for a given score indicates the percentage of students in the same grade obtaining scores equal to or better than that score. For example, if a student obtains a percentile rank of 67 for reading, this score is equal to or better than 67 percent of the students in the national norm group. A student with a percentile rank of 67 can also be considered scoring in the top 33% of students who took the test nationally.

Criterion Referenced Tests

The Wisconsin Knowledge and Concepts Examination, AP examinations, the STAMP test, district designated common assessments, and most teacher-made classroom tests provide criterion referenced test scores. A set of objectives with corresponding proficiencies or achievement levels is established. A determination is then made as to whether or not the student can achieve an acceptable proficiency or achievement level.

Criterion referenced tests measure an individual's ability with respect to a criterion. These tests are used to determine what students know or can do in a specific area of content rather than comparing performance to other students. Criterion referenced tests allow teachers to judge student performance in content areas and are usually more closely related to local curriculum than norm referenced tests

Wisconsin Knowledge and Concepts Examination (WKCE)

The Wisconsin Knowledge and Concepts Examination is a statewide testing system designed to report students' demonstration of proficiency on samples of knowledge and concepts in reading, language, math, science and social studies. The tests were administered at grades 3-8 and 10 and are based on the Terra Nova Tests developed by CTB/McGraw-Hill. WKCE student scores are compared to state averages of students taking the tests at the same time of year and under the same conditions (norm-referenced). These scores are reported by state percentile ranks. Student performance is also compared to a set of standards called proficiency levels (criterion-referenced). These proficiency levels are specific to Wisconsin and are based on the knowledge and skills represented by test items on the WKCE. Results are reported in terms of four levels: Advanced, Proficient, Basic and Minimal Performance. School achievement is measured in terms of the percent of students scoring at the performance levels. The WKCE will be replaced by the next generation Smarter Balanced assessments for Common Core English Language Arts (Reading and Language) and Mathematics in 2014-2015. State statute requires that Science and Social Studies be assessed at grades 4, 8, and 10. How the state will assess Science and Social Studies in the future is yet to be determined. Wisconsin recently revised the cut scores for the WKCE to align them with the national NAEP proficiency levels. The following table provides general descriptions of both the old and new proficiency levels:

	Performance Level Descriptors (New)	Performance Level Descriptors (Old)
Advanced	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.	Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE at that grade level.
Proficient	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.	Demonstrates competency in the academic knowledge and skills tested on WKCE at that grade level.
Basic	Students at this level demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.	Demonstrates some academic knowledge and skills tested on WKCE at that grade level.
Minimal Performance	Students at this level demonstrate limited knowledge and skills in the subject matter and limited ability to apply knowledge and skills effectively.	Demonstrates very limited academic knowledge and skills tested on WKCE at that grade level.

Note: New, higher cut scores for the WKCE were released in July 2012 by DPI. We have not received official reports from DPI, but have applied the new cut scores to our data files. Results from the old cut scores and the new cut scores have been included in the August final version.

Measures of Academic Progress (MAP)

The MAP (Measures of Academic Progress) test is a computerized adaptive assessment. While a student is taking the test, the computer program customizes the test to the student's performance on previous questions. The district uses the test to measure student academic achievement and growth. The test was administered to all students in grades 3-8 in the fall (September/October) and to all students in grades 2-8 in the spring (May). We piloted the use of MAP for Primary Grades this year in first grade and will fully implement in 2012-2013.

Test results can be used in a variety of ways, including: creating instructional groups, screen students for special programming, and tracking individual student growth. Scores are reported as RIT scores (Rasch Unit), which is an equal interval measurement unit that can show growth over time. The scale has the same meaning regardless of the student's grade level or items taken. RIT scores range from as low as 140 (typically found in low average functioning 2nd grade students) to as high as 270 (typically found in high functioning high school students).

EPAS (Educational Planning & Assessment System)

ACT's EPAS[®] (Educational Planning and Assessment System) helps meet the need for all students to acquire strong core subject area skills by the end of middle school and the development of college readiness skills throughout high school in preparation for all postsecondary options. EPAS focuses on college readiness skills in reading, English, mathematics, science and writing.

The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills and college readiness skills students need to develop that are important for success both during and after high school, no matter what postsecondary options students pursue. The district has administered the Explore to grades 8 and 9 and the PLAN to grade 10 in September. Because we have large numbers of 9th graders scoring near the top of the Explore, we are switching 9th grade to PLAN this year.

ACT

The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. This is an optional test taken by student on a Saturday as an entrance requirement for most colleges (See page 12 for district results). The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.

COLLEGE READINESS BENCHMARKS

ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit bearing college courses. In addition to the Benchmarks for ACT, there are corresponding EXPLORE & PLAN Benchmarks for use by student to gauge their progress in becoming college ready in the eighth and tenth grades, respectively.

College Course	Test	EXPLORE score (8G)	PLAN Score	ACT Score
English Composition	English	13	15	18
Social Sciences	Reading	15	17	21
Algebra	Mathematics	17	19	22
Biology	Science	20	21	24

STAMP

STAMP (Standards-based Measurement of Proficiency) is an adaptive web-based test designed on national standards that assesses students' second language proficiency according to benchmarks related to the ACTFL Performance Guidelines at the novice and intermediate levels. STAMP tests measure Reading, Writing, and Speaking skills and are available in several languages including Spanish, French, and Chinese. Waunakee began administering the STAMP test to students in French III & V and Spanish III & V in 2010-2011. We are using the STAMP test to assess individual student proficiency and also as a benchmark assessment for the world language program to complement our local assessments.

Elementary WKCE Scores 2011-2012 (Old Levels)

% of students in Proficiency levels	GRADE 3					GRADE 4				
	HERITAGE	PRAIRIE	ARBORETUM	DISTRICT AVG	STATE AVERAGE	HERITAGE	PRAIRIE	ARBORETUM	DISTRICT AVE	STATE AVERAGE
READING										
Minimal	0	0	1	0	5	0	1	1	1	5
Basic	14	2	2	5	15	3	5	3	4	13
Proficient	30	30	32	31	36	40	33	30	33	38
Advanced	56	67	64	63	43	57	61	67	62	42
Adv & Proficient	86	97	96	94	77	97	94	97	95	80
LANGUAGE										
Minimal						0	0	1	0	5
Basic						6	11	6	8	17
Proficient						30	33	39	35	45
Advanced						63	57	55	57	31
Adv & Proficient						93	90	94	92	76
MATH										
Minimal	5	2	0	2	14	2	2	3	2	11
Basic	5	3	6	4	8	2	5	2	3	8
Proficient	33	21	29	26	39	46	30	36	37	38
Advanced	58	74	65	67	37	51	62	59	48	41
Adv & Proficient	91	95	93	93	76	97	92	95	91	79
SCIENCE										
Minimal						0	0	0	0	5
Basic						8	4	6	6	17
Proficient						56	60	62	60	53
Advanced						37	36	32	35	23
Adv & Proficient						93	96	94	95	76
SOC. STUDIES										
Minimal						0	0	0	0	1
Basic						3	2	3	3	5
Proficient						14	13	19	16	25
Advanced						83	85	79	82	67
Adv & Proficient						97	98	98	98	92

**Waunakee Community School District
WKCE Scores 2011-2012 (Old Levels)**

% of Students in Proficiency Levels	INTERMEDIATE				MIDDLE SCHOOL				HIGH SCHOOL	
	GRADE 5	STATE AVERAGE	GRADE 6	STATE AVERAGE	GRADE 7	STATE AVERAGE	GRADE 8	STATE AVERAGE	GRADE 10	STATE AVERAGE
READING										
Minimal	2	5	0	5	3	5	1	5	2	8
Basic	3	14	1	10	4	8	4	10	6	13
Proficient	34	42	28	38	31	37	25	43	26	29
Advanced	60	37	70	45	63	48	70	40	62	48
Adv & Proficient	94	79	98	79	94	85	95	83	88	77
LANGUAGE										
Minimal							5	12	3	7
Basic							11	22	10	21
Proficient							35	37	56	51
Advanced							48	26	26	18
Adv & Proficient							83	63	82	69
MATH										
Minimal	2	12	2	11	2	9	4	8	3	14
Basic	4	9	3	9	4	11	3	12	8	13
Proficient	16	33	20	36	18	44	29	48	37	46
Advanced	79	45	75	43	76	34	64	31	48	25
Adv & Proficient	95	78	95	79	94	78	93	79	85	71
SCIENCE										
Minimal							1	7	4	16
Basic							4	12	4	10
Proficient							32	46	29	33
Advanced							63	33	58	38
Adv & Proficient							95	79	87	71
SOC. STUDIES										
Minimal							1	5	5	16
Basic							5	13	4	7
Proficient							18	36	27	30
Advanced							75	44	59	45
Adv & Proficient							93	80	86	75

Percentages might not equal 100% due to DPI rounding.

WKCE Scores 2011-2012 (Local Estimate Using New Cut Scores)

READING		Percentages				
School	Grade	Minimal	Basic	Proficient	Advanced	Proficient & Advanced
Arboretum	3	14	40	32	14	46
Arboretum	4	13	32	38	17	55
Heritage	3	20	34	39	6	45
Heritage	4	13	40	30	17	47
Prairie	3	8	42	38	10	48
Prairie	4	14	34	35	17	52
District	3	13	39	36	10	46
District	4	13	35	35	17	52
Intermediate	5	13	33	39	14	53
Intermediate	6	8	33	44	14	58
Middle School	7	11	36	42	11	53
Middle School	8	7	32	53	8	61
High School	10	6	33	49	8	57
MATHEMATICS		Percentages				
School	Grade	Minimal	Basic	Proficient	Advanced	Proficient & Advanced
Arboretum	3	0	20	58	22	80
Arboretum	4	3	25	50	22	72
Heritage	3	3	30	45	22	67
Heritage	4	2	35	44	19	63
Prairie	3	2	15	49	32	81
Prairie	4	2	27	51	20	71
District	3	1	20	51	27	78
District	4	2	28	49	21	70
Intermediate	5	3	18	42	35	77
Intermediate	6	1	19	53	26	79
Middle School	7	4	14	47	35	82
Middle School	8	6	14	55	23	78
High School	10	7	24	44	21	65

**WKCE Scores 2011-2012 (Local Estimate Using New Cut Scores)
Combined Grades (3-8 &10)**

READING		Percentages					
Subgroup	Count	Minimal	Basic	Proficient	Advanced	Proficient & Advanced	State Proficient & Advanced
All Students	1908	10.1	34.2	43.1	11.6	54.7	35.8
Asian	44	6.8	36.4	40.9	13.6	54.5	31.7
Black	34	23.5	32.4	35.3	5.9	41.2	13.4
Hispanic	43	27.9	46.5	20.9	4.7	25.6	17.6
American Indian	8	25.0	12.5	50.0	0.0	50.0	22.5
White	1779	9.4	34.0	43.8	11.9	55.7	41.9
English Language Learners	28	53.4	39.3	3.6	0.0	3.6	6.0
English Proficient	1880	9.4	34.1	43.7	11.8	55.5	37.7
Students with Disabilities	186	44.1	31.2	14.0	2.7	16.7	14.2
Students without Disabilities	1722	6.4	34.5	46.2	12.5	58.7	39.3
Economically Disadvantaged	180	28.9	42.8	22.8	3.3	26.1	20.5
Non-Economically Disadvantaged	1728	8.1	33.3	45.2	12.4	57.6	46.6
MATHEMATICS		Percentages					
Subgroup	Count	Minimal	Basic	Proficient	Advanced	Proficient & Advanced	State Proficient & Advanced
All Students	1909	3.8	19.7	48.6	26.8	75.4	48.1
Asian	44	4.5	13.6	43.2	36.4	79.6	49.9
Black	34	14.7	29.4	47.1	5.9	53	18.2
Hispanic	44	6.8	40.9	38.6	13.6	52.2	28.4
American Indian	8	0.0	37.5	25.0	25.0	50	31.5
White	1779	3.5	19.1	49.1	27.3	76.4	55.2
English Language Learners	28	14.3	57.1	21.4	3.6	25	20.5
English Proficient	1881	3.6	19.2	49.0	27.1	76.1	49.8
Students with Disabilities	187	23.0	39.0	20.3	9.6	29.9	22.0
Students without Disabilities	1722	1.7	17.7	51.7	28.6	80.3	52.4
Economically Disadvantaged	181	13.8	37.6	34.8	11.6	46.4	30.9
Non-Economically Disadvantaged	1728	2.7	17.9	50.1	28.4	78.5	60.3

The combined grades results are the only grades where state averages are currently available for comparison. Taken as a whole our students significantly outperform the state in both reading and mathematics. On a disaggregated basis, we see that all of our sub-groups outperform the state except for ELL in reading. However, there are some groups where the margins are narrower. Raising achievement for all of our students, regardless of background or classification, is a priority as we implement the Common Core and align with the higher expectations for students.

WRITING

In the writing portion of the WKCE, students plan, write and edit a composition on a specific topic. Each student at grades 4, 8 and 10 received one prompt as part of the Writing test. The modes of writing are Descriptive at grade 4, Persuasive at grade 8, and Persuasive at grade 10. This portion of the test is scored holistically using two rubrics, reflecting student overall performance in writing rather than an accumulation of points. The scores focus on organization, fluency, and development of ideas and mechanical accuracy of writing. Each student essay is rated independently on a scale of 0 to 6 by two readers in the area of Composition and is also rated 0-3 in the area of Conventions. The ratings of both readers are then averaged to produce a holistic raw score for the student. The following tables provide a description of the six-point and three-point scales used to evaluate student writing on the WKCE.

COMPOSITION WRITING SCORING CRITERIA

Score	Score Criteria Description
6	Exemplary control of the domain
5	Advanced control of the domain
4	Proficient control of the domain
3	Adequate control of the domain
2	Basic control of the domain
1	Minimal control of the domain
0	Off topic; no response, illegible, another language

CONVENTIONS WRITING SCORING CRITERIA (Language Usage)

Score	Score Criteria Description
3	The response demonstrates ADVANCED control of a wide range of conventions identified in the 4 th (or 8 th , or 10 th) grade Wisconsin Model Academic Standards in English Language Arts
2	The response demonstrates PROFICIENT control of a wide range of conventions identified in the 4 th (or 8 th , or 10 th) grade Wisconsin Model Academic Standards in English Language Arts
1	The response demonstrates MINIMAL control of a wide range of conventions identified in the 4 th (or 8 th , or 10 th) grade Wisconsin Model Academic Standards in English Language Arts
0	Off topic; no response, illegible, another language

DISTRICT WKCE EXTENDED WRITING RESULTS-Fall 2011

Extended Writing	District Average	State Average
Grade 4	5.4	5.4
Grade 8	5.6	5.2
Grade 10	5.6	5.8

Measures of Academic Progress (MAP)

The MAP (Measures of Academic Progress) test is a computerized tool that combines the benefit of technology with the integrity of the level of the various levels of the test. Test results can be used in a variety of ways, including: creating instructional groups, screen students for special programming, and tracking individual student growth. Scores are reported as RIT scores (Rasch Unit), which is an equal interval measurement unit that can show growth over time. The scale has the same meaning regardless of the student's grade level or items taken. RIT scores range from as low as 140 (typically found in low average functioning 2nd grade students) to as high as 270 (typically found in high functioning high school students). We also use the MAP to measure student learning growth. Average performance is 50% of students meeting their growth target and a growth index of 100.

Reading

School/Grade	May 2007 Local R.I.T. Average	May 2008 Local R.I.T. Average	May 2009 Local R.I.T. Average	May 2010 Local R.I.T. Average	May 2011 Local R.I.T. Average	May 2012Local R.I.T. Average	National R.I.T. Average
Arboretum grade 2	195.8	196.5	197.2	193.9	195.1	199.6	189.6
Heritage grade 2	198.9	195.6	190.1	197.6	195.6	199.9	
Prairie grade 2	195.2	194.4	194.6	195.2	196.7	195.9	
Arboretum grade 3	205.4	205.6	205.9	205.2	203.6	207.7	199.2
Heritage grade 3	208.3	202.6	200.3	199.6	204.2	203.6	
Prairie grade 3	202.8	204.3	203.8	205.7	202.7	205.6	
Arboretum grade 4	211.9	212.9	213.7	213.1	212.7	214.8	206.7
Heritage grade 4	210.3	212.0	209.8	210.8	210.1	216.3	
Prairie grade 4	211.9	210.9	210.2	212.2	212.7	210.6	
Intermediate grade 5	217.9	217.4	219.3	220.0	221.5	219.6	212.3
Intermediate grade 6	222.5	223.2	224.8	226.0	225.0	225.5	216.4
Middle School grade 7	224.5	225.8	226.9	227.7	229.6	226.8	219.7
Middle School grade 8	226.6	227.6	229.6	229.9	230.2	231.4	222.4

Language Arts

School/Grade	May 2007 Local R.I.T. Average	May 2008 Local R.I.T. Average	May 2009 Local R.I.T. Average	May 2010 Local R.I.T. Average	May 2011 Local R.I.T. Average	May 2012 Local R.I.T. Average	National R.I.T. Average
Arboretum grade 2	197.0	196.2	197.5	195.2	195.2	199.5	190.0
Heritage grade 2	198.2	192.9	190.8	196.8	195.9	201.3	
Prairie grade 2	196.6	195.5	198.3	197.1	197.5	196.4	
Arboretum grade 3	206.4	207.4	207.5	205.3	205.2	207.9	200.3
Heritage grade 3	207.6	202.2	203.0	201.1	207.2	206.0	
Prairie grade 3	203.8	205.1	204.4	206.1	204.3	207.9	
Arboretum grade 4	213.6	213.5	213.9	213.0	213.3	214.4	207.0
Heritage grade 4	211.6	211.7	209.9	212.0	210.6	212.5	
Prairie grade 4	214.6	211.1	212.1	212.5	214.1	211.9	
Intermediate grade 5	218.1	218.4	219.2	219.7	220.6	219.3	212.9
Intermediate grade 6	224.3	224.1	224.4	225.6	225.4	225.4	216.2
Middle School grade 7	224.5	225.1	226.8	228.7	230.5	230.0	218.7
Middle School grade 8	227.0	227.2	228.7	228.9	230.8	230.8	221.3

Mathematics

School/Grade	May 2007 Local R.I.T. Average	May 2008 Local R.I.T. Average	May 2009 Local R.I.T. Average	May 2010 Local R.I.T. Average	May 2011 Local R.I.T. Average	May 2012 Local R.I.T. Average	National R.I.T. Average
Arboretum grade 2	198.6	199.4	198.8	199.6	198.3	202.8	191.3
Heritage grade 2	201.8	198.4	197.1	196.8	200.2	200.9	
Prairie grade 2	200.4	198.7	199.5	200.5	201.9	200.1	
Arboretum grade 3	210.0	206.7	210.2	209.3	211.0	210.9	203.1
Heritage grade 3	215.2	208.7	208.6	206.7	209.8	209.1	
Prairie grade 3	209.3	209.0	208.0	210.8	208.3	211.8	
Arboretum grade 4	220.7	220.4	222.7	223.0	223.4	228.3	212.5
Heritage grade 4	218.5	217.4	224.4	219.7	220.8	222.7	
Prairie grade 4	220.7	220.8	221.0	222.2	224.2	222.4	
Intermediate grade 5	229.2	228.4	231.3	230.1	233.1	234.7	221.0
Intermediate grade 6	235.1	239.2	238.4	239.4	238.3	240.4	225.6
Middle School grade 7	237.7	239.9	240.6	242.2	243.0	242.2	230.5
Middle School grade 8	241.4	241.0	244.6	246.1	244.6	248.1	234.5

Fall to Spring Reading Growth

Grade	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grade 3 Met Target	61.2%	56.5%	62.2%	56.4%	53.5%	57.1%
Grade 4 Met Target	53.7%	61.7%	61.0%	60.9%	69.4%	64.2%
Grade 5 Met Target	67.6%	61.1%	66.3%	72.5%	76.3%	64.7%
Grade 6 Met Target	60.0%	63.9%	68.6%	66.7%	66.4%	63.6%
Grade 7 Met Target	54.5%	61.7%	54.2%	69.0%	65.7%	58.0%
Grade 3 Growth Index	115.0	112.6	114.1	106.4	102.2	107.2
Grade 4 Growth Index	112.2	131.4	124.8	127.9	137.5	121.3
Grade 5 Growth Index	153.5	121.9	150.5	186.7	192.6	145.6
Grade 6 Growth Index	142.5	163.6	174.1	150.0	157.7	146.0
Grade 7 Growth Index	89.2	134.3	124.0	184.3	162.0	128.2

Fall to Spring Language Arts Growth

Grade	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grade 3 Met Target	56.6%	47.6%	65.9%	58.0%	59.7%	62.5%
Grade 4 Met Target	64.4%	56.6%	67.5%	60.4%	62.0%	62.9%
Grade 5 Met Target	62.5%	59.1%	69.4%	82.4%	67.5%	71.2%
Grade 6 Met Target	73.9%	72.2%	73.5%	N/A	72.8%	71.4%
Grade 7 Met Target	52.6%	57.1%	61.8%	76.6%	74.6%	78.1%
Grade 3 Growth Index	106.2	95.8	123.5	105.8	115.0	117.2
Grade 4 Growth Index	127.6	109.3	127.9	125.0	118.9	132.6
Grade 5 Growth Index	132.3	123.1	166.4	197.1	157.0	162.5
Grade 6 Growth Index	197.0	181.5	191.4	N/A	197.8	188.3
Grade 7 Growth Index	98.5	118.2	159.5	229.0	233.3	272.4

Fall to Spring Mathematics Growth

Grade	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grade 3 Met Target	58.9%	47.0%	54.8%	51.6%	56.9%	58.0%
Grade 4 Met Target	57.7%	65.4%	65.1%	65.5%	69.9%	83.6%
Grade 5 Met Target	56.0%	54.2%	66.3%	67.9%	72.4%	72.1%
Grade 6 Met Target	53.1%	64.4%	77.9%	53.8%	71.7%	73.2%
Grade 7 Met Target	54.2%	53.0%	49.8%	59.4%	57.7%	64.7%
Grade 3 Growth Index	113.4	92.6	105.3	103.7	107.9	111.5
Grade 4 Growth Index	115.2	123.2	129.5	130.4	137.1	167.5
Grade 5 Growth Index	106.5	104.3	134.7	137.3	148.7	143.4
Grade 6 Growth Index	98.7	126.2	168.5	121.2	152.0	153.1
Grade 7 Growth Index	102.0	93.4	91.5	115.4	113.3	134.5

2011-2012 Advanced Placement Results

Scoring Level	AP Psychology	AP Statistics	AP English		AP US History	AP Economics Macro	AP Biology	AP Comp Sci A	AP Calculus AB	*AP Other
			Lang Comp	Lit Comp						
5	11	1	0	2	2	4	7	1	9	2
4	8	2	1	7	4	10	7	1	4	1
3	12	1	1	17	16	12	8	1	1	3
2	4	0	0	4	7	4	9	0	0	0
1	0	1	0	0	1	1	3	0	0	0
# of Exams	35	5	2	30	30	31	34	3	14	6
Avg. Score	3.7	3.4	3.5	3.2	3.0	3.4	3.2	4.0	4.6	3.8

The chart reveals the number of students scoring in each scoring level. Students with five or four (many times three) in each AP course tests are usually awarded college credits in that subject area.

* AP tests taken by students on-line (European History, Calc BC, AP Physics B, Microeconomics).

Waunakee ACT Results

Class of	% tested	English	State English	Math	State Math	Reading	State Reading	Science	State Science	Composite	State Composite
2003	71%	22.2	21.3	23.7	22.1	22.9	22.4	23.3	22.3	23.2	22.2
2004	(169) 73.8%	22.3	21.5	23.3	22.1	23.3	22.5	23.3	22.3	23.2	22.2
2005	(177) 70%	23.4	21.5	23.8	22.0	24.1	22.4	24.3	22.3	24.0	22.2
2006	(157) 70.7%	22.5	21.5	23.2	22.0	23.3	22.4	23.7	22.2	23.3	22.2
2007	(183) 72.3%	22.5	21.6	23.2	22.2	23.3	22.4	23.4	22.4	23.3	22.3
2008	(192) 66.7%	23.2	21.7	23.9	22.3	23.8	22.6	23.8	22.3	23.8	22.3
2009	(176) 67%	22.1	21.7	23.7	22.2	23.4	22.6	23.5	22.3	23.3	22.3
2010	(203) 71.5%	23.5	21.5	23.9	22.0	23.7	22.3	24.4	22.2	23.9	22.1
2011	(215) 69.8%	23.5	21.6	24.4	22.1	23.7	22.2	24.7	22.3	24.2	22.2
2012	(208) 71.3%	24.1	21.5	24.8	22.0	23.8	22.1	24.4	22.1	24.4	22.1

(# Students)

EPAS (Educational Planning & Assessment System) Results-Fall

This EPAS report summarizes the performance of our students who took the EXPLORE & PLAN academic assessment. The numbers represent how our students' scores compare with those of students nationally. A perfect composite score in EXPLORE is 25, PLAN is 32 and ACT is 36. See page 5 for College Readiness Benchmarks.

EXPLORE/PLAN RESULTS

		Class of 2016	Class of 2015		Class of 2014			Class of 2013			Class of 2012		
		Explore 2011	Explore 2011	Explore 2010	Plan 2011	Explore 2010	Explore 2009	Plan 2010	Explore 2009	Explore 2008	Plan 2009	Explore 2008	Explore 2007
Total Composite		18.1	17.8	17.6	20.4	18.3	17.6	19.9	18.5	17.4	19.4	17.6	16.8
English	English Composite	17.8	17.8	16.7	19.1	17.6	16.9	18.6	18.2	16.5	19.2	17.3	15.7
	Usage / Mechanics	9.2	9.1	8.5	9.7	8.9	No test items	9.3	No test items	No test items	9.8	No test items	7.9
	Rhetorical	8.7	8.8	8.4	10.1	8.9	No test items	9.6	No test items	No test items	10.0	No test items	7.9
Math	Math Composite	18.4	18.3	18.4	21.3	18.9	18.5	20.7	19.3	17.7	20.3	18.3	16.8
	Pre-Algebra	No test items	No test items	No test items	10.9	No test items	No test items	10.1	No test items	No test items	9.8	No test items	No test items
	Geometry	No test items	No test items	No test items	11.3	No test items	No test items	11.1	No test items	No test items	11.2	No test items	No test items
Reading		16.8	16.5	16.6	19.9	16.9	16.4	19.6	17.3	16.2	18.2	16.3	16.3
Science		18.8	18.1	18.4	20.6	19.3	18.1	20.2	18.6	18.4	19.5	18.1	17.8

EPAS (Educational Planning & Assessment System) Results-Fall

This EPAS report summarizes the performance of our students who took the EXPLORE & PLAN academic assessment. The numbers represent how our students' scores compare with those of students nationally. A perfect composite score in EXPLORE is 25, PLAN is 32 and ACT is 36. See page 5 for College Readiness Benchmarks.

2011 8th Grade EXPLORE Results

Waunakee

250 students

Mean EXPLORE Scores EXPLORE score scale 1-25	ACT College Readiness Benchmarks	Waunakee	Wisconsin (2008)	National (2011)
English	13	17.8	15.5	14.7
Mathematics	17	18.4	16.2	15.5
Reading	15	16.8	15.0	14.6
Science	20	18.8	17.2	16.6
Composite	N/A	18.1	16.1	15.5

Measuring College Readiness: ACT's College Readiness Benchmarks

The EXPLORE college readiness benchmark scores are based on the ACT benchmarks. They reflect students' expected growth from EXPLORE to PLAN to ACT and assume sustained academic effort throughout HS. The EXPLORE benchmark scores associated with a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college.

Percent of EXPLORE Tested Students Ready for College Level Coursework	Waunakee	Wisconsin (2008)	National (2011)
English Benchmark Score = 13	92%	73%	68%
Mathematics Benchmark Score =17	68%	46%	36%
Reading Benchmark Score =15	69%	48%	46%
Science Benchmark Score =20	34%	20%	16%

Percent of Students in College Readiness Standards (CRS) Score Ranges

ACT's College Readiness Standards are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards related test scores to the types of skills needed for success in high school and beyond. Visit <http://www.act.standard/index.html>.

College Readiness Standards	English		Mathematics		Reading		Science		Composite	
	Waunakee	State 08	Waunakee	State 08	Waunakee	State 08	Waunakee	State 08	Waunakee	State 08
24 to 25 Range	9%	3%	9%	4%	4%	2%	7%	4%		NA
20 to 23 Range	26%	14%	24%	8%	12%	9%	27%	15%		NA
16 to 19 Range	35%	29%	50%	47%	39%	25%	55%	53%		NA
13 to 15 Range	23%	27%	14%	26%	38%	38%	9%	23%		NA
01 to 12 Range	8%	27%	2%	14%	7%	25%	1%	4%		NA

2011 9th Grade EXPLORE Results

Waunakee

294 Students

Mean Explore Scores Explore score scale 1-32	ACT College Readiness Benchmarks	Waunakee	Wisconsin (2008)	National (2011)
English	14	17.8	16.7	15.7
Mathematics	18	18.3	17.0	16.3
Reading	16	16.5	16.0	15.4
Science	20	18.1	17.9	17.1
Composite	N/A	17.8	17.0	16.2

Measuring College Readiness: ACT's College Readiness Benchmarks

The EXPLORE college readiness benchmark scores are based on the ACT benchmarks. They reflect students' expected growth from EXPLORE to PLAN to ACT and assume sustained academic effort throughout HS. The EXPLORE benchmark scores associated with a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college.

Percent of EXPLORE Tested Students Ready for College Level Coursework	Waunakee	Wisconsin (2008)	National (2011)
English Benchmark Score = 14	86%	74%	67%
Mathematics Benchmark Score =18	52%	40%	33%
Reading Benchmark Score =16	52%	48%	45%
Science Benchmark Score =20	28%	28%	21%

Percent of Students in College Readiness Standards (CRS) Score Ranges

ACT's College Readiness Standards are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards related test scores to the types of skills needed for success in high school and beyond. Visit <http://www.act.standard/index.html>.

College Readiness Standards	English		Mathematics		Reading		Science		Composite	
	Waunakee	State- 08	Waunakee	State 08	Waunakee	State 08	Waunakee	State 08	Waunakee	State
24 to 25 Range	10%	6%	10%	8%	6%	4%	3%	8%		NA
20 to 23 Range	24%	20%	26%	11%	11%	13%	25%	20%		NA
16 to 19 Range	33%	32%	47%	50%	34%	30%	55%	52%		NA
13 to 15 Range	24%	23%	14%	22%	35%	34%	14%	17%		NA
01 to 12 Range	10%	19%	3%	10%	13%	19%	3%	3%		NA

(September 2011)

2011 Highlights for the 10th Grade PLAN Waunakee

Mean ACT Scores ACT score scale 1-36	ACT College Readiness Benchmarks	Waunakee	Wisconsin	National
English	15	19.1	18.4	16.2
Mathematics	19	20.7	21.3	17.6
Reading	17	19.6	19.9	16.7
Science	21	20.2	20.6	17.8
Composite	N/A	19.9	20.4	17.2

Measuring College Readiness: ACT's College Readiness Benchmarks

The PLAN college readiness benchmark scores are based on the ACT benchmarks. They reflect students' expected growth from PLAN to ACT and assume sustained academic effort throughout HS. The PLAN benchmark scores associated with a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college.

Percent of PLAN-Tested Students Ready for College Level Coursework	Waunakee	Wisconsin	National
English Benchmark Score = 15	88%	83%	64%
Mathematics Benchmark Score =19	64%	48%	36%
Reading Benchmark Score =17	73%	62%	48%
Science Benchmark Score =21	50%	38%	20%

Percent of Students in College Readiness Standards (CRS) Score Ranges

ACT's College Readiness Standards are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards related test scores to the types of skills needed for success in high school and beyond. Visit <http://www.act.standard/index.html>.

College Readiness Standards	English		Mathematics		Reading		Science	
	Waunakee	National	Waunakee	National	Waunakee	National	Waunakee	National
28 to 32 Range	2%	1%	16%	4%	6%	2%	6%	3%
24 to 27 Range	16%	4%	16%	7%	20%	8%	17%	6%
20 to 23 Range	27%	16%	24%	17%	23%	17%	39%	19%
16 to 19 Range	39%	33%	35%	36%	34%	30%	28%	45%
13 to 15 Range	10%	25%	8%	25%	11%	24%	9%	23%
01 to 12 Range	6%	20%	1%	10%	6%	19%	2%	5%

2011-2012 STAMP Results

French

Level	Reading Totals	Reading %	Writing Totals	Writing %	Listening Totals	Listening %	Speaking Totals	Speaking %
Expanding	43	48.0%	0	0.0%	0	0.0%	0	0.0%
Expanding C	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Expanding B	4	4.0%	0	0.0%	0	0.0%	0	0.0%
Expanding A	39	43.0%	0	0.0%	0	0.0%	0	0.0%
Transitioning	46	51.0%	38	42.0%	1	1.0%	17	20.0%
Transitioning C	24	26.0%	0	0.0%	0	0.0%	0	0.0%
Transitioning B	18	20.0%	0	0.0%	0	0.0%	0	0.0%
Transitioning A	4	4.0%	38	42.0%	1	1.0%	17	20.0%
Beginning	0	0.0%	51	57.0%	93	98.0%	64	79.0%
Beginning C	0	0.0%	51	57.0%	0	0.0%	62	76.0%
Beginning B	0	0.0%	0	0.0%	29	30.0%	2	2.0%
Beginning A	0	0.0%	0	0.0%	64	68.0%	0	0.0%

Spanish

Level	Reading Totals	Reading %	Writing Totals	Writing %	Listening Totals	Listening %	Speaking Totals	Speaking %
Expanding	50	25.0%	31	16.0%	4	2.0%	8	4.0%
Expanding C	2	1.0%	0	0.0%	0	0.0%	0	0.0%
Expanding B	14	7.0%	0	0.0%	1	0.0%	0	0.0%
Expanding A	34	17.0%	31	16.0%	3	1.0%	8	4.0%
Transitioning	119	60.0%	102	53.0%	23	11.0%	92	49.0%
Transitioning C	37	18.0%	0	0.0%	4	2.0%	0	0.0%
Transitioning B	42	21.0%	8	4.0%	11	5.0%	6	3.0%
Transitioning A	40	20.0%	94	48.0%	8	4.0%	86	45.0%
Beginning	27	13.0%	58	30.0%	171	86.0%	85	45.0%
Beginning C	22	11.0%	57	29.0%	11	5.0%	81	43.0%
Beginning B	4	2.0%	1	0.0%	40	20.0%	4	2.0%
Beginning A	1	0.0%	0	0.0%	120	60.0%	0	0.0%

STAMP 4S reports results using the CASLS (Center for Applied Second Language Studies) Benchmark Scale Levels of **Beginning**, **Transitioning** and **Expanding**. Within each Level, there are sub-level designations of A, B and C. These designations identify test takers in the top third, middle third or bottom third of the range for that particular level. Similar to ACTFL's low, mid and high designations, these will assist in seeing a further breakdown of the test taker's ability. This Benchmark Scale is comparable to other well-known proficiency scales and relates to the ACTFL scale as shown below.

Level Key		
The letters A B C relate to the ACTFL scale in the following manner:		
Beginning	Transitioning	Expanding
A - Novice-Low	A - Intermediate-Low	A - Advanced-Low
B - Novice-Mid	B - Intermediate-Mid	B - Advanced-Mid
C - Novice-High	C - Pre-Advanced	C - Advanced-High

OVERALL TESTING & ASSESSMENT RECOMMENDED PLAN OF ACTION

Based on the interpretation of testing results, the following action is recommended:

- Work to understand the data in the new state accountability system and school report cards. This will include understanding the new WKCE cut scores, gap calculations, and gap measures.
- The district will fully implement NWEA's MAP for Primary Grades at 1st Grade in 2012-2013 with fall, winter, and spring testing.
- MAP for Primary Grades and MAP will be used as universal screeners for RtI in grades 1-8.
- Implement the state required PALS (Phonological Awareness Literacy Screening) at Kindergarten with fall, winter, and spring testing. PALS will be used as a universal screener for RtI in Kindergarten.
- Use of running records and math facts benchmark assessments will be expanded at the elementary level.
- Training for staff in Common Core standards, curriculum differentiation, formative assessment, and Traits Writing, and disciplinary literacy.
- Begin the process of implementing Common Core standards into our English Language Arts and Mathematics curriculum.
- Continue report card study with report card committees in 2012-2013 considering standards-based report cards for grades K-6 to align with Common Core
- Departmental and grade level item analysis of student scores on the Wisconsin Knowledge and Concepts Exam should continue. Department chairpersons are required to place specific focus on questions in which 25% or more of the students answer incorrectly (less than 75% of the students responded with the correct answer).
- Direct Pathways (G/T) staff to review scores and achievement of students performing in the "advanced" proficiency category on the Wisconsin Knowledge and Concepts Exam and high RIT scores on the MAP testing to insure students receive appropriate programming.
- Study student participation trends in the AP tests in comparison to AP course participation.
- Evaluate the use of the CWRA assessment for Pathways.
- Continue to administer EPAS (Educational Planning & Assessment System) testing in the fall to grade 8 (Explore) & grades 9-10 (PLAN). Introduce Explore as an out of grade assessment for 3-7 Pathways.
- On going test interpretation training should be provided to staff on MAP, WKCE, EPAS, and PALS.
- The annual district School Improvement Institute will emphasize study of state & district test results and other accountability measures. Each building will be responsible for completing a roll-out plan for student improvement as a result of their work at the S.I.I. (School Improvement Institute) and subsequent follow-up meetings.
- Review local placement test data and STAMP assessments to provide information on our world language programs.
- Continue to utilize the three additional early release days to provide test interpretation training, study student performance & design methods to improve proficiency levels of all students.
- Administer the reading & mathematics sections of the WKCE early in our testing window.
- Students in **ALL grades** continued to perform above state and national averages in **all assessments**. Waunakee also continues to have a greater number of students scoring in the advanced and proficient categories on all subtests of the WKCE than the majority of schools across the state.

** Some of the recommendations come from our June School Improvement Institutes and department meeting

2010-2011 Value-Added School Summary Report

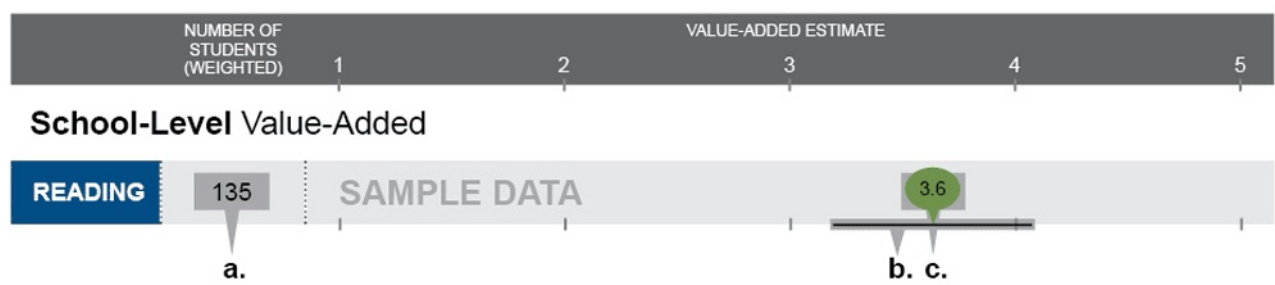
This report provides you with a summary of your Value-Added(VA) data. Value-Added estimates measure the impact of teachers and schools on student academic growth. Because student progress varies by grade, prior performance and demographics, the Value-Added estimate controls for these factors (see back page for a list). The result is an estimate that measures the difference between the growth of students in your school and the growth of similar students across the state. For more information about the Value-Added Research Center (VARC) please visit:

<http://dpi.wi.gov/oea/growth.html>

Report Contents

- **Page 1** - How to Read the Value-Added Tables
- **Page 2** - Your School's Value-Added Results (Overall and by Grade)
- **Page 3-4** - Scatter Plots: A Comparison of Value-Added to Attainment
- **Page 5** - About the Value-Added Reports

How to Read the Value-Added Tables



a. Number of Students: This is the number of students included in the calculation. It is weighted by the amount of time students were enrolled in the school during the previous school year.

b. Confidence Interval Range: The line under the bubble is the statistical confidence interval for that estimate. We are 95% confident that the Value-Added estimate falls within the confidence interval.

c. Value-Added Estimate: On each line, the red, yellow, gray, green and blue bubbles include the school's standardized Value-Added estimate. **The state average is three.** Please see the back page for information on the standardized Value-Added scale.

Important Note: When looking at VA estimates it is important to consider the confidence interval around the estimate. While the VA estimate is the best approximation of your VA, it is possible that your VA could fall anywhere along the line of the confidence interval, with the probability diminishing as you move farther from the VA estimate.

- Blue** - Far Above Predicted VA: VA Estimate is significantly more than 4.
- Green** - Above Predicted VA: VA Estimate is significantly above the State Average (3).
- Gray** - Within the range of Predicted VA: VA Estimate is not significantly different from the State Average (3).
- Yellow** - Below Predicted VA: VA Estimate is significantly below the State Average (3).
- Red** - Far Below Predicted VA: VA Estimate is significantly less than 2.

2010-2011 School Value-Added Results

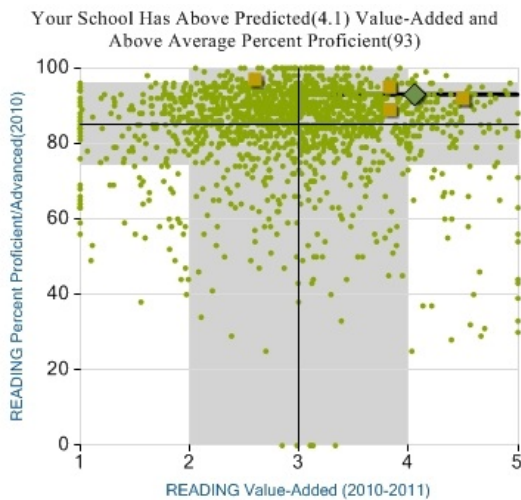
The tables below include the school-level and grade-level standardized Value-Added results for your school. Results are provided both for the past academic year and for the average of up to the last three years. See the cover page of this report for tips on how to read these tables.

	Past Academic Year 2010-2011					Up To 3 Year Average						
	NUMBER OF STUDENTS (WEIGHTED)	1	2	3	4	5	NUMBER OF STUDENTS (WEIGHTED)	1	2	3	4	5
School-Level Value-Added												
READING	207.9				4.1		612.8			3.3		
MATH	207.9				3.9		612.8				4.2	
READING Grade-Level Value-Added												
Grade 3	110.0				3.8		316.4			2.7		
Grade 4	97.9				3.6		296.5				3.8	
MATH Grade-Level Value-Added												
Grade 3	110.0			2.9			316.4			2.7		
Grade 4	97.9				4.5		296.5					4.8

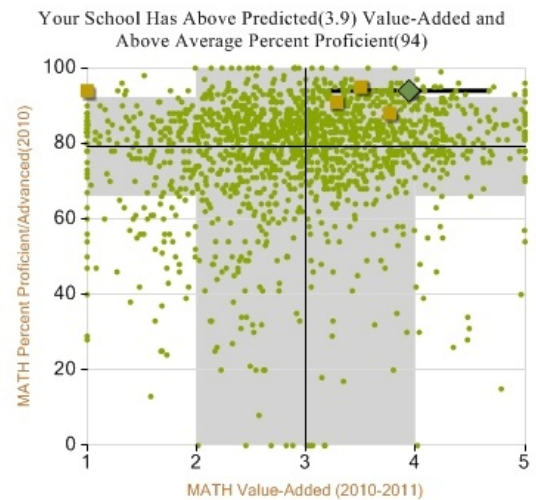
Scatter Plots: A Comparison of Value-Added to Attainment

The charts below compare your school's student growth (Value-Added) in reading and mathematics to student attainment (percentage of students who meet or exceed the Wisconsin Knowledge Concepts Examination (WKCE) standards). Value-Added scores are read along the bottom, and percentage Proficient/Advanced are read along the left-hand side.

READING



MATH

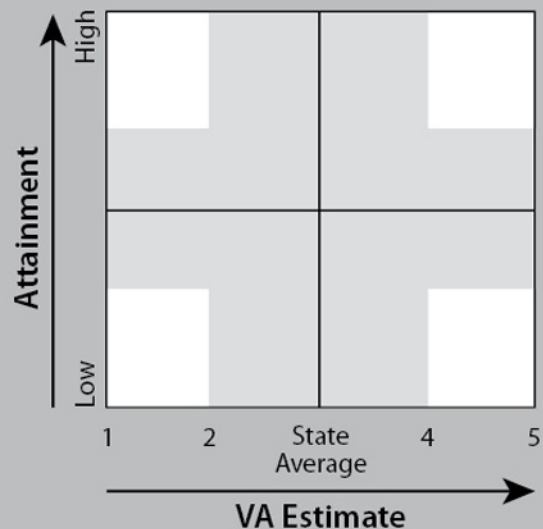


How to Read the Scatter Plots

- ◆◆◆◆ The colored diamond represents your school.
- The yellow squares represent schools in your district.
- The green circles represent schools elsewhere in the state.

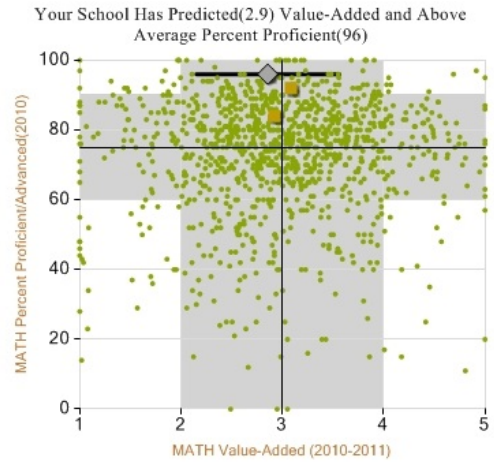
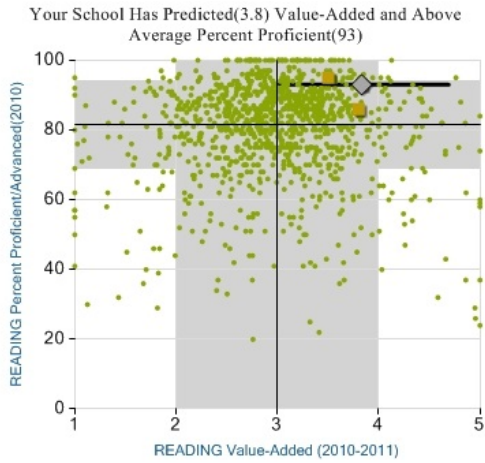
Schools are plotted based on student growth (Value-Added) and student attainment (percentage of students who meet or exceed the state test proficiency standards). Value-Added estimates are color coded based on the same system used for the rest of the report. Please see Page 1 for more information on the color coding of estimates.

Note: In the scatter plots above, the percentage of students who meet or exceed state standards is based on 2010 data. The purpose is to show the school's "starting position" for attainment.

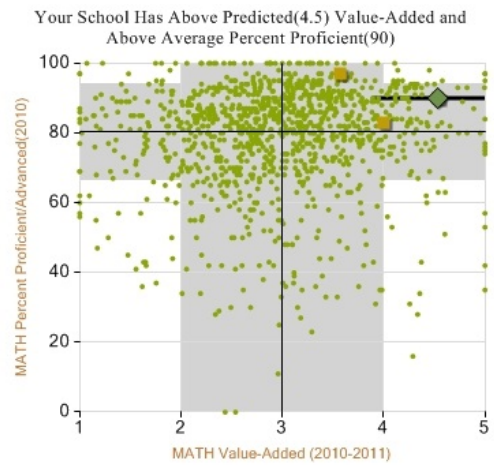
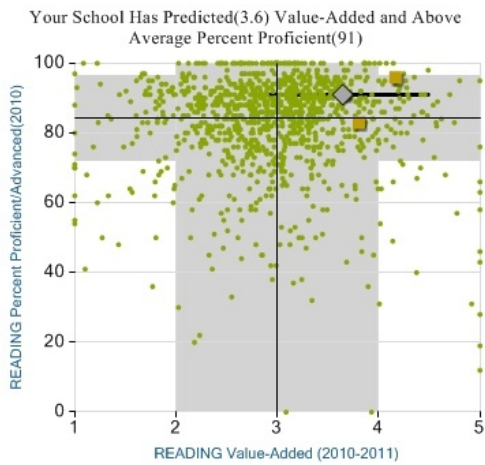


Scatter Plots: A Comparison of Value-Added to Attainment

GRADE
3



GRADE
4



About the Value-Added Reports

The state-of-the-art in growth measurement continues to evolve at a rapid pace. The Value-Added Research Center (VARC) at the University of Wisconsin-Madison is developing assessment tools and reporting mechanisms that teachers, schools and districts can use to measure effectiveness and improve performance. We are constantly improving our statistical models to keep pace with national research. Some things to consider:

- ▶ **Standardized Value-Added Estimates.** Standardization is used when two or more estimates need to be compared, but are on different scales. Standardizing places all estimates on the same scale. In the Value-Added model, standardization is important because achieving one Wisconsin Knowledge Concepts Examination (WKCE) scale score point of growth is more difficult in some grades than others. Standardization improves the ability to compare Value-Added estimates across grades. Some things to know about the standardized Value-Added estimates:
 - The scale ranges from approximately 0 to 6.
 - A estimate of 3 is the state average.
 - Most estimates fall between 2 and 4.
 - Almost all estimates fall between 1 and 5.
 - Only about 1% of schools have a estimate less than 0 or more than 6.

- ▶ **Number of Students(Weighted)** The Value-Added model takes the amount of time a student was enrolled in a school into account. For example, if a student moved from one school to another during the school year, that move is accounted for and the appropriate proportion of growth would be attributed to the each school attended by the student.

- ▶ **List of Control Variables Used in the Value-Added Model**
 1. Prior Year Score (reading and math)
 2. Gender
 3. Free/Reduced Lunch Status
 4. Race/Ethnicity
 5. Disability (by severity level)
 6. ELL Status (by category level)

2010-2011 Value-Added School Summary Report

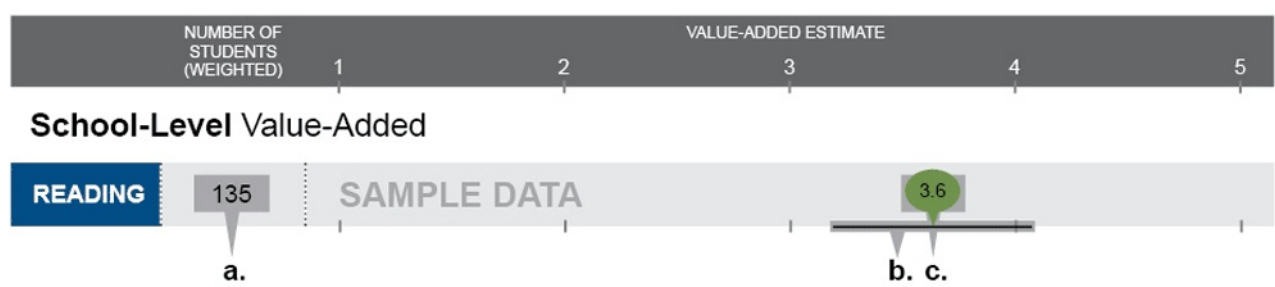
This report provides you with a summary of your Value-Added(VA) data. Value-Added estimates measure the impact of teachers and schools on student academic growth. Because student progress varies by grade, prior performance and demographics, the Value-Added estimate controls for these factors (see back page for a list). The result is an estimate that measures the difference between the growth of students in your school and the growth of similar students across the state. For more information about the Value-Added Research Center (VARC) please visit:

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How to Read the Value-Added Tables



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2010-2011 School Value-Added Results

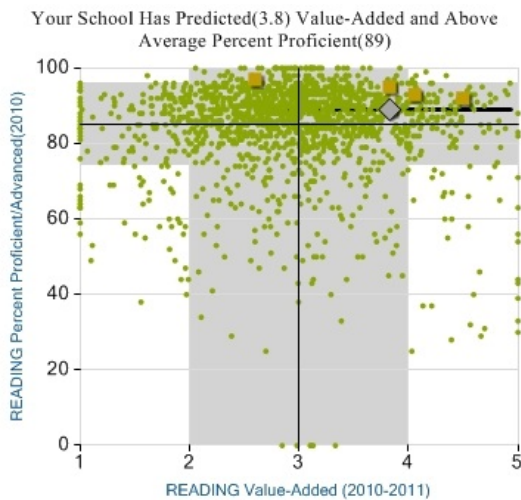
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	Past Academic Year 2010-2011					Up To 3 Year Average						
	NUMBER OF STUDENTS (WEIGHTED)	1	2	3	4	5	NUMBER OF STUDENTS (WEIGHTED)	1	2	3	4	5
School-Level Value-Added												
READING	129.5				3.8		366.8				3.3	
MATH	129.5				3.8		366.8				4.4	
READING Grade-Level Value-Added												
Grade 3	63.4				3.5		181.7			2.5		
Grade 4	66.1				3.8		185.1				3.9	
MATH Grade-Level Value-Added												
Grade 3	63.4				3.1		181.7			3.3		
Grade 4	66.1				4.0		185.1				4.5	

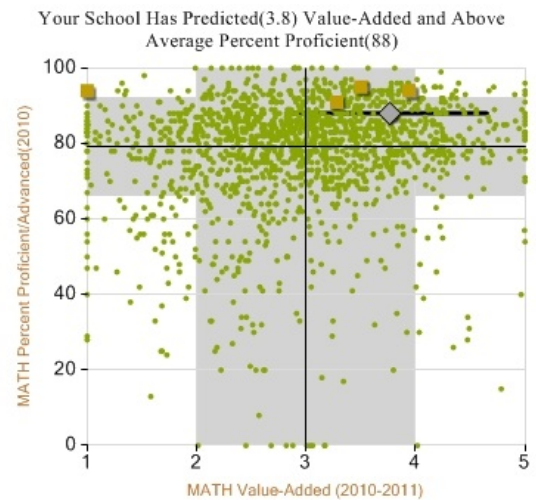
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READING



MATH

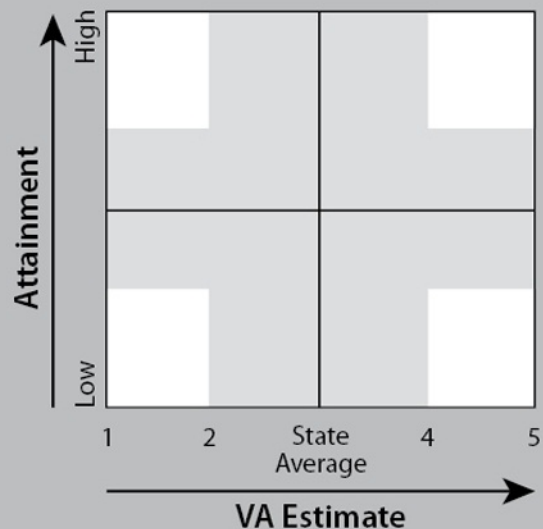


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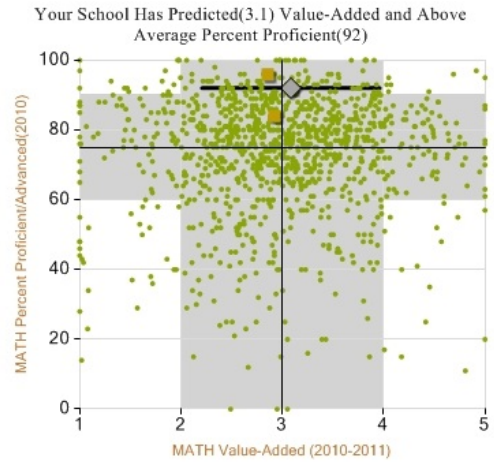
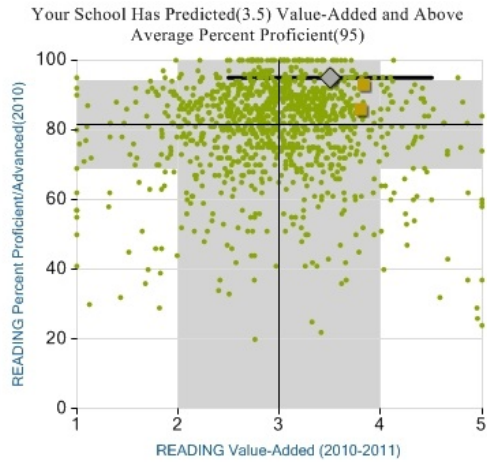
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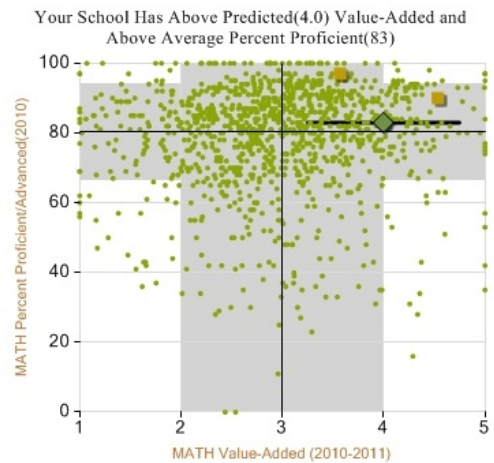
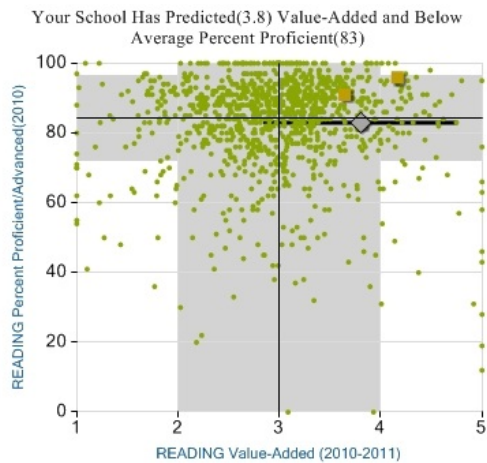


Scatter Plots: A Comparison of Value-Added to Attainment

GRADE
3



GRADE
4



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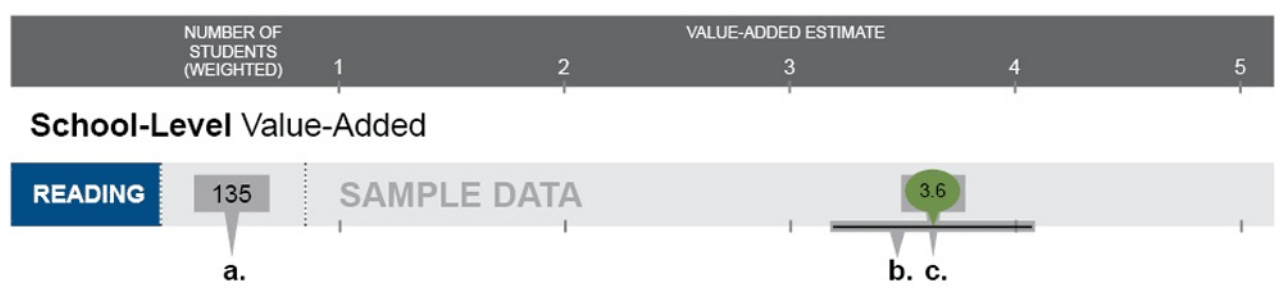
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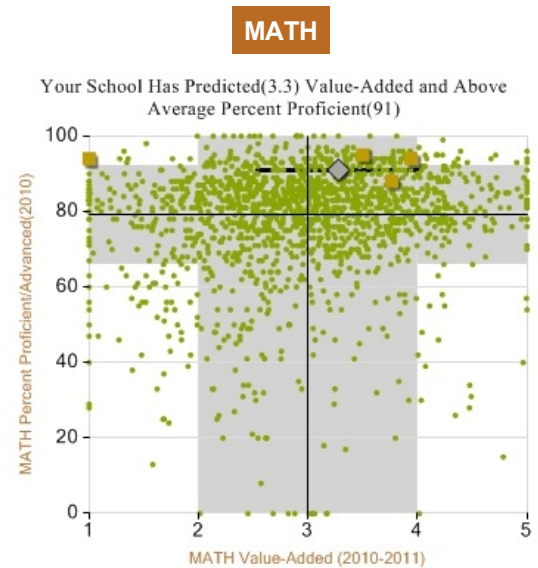
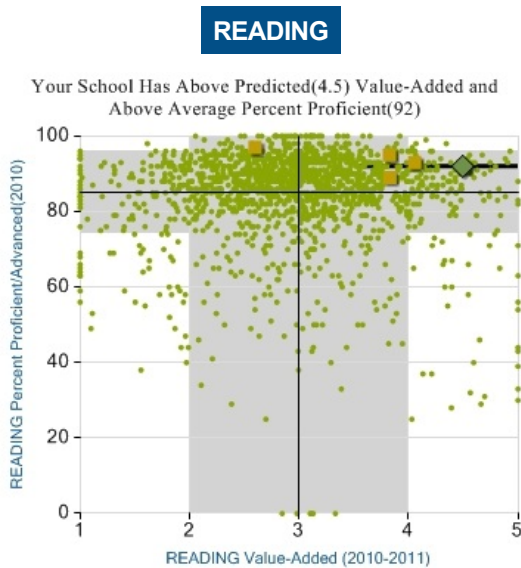
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School-Level Value-Added												
READING		196.6				4.5	590.4				4.2	
MATH		196.6			3.3		590.4				4.2	
READING Grade-Level Value-Added												
	Grade 3	96.9				3.8	298.6				3.2	
	Grade 4	99.6				4.2	291.7				4.2	
MATH Grade-Level Value-Added												
	Grade 3	96.9			2.9		298.6				3.4	
	Grade 4	99.6				3.6	291.7				4.1	

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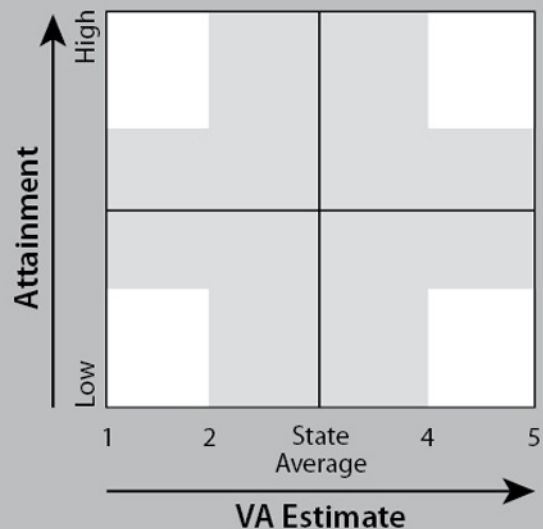


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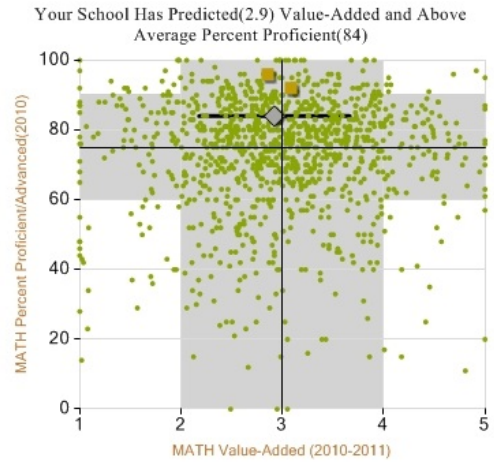
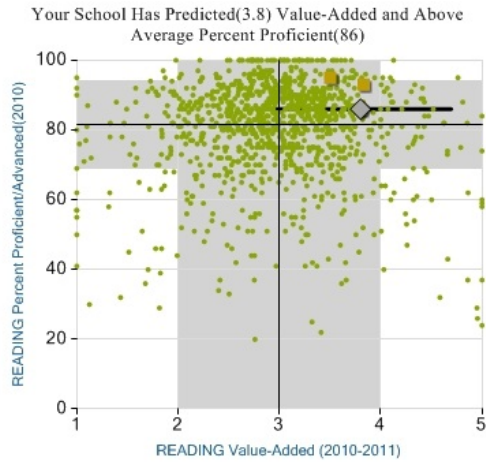
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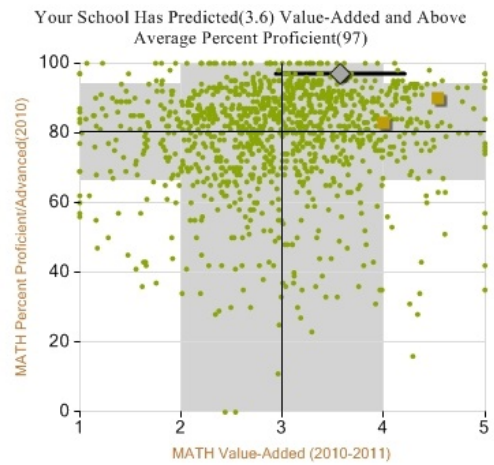
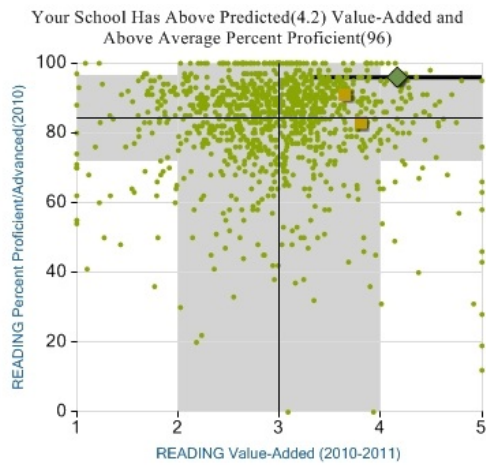


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GRADE
3



GRADE
4



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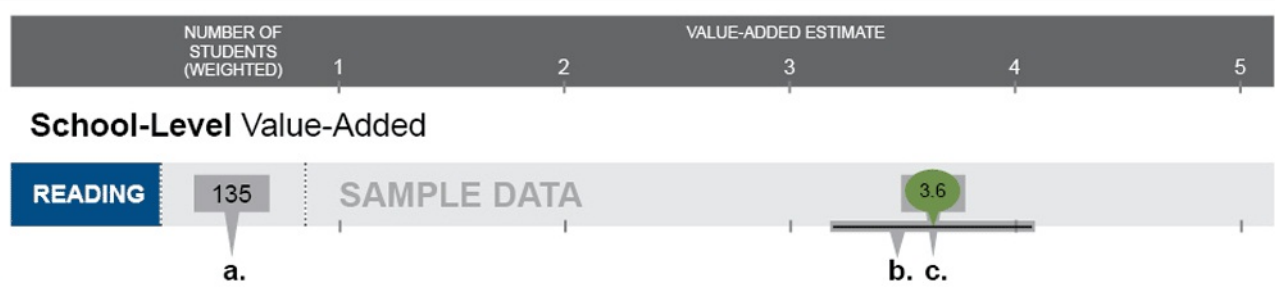
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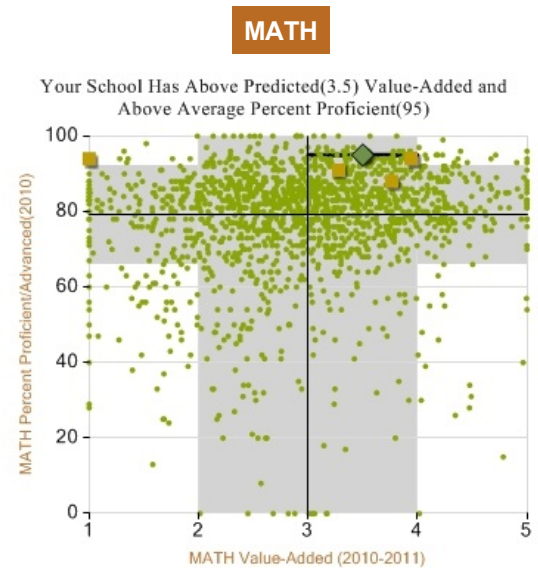
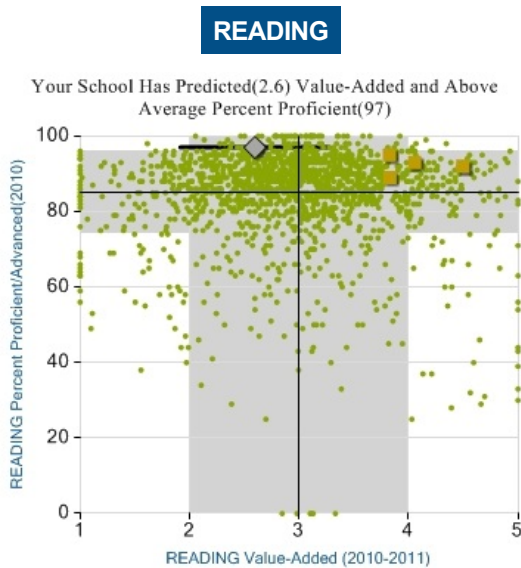
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School-Level Value-Added												
READING	543.8				2.6		1525.5			2.9		
MATH	543.8				3.5		1525.5				4.4	
READING Grade-Level Value-Added												
Grade 5	281.6				3.6		786.6				3.9	
Grade 6	262.2		1.8				738.9		1.9			
MATH Grade-Level Value-Added												
Grade 5	281.6			2.8			786.6			3.6		
Grade 6	262.2				3.9		738.9				4.1	

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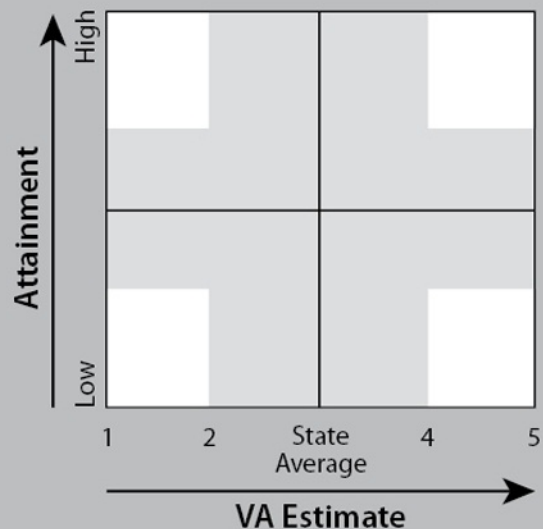


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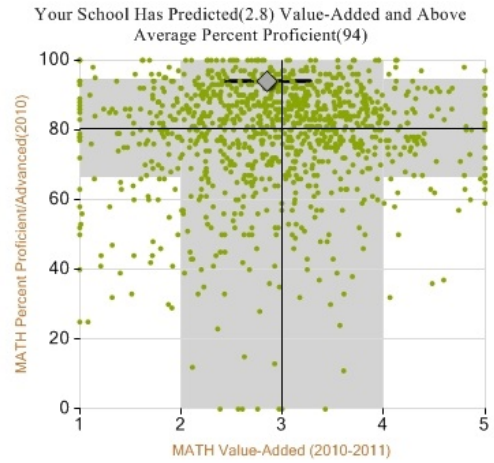
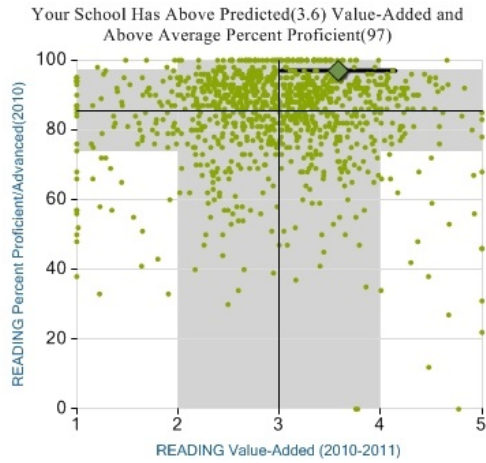
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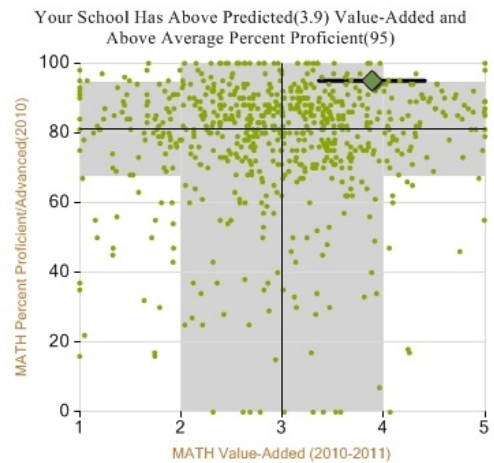
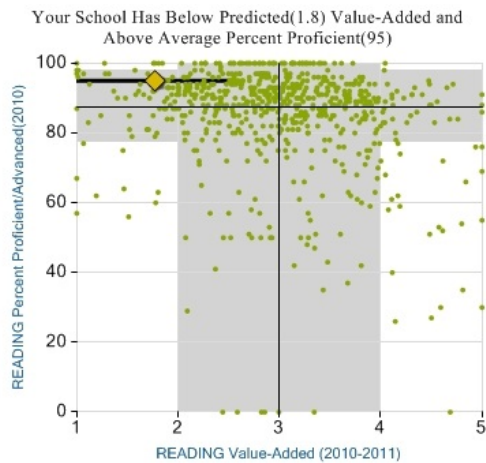


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GRADE
5



GRADE
6



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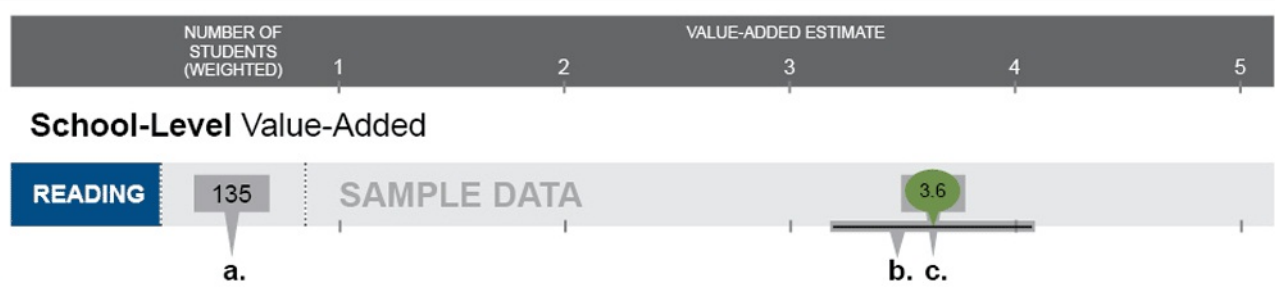
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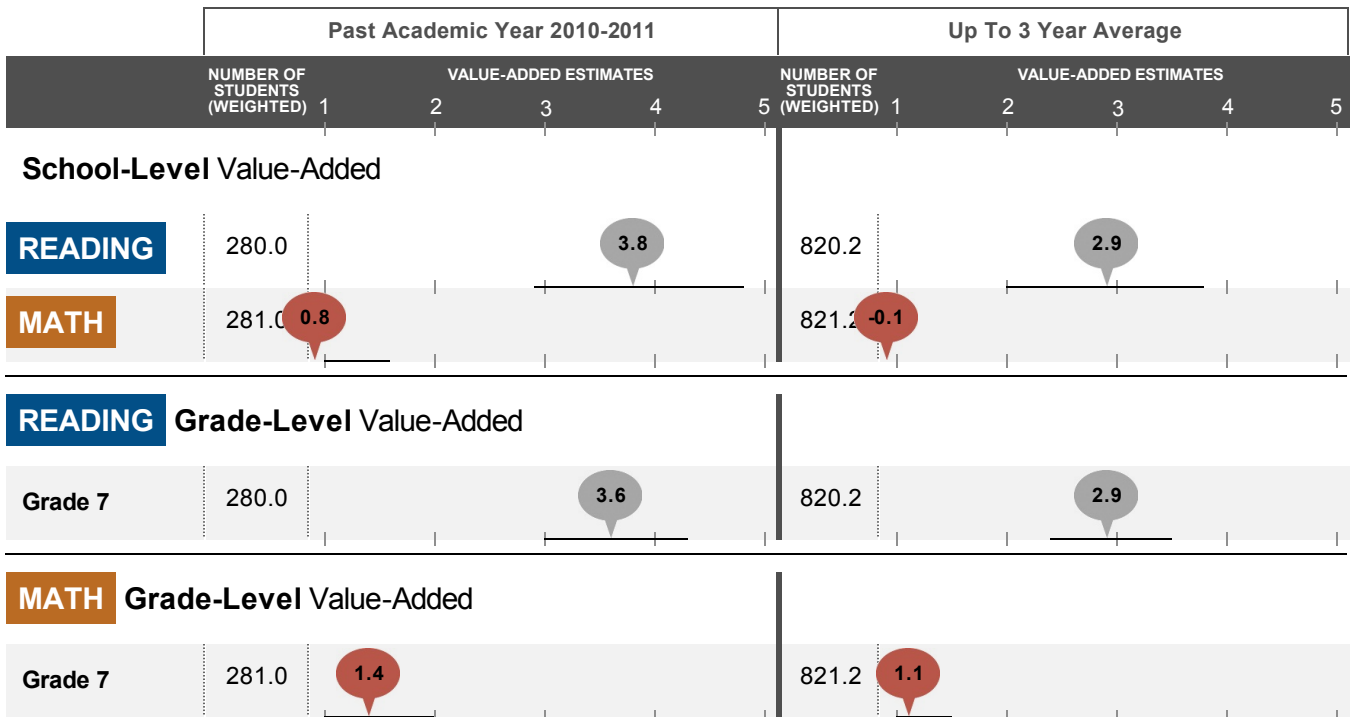
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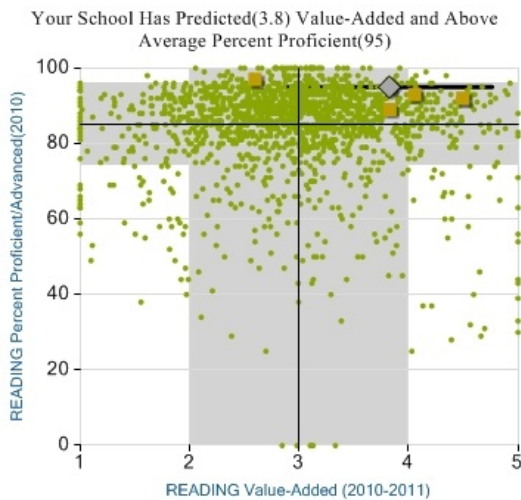
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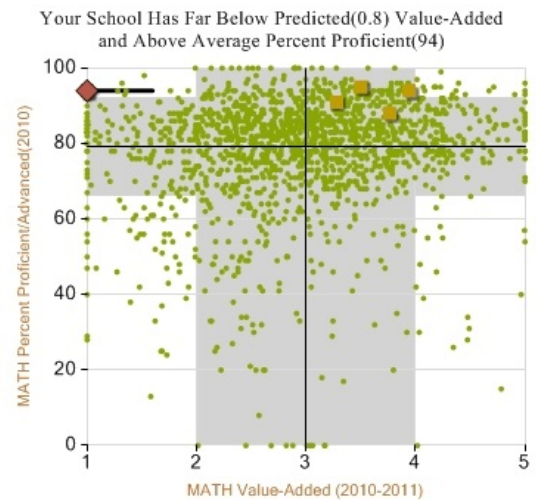
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READING



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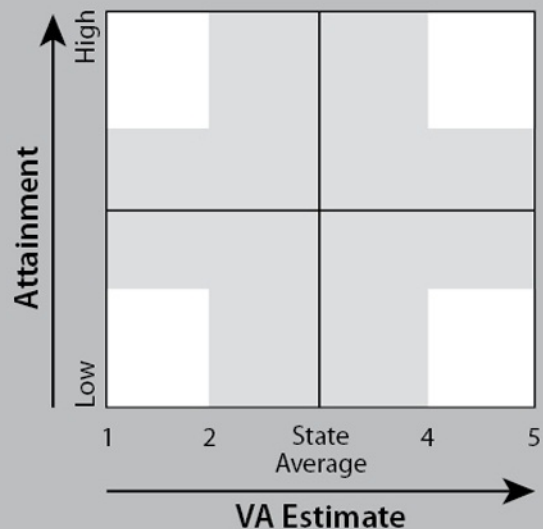


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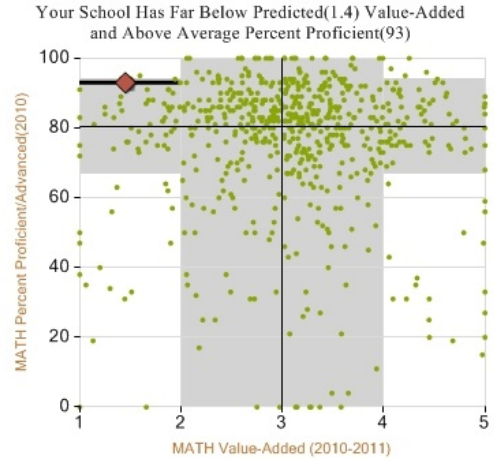
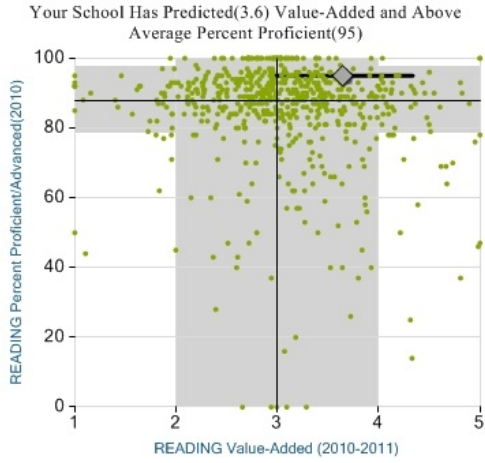
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 - Almost all estimates fall between 1 and 5.
 - Only about 1% of schools have a estimate less than 0 or more than 6.

- ▶ **Number of Students(Weighted)** The Value-Added model takes the amount of time a student was enrolled in a school into account. For example, if a student moved from one school to another during the school year, that move is accounted for and the appropriate proportion of growth would be attributed to the each school attended by the student.

- ▶ **List of Control Variables Used in the Value-Added Model**
 1. Prior Year Score (reading and math)
 2. Gender
 3. Free/Reduced Lunch Status
 4. Race/Ethnicity
 5. Disability (by severity level)
 6. ELL Status (by category level)

Waunakee Community School District ---2012-13 Testing Program Schedule

School	Grade	Test	Type	Administration Dates	Responsible Party
Elementary	KDG	PALS (State Early Literacy Screener)	Universal Screener	<u>FALL</u> -Oct. 29-Nov. 9, 2012 <u>WINTER</u> -Jan. 7-Jan. 18, 2013 <u>SPRING</u> -May 6-May 17, 2013	Classroom Teacher*
	1-6	DIBELS	Progress Monitor	September 2012-May 2013	Classroom Teacher
	1-3, 4 optional	Running Records^	Universal Screener, Diagnostic	Sept 4 - 26, Oct 18 - Nov 9, Jan 2 - 25, March 11 - April 5, May 10 - 31	Classroom Teacher
	K-5	Math Facts Benchmarks^	Universal Screener	September 2012-May 2013 (K 2 nd Sem)	Classroom Teacher
	1	MAP for Primary Grades	Universal Screener, Achievement, Growth	FALL-Sept 17-Oct 5, 2012 WINTER- Jan 7-Jan 25, 2013 SPRING- April 29-May 17, 2013	
	2	MAP for Primary Grades and/or MAP	Universal Screener, Achievement, Growth	FALL-Sept 17-Oct 5, 2012 (MPG) WINTER- Jan 7-Jan 25, 2013 (MPG) SPRING-April 29-May 17, 2013 (MAP)	Principal, Guidance 2 nd Grade Teachers
	3	WKCE-CRT (reading & math) MAP	Proficiency Universal Screener, Achievement, Growth	November 5-9, 2012 (WKCE Test window Oct. 22-Nov. 23) FALL-Sept. 17-Oct. 5, 2012 WINTER-Jan 7-Jan 25, 2013 (No Language) SPRING- April 29-May 17, 2013	Principals, Guidance 3 rd Grade Teachers
	4	WI Knowledge & Concepts Exam (reading, language arts, math, science, & social studies) MAP	Proficiency Universal Screener, Achievement, Growth	November 5-12, 2012 (WKCE Test window Oct. 22-Nov. 23) September 2011-May 2012 FALL-Sept. 17-Oct. 5, 2012 WINTER-Jan 7-Jan 25, 2013 (No Language) SPRING- April 29-May 17, 2013	Principals, Guidance, 4 th Grade Teachers
Intermediate	5	WKCE –CRT (reading & math) MAP	Proficiency Universal Screener, Achievement, Growth	November 5-9, 2012 (WKCE Test window Oct. 22-Nov. 23) September 2011-May 2012 FALL-Sept. 17-Oct. 5, 2012 WINTER-Jan 7-Jan 25, 2013 (No Language) SPRING- April 29-May 17, 2013	Principals, Guidance, 5 th Grade Teachers

Waunakee Community School District ---2012-13 Testing Program Schedule

	6	WKCE –CRT (reading & math) MAP	Proficiency Universal Screener, Achievement, Growth	November 5-9, 2012 (WKCE Test window Oct. 22-Nov. 23) <u>FALL</u> -Sept. 17-Oct. 5, 2012 <u>WINTER</u> -Jan 7-Jan 25, 2013 (No Language) <u>SPRING</u> - April 29-May 17, 2013	Principal, Guidance, 6th Grade Teachers
Middle School	7	WKCE–CRT (reading & math) MAP	Proficiency Universal Screener, Achievement, Growth	November 5-9, 2012 (WKCE Test window Oct. 22-Nov. 23) <u>FALL</u> - Sept. 17-Oct. 5, 2012 <u>SPRING</u> - April 29-May 17, 2013	Principal, Guidance, Homeroom Teachers
	8	WI Knowledge & Concepts Exam (reading, lang arts, math, science, & ss) MAP EXPLORE	Proficiency Universal Screener, Achievement, Growth Achievement	November 5-12, 2012 (WKCE Test window Oct. 22-Nov. 23) <u>SPRING</u> - April 29-May 17, 2013 September 19, 2012	Principal, Guidance, Homeroom Teachers

Waunakee Community School District ---2012-13 Testing Program Schedule

School	Grade	Exam	Type	Administration Dates	Responsible Party
High School	9	Writing (district developed criterion referenced assessment) PLAN	P/B/Achievement Achievement	March 2013 September 20, 2012	Comm. Arts Teachers Guidance & Teachers
	10	WI Knowledge & Concepts Exam (reading, language arts, math, science, & social studies) PLAN	Proficiency Achievement	November 5-12, 2012 (WKCE Test window Oct. 22-Nov. 23) September 20, 2012	Principal, Guidance Guidance & Teachers
	11	PSAT* ACT/SAT*	College Prep College Entrance	October 17, 2012 Sept. Oct, Nov, Dec, Jan, March, May, June	Guidance Guidance
	12	SAT* ACT*	College Entrance College Entrance	Sept. Oct, Nov, Dec, Jan, March, May, June Oct, Dec, Feb, April, June	Guidance Guidance
	11-12	Advanced Placement*	College Entrance	May 6-17, 2013	Guidance

Please note: Exemptions are made for SWD and EL students according to established district procedures

NAEP testing –February 14, 12th grade Reading and Mathematics, February 19, 8th Grade Reading and Mathematics

WAA-SwD-this calendar should match the WKCE calendar for 2012-2013.

ACCESS for ELL- TBD- approx. Dec. 1, 2012 to Feb. 1, 2013 testing window

Alternate ACCESS for ELL-TBD- approx. Dec. 1, 2012 to Feb. 1, 2013 testing window

Optional Winter MAP Testing Window-January 7-25

* Tentative

^ Running Records and Math Facts Benchmarks should be entered into Infinite Campus. Standardized assessments like MAP and WKCE will be uploaded into Infinite Campus

WKCE Elementary Testing Dates for 2012-13

Grade 3 ---- Nov. 5-Math; Nov. 6-Math; Nov. 7-Reading; Nov. 8-Reading; Nov. 9 –Make-up

Grade 4 ---- Nov. 2-Lang. Arts-Writing; Nov. 5-6-Reading; Nov. 7-8-Math; Nov. 9-Sci. & SS & Nov. 12- Make-up

Revised: August 13, 2012