

**WAUNAKEE COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING**

Thursday, November 4, 2021

4:00 PM

Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 1 hour for public comments.

Public comments may be sent to Rebecca McDonough at [district\\_administrator@waunakee.k12.wi.us](mailto:district_administrator@waunakee.k12.wi.us) up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

A quorum of the Board may be present

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. APPROVE AGENDA**

**IV. PUBLIC COMMENTS**

**V. STUDENT PROGRESS UPDATE-SEL**

Chris Mand and members of our student services team will provide an update on student progress in the areas of SEL and related topics. This is aligned with this year's goal of monitoring student progress as we emerge from last year's pandemic disruptions.

**VI. NEW COURSE PROPOSALS**

**3**

We have three new course proposals for your consideration. All have passed through the prior approval steps. Each has conditions. The two music courses are recommended for approval but timing of implementation should be dependent on budget and staffing as they may require additional music FTE. Multicultural Literature is recommended with the

condition that existing courses be continued. There had been initial discussions about a 1:1 substitution due to budget and staffing, but after additional review we believe that the new elective will likely be staffing neutral as students will make different choices within the English electives.

**VII. SPRING 2021 ASSESSMENT UPDATE**

**25**

Spring 2021 results for state testing (Forward, Aspire, ACT) will be shared along with AP results. Abby Lewis, who is doing her graduate program practicum with us, will lead the presentation. The presentation will use the briefer slide deck but a more in depth slide deck is included for your information.

**VIII. ITEMS FOR FUTURE MEETINGS**

Tim Schell

State accountability report cards, update on DEI partnerships, reporting tool, and a new course proposal will be on your November 18th agenda.

**IX. ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

NEW COURSE APPROVAL FORM  
(Due October 1, 2021)

Date: 4/15/2021

Department Chairperson/Building Coordinator: Molly Petroff

Department: Music

Building: WHS

Proposed Course Title: Music Workshop

Grade Level: 9-12

Course Length: 1 semester Credits: 0.5

Requirement/Elective: Performing Arts Elective

Meeting Frequency: 1 block/every other day

Anticipated Enrollment: 20 Prerequisites: None

Principal's Approval: 10-7-2021

Comments:

Staffing-would need to stay within current staffing for now.

Review & Discuss w/Activities Director for NCAA Eligibility –

Date: \_\_10-7-21\_\_\_\_\_

Comments:

Aaron did not think they would be approved for NCAA as they are electives.

Review & Discuss Within the Building Between Departments –

Date: \_\_10-7-2021\_\_\_\_\_

Comments:

*Approved*

RG: Gives overview of 2 proposed music courses: Music Workshop, Digital Music Production  
BB: New Courses need to be zero sum, also go through Aaron May to determine NCAA eligibility.  
Depts need to review course handbooks to ensure course descriptions are up to date.  
TS: Prerequisites will be reviewed, any new prereqs need to be reviewed and approved

Systemwide Curriculum Committee Review Date: 10-13-2021

Comments: *Approved.*

Director of Instruction/District Administrator's Approval: 10-18-2021

*Approved, but implementation timing will depend on staffing/budget.*

Board of Education Curriculum Sub-committee Review Date: \_\_\_\_\_

Board of Education Approval Date: \_\_\_\_\_

**I. COURSE INFORMATION**

A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

Currently, students have the opportunity to study piano, guitar and world drumming as part of the general music curriculum through grade 8. The High School has no equivalent opportunity for students that want to continue their education in these instruments. The band, choir and orchestra welcome any of these students to join their ensembles, but the inclusion of these instruments is rare in music composed for these ensembles. In an effort to create equitable opportunities for all to explore music, we welcome this option for students.

The workshop and collaborative nature of this course is what separates it from what students have experienced with their k-8 general music offerings. The intent is to give all students a basic knowledge of keyboard, drums, guitar and voice, allow students to find their preferred instrument and group them in ensembles together. The workshop format further allows for student choice by giving them autonomy over the music selections they rehearse and perform. Piano and guitar, in particular, are often studied by students individually, but professional musicians are generally collaborative. This concept and focus will be central to the experience for the students in this course.

B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

Students in this course will develop music making skills and explore music literacy in many forms using the medium of pop, folk and rock music. All students will explore playing guitar, keyboard, drums and vocals, and use what they have learned to create rhythm ensembles, arrange their own music and explore music performance and/or recording.

C. Course Outline: (Attach course outline which includes the major topics and concepts.)

- 1) Basic introduction to all instruments using "The Modern Instrument Lesson Book", Hal Leonard Publishing.
- 2) Keyboarding
  - a) Basic Skills
    - i) Basic chord structure (root position vs. inversions, minor vs. major in multiple keys)
    - ii) Playing a basic bass line along with chords
    - iii) Reading a chord chart
  - b) Advanced Skills:
    - i) Chord arpeggios and rhythmic comping
    - ii) Walking Bass lines
- 3) Guitar and Bass Guitar
  - a) Basic Skills
    - i) Basic Chords (I, IV, V in the key of D and G and E min.)
    - ii) Using a Capo for transposition
    - iii) Basic strumming with a guitar pick
  - b) Advanced Skills
    - i) Finger picking
    - ii) Additional chords
    - iii) Walking Bass Line
- 4) Drums
  - a) Basic Skills
    - i) Hand drumming (congas)
    - ii) Keeping time - Basic Rock Beat - Kick, High Hat, Snare
    - iii) Basic drumming techniques (where to strike the drum, wrist tension, dynamic control)
  - b) Advanced Skills
    - i) Incorporating ride and toms
    - ii) Drum Fills
- 5) Vocals

- a) Basic Skills
  - i) Breath Control, Phonation, Resonation, Articulation
  - ii) Mic Technique
- b) Advanced Skills
  - i) Explore how changes in all of the above affect singer's tone and expression
  - ii) Explore varying styles of singing and how those elements above change in each style.
- 6) Grouping of Small Ensembles and Music Selection
- 7) Collaborating on a performance vision
- 8) Rehearsing, responding and adapting
- 9) Performing live and/or in studio

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

- 1) Designated Recording Studio (1804F)
  - a) Mixing board and digital interface with cables TBD - we may be able to use what we currently have with a few small purchases
  - b) Electric guitar and bass guitar (we have dedicated microphones, keyboard, amps and drum set)
- 2) Student Access to a DAW (Mac workstations and Logic as per Digital Music Production proposal)
- 3) 3-4 drum sets including one digital and congas or hand drums (we currently have)
- 4) 17 keyboards (purchased 2020 and 2021)
- 5) 10 guitars \*need to be purchased or borrowed from MS
- 6) Vocal Mics (We currently Have)
- 7) Small Ensemble Rooms
- 8) 25 Studio Headphones
- 9) Modern Band Lesson Series, Assorted Guitar Lesson books, Drumming Lesson Books and music to fit the needs and interests of students

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

	Lectures	X	Demonstrations		Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports		Extra Reading	x	Other - Performance Reflections
X	Laboratory (hands-on)	X	AV Materials	x	Recording Portfolio

Online/Virtual Learning		Field Trips		
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F. Student Evaluation Procedures:

- 1) Student self-assessment of their own progress and performance/recordings
- 2) Journal Reflections
- 3) The creative process in music is not linear and is subjective. Student self-reflection and encouragement will be central.

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

- 1) Guest musician experts - \$300-500
- 2) Software subscription and workstations as per Digital Music Production course proposal
- 3) Instrument repair/replacement (guitar strings, etc) - \$300-500

H. Financial Impact: (First Year)

Added Personnel

How Many	Approx. Cost	Total Cost
Professional	.084	

Added Materials

Assorted Textbooks/Music 20 @ \$25 = \$500  
 Modern Band Lesson Books, Hal Leonard Publication

Added Equipment Needed:

List/Cost:

10 Acoustic Guitars @ \$150 = \$1500

25 Studio Headphones @ \$20 = \$500

1 Electric Guitar @ \$500

5 Bass Guitars @ \$150 = \$750

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

The state and national core standards for music education are rooted in preparing students with experiences that mirror those of professional and amateur musicians. The four processes include Creating, Connecting, Responding and Performing. Students will connect with each other and to the music while creating arrangements for performance. Through practice and rehearsal, they will respond to what they hear and adapt their performance to match their vision. Students will perform their music for each other and or in a studio format and reflect on their learning. All of this will be in the careful guidance and support of our music teachers.

**II. OTHER PERTINENT INFORMATION**

A. This course will be: (please check one)

- an addition to the department's offering
- a replacement for \_\_\_\_\_
- a pilot study

B. This course will require (please check the appropriate spaces):

- the adoption of a new textbook
- (software) the use of a text previously adopted and in use  
\*Hal Leonard book is used briefly at MS and Logic Pro is a part of another Course Proposal

C. This course will require (please check appropriate spaces)

- (possibly) specialized organization of teacher time
- specialized room arrangement or equipment (explain below)
- specialized student grouping or sectioning
- curriculum planning time
- specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

We will need an additional .084 FTE for this course per section.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

Most of our students take ensemble courses for multiple years. This 0.5 credit class won't impact the students we serve, rather provide opportunities for those that are seeking a different music experience.

F. To what extent does this course conflict with courses offered in other departments?

Minimally - It is a small class of 25 that can be taken at any time in a student's HS career.

G. What course(s) could be deleted if this curriculum change is adopted?

H. This proposed course must be discussed with other members of your department prior to submitting this form. *(Describe briefly the outcome of these discussions.)*

Our entire k-12 department has discussed this course addition and is excited about its possible implementation at the High School. The staffing will be the biggest challenge as we may have to do some reshuffling to cover it, but we may not need to hire outside of the district if we are creative.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? *(duplication, deletion, reinforcement, etc.)*

It provides a music education experience for students that may not be currently served in our program.

J. If approved, this course will begin: Fall 2022  
*(semester/year)*

Rev. 8/15/2018

NEW COURSE APPROVAL FORM  
(Due October 1, 2021)

Date: 4/15/2021

Department Chairperson/Building Coordinator: Molly Petroff

Department: Music

Building: WHS

Proposed Course Title: Digital Music Production      Grade Level:9-12

Course Length: 1 semester      Credits: 0.5

Requirement/Elective: Performing Arts Elective      Meeting Frequency: 1 block/every other day

Anticipated Enrollment: 15 capped      Prerequisites: Background in music and/or music theory, or digital communications encouraged

Principal's Approval: \_\_\_ 10-4-2021 \_\_\_\_\_

Comments:

Needs to be zerosum

Review & Discuss w/Activities Director for NCAA Eligibility –

Date: \_\_\_ 10-7-21 \_\_\_\_\_

Comments:

Elective class so it would not be NCAA approved.

Review & Discuss Within the Building Between Departments –

Date: \_\_\_ 10-7-21 \_\_\_\_\_

Comments:

RG: Gives overview of 2 proposed music courses: Music Workshop, Digital Music Production  
BB: New Courses need to be zero sum, also go through Aaron May to determine NCAA eligibility.  
Depts need to review course handbooks to ensure course descriptions are up to date.  
TS: Prerequisites will be reviewed, any new prereqs need to be reviewed and approved

Systemwide Curriculum Committee Review Date: 10-13-21

Comments:

*Approved.*

Director of Instruction/District Administrator's Approval: 10-18-21

*Approved, but implementation timing will depend on staffing/budget.*

Board of Education Curriculum Sub-committee Review Date: \_\_\_\_\_

Board of Education Approval Date: \_\_\_\_\_

**I. COURSE INFORMATION**

A. Rationale for Course: (Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)

- 1) Creating music is an essential skill for musicians. In our performance ensemble classes, we touch on these concepts briefly. They generally consist of arranging music for small ensemble performances. Our current music theory course also provides a unit on composition. During the pandemic, our students were exposed to a Digital Audio Workstation (Soundtrap), encouraged to try songwriting, and had more time to develop compositions in notation software (Flat). Student creativity soared. They were able to use their creative selves to respond to and reflect on an incredibly difficult year in profound and impactful ways. We wanted to create a space for current and potential music students to explore music creation on a deeper level, and understand that music is profoundly impacted by the context in which musicians find themselves.
- 2) Digital music and sound production is a rapidly evolving and growing field. Students will hone their skills of listening, editing and creating in order to prepare them for careers in this field. Students joining this course with an interest in creating music for communications can enhance their learning from digital communications, mass media, video editing or sports marketing courses.

B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

Students in Digital Music Production will create a portfolio of music projects including songwriting, digital music production and recording. Students will create tracks, record instruments and voices, and sample other sound sources in a digital audio workstation. In addition, students will explore music structures and basic music theory while creating compositions in music notation software. This introduction to digital sound production will help expose students to a career in music production, digital communication or similar fields.

C. Course Outline: (Attach course outline which includes the major topics and concepts.)

- 1) Music Forms and Structures
  - a) The elements of music
    - i) Listening, labeling and describing
    - ii) How are music elements used to affect the listener?
  - b) Composition Forms
  - c) Songwriting forms
- 2) Introduction to Digital Audio Workstations (Logic Pro)
  - a) Basic Functionality
  - b) Creating tracks (rhythmic and melodic)
  - c) Basic Editing Skills
  - d) Create a production and describe the elements of music and how they are used.
- 3) Introduction to Notation Software (Flat)
  - a) Basic Functionality
  - b) Rhythm, Melody and Harmony and other music elements
  - c) Create a composition and describe the elements of music and how they are used.
- 4) Exploring Songwriting
  - a) "Show and tell" and discussion on songs with outstanding lyrics
  - b) Analyze and implement a variety of musical and lyrical approaches, techniques and thematic material in order to authentically express composer intent.
  - c) Write a song or a portion of a song. How are the elements of music used to enhance the intent of the text?
- 5) Final Project
  - a) Choose live songwriting performance and/or pre-recorded material in Logic Pro.
  - b) Describe the intent of the composition (human expression, call to action, marketing or sales?)
  - c) Create a final project that uses the elements of music to draw the audience into the composers intent.

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

- 1) Designated Recording Studio (1804F)
  - a) Mixing board and digital interface
  - b) Electric guitar and bass guitar (we have dedicated microphones, keyboard, amps and drum set)
- 2) Student Access to a DAW and Music Notation Software
  - a) We currently have licenses for Sibelius
  - b) We need up to 18 licenses for Logic Pro
- 3) 17 Mac Workstations
  - a) 15 for students, 1 for teacher and 1 for sound studio
  - b) Our current music tech lab has no computers that can run Sibelius and interface with a keyboard. This lab needs a serious update anyway, so we would like to move to mac for the use of Logic Pro which is an economical, but industry standard software.
- 4) 25 Studio Headphones

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

	Lectures	X	Demonstrations		Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports		Extra Reading	X	Other- Student Reflections/rubrics
X	Laboratory (hands-on)	X	AV Materials	x	Journals
	Online/Virtual Learning		Field Trips		

F. Student Evaluation Procedures:

Students will create a portfolio of work throughout the semester. Rubrics and student reflections and goal setting will be central to the evaluation process.

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
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Added personnel: .085 per section

- We currently have three music teachers that have the skill set and are interested in teaching this course. We could add FTE to a part time music teacher in the district and creatively reshuffle loads to accommodate this request.

Added Materials

Added Equipment Needed:

Mac Workstations 17 @ \$1600 = \$27,200

Logic Pro Subscription 17 @ \$200 = \$3400

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

II. **OTHER PERTINENT INFORMATION**

A. This course will be: (please check one)

X an addition to the department's offering

\_\_\_ a replacement for \_\_\_\_\_

\_\_\_ a pilot study

B. This course will require (please check the appropriate spaces):

\_\_\_ the adoption of a new textbook

X (software) the use of a text previously adopted and in use

C. This course will require (please check appropriate spaces)

\_\_\_ specialized organization of teacher time

X specialized room arrangement or equipment (explain below)

\_\_\_ specialized student grouping or sectioning

X curriculum planning time

X specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (*Explain*)

This change will require an additional .084 FTE per year per section

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

This course will enhance the offerings that we currently offer and provide additional opportunities for students not currently enrolled in music to participate and grow as musicians.

F. To what extent does this course conflict with courses offered in other departments?

We anticipate that this course will draw from a wide pool of students including students that are and are not currently enrolled in music courses; particularly those interested in digital communications/mass media. It should have little impact on other courses.

G. What course(s) could be deleted if this curriculum change is adopted?

No course deletions

H. This proposed course must be discussed with other members of your department prior to submitting this form. (*Describe briefly the outcome of these discussions.*)

Our entire k-12 department has discussed this course addition and is excited about its possible implementation at the High School. Staffing the course will be creative as we will have to do some reshuffling to cover it. We have a music teacher that is currently not full time, so we may not need to hire outside of the district if we are creative.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? (*duplication, deletion, reinforcement, etc.*)

It provides a music education experience for students that may not be currently served in our program.

J. If approved, this course will begin: Spring 2023  
(*semester/year*)

Rev. 8/15/2018

## NEW COURSE APPROVAL FORM

DATE: 8 Sep 2021		
DEPARTMENT CHAIRPERSON/BUILDING COORDINATOR: Walter Stenz / Alex Ames	DEPARTMENT: English	BUILDING: High School
PROPOSED COURSE TITLE: Multicultural Lit	GRADE LEVEL: 11/12	
COURSE LENGTH: Semester	CREDITS: 0.5	
REQUIREMENT/ELECTIVE: Elective	MEETING FREQUENCY:	
ANTICIPATED ENROLLMENT: 60 students (same as Am. Lit)	PRE-REQUISITE(S): None	
PRINCIPAL'S APPROVAL Comments: <i>Approved. If a class is added, one needs to be removed.</i>		DATE: 10-7-21
REVIEW AND DISCUSSION WITHIN THE BUILDING BETWEEN DEPARTMENTS Comments: <i>Approval at Leadership.</i>		DATE: 10-7-21
SYSTEMWIDE CURRICULUM COMMITTEE REVIEW Comments: <i>Approval</i>		DATE: 10-13-21
DIRECTOR OF INSTRUCTION/DISTRICT ADMINISTRATOR'S APPROVAL <i>Approval, but existing courses shall be continued.</i>		DATE: 10-18-21
BOARD OF EDUCATION CURRICULUM SUB-COMMITTEE REVIEW		DATE:
BOARD OF EDUCATION APPROVAL		DATE:

I. COURSE INFORMATION

- A. Rationale for Course: (Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)

Provides students a more diverse literature class, with the benefit of cultural representation + exposure.

- B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

Multi-cultural literature is a semester-long course that integrates writing for a variety of purposes and audiences with literature study that reflects different cultures. Along with exploring universal themes, students will recognize how culture influences how we view the world.

- C. Course Outline: (Attach course outline which includes the major topics and concepts.)

See attached ↓

- D. Materials and Resources: (include text, computer/technology tools, and supplementary information.)

2 novels :

Articles : Current / Primary sources located online

- E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X".

- |                                                  |                                         |                                                     |
|--------------------------------------------------|-----------------------------------------|-----------------------------------------------------|
| <input checked="" type="checkbox"/> Lectures     | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Field Trips                |
| <input checked="" type="checkbox"/> Discussion   | <input type="checkbox"/> Term Papers    | <input checked="" type="checkbox"/> Check Quizzes   |
| <input type="checkbox"/> Special Reports         | <input type="checkbox"/> Extra Reading  | <input type="checkbox"/> Individual Study Contracts |
| <input type="checkbox"/> Laboratory (Hands-on)   | <input type="checkbox"/> AV Materials   | <input type="checkbox"/> Other                      |
| <input type="checkbox"/> Online/Virtual Learning |                                         |                                                     |

F. Student Evaluation Procedures:

Reading Quizzes utilized, but uses discussion as a primary source of evaluation. Students will also be asked to write 2 muldraft essays addressing the purpose of each unit.

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

We would need to purchase the texts (2 novels) and any audio versions needed to accomodate needs.

H. Financial Impact (first year):

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
Professional	_____	\$ _____	\$ _____
Non-Professional (Assistants, Secretarial, etc.)	_____	\$ _____	\$ _____
<u>Added Materials</u>			
Textbooks	120 @	\$ 16	\$ 2,000
Supplies		\$ 11 Audio	\$ _____
<u>Added Equipment Needed:</u>			
List/Cost:	_____ @	\$ _____ =	\$ _____
	_____ @	\$ _____ =	\$ _____
	_____ @	\$ _____ =	\$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

See attached

II. OTHER PERTINENT INFORMATION

A. This course will be: (please check one)

- an addition to the department's offering
- a replacement for American Literature
- a pilot study

B. This course will require (please check the appropriate spaces):

- the adoption of a new textbook
- the use of a text previously adopted and in use

C. This course will require (please check the appropriate spaces):

- specialized organization of teacher time
- specialized room arrangement or
- specialized student grouping or sectioning
- curriculum planning time
- specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

None, if replaced w/ Am. Lit, besides planning for a new class.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

See above

F. To what extent does this course conflict with courses offered in other departments?

See above

G. What course(s) could be deleted if this curriculum change is adopted?

Am. Literature

H. This proposed course must be discussed with other members of your department prior to submitting this form. (Describe briefly the outcome of these discussions.)

Everyone is in agreement that this course is needed.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? (e.g., duplication, deletion, reinforcement, etc.)

Duplication of skills covered in Am Lit (reinforcement of skills)

J. If approved, when will this course begin? (semester/year)

2023 / 2nd Sem

**Rationale:**

It is important to distinguish between multicultural literature and multicultural education. Although these fields are related, multicultural education encompasses an extensive field of study. It looks at numerous aspects of education including teachers, curriculum, projects, environment, holidays, etc. Multicultural literature is just one avenue in the broader spectrum of multicultural education.

Multicultural literature is defined differently by researchers in the field. Jocelyn Glazier and Jung-A Seo use a simple explanation which states, "Multicultural literature is defined as literature that represents voices typically omitted from the traditional canon" (686). The canon can be seen as a vague term of what literature is included. In other words, there is not one composed list of canonical authors and often there is debate over which authors would be considered canonical. Kaavonia Hinton and Gail Dickinson provide a definition that is clearer which states that multicultural literature is, "Multicultural texts about the experiences in the underrepresented groups in the United States" (3). They worked around the ideas of Bishop who defined multicultural literature as "works that reflect the racial, ethnic, and social diversity that is characteristic of our pluralistic society and of the world" (Hinton and Dickison 3). It is important to look at authors and texts that are being produced by groups that are currently underrepresented in American society. Hinton and Dickinson are emphasizing the main point of multicultural literature is not to stray away from what has typically been read for the last few centuries. Instead, the aim of multicultural literature is to focus, as Bishop says, on "works that reflect the racial, ethnic, and social diversity" (3). With the notion of multicultural literature, authors and groups of people who have been living in the shadow of the dominant culture can emerge and be recognized publicly. Daphne Muse describes multicultural literature as "groups that have been marginalized because of race, gender, ethnicity, language, ability, age, social class, religion/spirituality, and/or sexual orientation" (qtd. in Landt 691). Multicultural literature encompasses a broad range of people and provides insight into different cultures for all people.

America is a heterogeneous culture, and this is one of the main reasons why exposure to different experiences through literature is an imperative part of the educational curriculum.

**Course Description:**

Multicultural Literature is a semester-long course that integrates writing for a variety of purposes and audiences with literature study that reflects different cultures. Emphasis is placed on diverse texts while writing activities may include a focus on argumentative, expository, and narrative modes. Along with exploring universal themes, students will recognize how culture influences how we view the world.

This course focuses on world literature by and about people of diverse ethnic backgrounds, specifically those who have been underrepresented in traditional curriculum. Students will explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students will write expository, analytical, and response essays. A research component is critical. The students will observe, listen critically, and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking and will occur within those contexts rather than in isolation. The students will understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.

A critical aspect of this course is that the material and units not only broaden students' understanding of a variety of cultures, but that it focuses on both the struggle and the successes of these underrepresented groups. The focus will be to create awareness and understanding of both triumphs and tribulations.

#### **Course Outline:**

##### **1. Unit 1- Indigenous People (2 weeks)**

→ Power of Voice

###### ◆ Circle of Stories, Origin Stories, Orature

- Speaking and Listening with respect, understand the power of voice and culture, learn the aspects important to indigenous peoples, use creative writing/oral presentation to represent their identity (descriptive writing, imagery, figurative language, point of view)

##### **2. Unit 2- Latinx (5 weeks)**

→ Power of Culture

###### ◆ Recreating but not Assimilating: "How to Tame a Wild Tongue" by Gloria Anzaldua

###### ◆ Modern representations of Latinx community (*Into the Heights?*), *The Poet X*, or *In the time of the Butterflies*

- Compare and contrast each representation of Latinx viewpoints, depicting the similarities and differences of these views and the ways in which society encourages conforming

###### ○ LITERARY ANALYSIS

##### **3. Unit 3- Asian (2 weeks)**

→ Power of Understanding

- ◆ Researching various Asian ethnic groups, students will research their selected Asian ethnic group, identifying key concepts and important aspects of that culture.

- ◆ Teachers will provide students with an anchor text to help them identify and expand upon their
- ◆ Model minority representation or anti-asian hate via coronavirus

4. Middle Eastern (2 weeks)

→ Power of misinterpretations and stereotypes (historical context and Islamophobia)

- ◆ Begin with exploratory questions to unpack misunderstandings and misconceptions students may have about Islam and Middle Eastern populations
- ◆ Excerpts from *Home Fire* by Kamila Shamsie that deal with navigating a minority religion in a dominant world, stereotypes of terrorism, and complex family relationships.

- <https://www.youtube.com/watch?v=uo3mqTP0teY>

5. Unit 4- African/ African American (5 weeks)

→ Power of Social Justice and Cultural Sustainability

- ◆ Navigating social/civil unrest, racism, criminal system
- ◆ Book- *This is My America ? The 57 Bus?*

6. Unit 5-Multicultural and Intersectionality (2 weeks)

→

**Standards:**

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

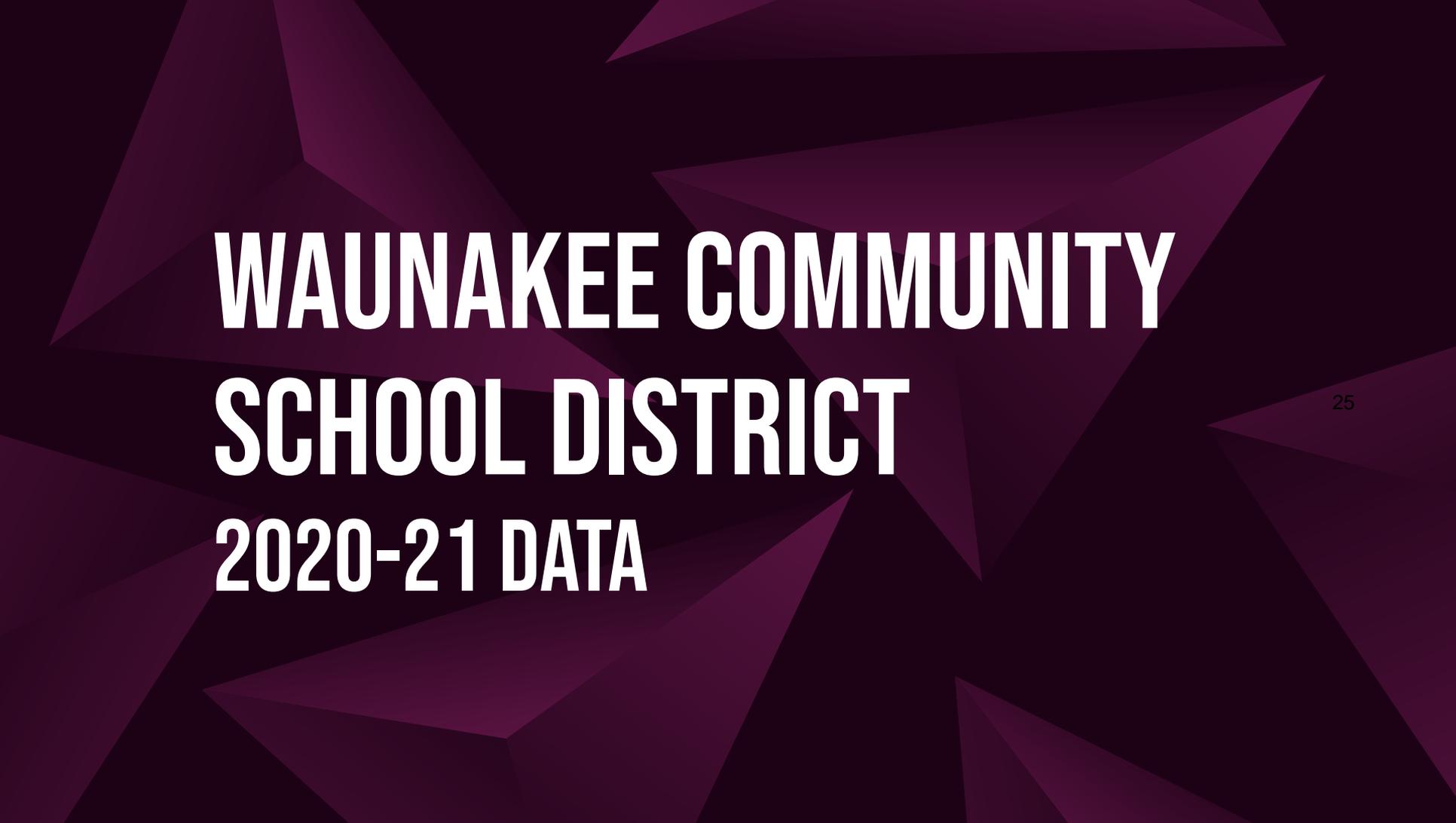
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- B. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.
- C. Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.
- D. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- A. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- B. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
- C. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
- D. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
- E. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.



**WAUNAKEE COMMUNITY  
SCHOOL DISTRICT  
2020-21 DATA**

# THINGS TO CONSIDER

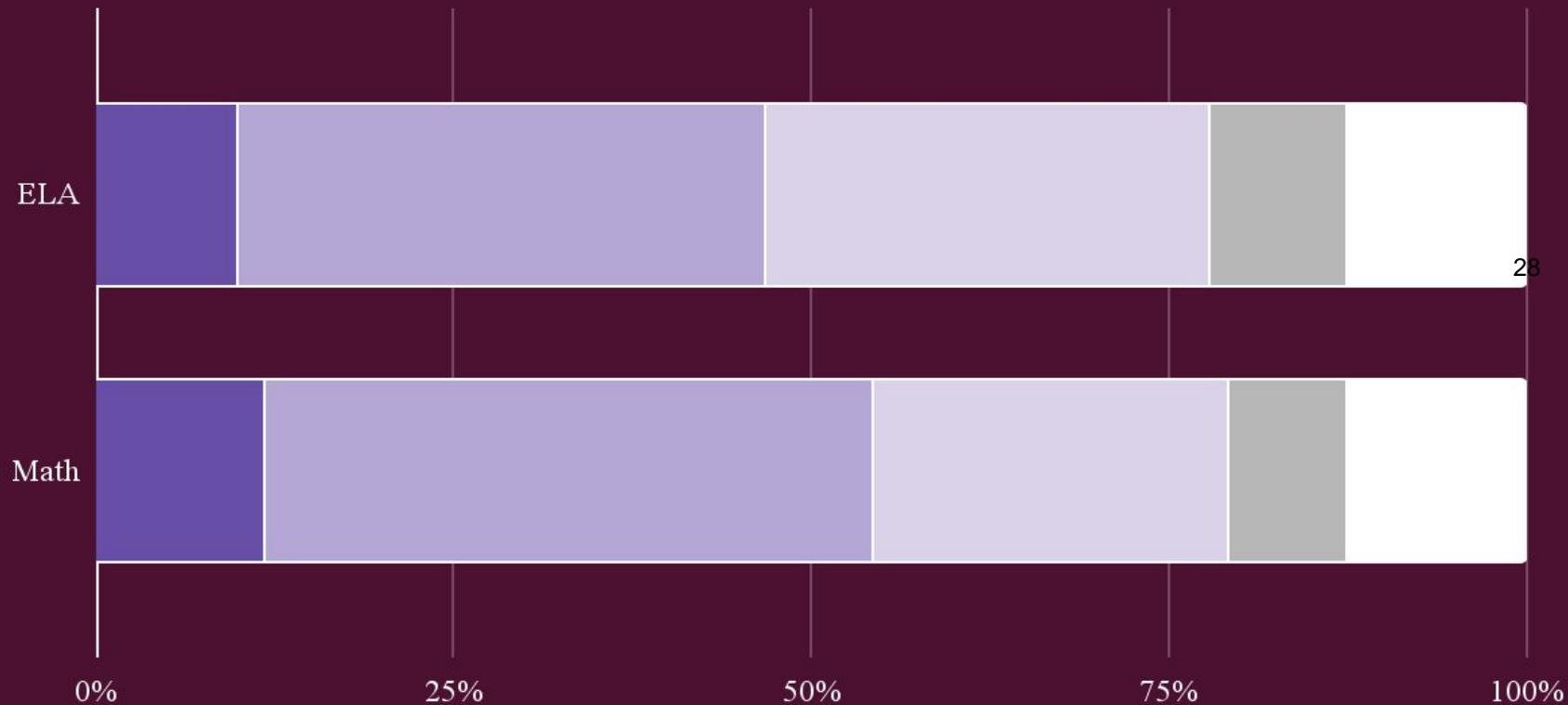
- ▶ Positives
  - ▶ Many testing above state average
  - ▶ In 3-8, many grades have around 50% at Advanced and Proficient
- ▶ Challenges
  - ▶ Higher rates of non-tested
  - ▶ Students (7-12) came in on Wednesdays for testing
  - ▶ Virtual school year

# FORWARD TESTING DATA



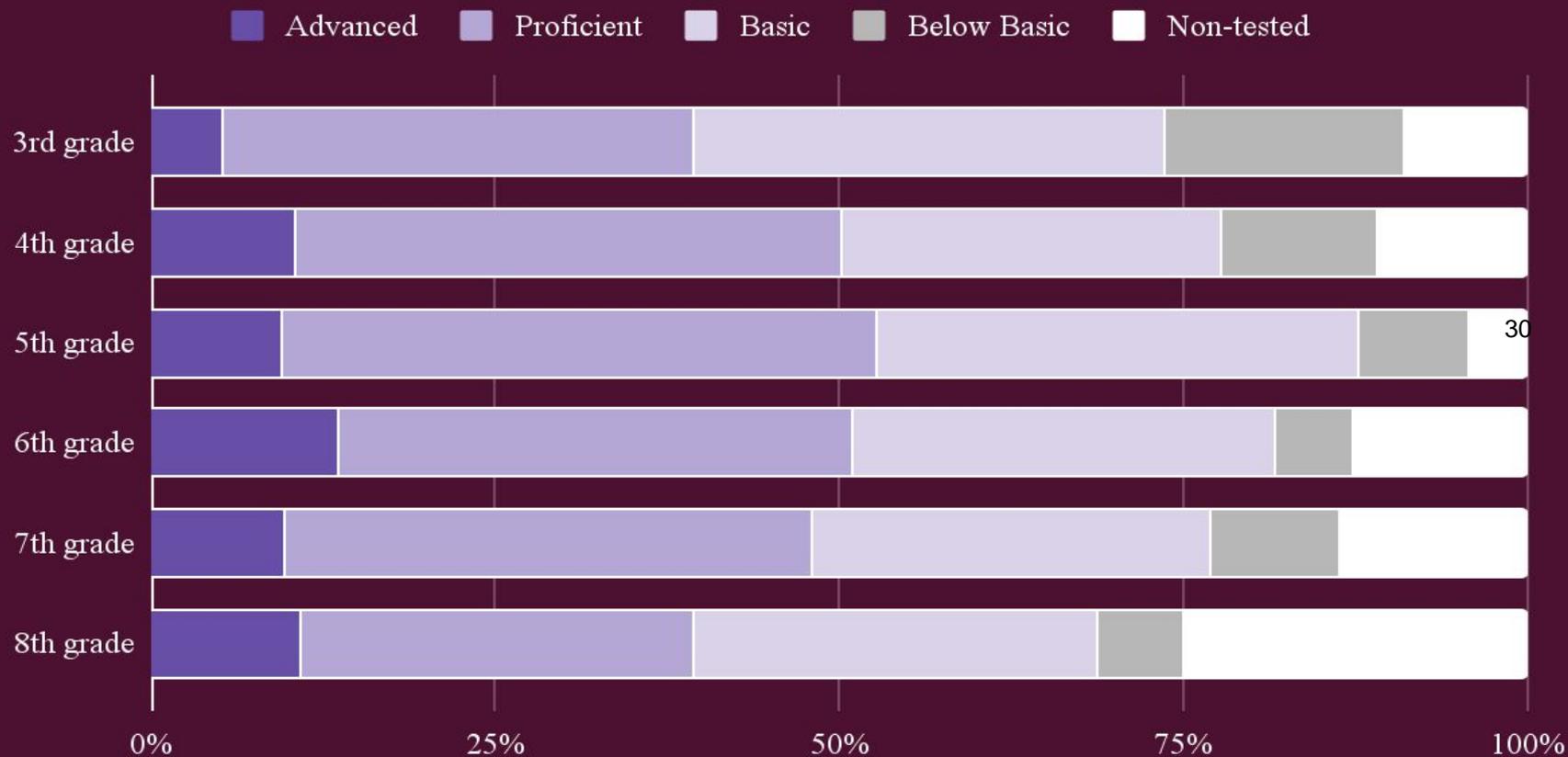
# Forward Scores Combined Grades 3-8 Spring 2021

Advanced Proficient Basic Below Basic Non-tested



# ENGLISH LANGUAGE ARTS

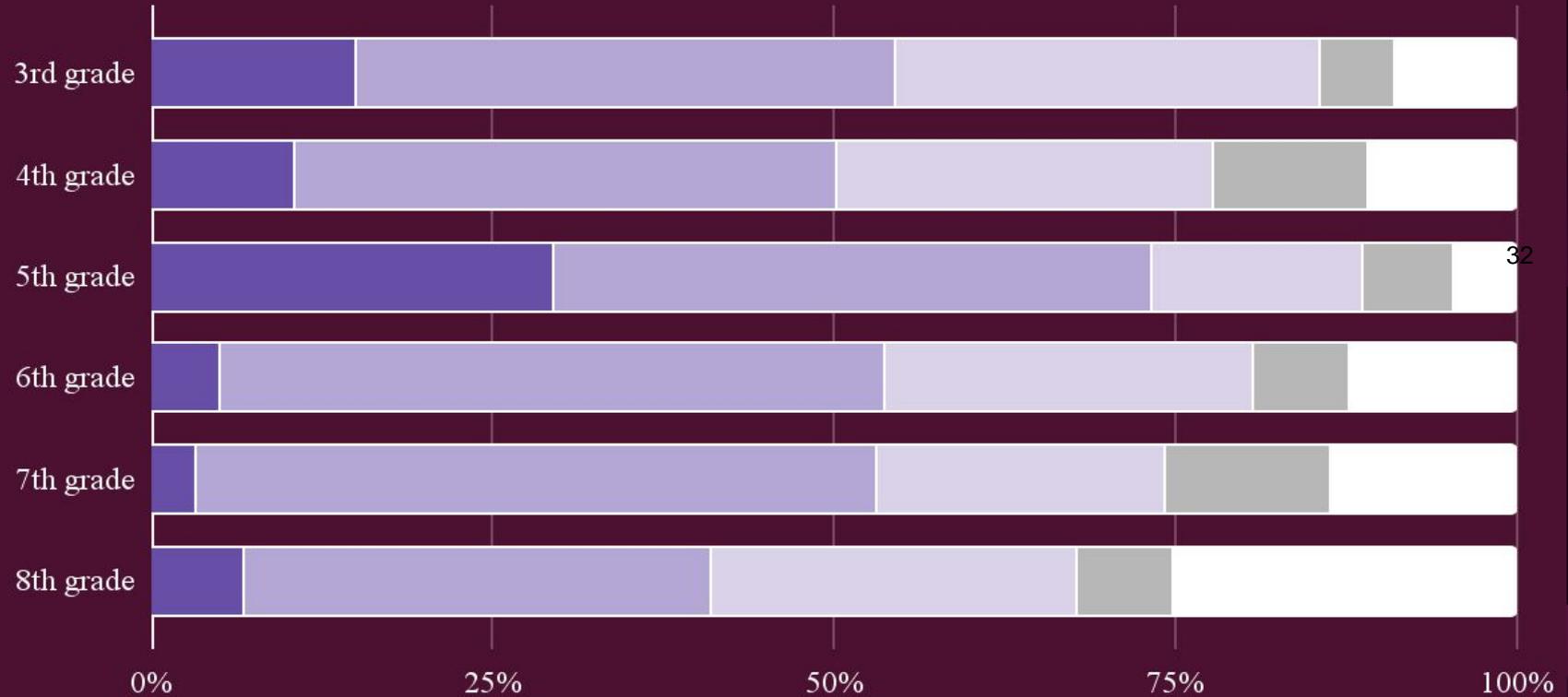
# ELA Forward Scores across Grade Levels Spring 2021



# MATHEMATICS

# Math Forward Scores across Grade Levels Spring 2021

Advanced Proficient Basic Below Basic Non-tested

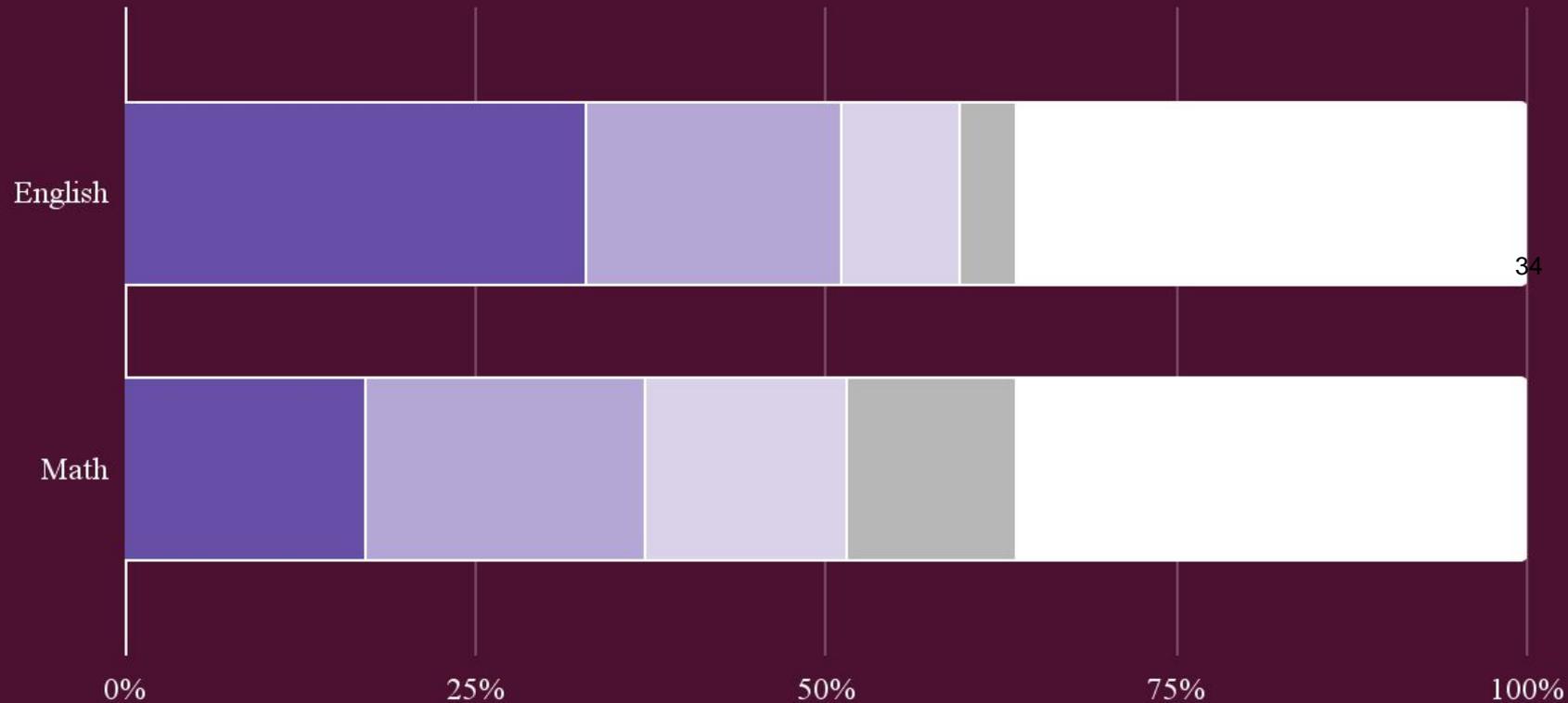


# ASPIRE TESTING DATA



# ACT Aspire Scores Combined Grades 9 and 10 Spring 2021

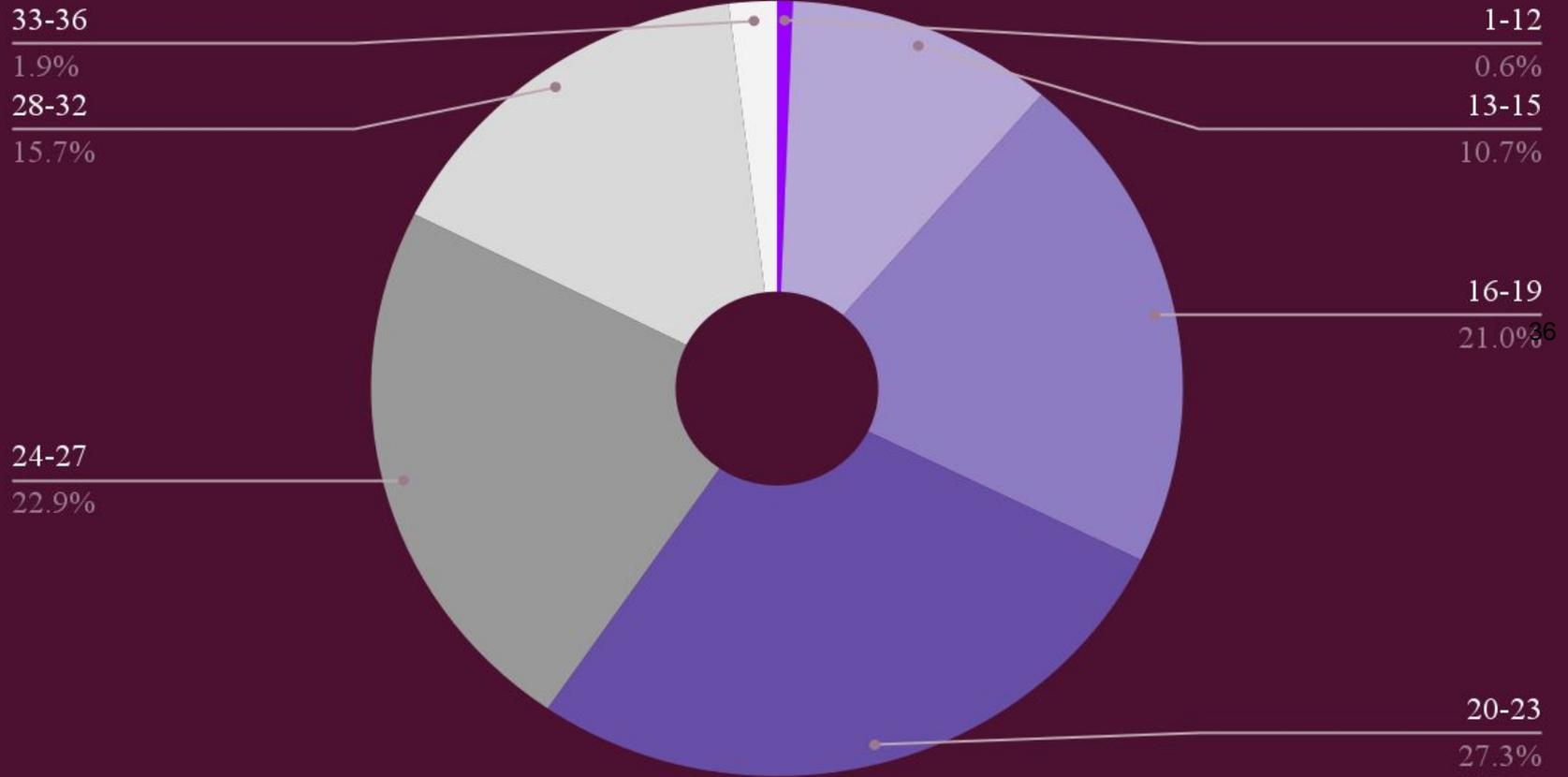
Exceeding Ready Close In Need of Support Non-tested



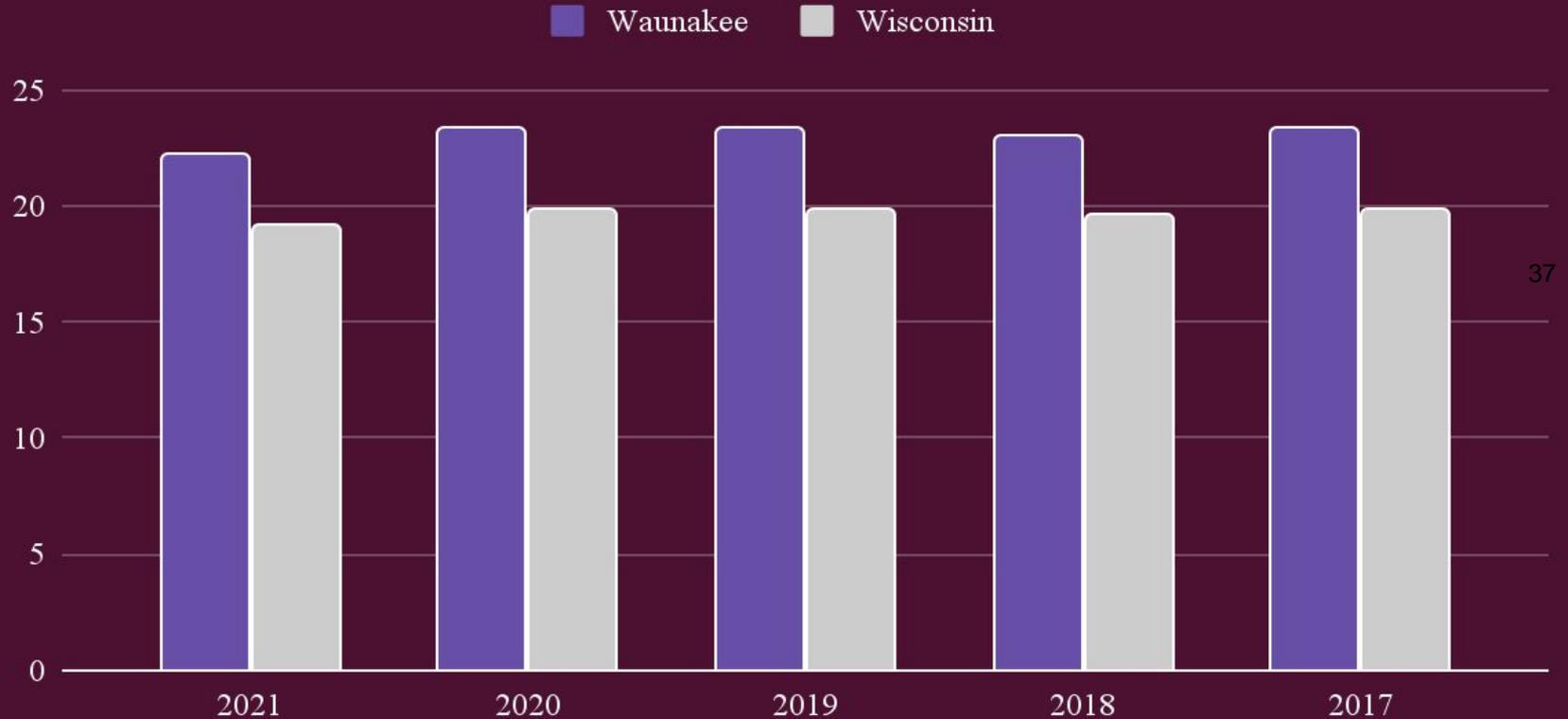
# ACT DATA



# ACT Percent of Students' Scores in Score Bands Spring 2021

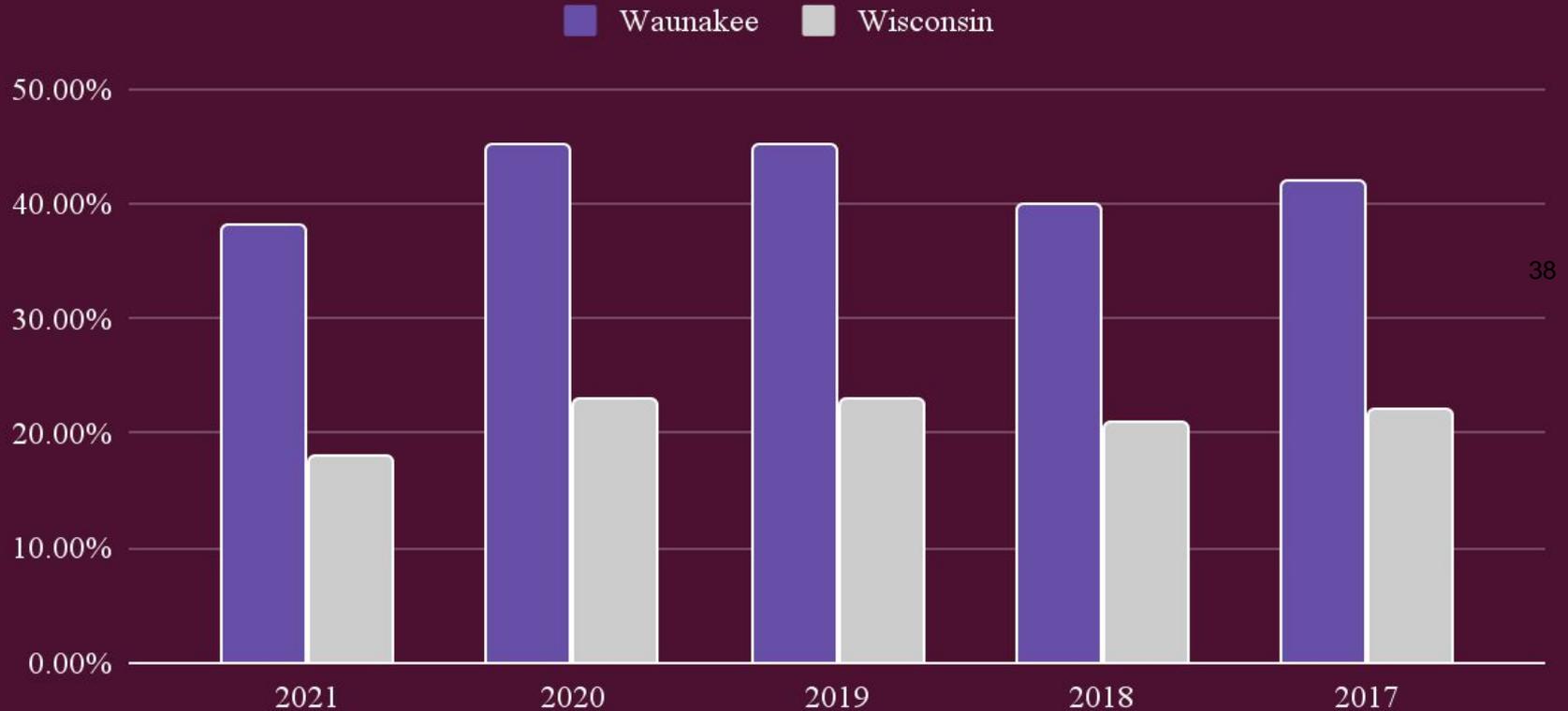


# ACT Average Composite Score: Waunakee compared with Wisconsin Spring 2021



37

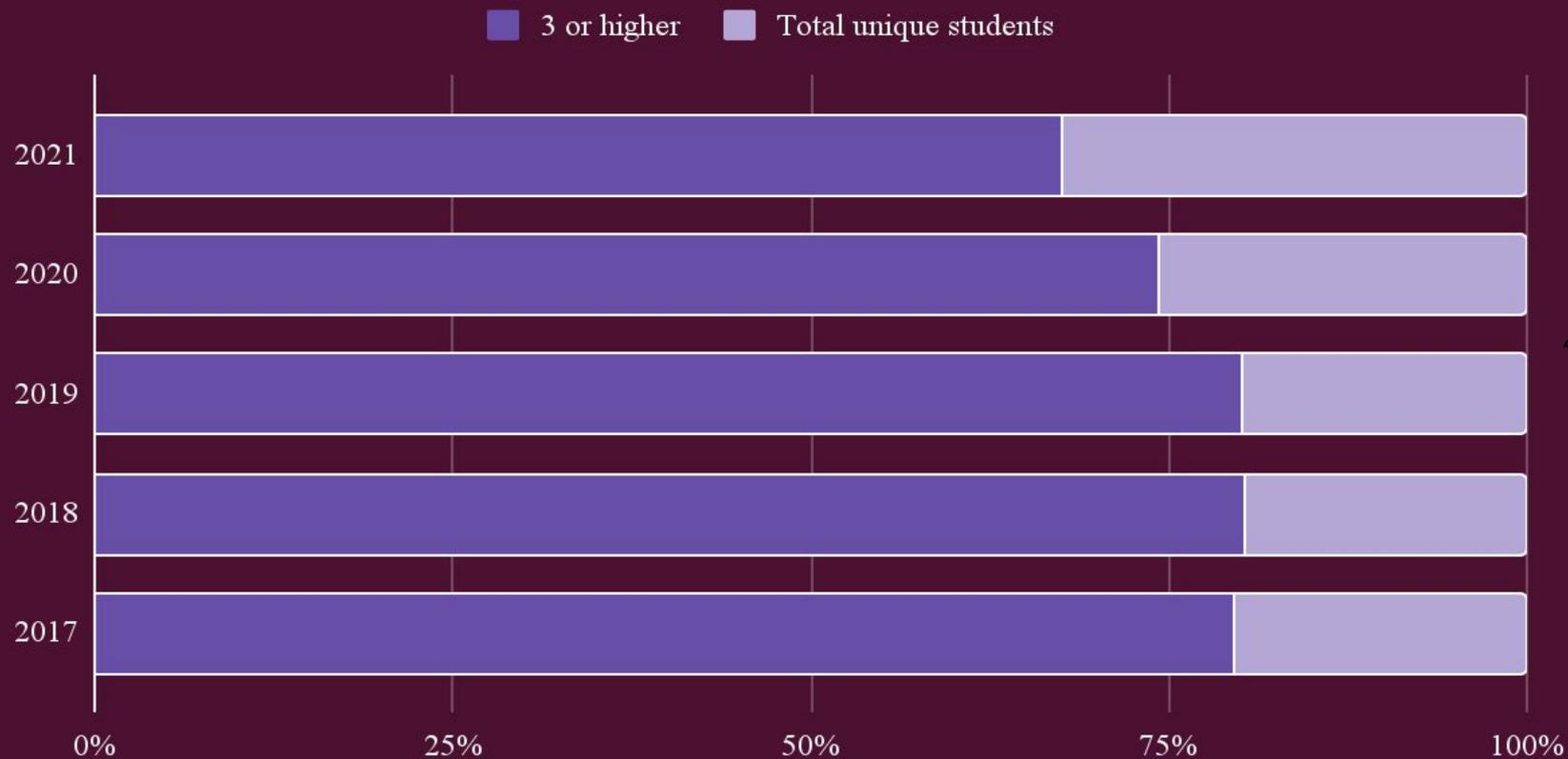
# ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Met all Four Spring 2021



# AP DATA

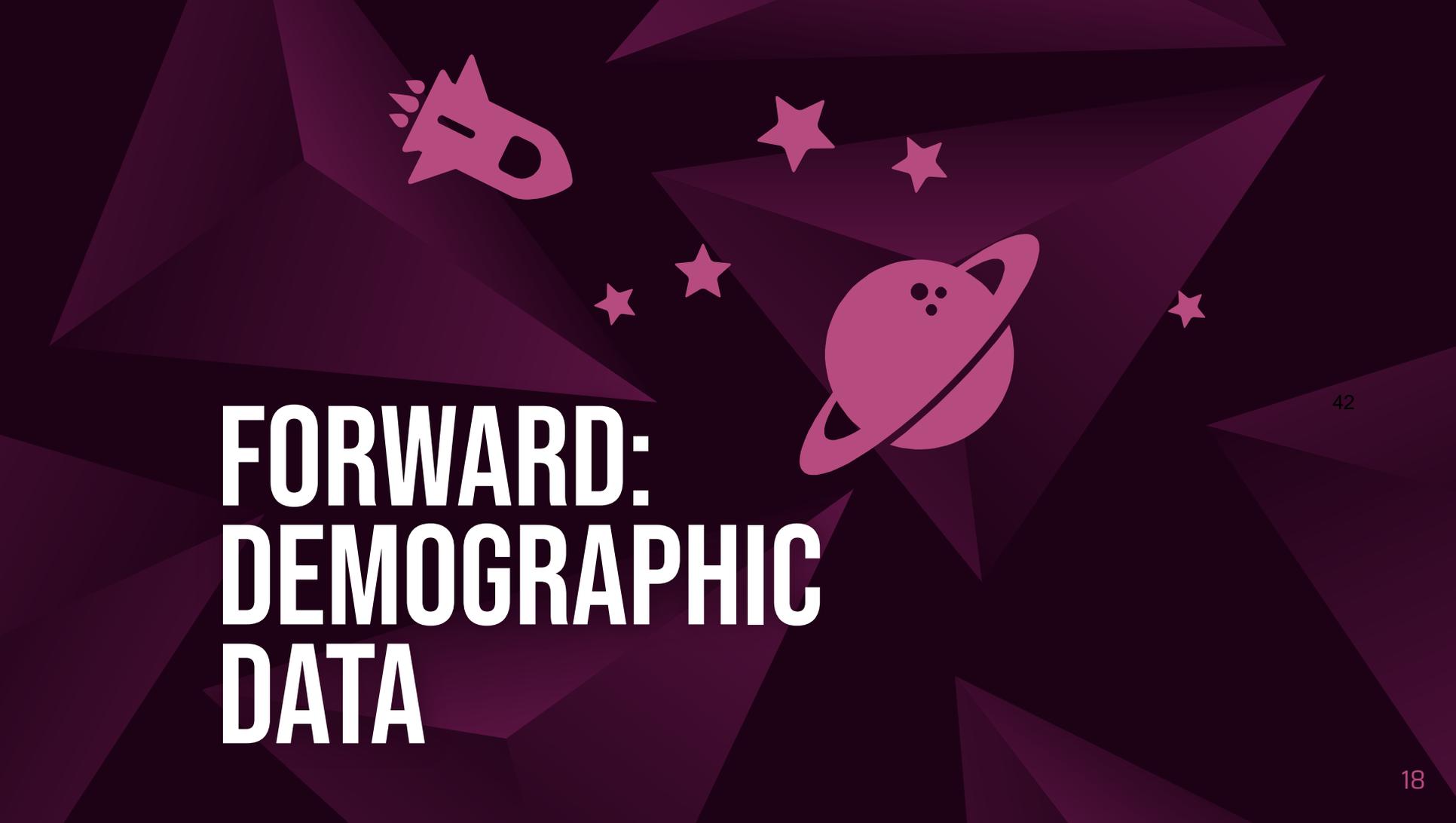


## AP Testing, Scoring 3 or higher, Over time



# AP TESTING OVER TIME

<b>YEAR</b>	<b>PERCENT OF TOTAL AP STUDENTS SCORING 3+</b>	<b>TOTAL STUDENTS TESTED</b>	<b>TOTAL NUMBER OF EXAMS</b>
<b>2021</b>	<b>67.56</b>	<b>450</b>	<b>750</b>
<b>2020</b>	<b>74.33</b>	<b>483</b>	<b>746</b>
<b>2019</b>	<b>80.26</b>	<b>456</b>	<b>788</b>
<b>2018</b>	<b>80.41</b>	<b>434</b>	<b>818</b>
<b>2017</b>	<b>79.59</b>	<b>441</b>	<b>748</b>

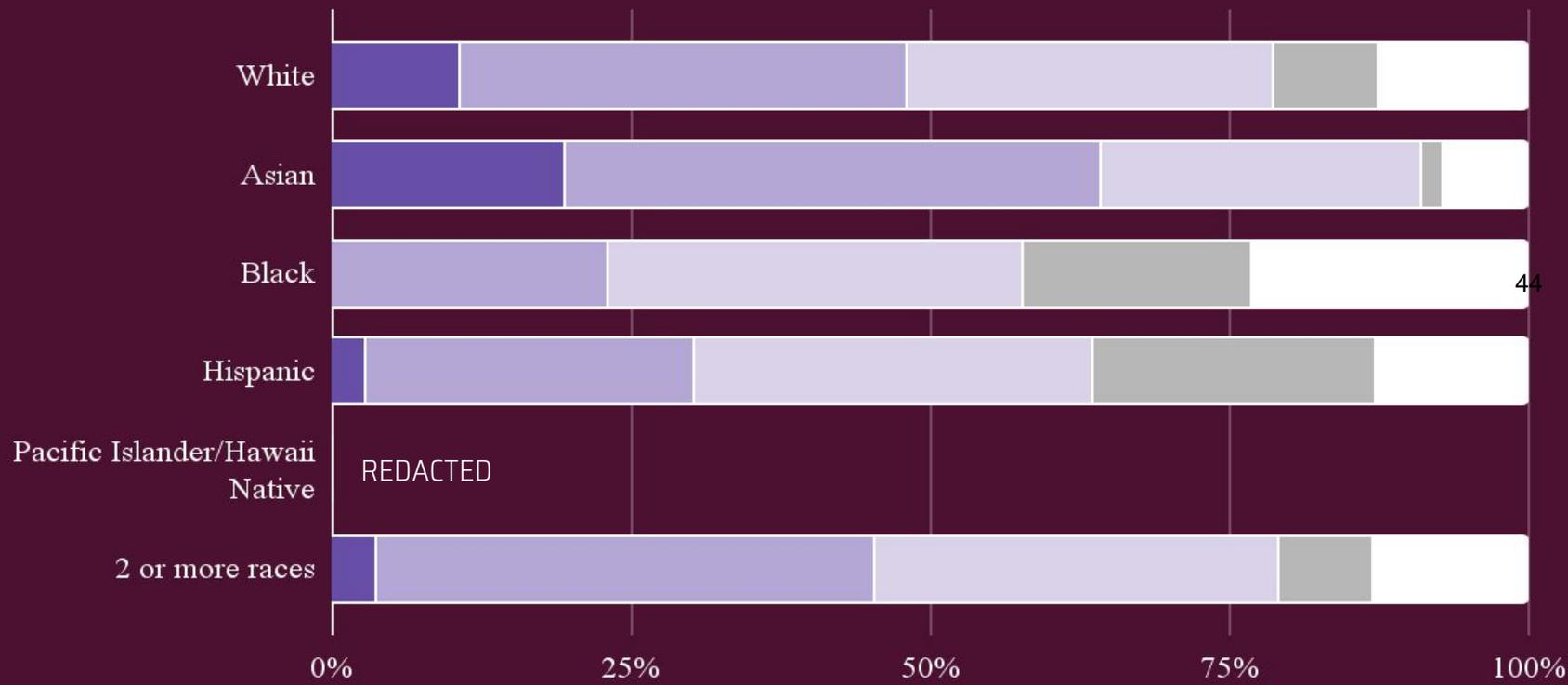
The background is a dark purple field with large, angular, lighter purple shapes. In the upper left, there is a stylized rocket ship. In the center-right, there is a planet with rings and two small dots on its surface. Several five-pointed stars of varying sizes are scattered across the scene.

# FORWARD: DEMOGRAPHIC DATA

# ENGLISH LANGUAGE ARTS

# ELA Forward Demographic Breakdown: Race Spring 2021

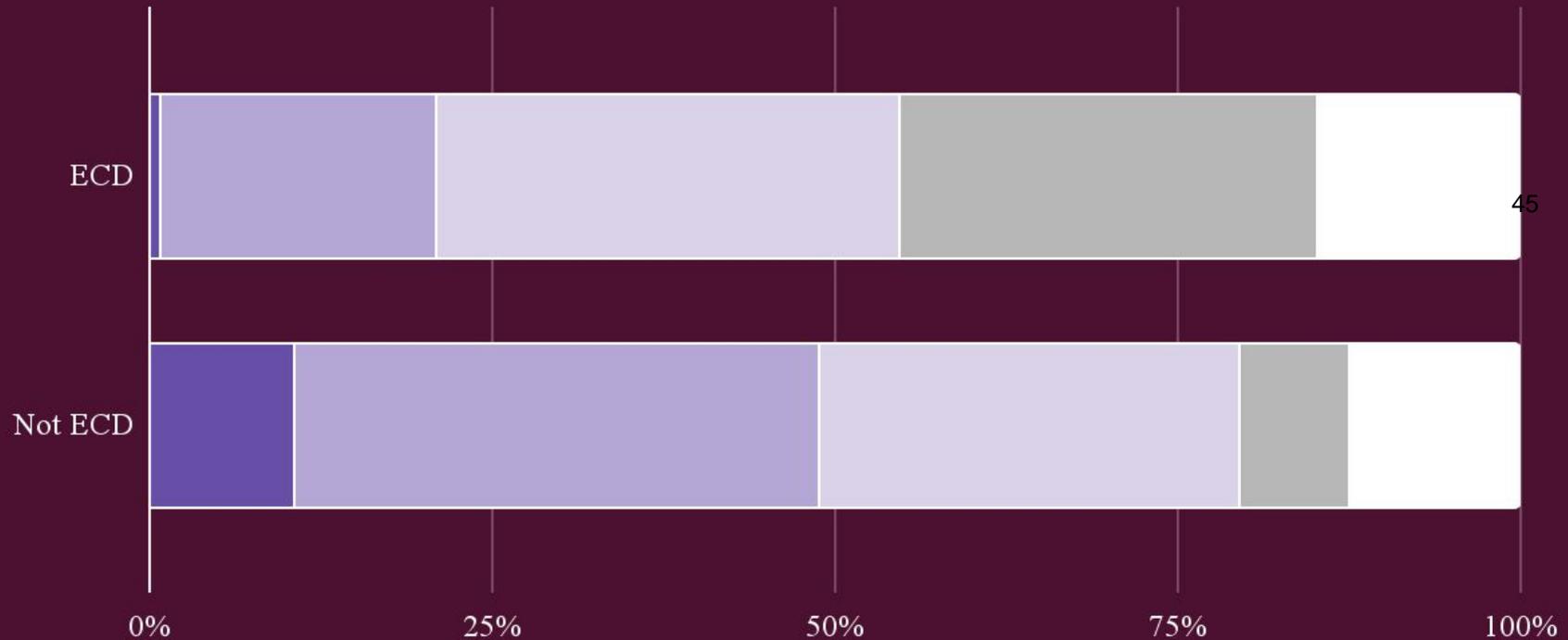
■ Advanced
 ■ Proficient
 ■ Basic
 ■ Below Basic
 ■ Non-tested



Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students tested, so the data is redacted.

# ELA Forward Demographic Breakdown: Economically Disadvantaged Spring 2021

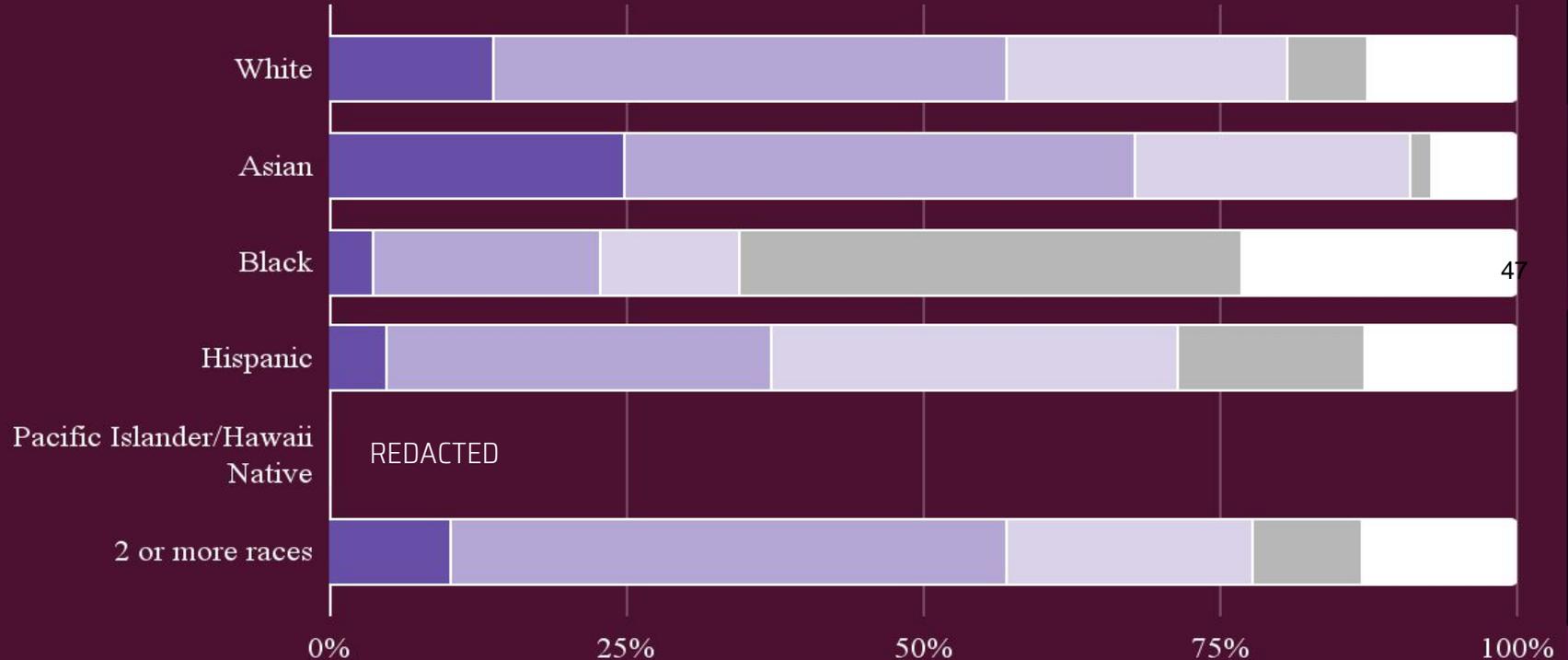
Advanced Proficient Basic Below Basic Non-tested



# MATHEMATICS

# Math Forward Demographic Breakdown: Race Spring 2021

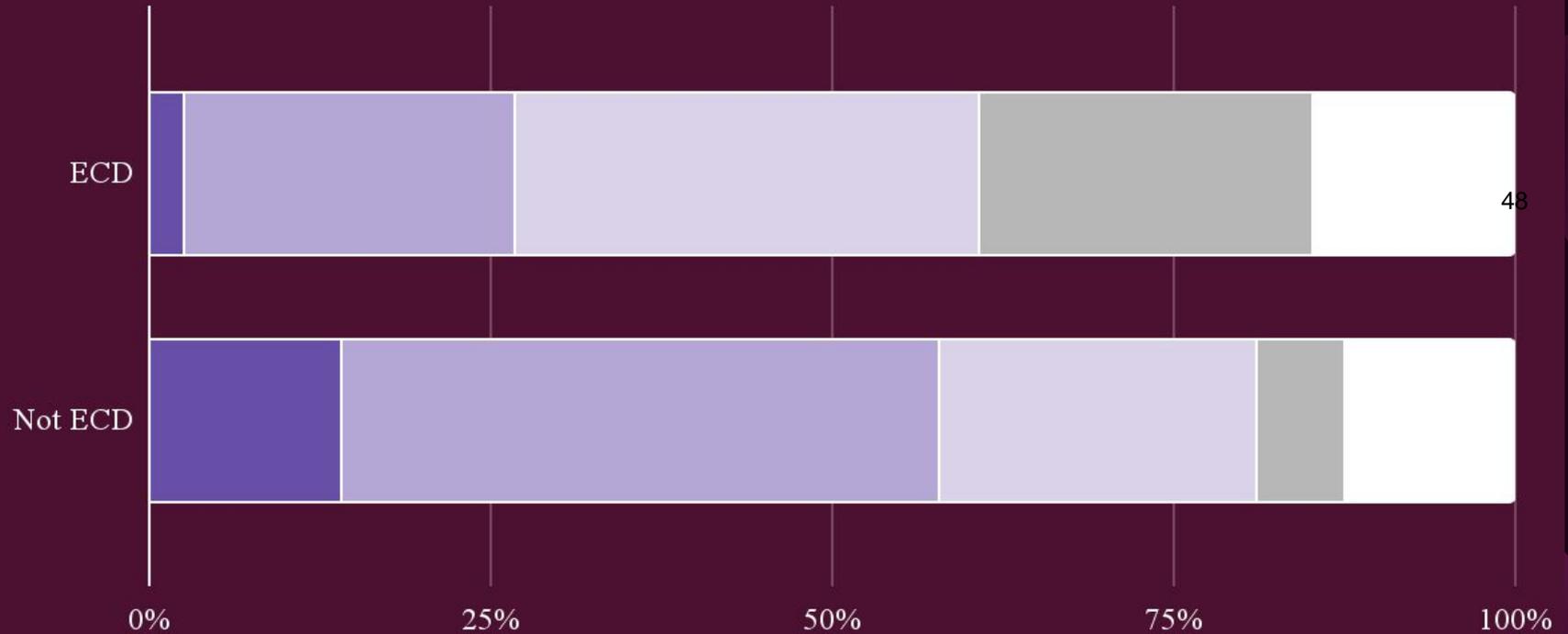
Advanced Proficient Basic Below Basic Non-tested

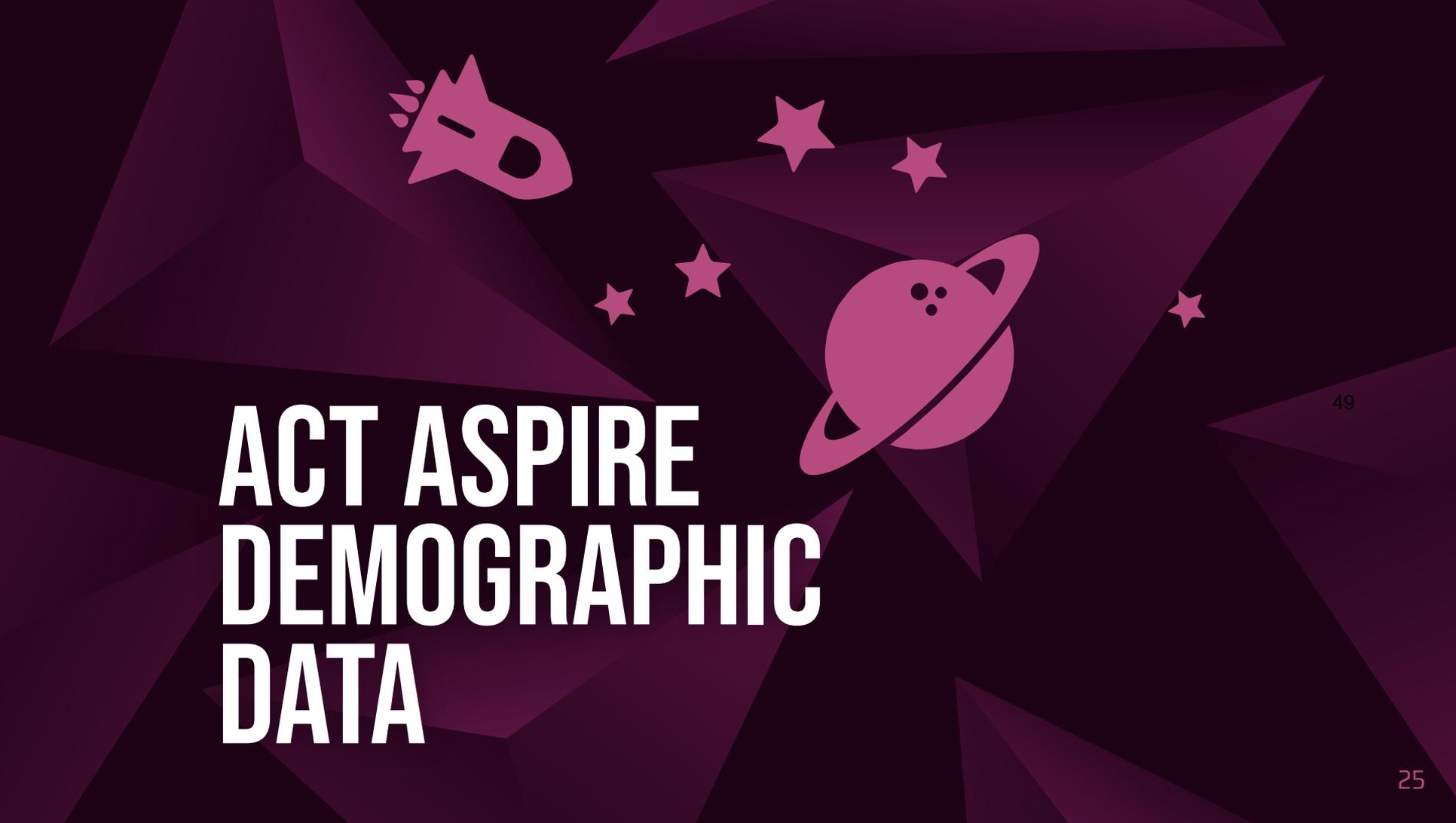


Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students tested, so the data is redacted.

# Math Forward Demographic Breakdown: Economically Disadvantaged Spring 2021

Advanced Proficient Basic Below Basic Non-tested



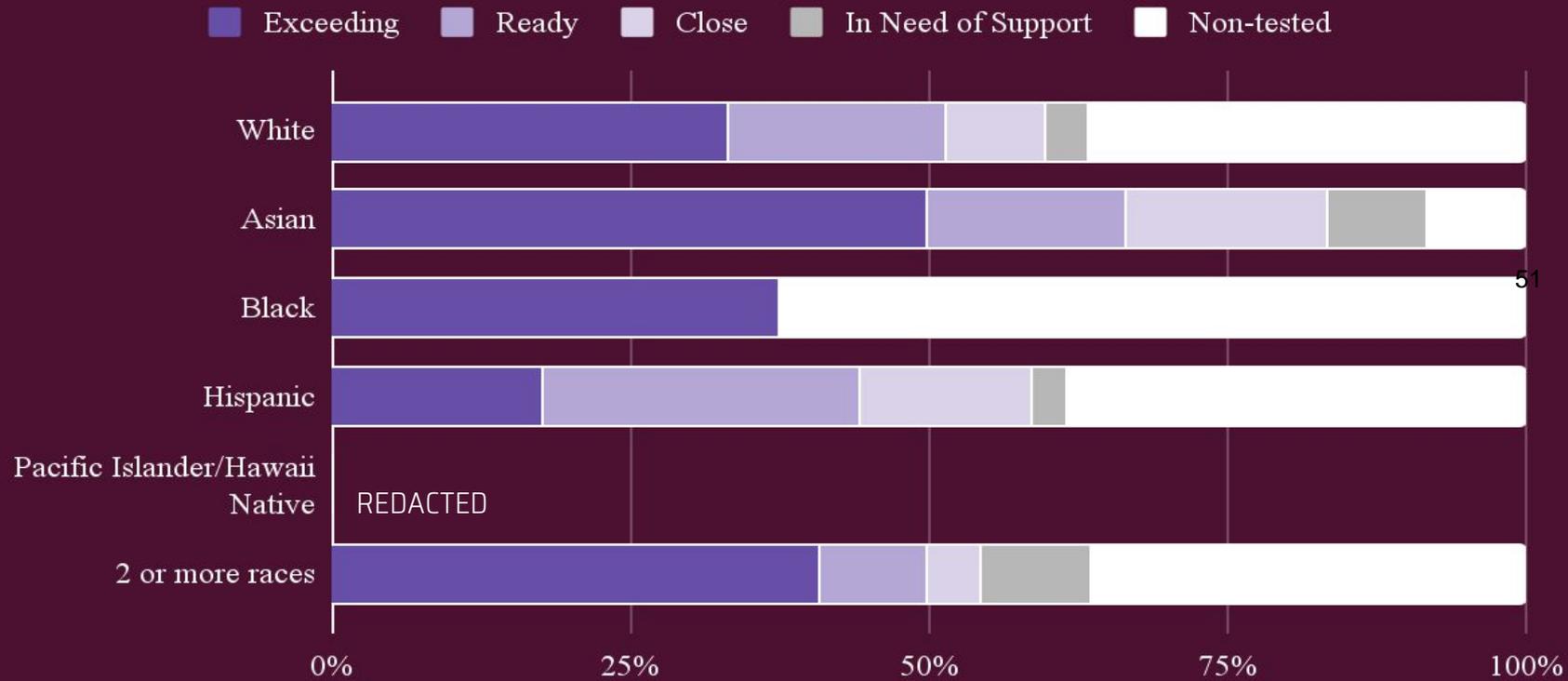
The background is a dark purple field with a geometric, low-poly pattern. In the upper left, a stylized rocket ship is shown in profile, pointing towards the right. Scattered across the upper half are several five-pointed stars of varying sizes. In the center-right, a planet with a prominent ring system is depicted, facing the viewer. The overall aesthetic is modern and futuristic.

# ACT ASPIRE DEMOGRAPHIC DATA

# ENGLISH LANGUAGE ARTS

# ELA ACT Aspire Demographic Breakdown 9th and 10th grade: Race

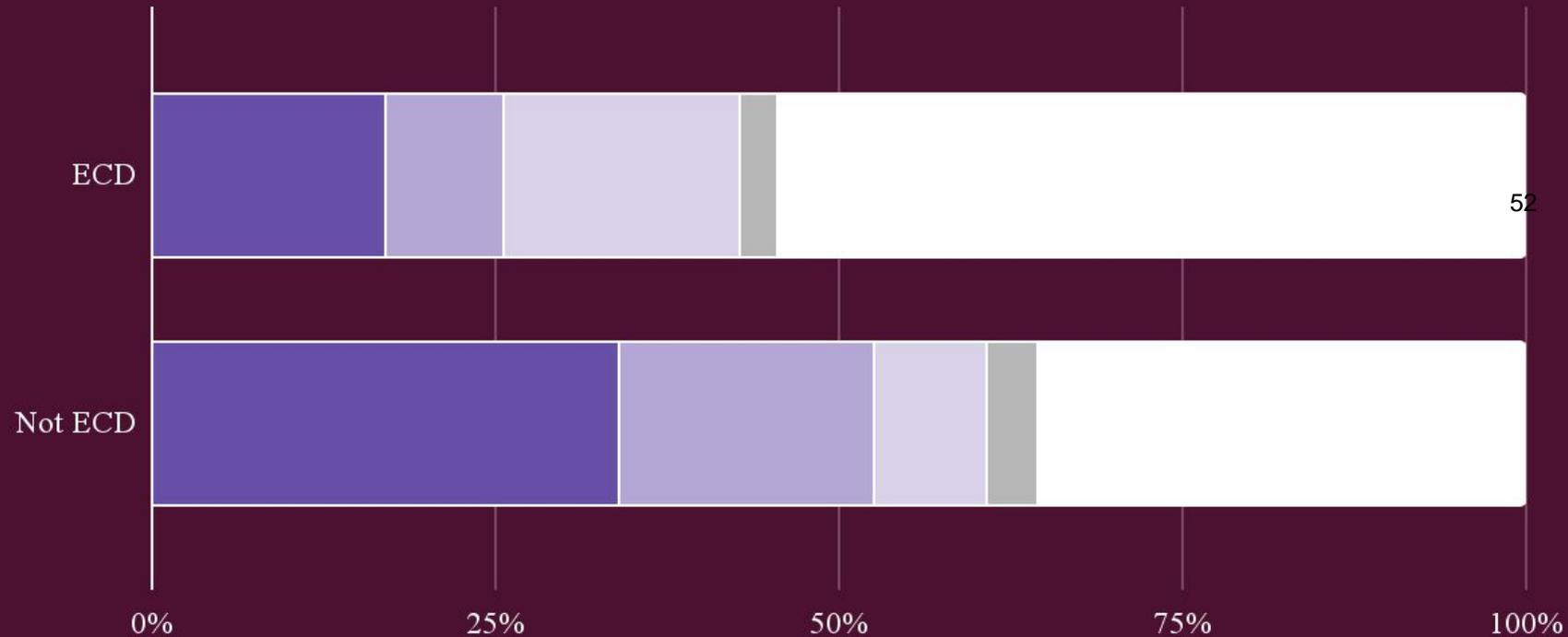
## Spring 2021



Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students tested, so the data is redacted.

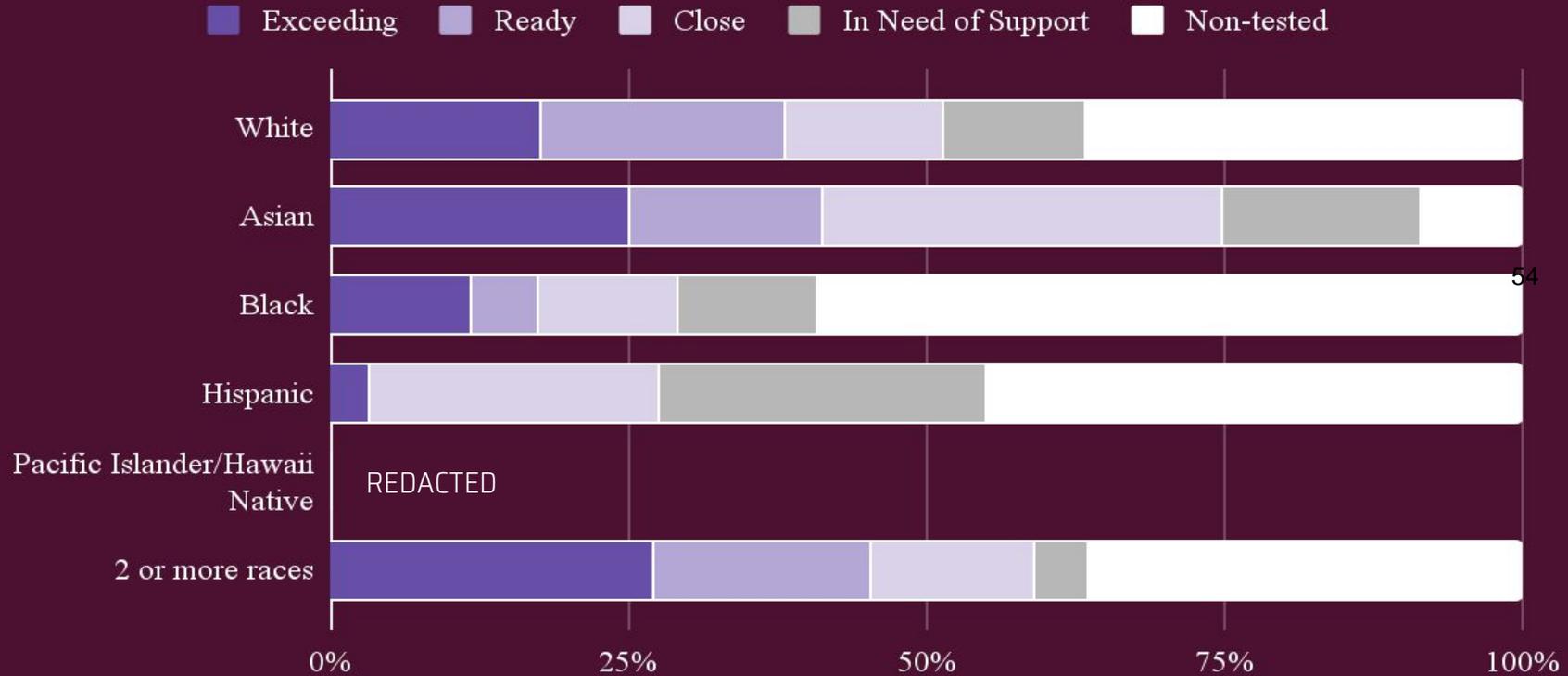
# ELA ACT Aspire Demographic Breakdown: Economically Disadvantaged Spring 2021

Exceeding Ready Close In Need of Support Non-tested



# MATHEMATICS

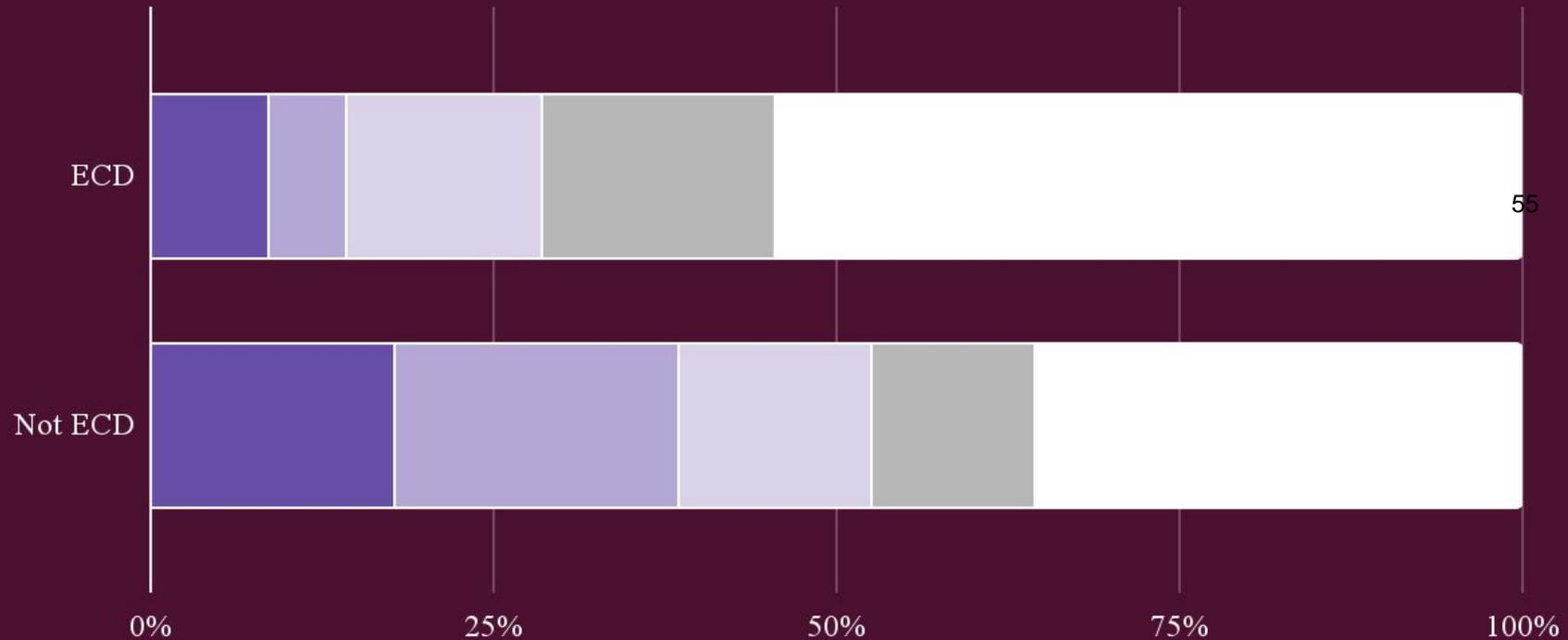
# Math ACT Aspire Demographic Breakdown 9th and 10th grade: Race Spring 2021



Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students tested. so the data is redacted.

# Math ACT Aspire Demographic Breakdown: Economically Disadvantaged Spring 2021

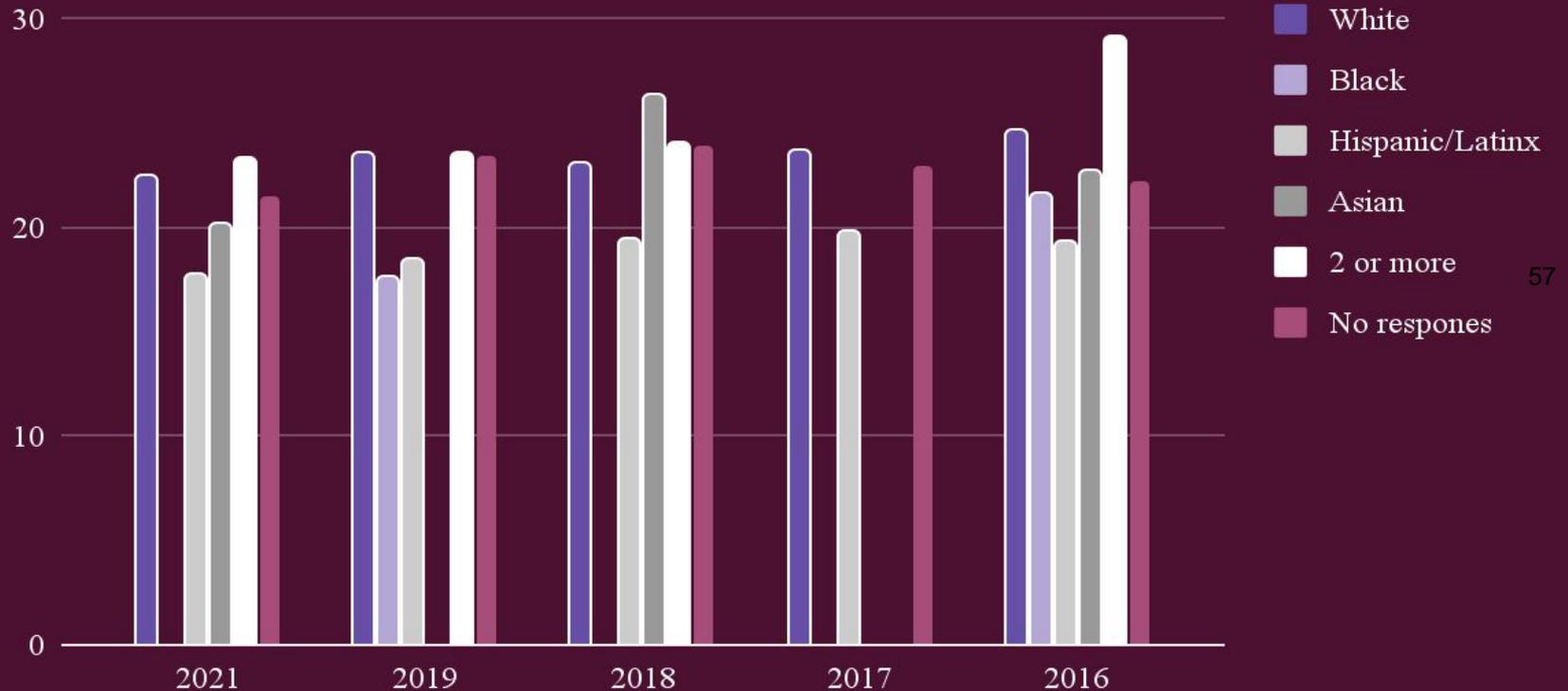
Exceeding Ready Close In Need of Support Non-tested



# ACT DEMOGRAPHIC DATA

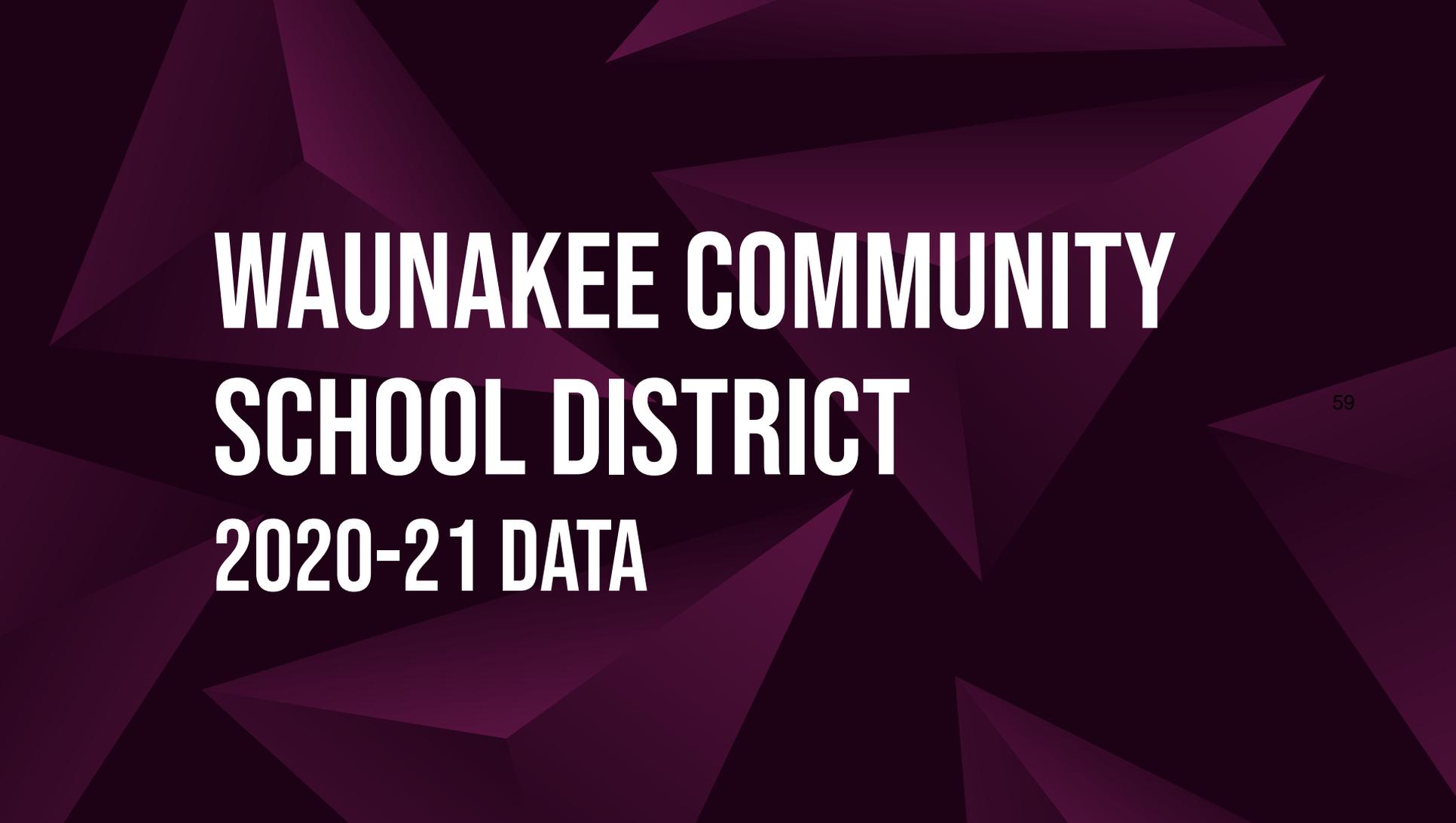


# ACT Composite Score over time for Students-Demographic Breakdown of Race 2021



Note: if there were less than five students tested, the data is redacted and no bar is present.

# QUESTIONS?



**WAUNAKEE COMMUNITY  
SCHOOL DISTRICT  
2020-21 DATA**

# TABLE OF CONTENTS

- ▶ Forward Data
- ▶ Aspire Data
- ▶ ACT Data
- ▶ Forward: Demographic Data
- ▶ Forward: Comparative Demographic Data
- ▶ ACT Aspire: Demographic Data
- ▶ ACT: Demographic Data
- ▶ Appendix

# THINGS TO CONSIDER

- Higher rates of non-tested
- Virtual school year
-

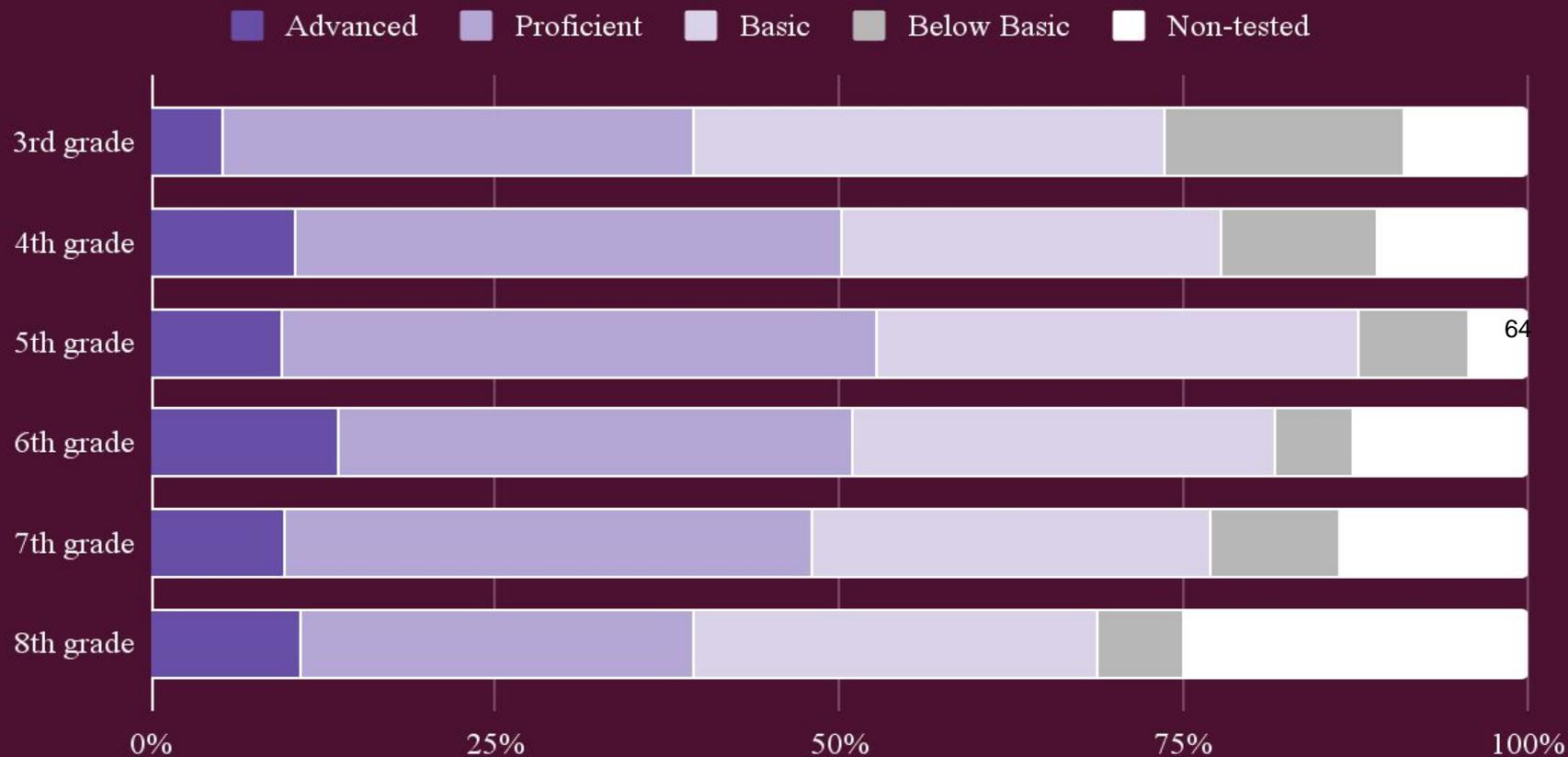
# FORWARD TESTING DATA



# ENGLISH LANGUAGE ARTS

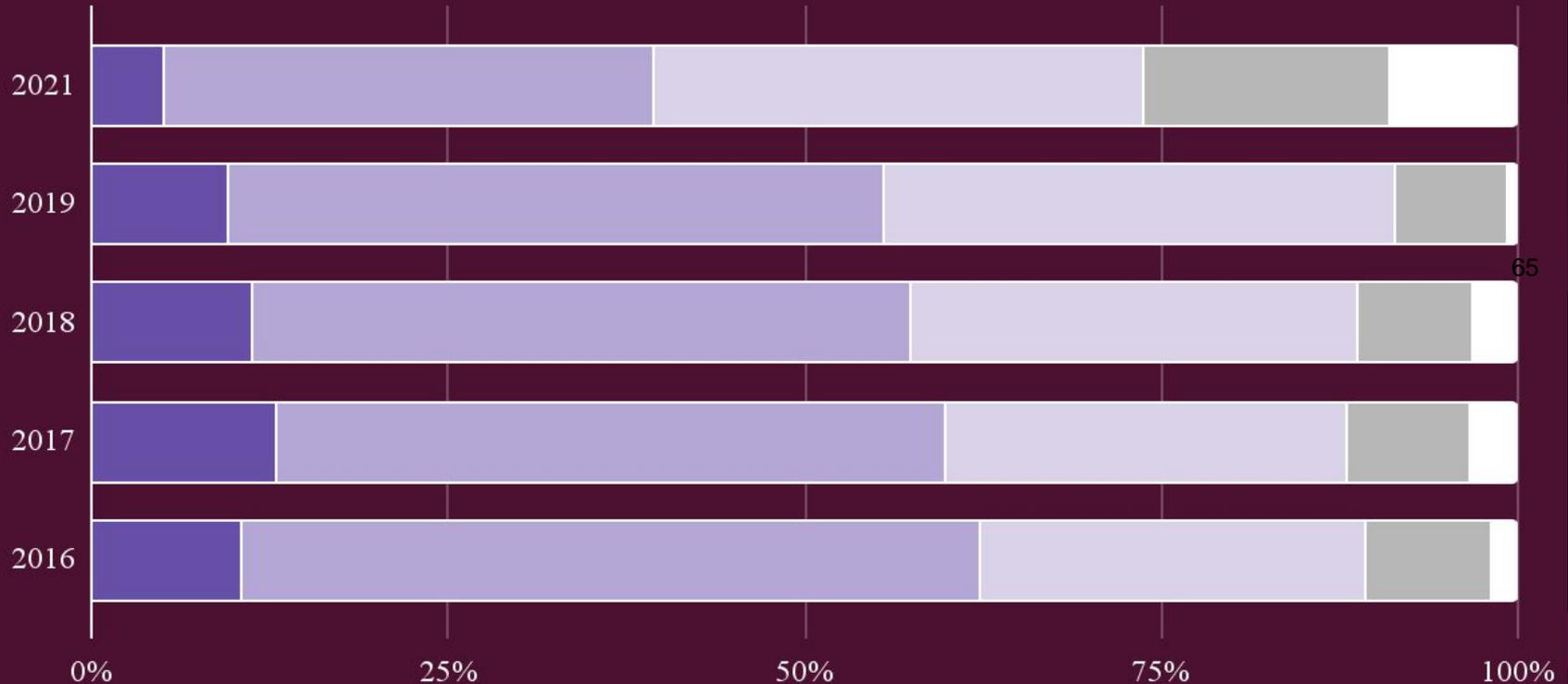
All numerical data for graphs can be found in the Appendix

# ELA Forward Scores across Grade Levels Spring 2021



# ELA Forward Scores over time in 3rd grade

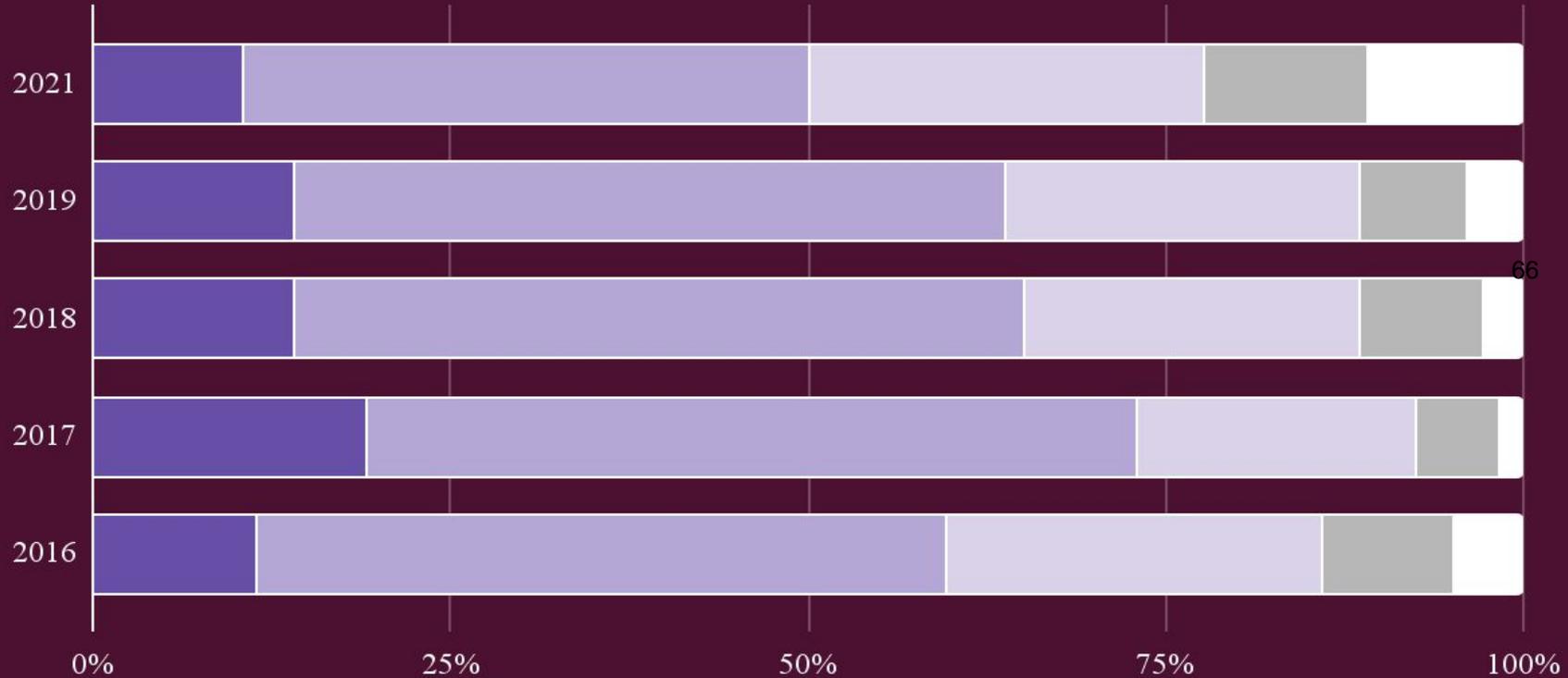
Advanced Proficient Basic Below Basic Non-tested



65

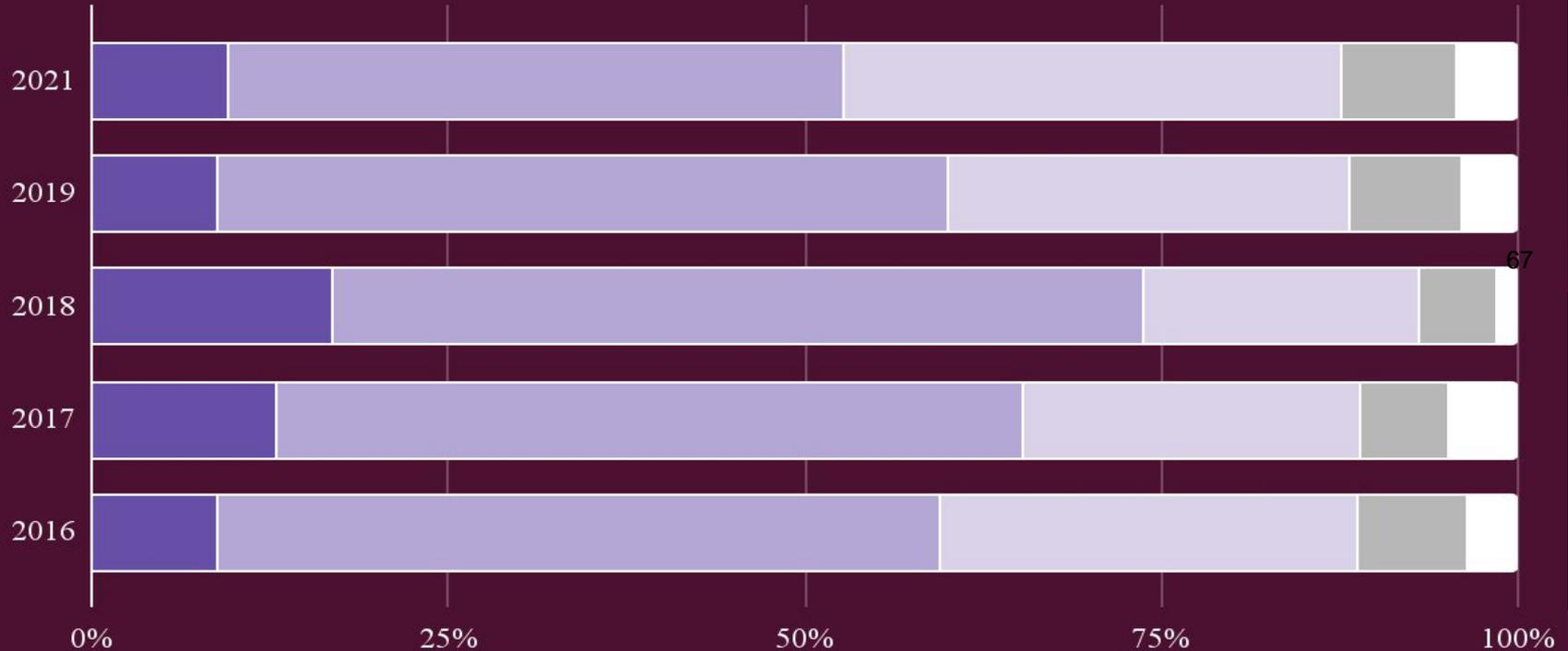
# ELA Forward Scores over time in 4th grade

Advanced Proficient Basic Below Basic Non-tested



# ELA Forward Scores over time in 5th grade

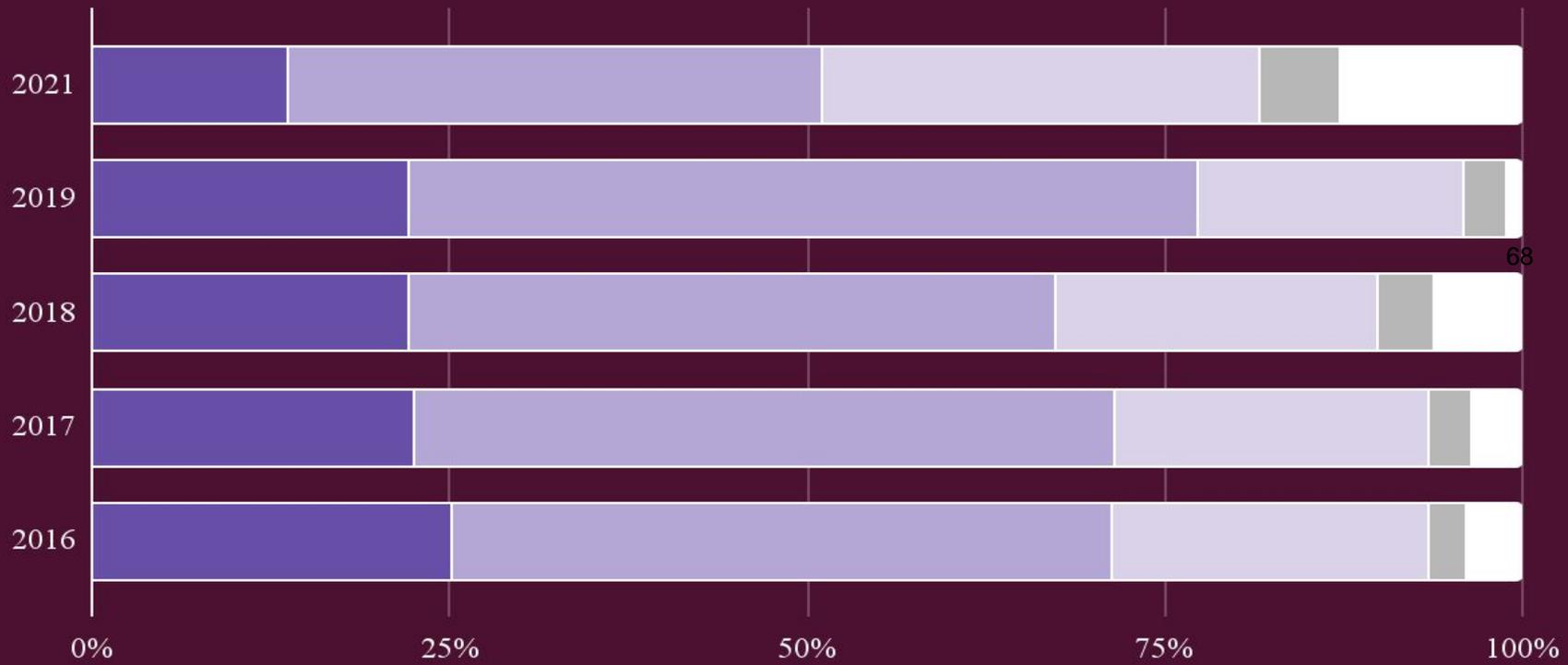
Advanced Proficient Basic Below Basic Non-tested



67

# ELA Forward Scores over time in 6th grade

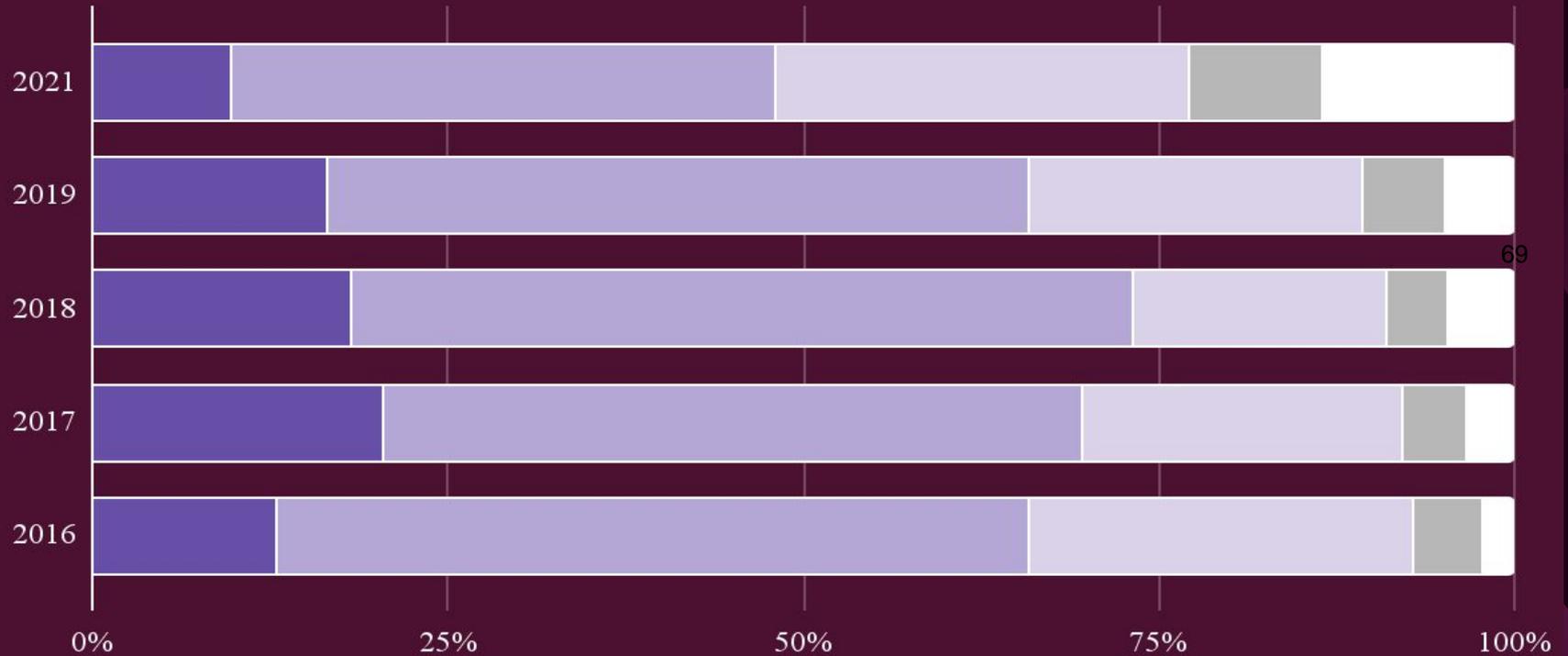
Advanced Proficient Basic Below Basic Non-tested



68

# ELA Forward Scores over time in 7th grade

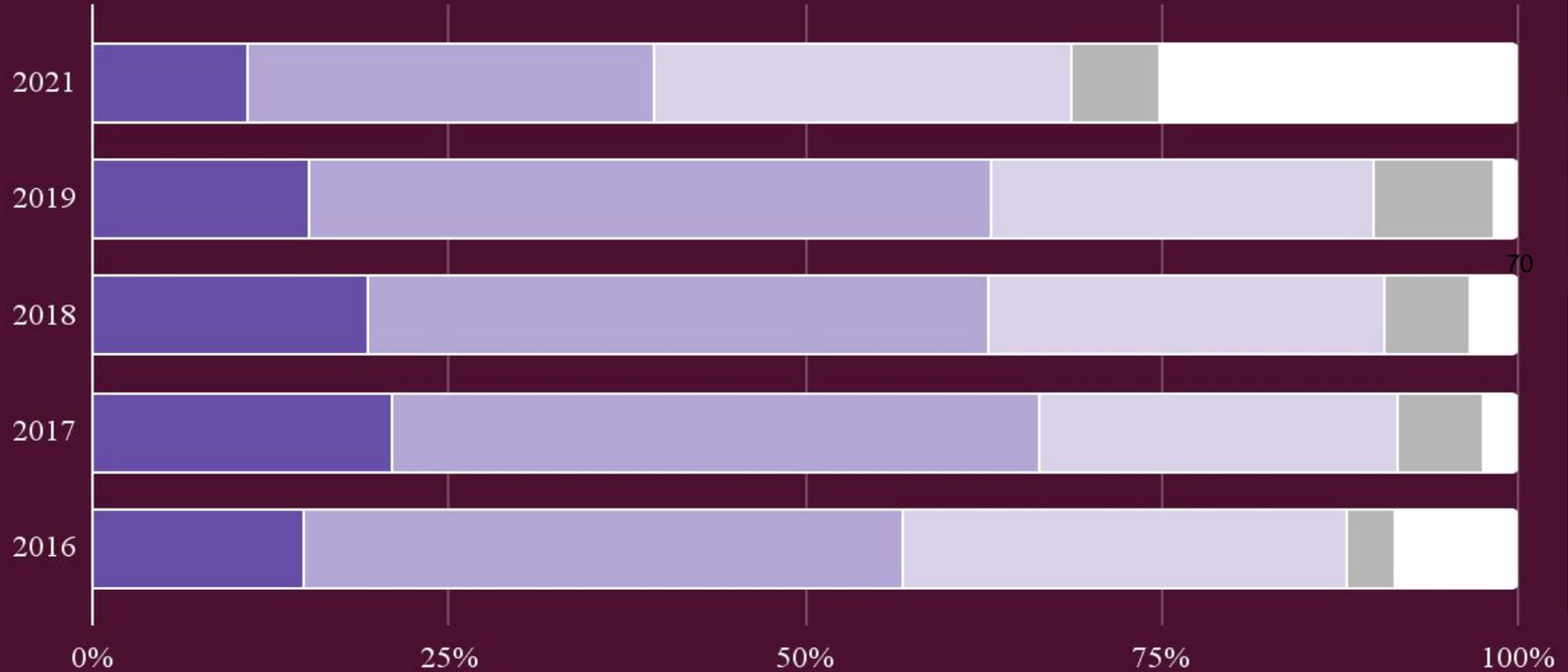
Advanced Proficient Basic Below Basic Non-tested



69

# ELA Forward Scores over time in 8th grade

Advanced Proficient Basic Below Basic Non-tested

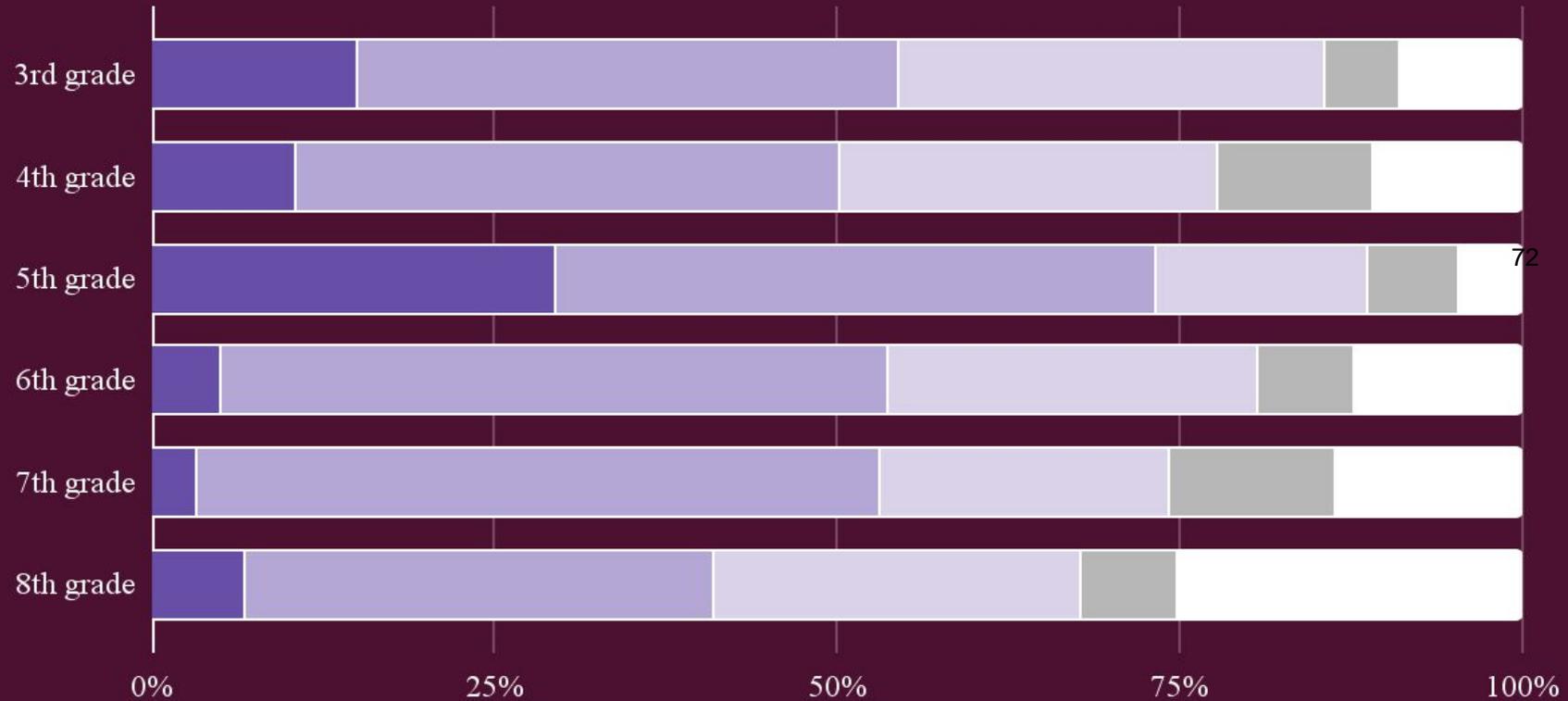


# MATHEMATICS

All numerical data for graphs can be found in the Appendix

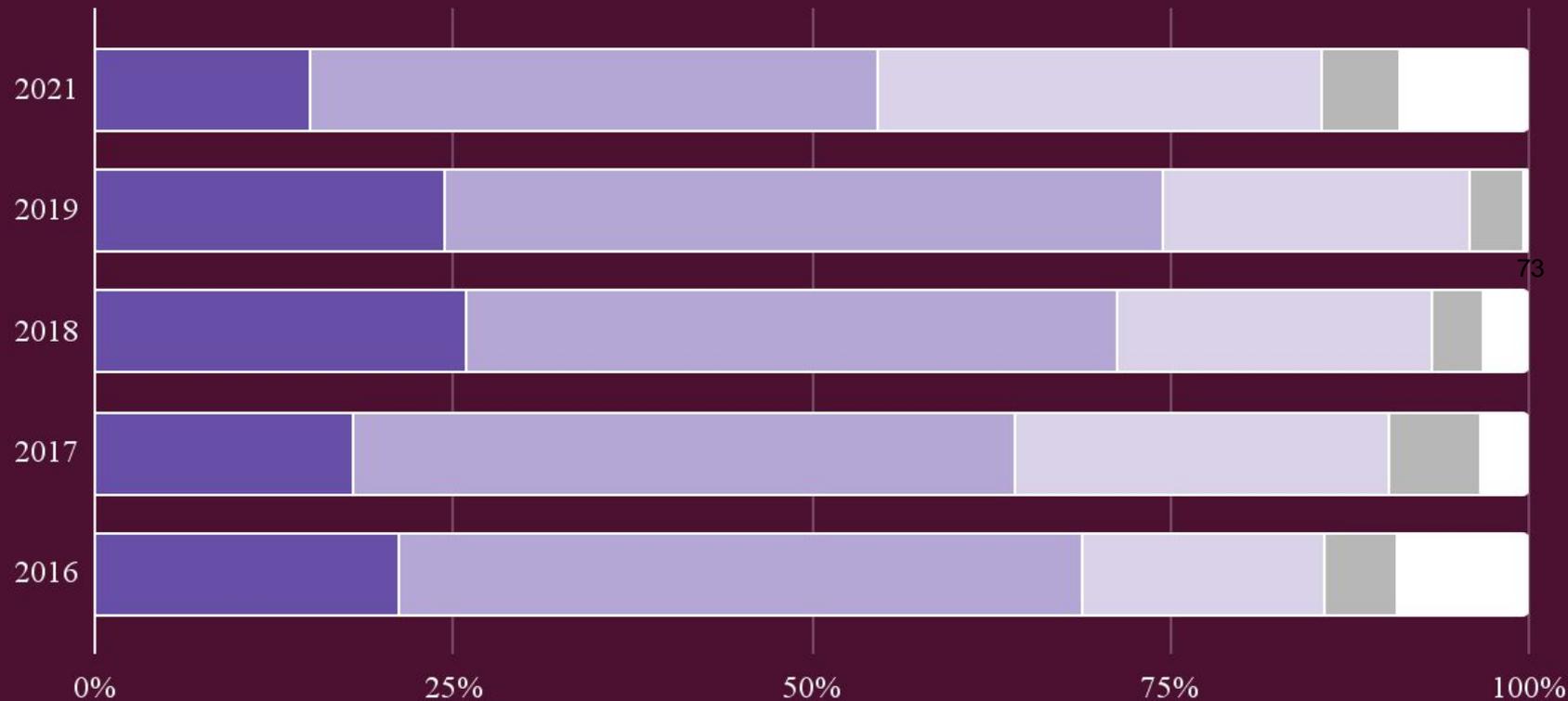
# Math Forward Scores across Grade Levels Spring 2021

Advanced Proficient Basic Below Basic Non-tested



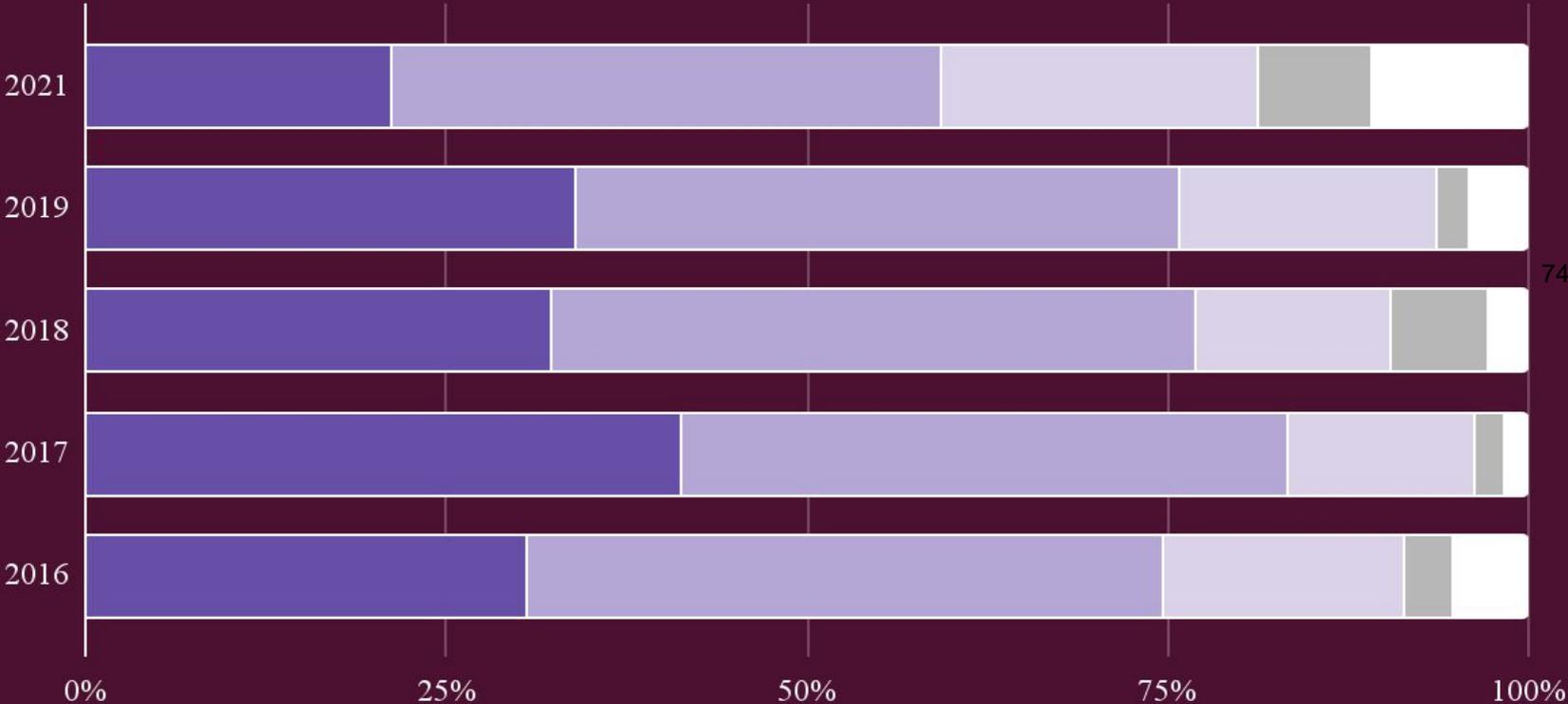
# Math Forward Scores over time in 3rd grade

Advanced Proficient Basic Below Basic Non-tested



# Math Forward Scores over time in 4th grade

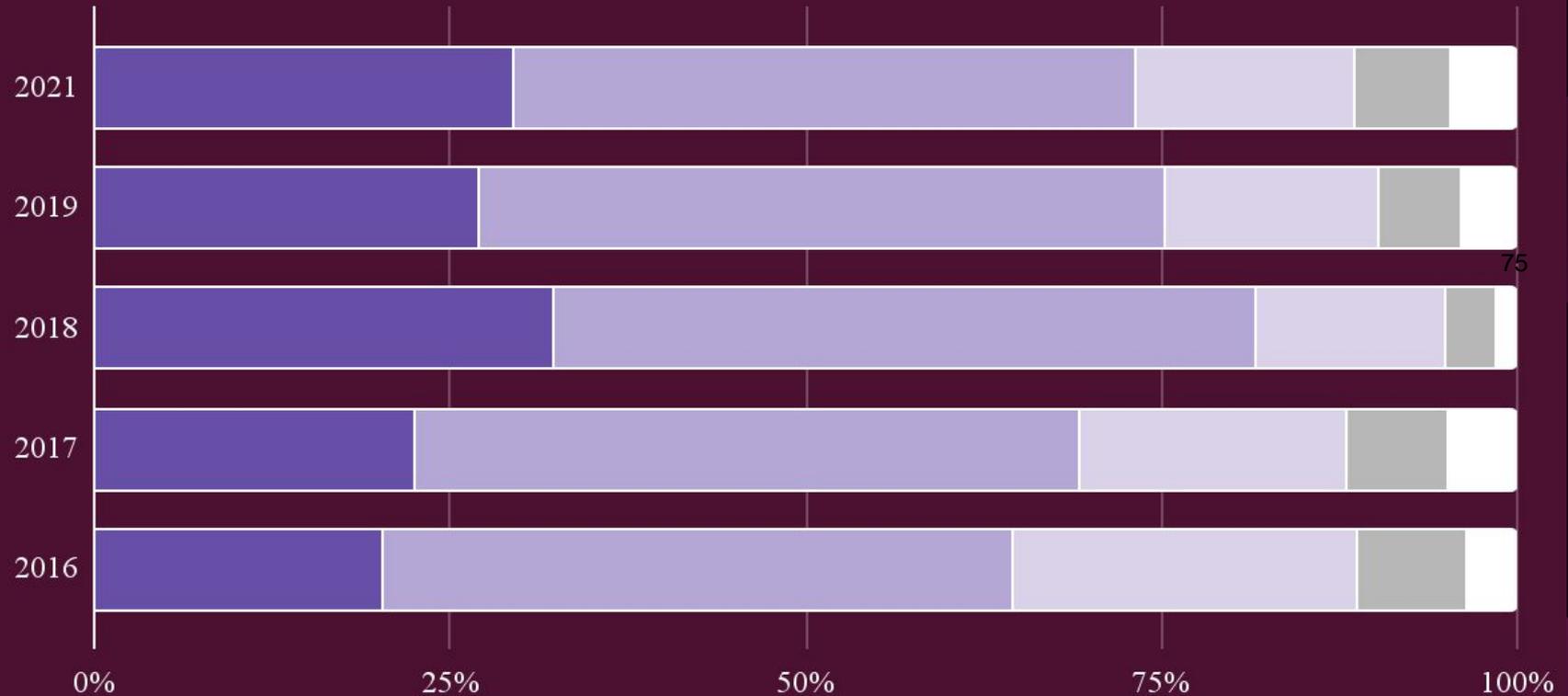
Advanced Proficient Basic Below Basic Non-tested



74

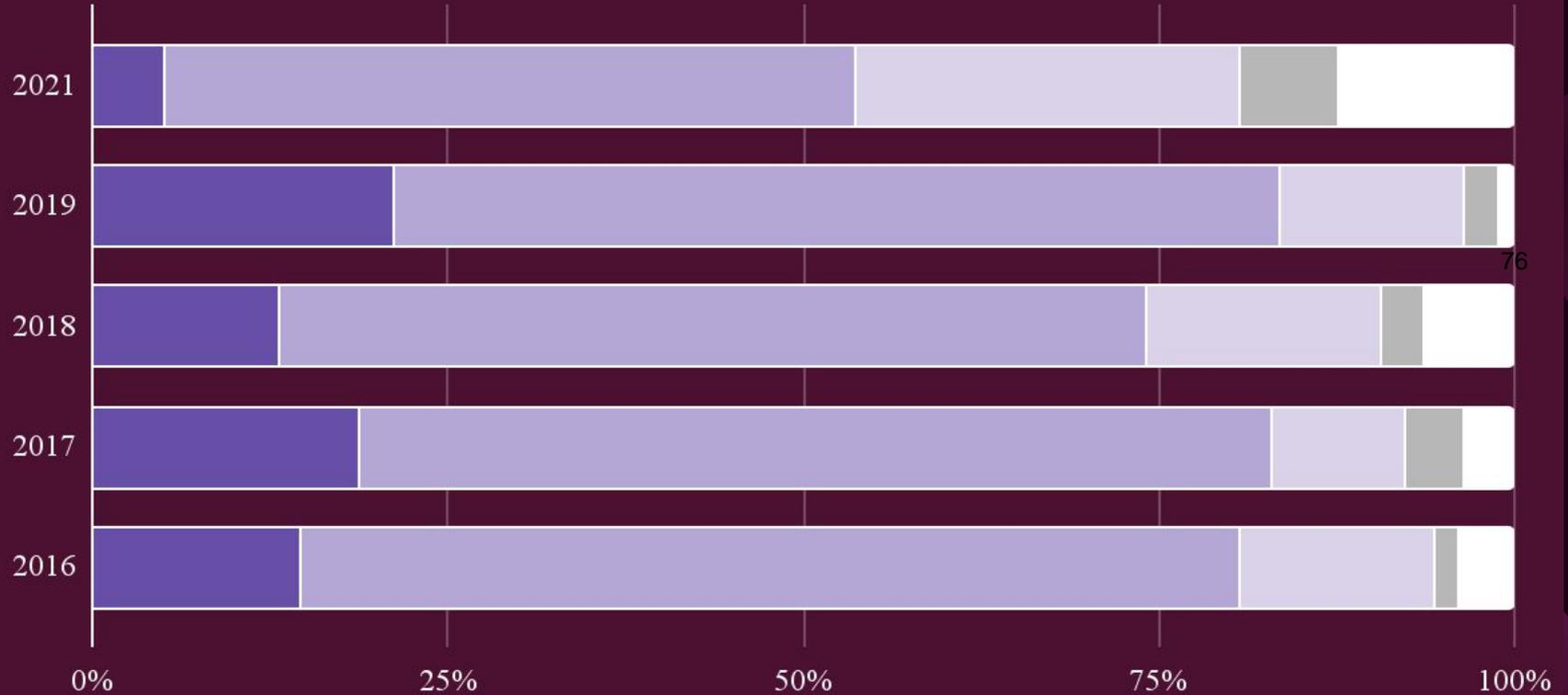
# Math Forward Scores over time in 5th grade

Advanced Proficient Basic Below Basic Non-tested



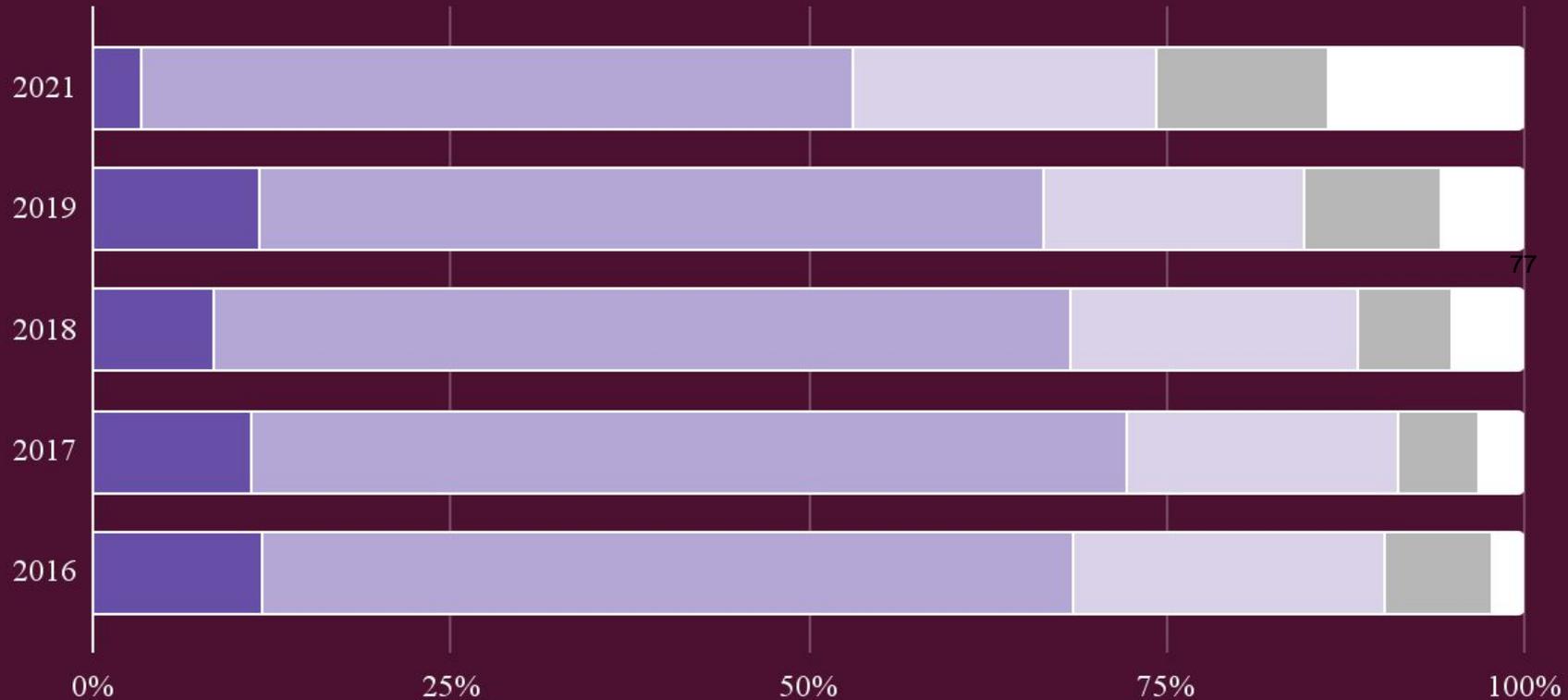
# Math Forward Scores over time in 6th grade

Advanced Proficient Basic Below Basic Non-tested



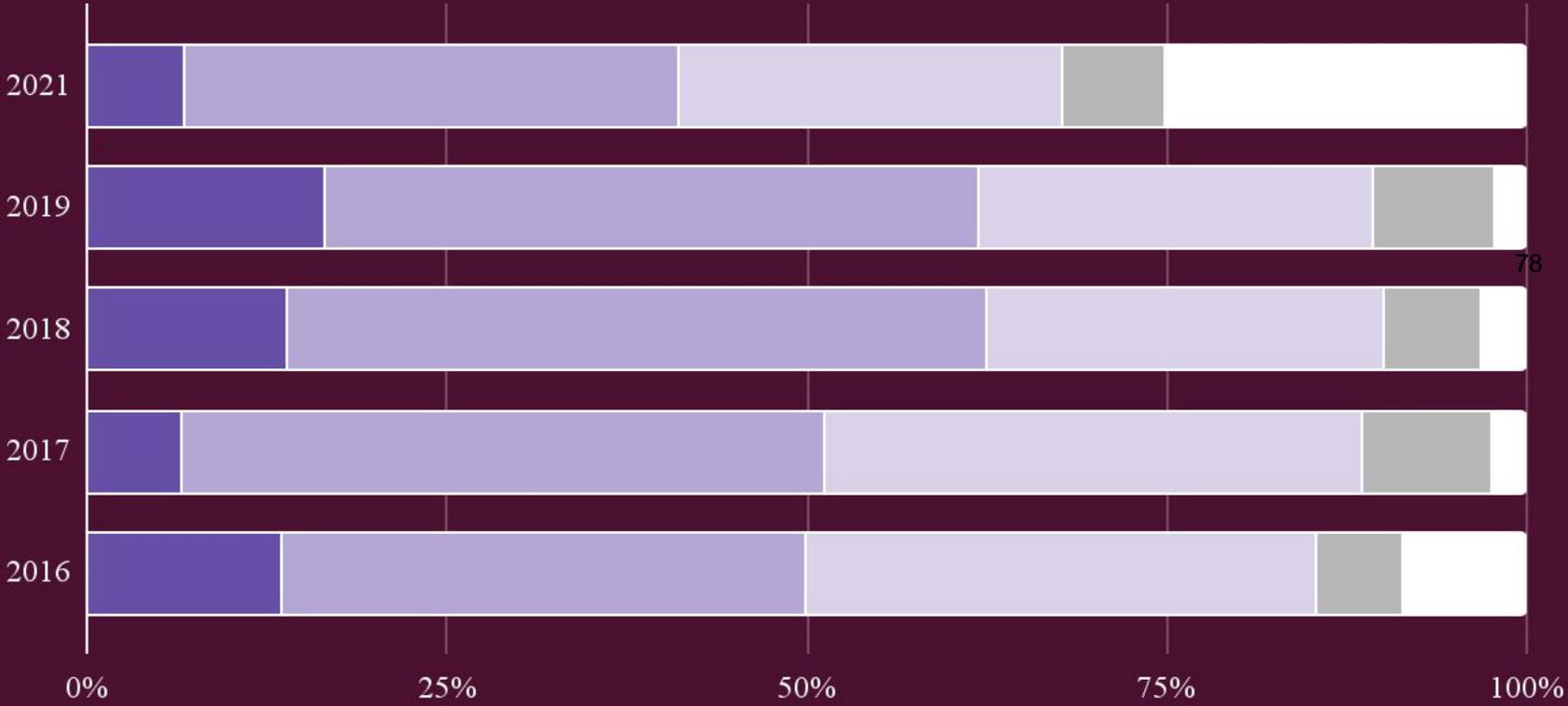
# Math Forward Scores over time in 7th grade

Advanced Proficient Basic Below Basic Non-tested



# Math Forward Scores over time in 8th grade

Advanced Proficient Basic Below Basic Non-tested



# ASPIRE TESTING DATA

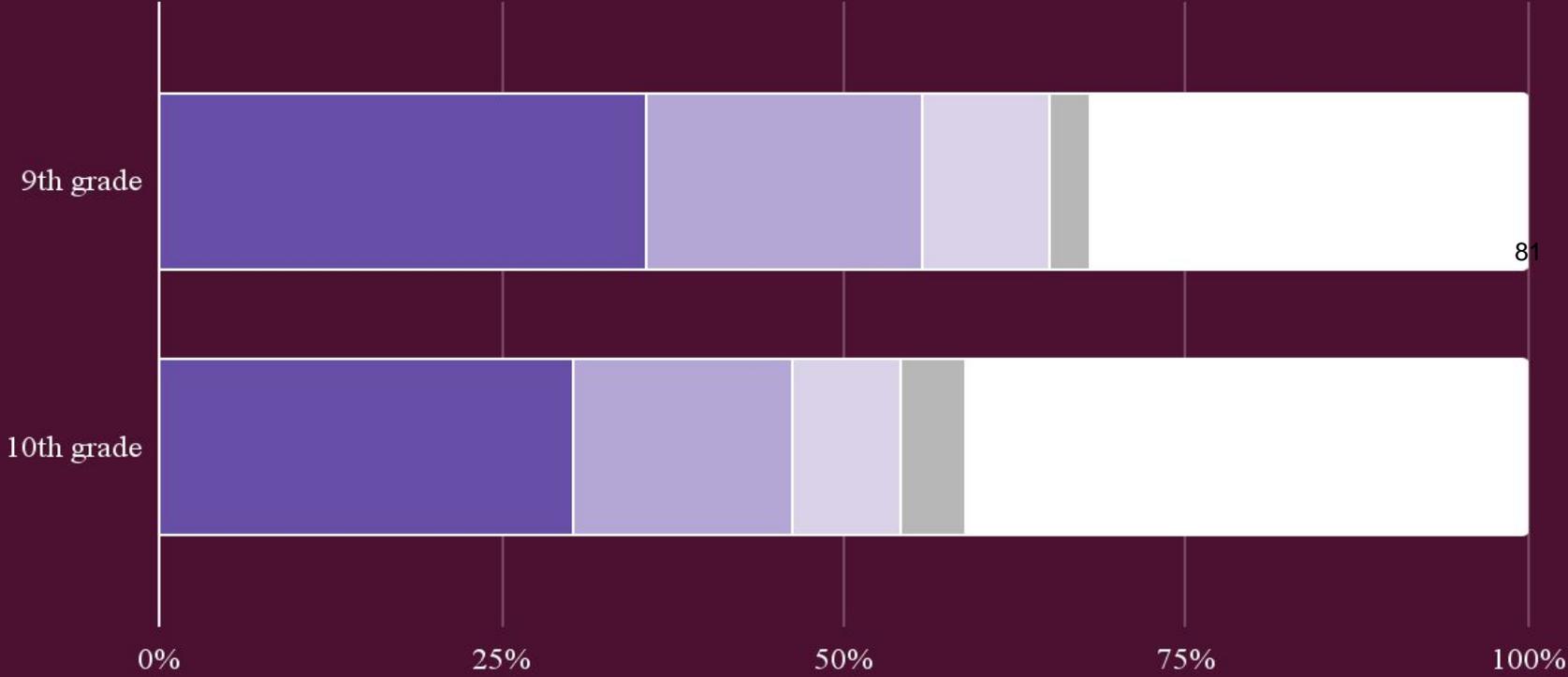


# ENGLISH

All numerical data for graphs can be found in the Appendix

# English Aspire for 9th and 10th grades Spring 2021

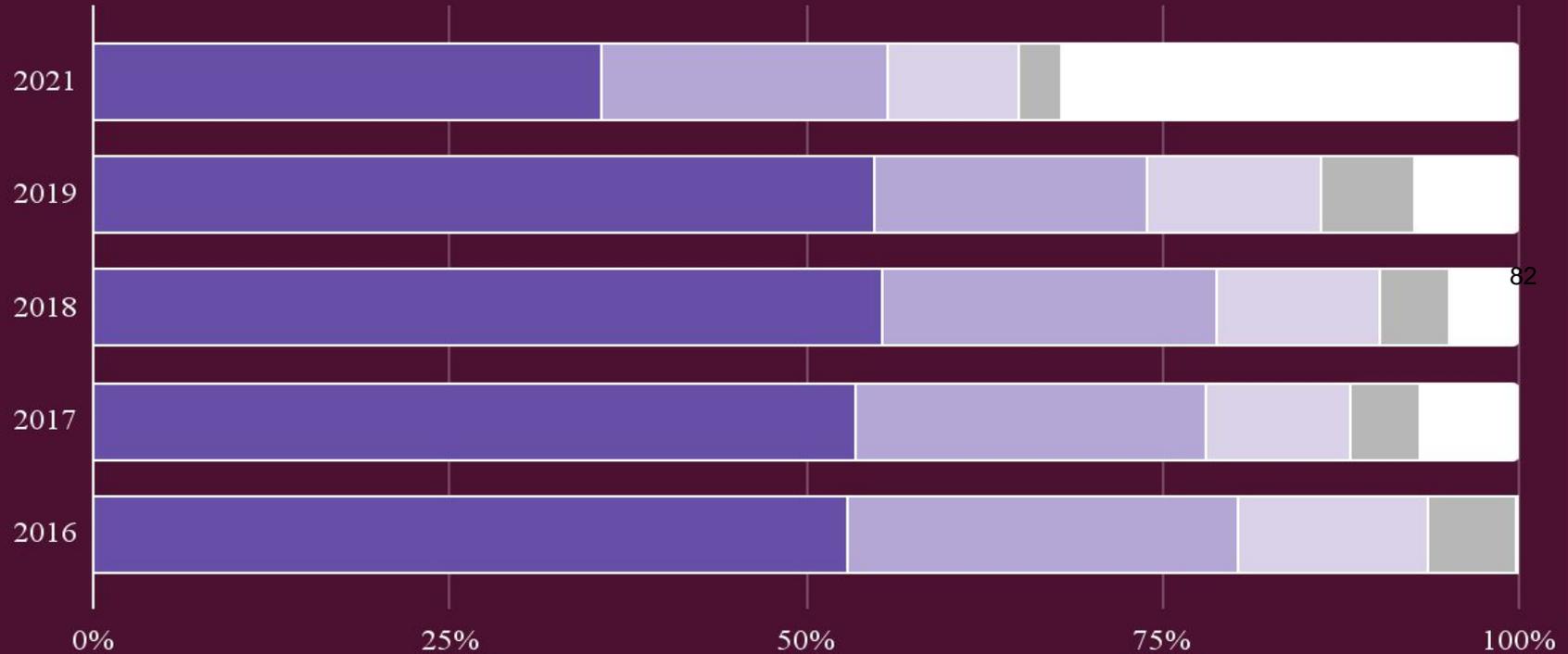
Exceeding Ready Close In Need of Support Non-tested



81

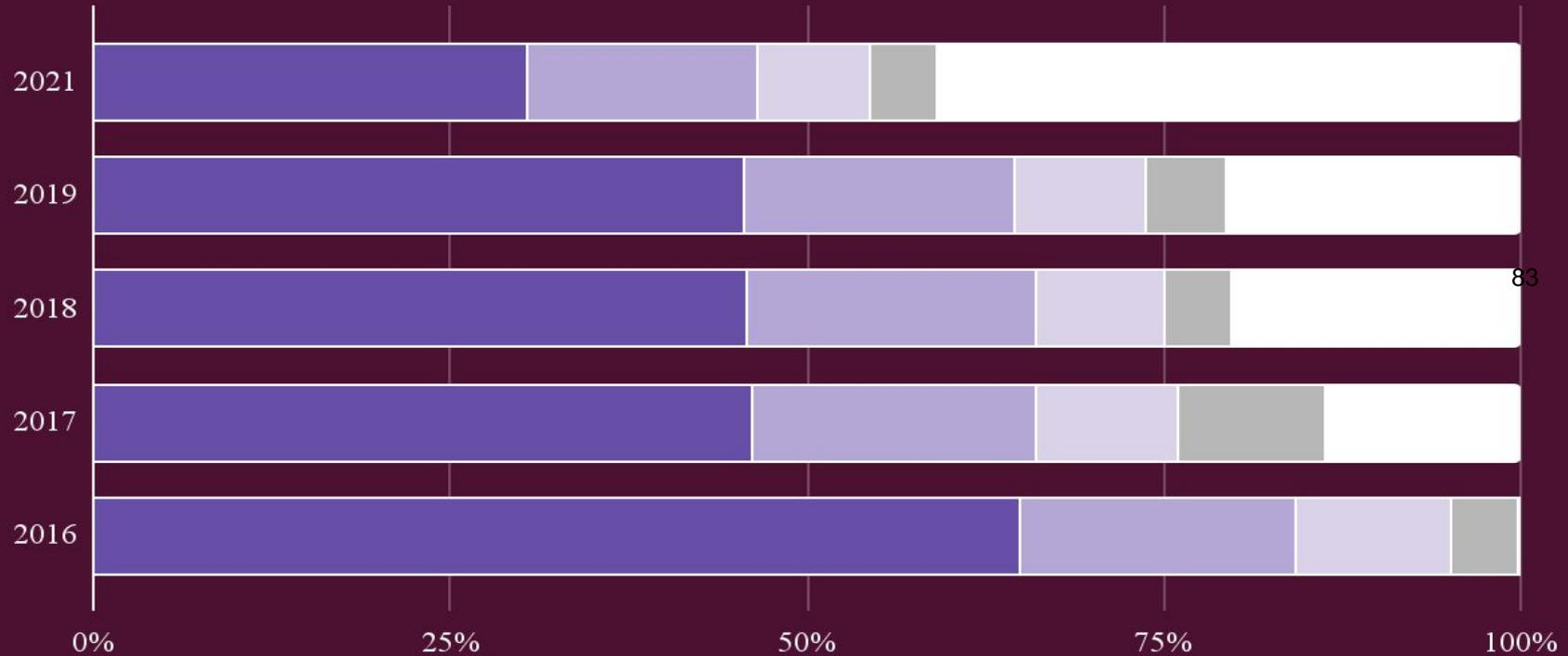
# English Aspire over time for 9th grade

Exceeding Ready Close In Need of Support Non-tested



# English Aspire over time for 10th grade

Exceeding Ready Close In Need of Support Non-tested



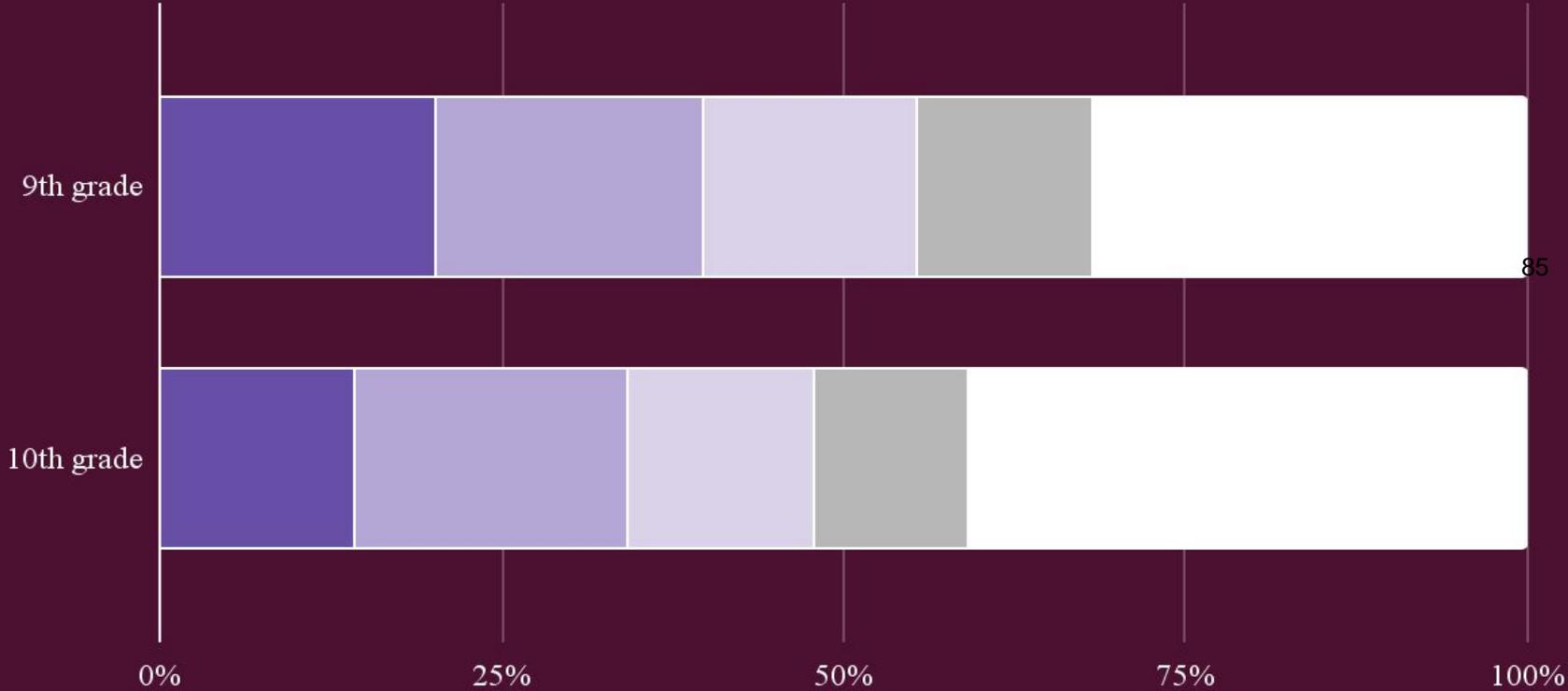
83

# MATHEMATICS

All numerical data for graphs can be found in the Appendix

# Math Aspire for 9th and 10th grades Spring 2021

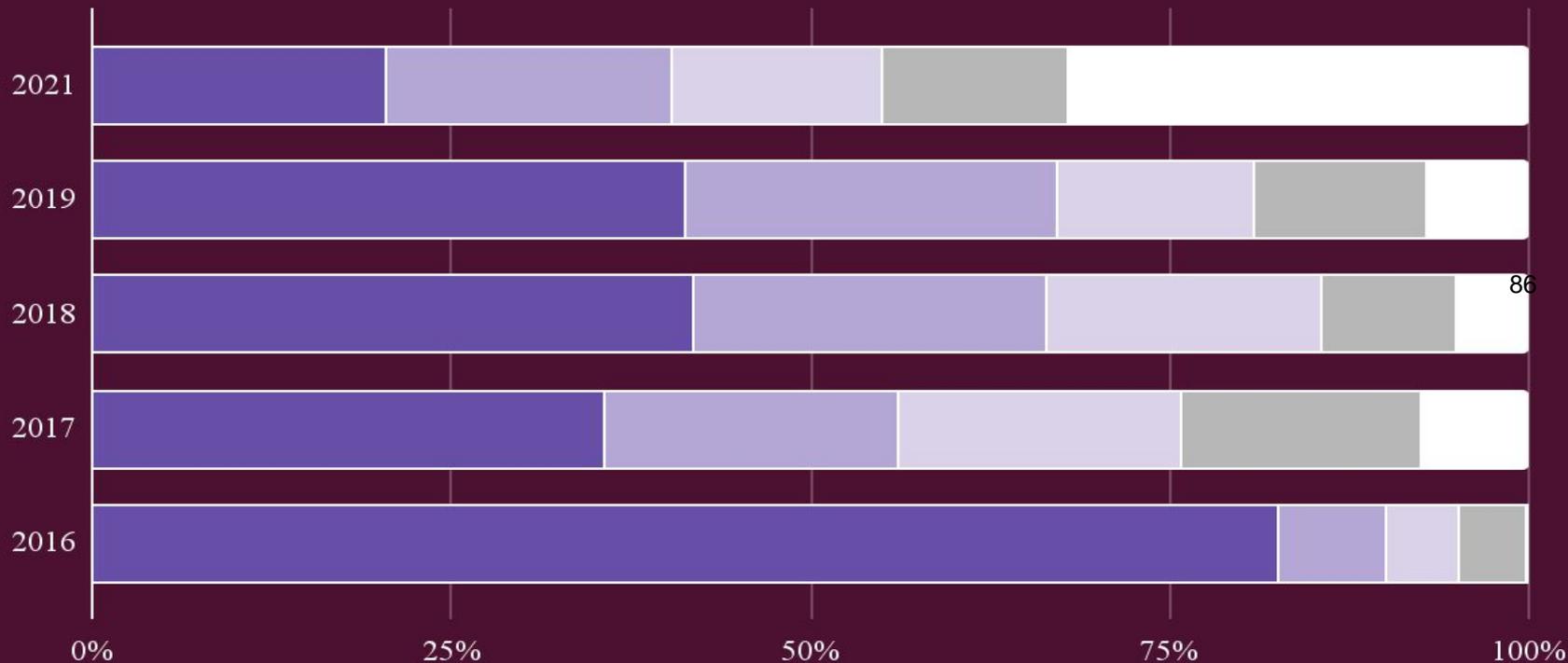
Exceeding Ready Close In Need of Support Non-tested



85

# Math Aspire over time for 9th grade

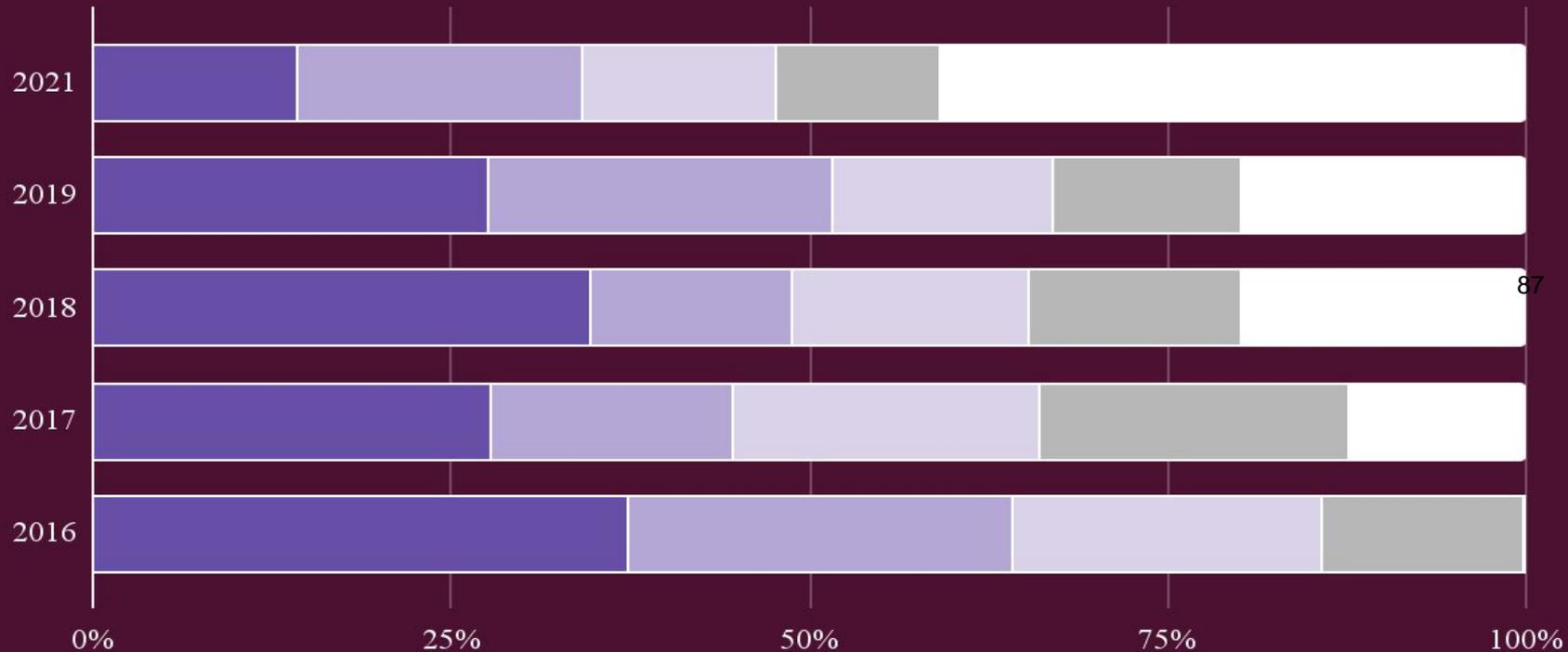
Exceeding Ready Close In Need of Support Non-tested



Notes: 1) In 2016, Exceeding was not a category. Ready, Close, and In Need of Support were the only three possible ranges.  
2) Data does not factor in number of non-tested.

# Math Aspire over time for 10th grade

Exceeding Ready Close In Need of Support Non-tested

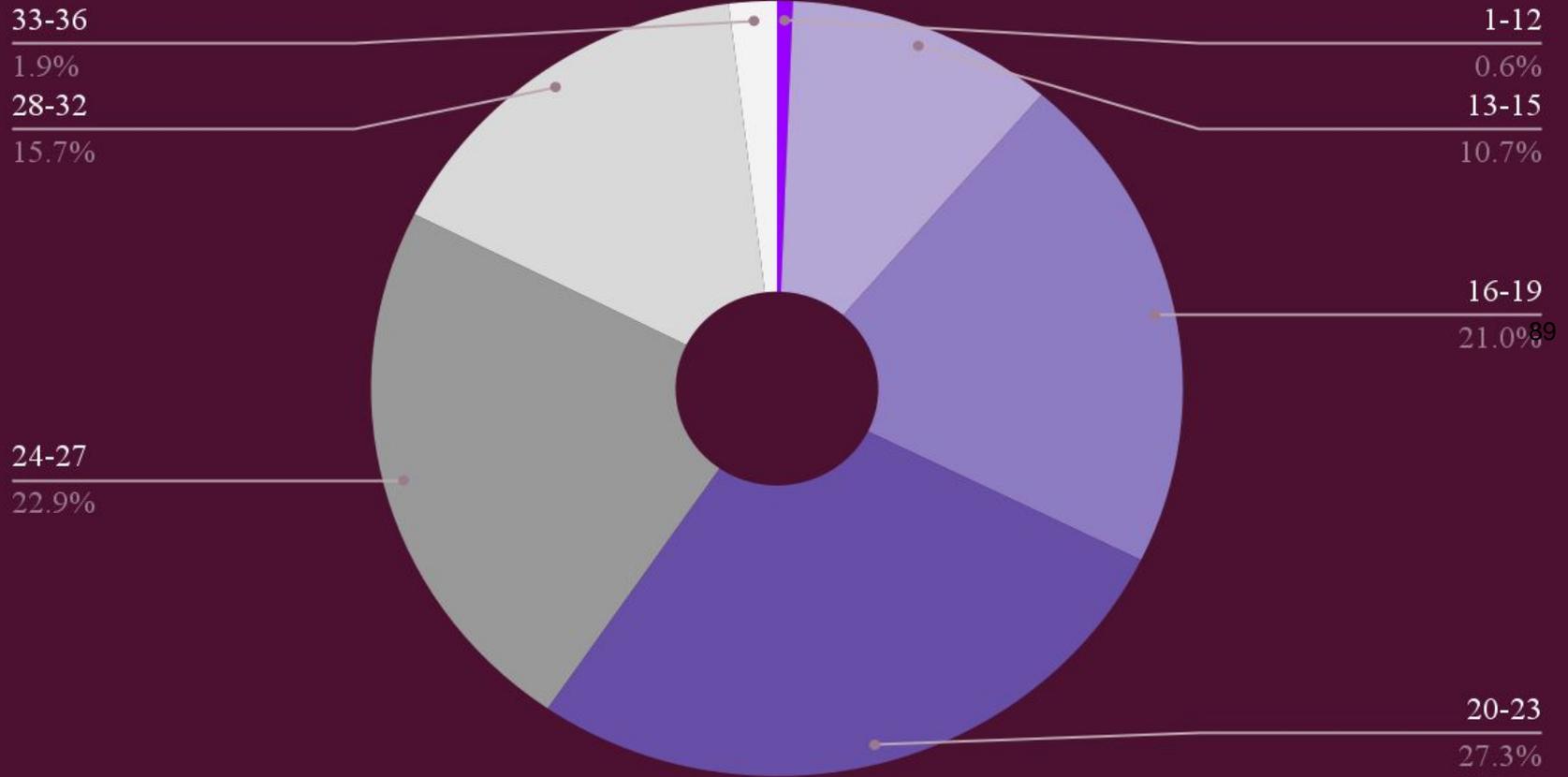


Notes: 1) In 2016, Exceeding was not a category. Ready, Close, and In Need of Support were the only three possible ranges.  
2) Data does not factor in number of non-tested.

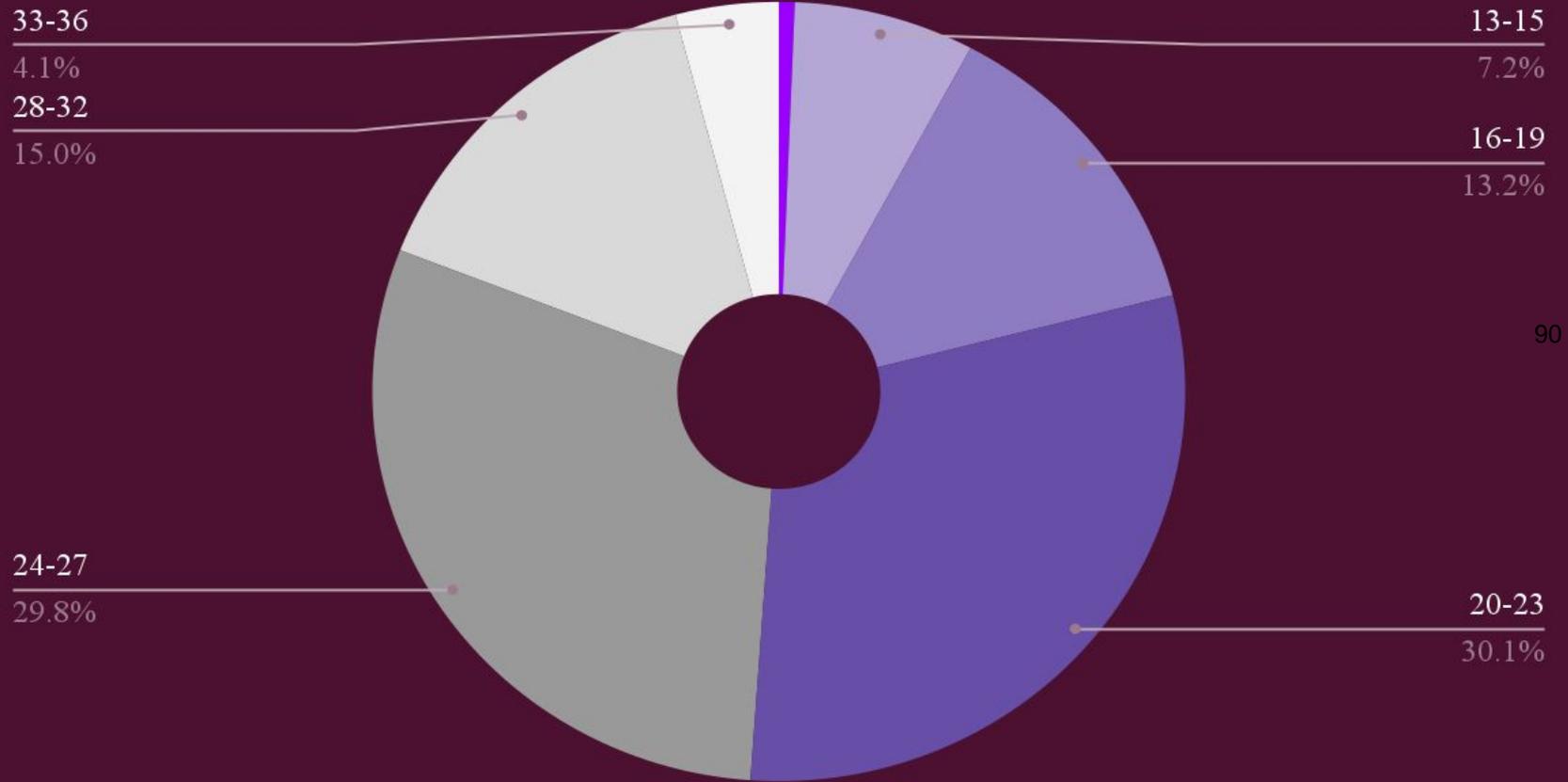
# ACT DATA



# ACT Percent of Students' Scores in Score Bands Spring 2021

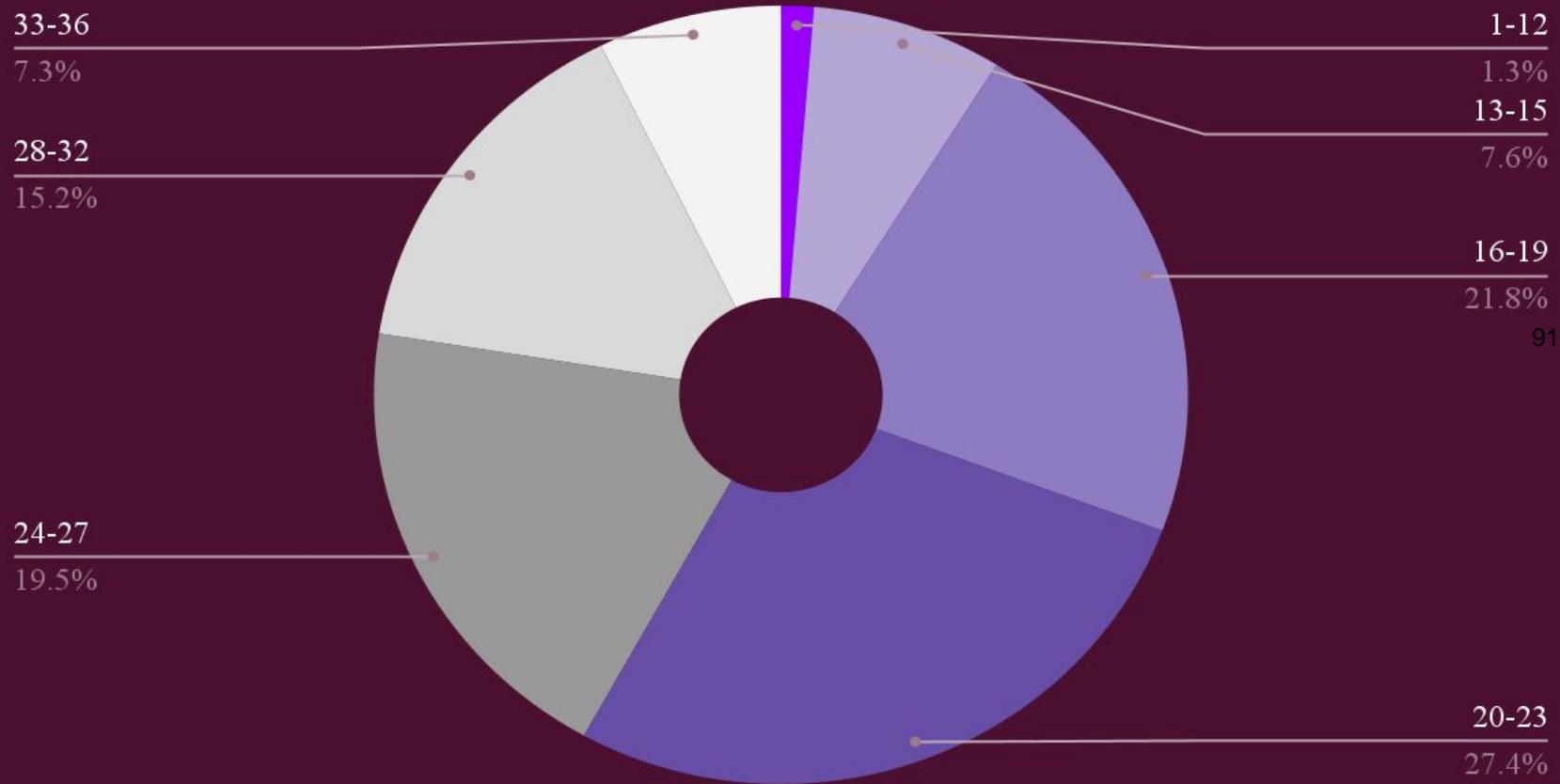


# ACT Percent of Students' Scores in Score Bands Spring 2020

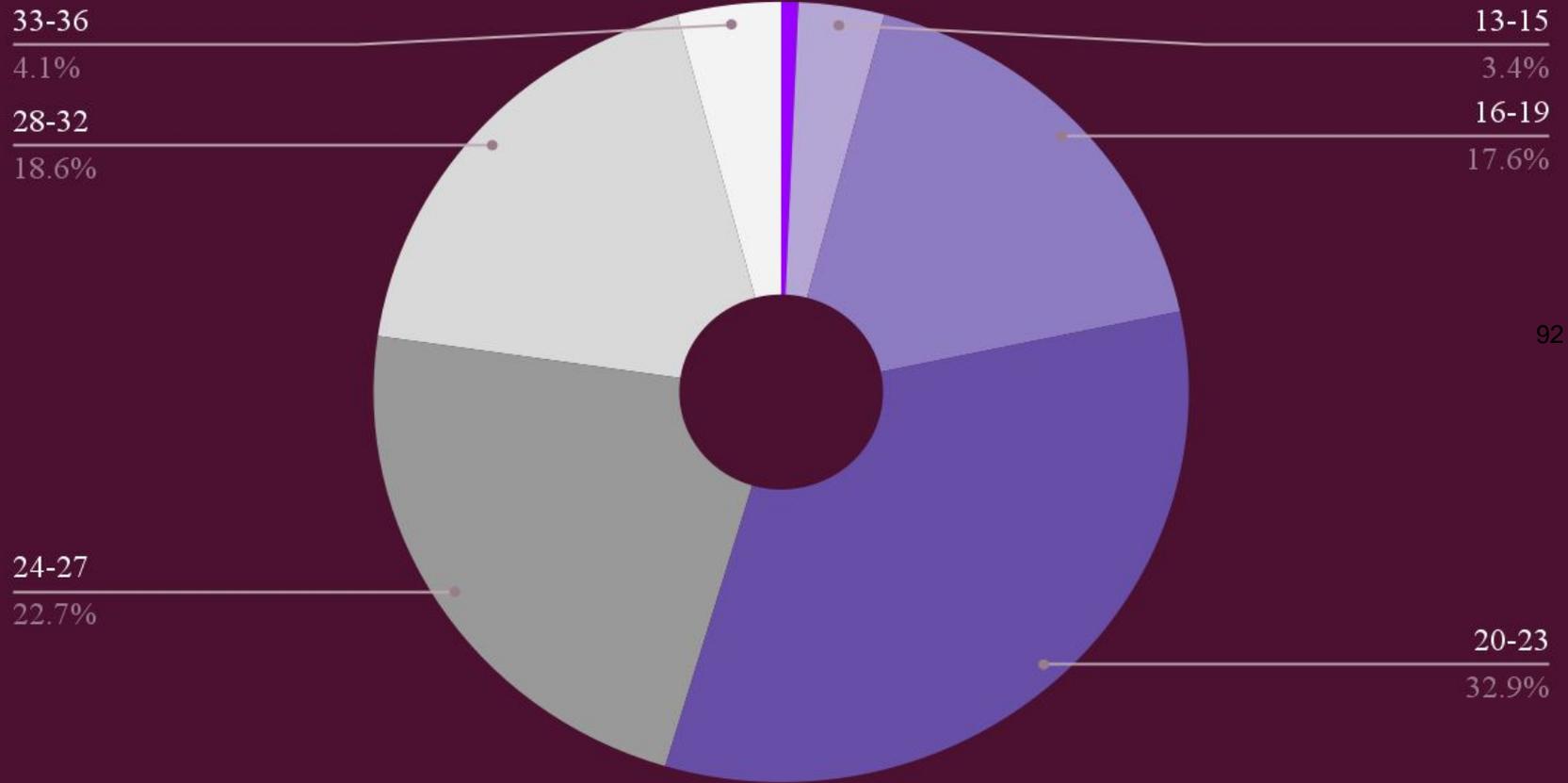


90

# ACT Percent of Students' Scores in Score Bands Spring 2019

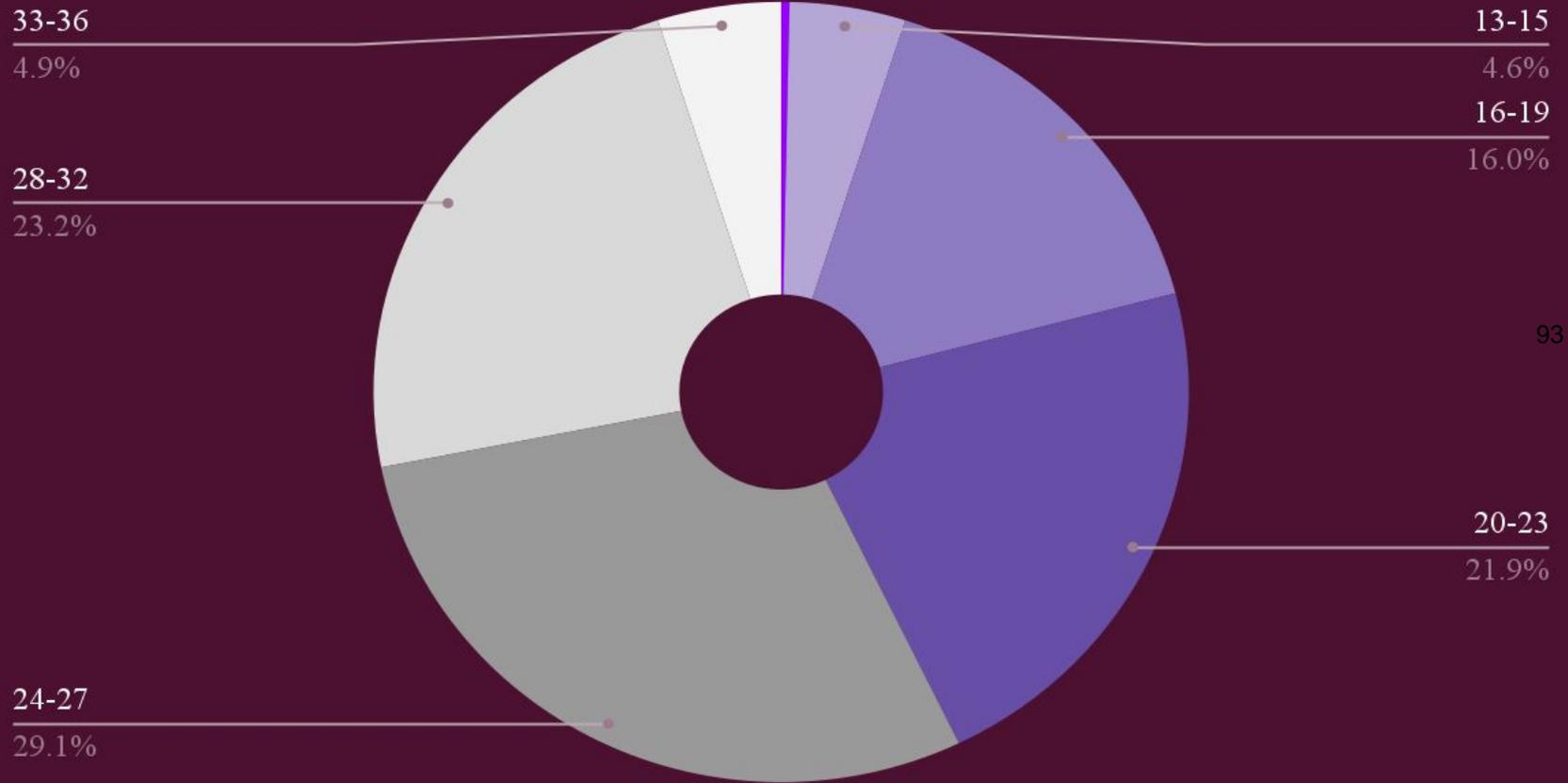


# ACT Percent of Students' Scores in Score Bands Spring 2018

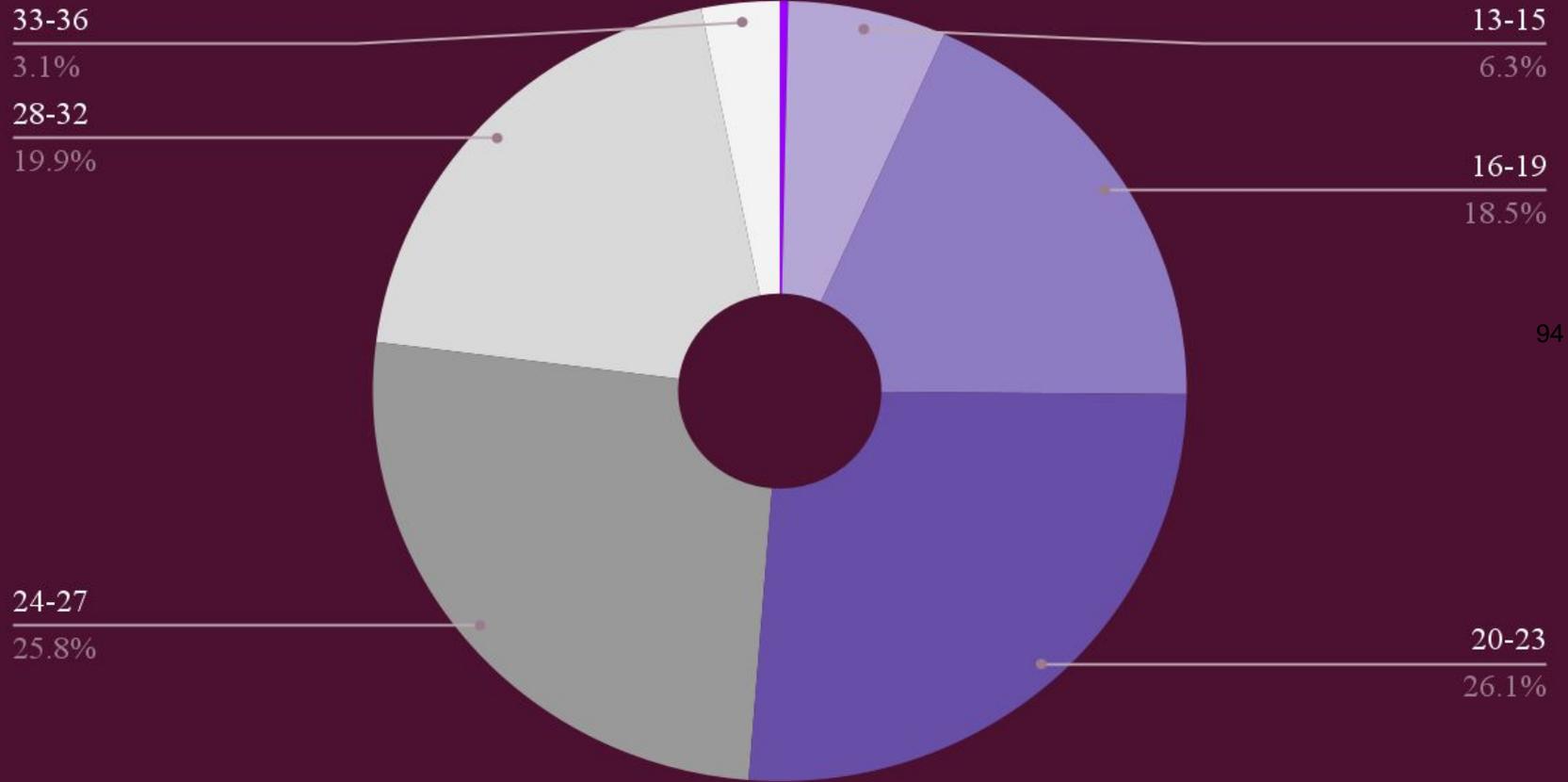


92

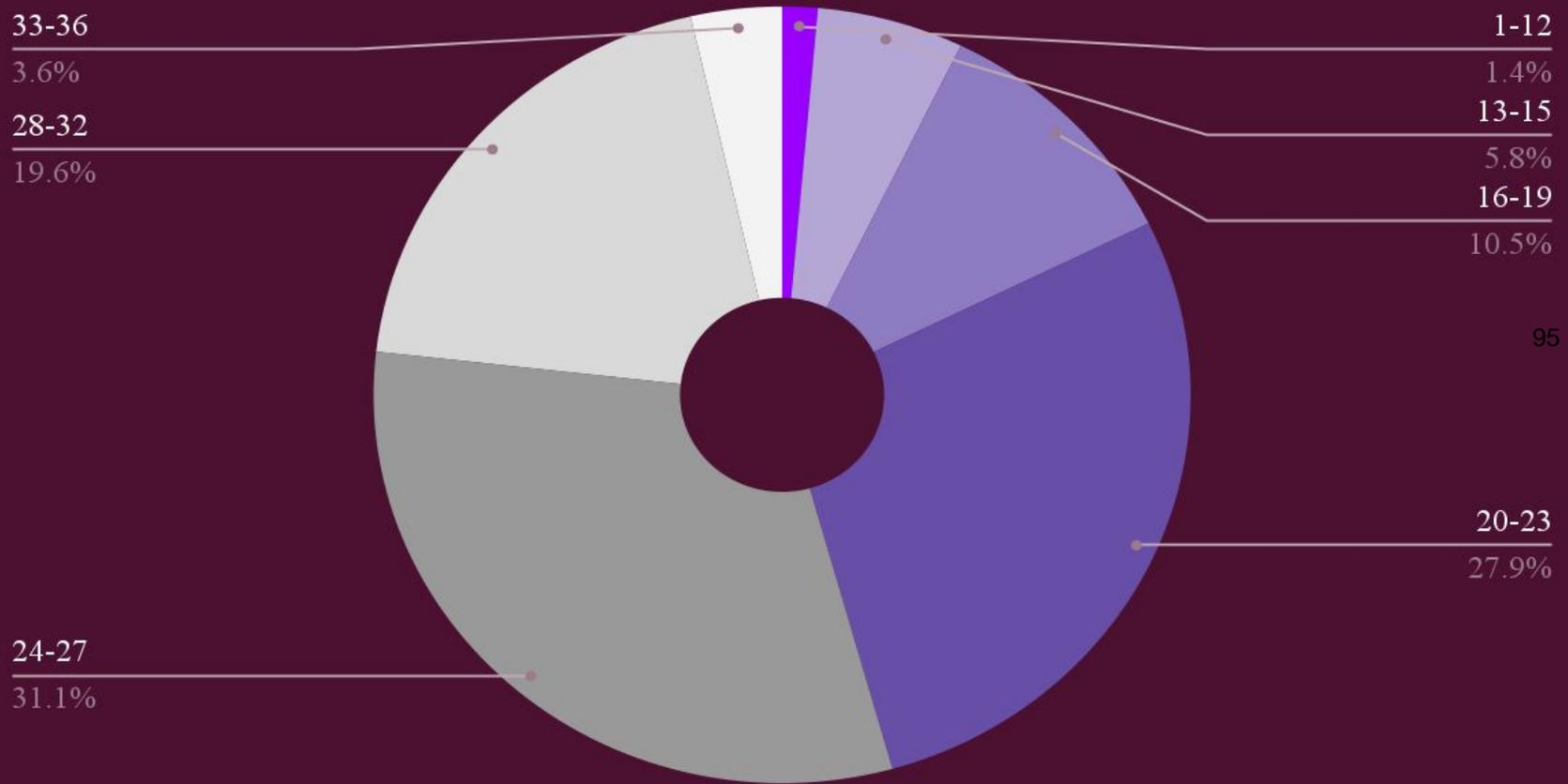
# ACT Percent of Students' Scores in Score Bands Spring 2017



# ACT Percent of Students' Scores in Score Bands Spring 2016

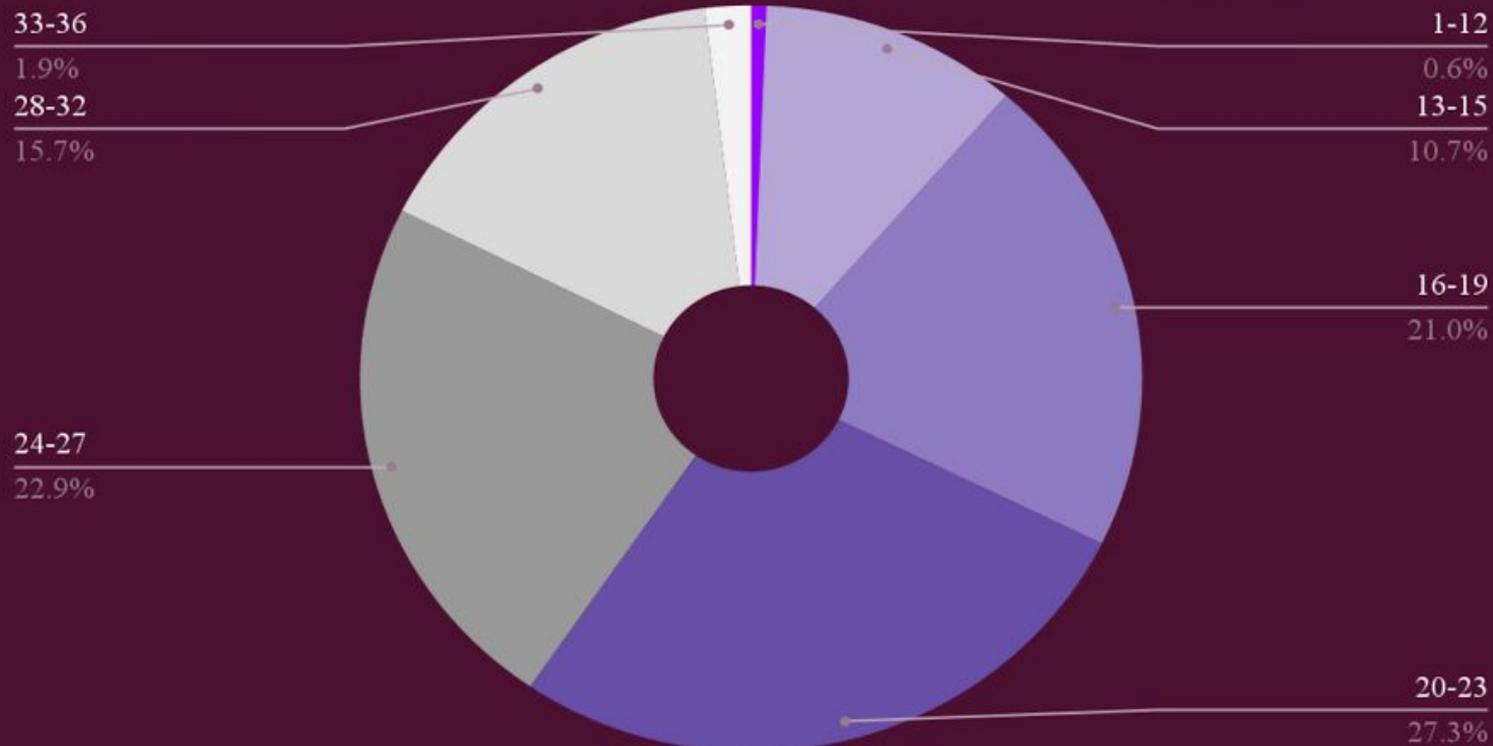


# ACT Percent of Students' Scores in Score Bands Spring 2015



95

## ACT Percent of Students' Scores in Score Bands Spring 2021

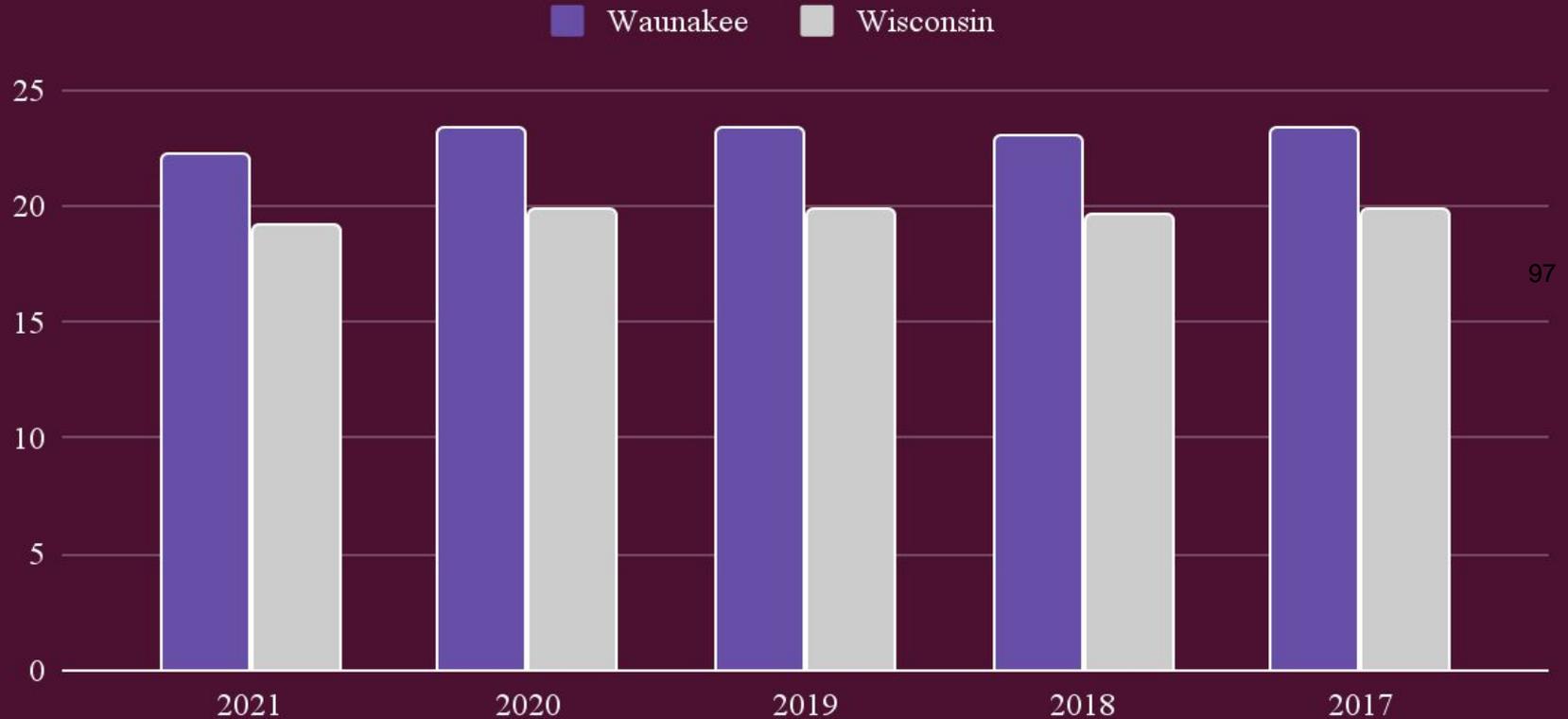


96

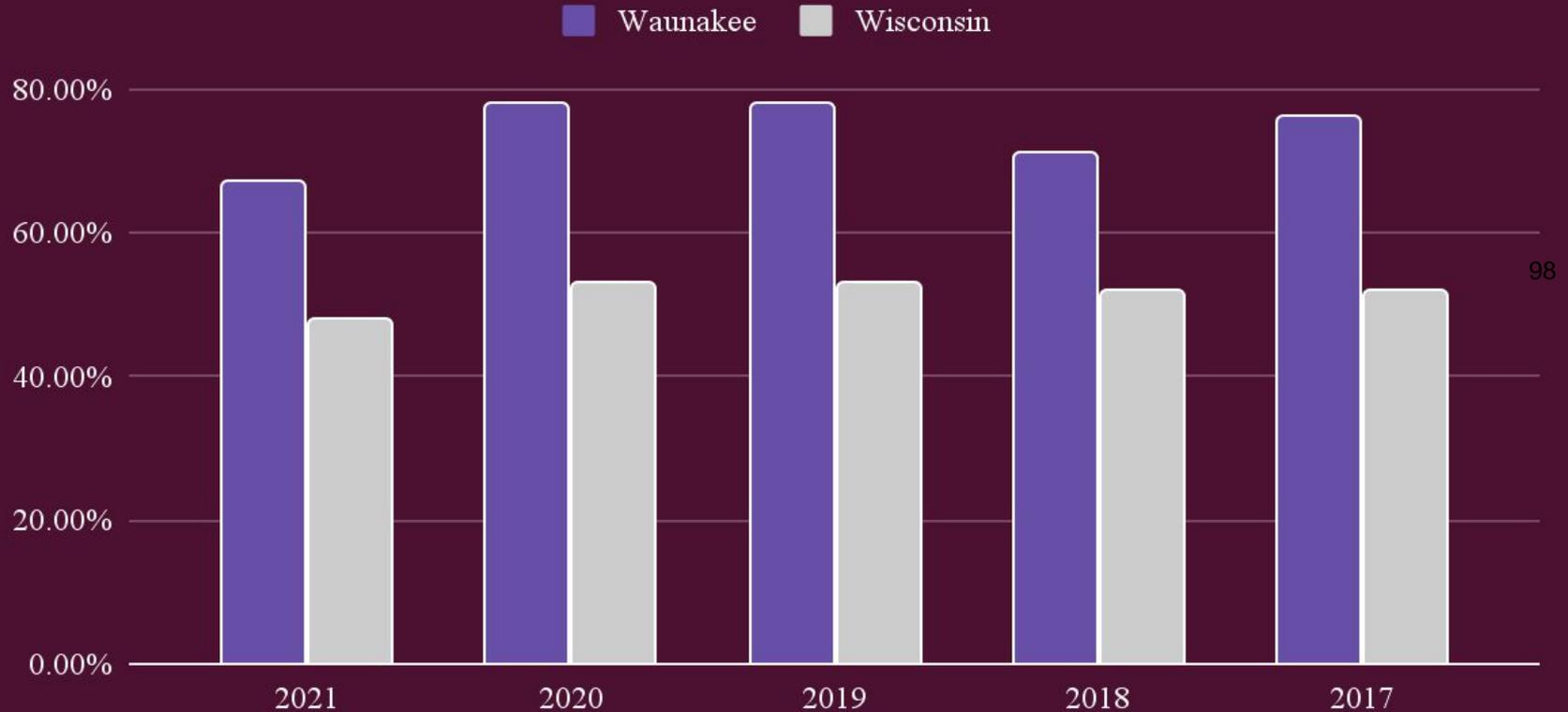
31

38

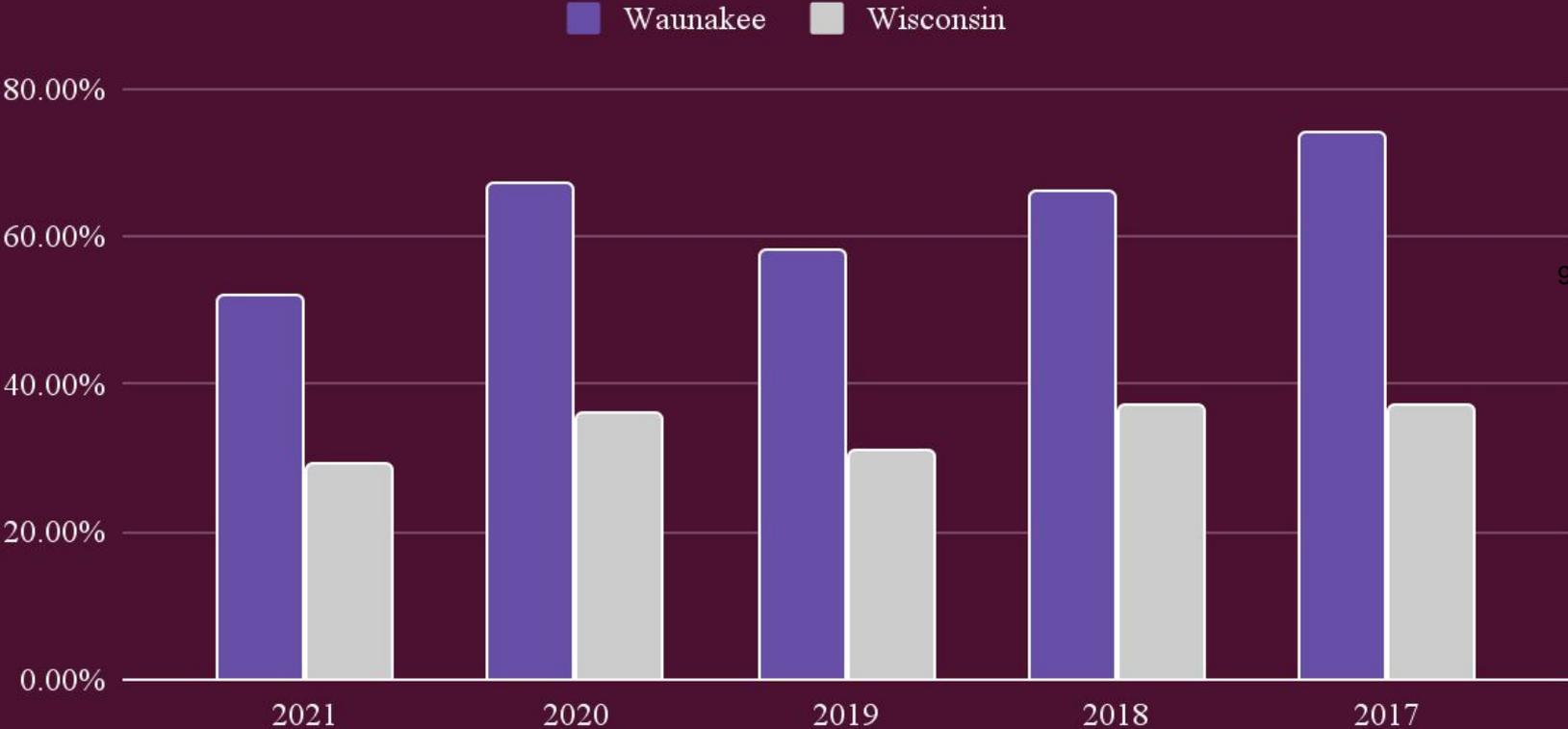
# ACT Average Composite Score: Waunakee compared with Wisconsin Spring 2021



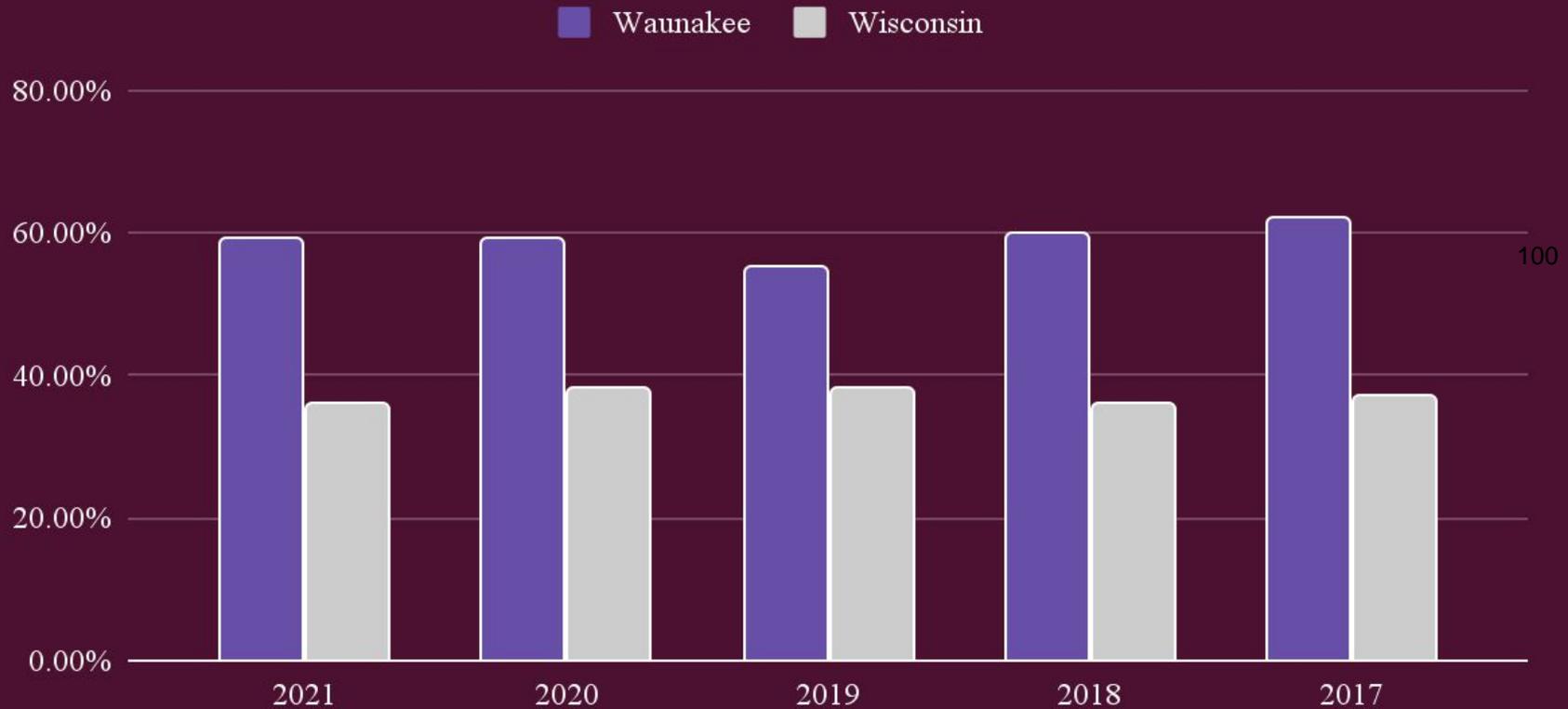
# ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; English Spring 2021



# ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Math Spring 2021



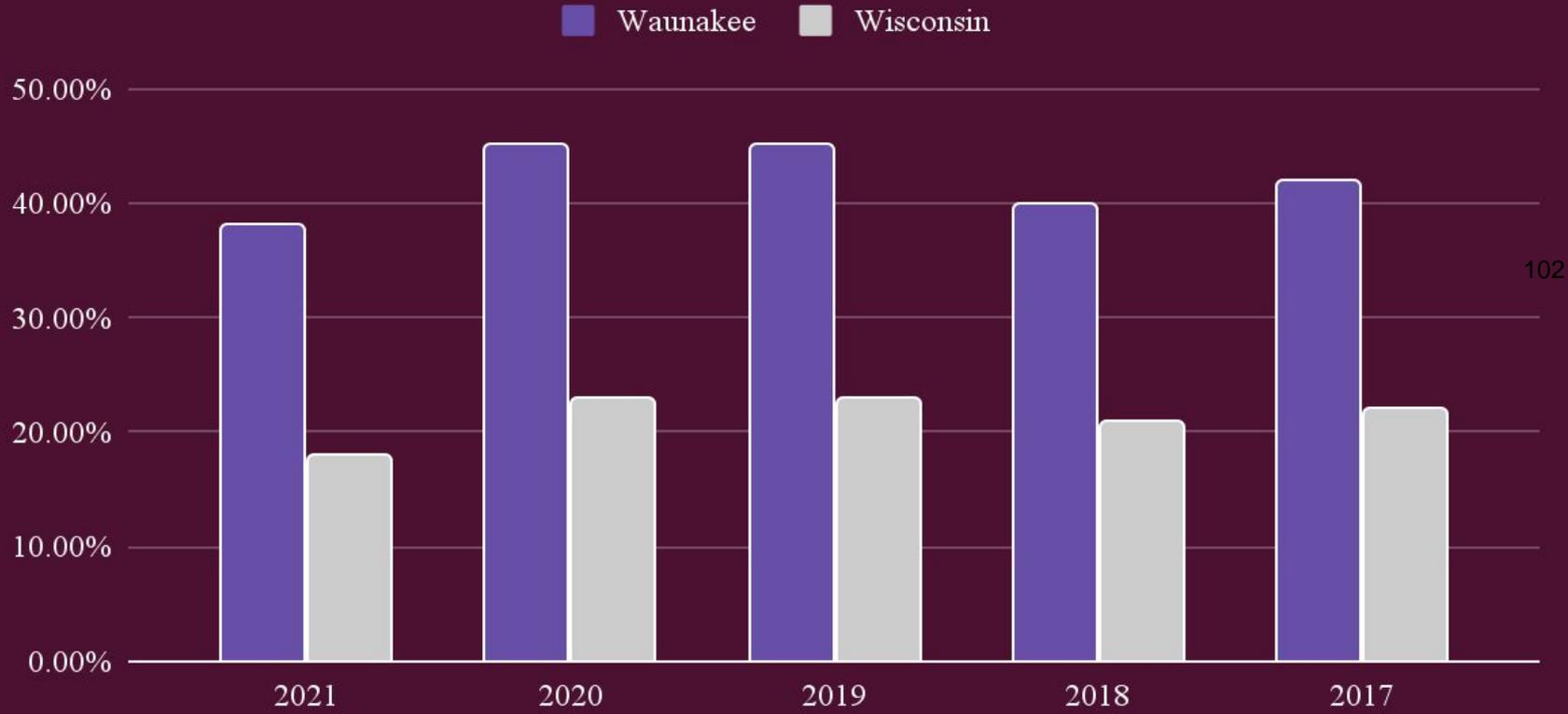
# ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Reading Spring 2021



# ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Science Spring 2021



# ACT Students who Met College Readiness Benchmarks: Waunakee compared with Wisconsin; Met all Four Spring 2021



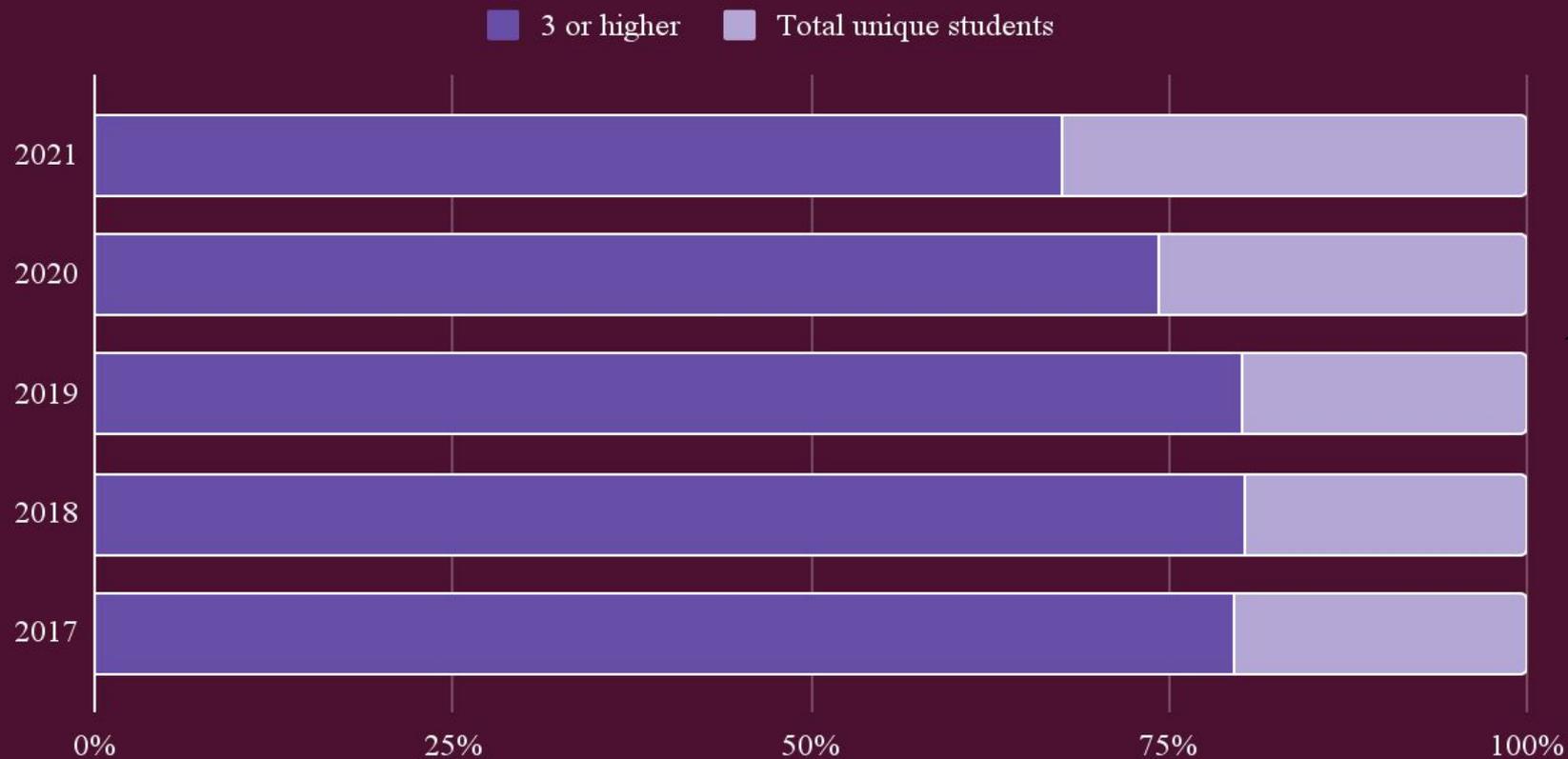
102

# AP DATA



103

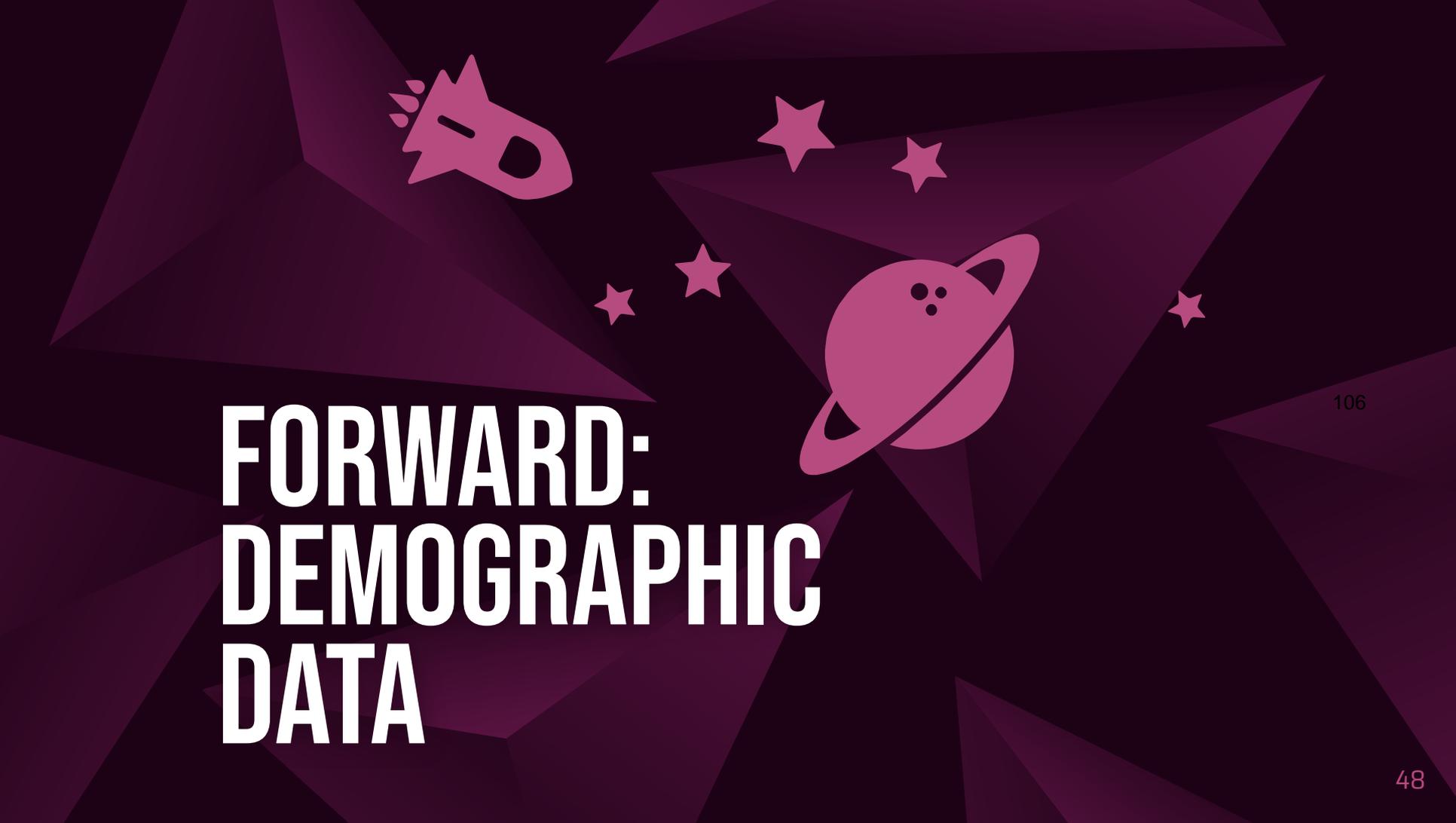
## AP Testing, Scoring 3 or higher, Over time



104

# AP TESTING OVER TIME

<b>YEAR</b>	<b>PERCENT OF TOTAL AP STUDENTS SCORING 3+</b>	<b>TOTAL STUDENTS TESTED</b>	<b>TOTAL NUMBER OF EXAMS</b>
<b>2021</b>	<b>67.56</b>	<b>450</b>	<b>750</b>
<b>2020</b>	<b>74.33</b>	<b>483</b>	<b>746</b>
<b>2019</b>	<b>80.26</b>	<b>456</b>	<b>788</b>
<b>2018</b>	<b>80.41</b>	<b>434</b>	<b>818</b>
<b>2017</b>	<b>79.59</b>	<b>441</b>	<b>748</b>

The background is a dark purple color with a geometric pattern of lighter purple triangles. In the upper left, there is a stylized satellite or probe with a circular antenna and a tail of three small circles. In the center-right, there is a planet with a ring system and two small dots on its surface. Several five-pointed stars of varying sizes are scattered across the background.

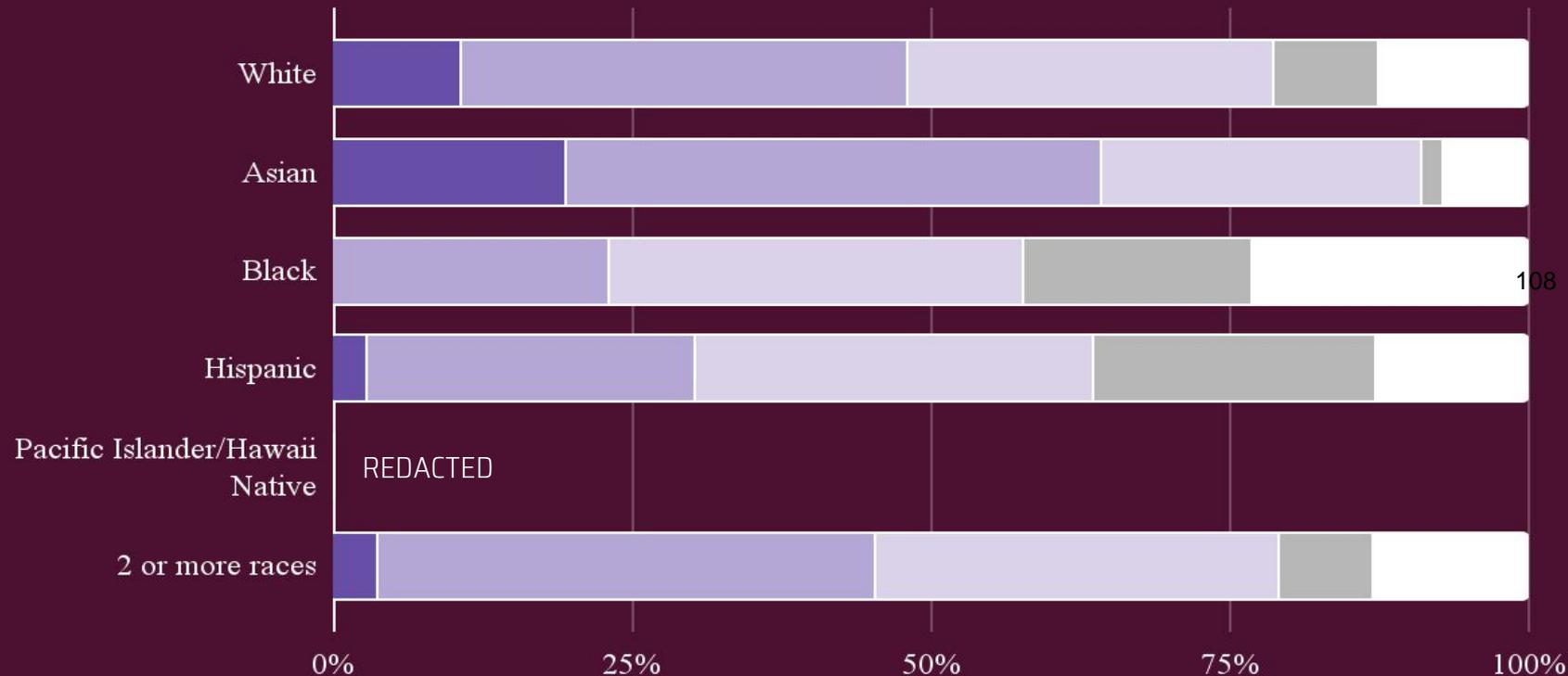
# FORWARD: DEMOGRAPHIC DATA

# ENGLISH LANGUAGE ARTS

All numerical data for graphs can be found in the Appendix

# ELA Forward Demographic Breakdown: Race Spring 2021

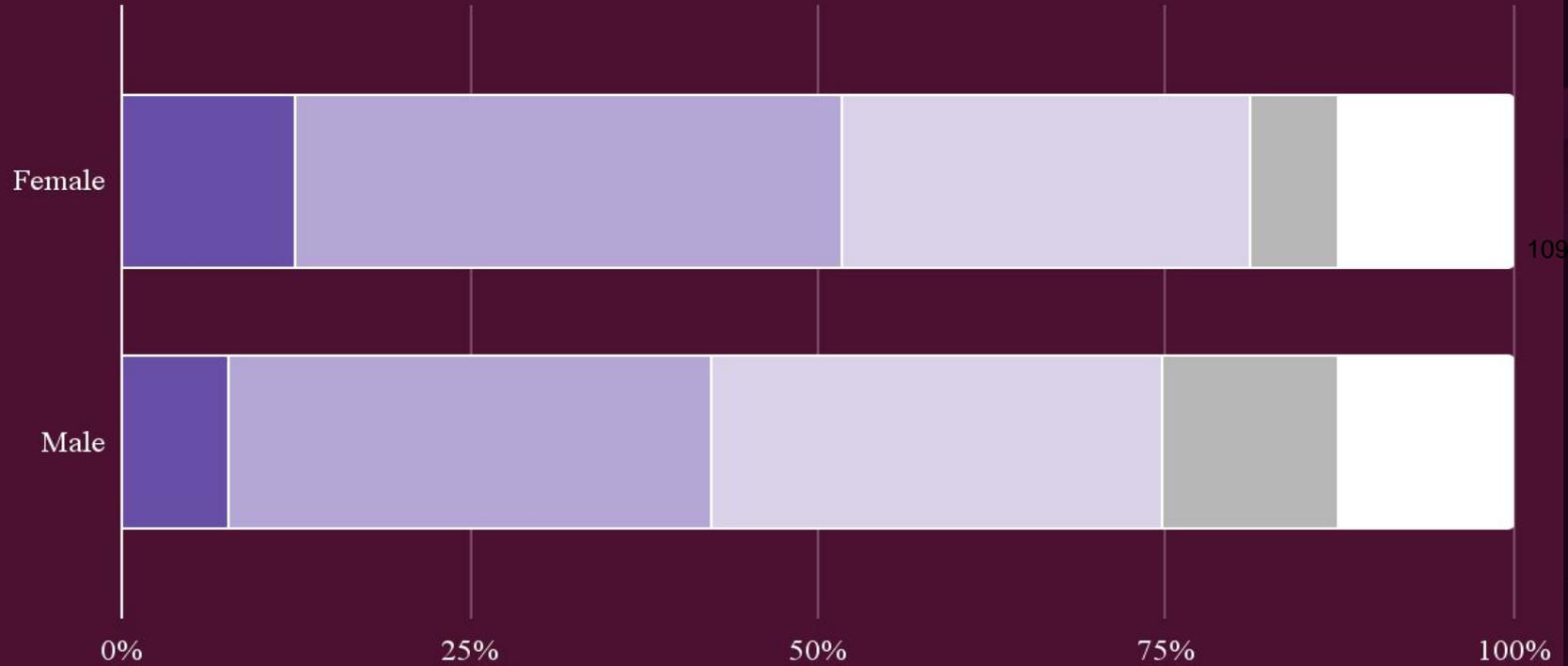
■ Advanced
 ■ Proficient
 ■ Basic
 ■ Below Basic
 ■ Non-tested



Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

# ELA Forward Demographic Breakdown: Gender Spring 2021

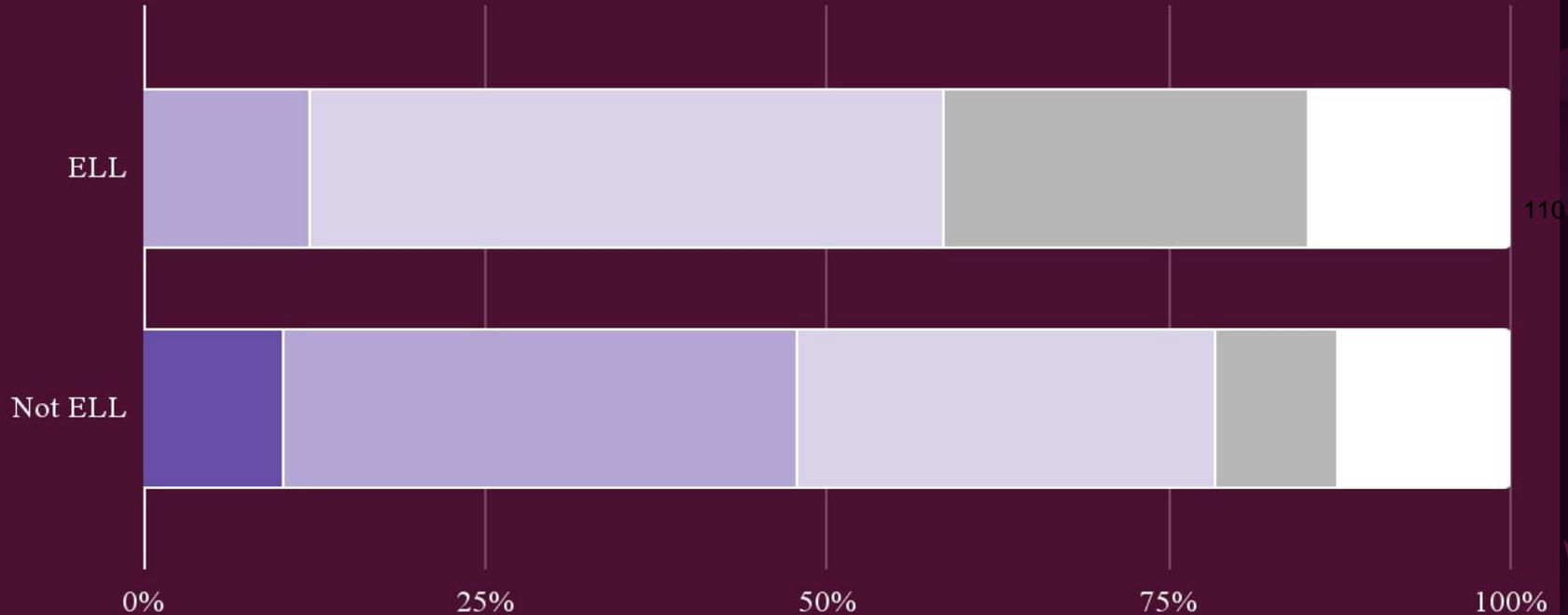
Advanced Proficient Basic Below Basic Non-tested



109

# ELA Forward Demographic Breakdown: English Language Learners Spring 2021

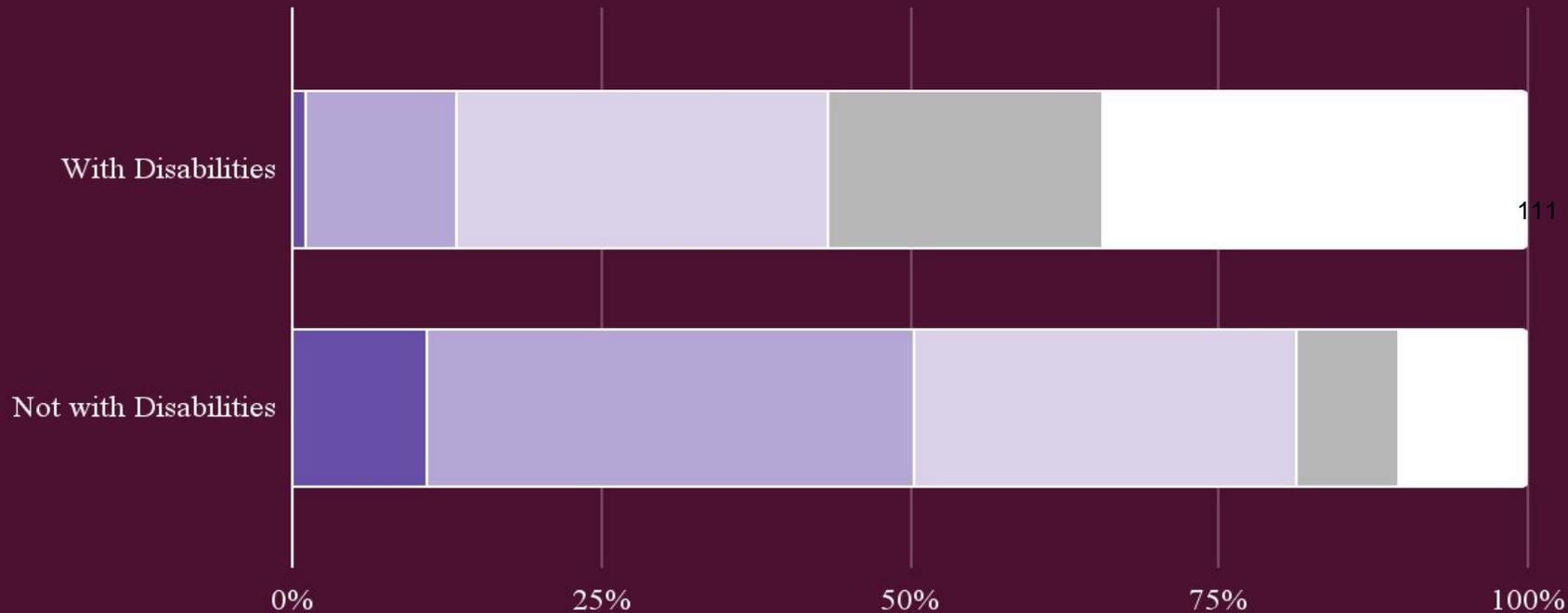
Advanced Proficient Basic Below Basic Non-tested



110

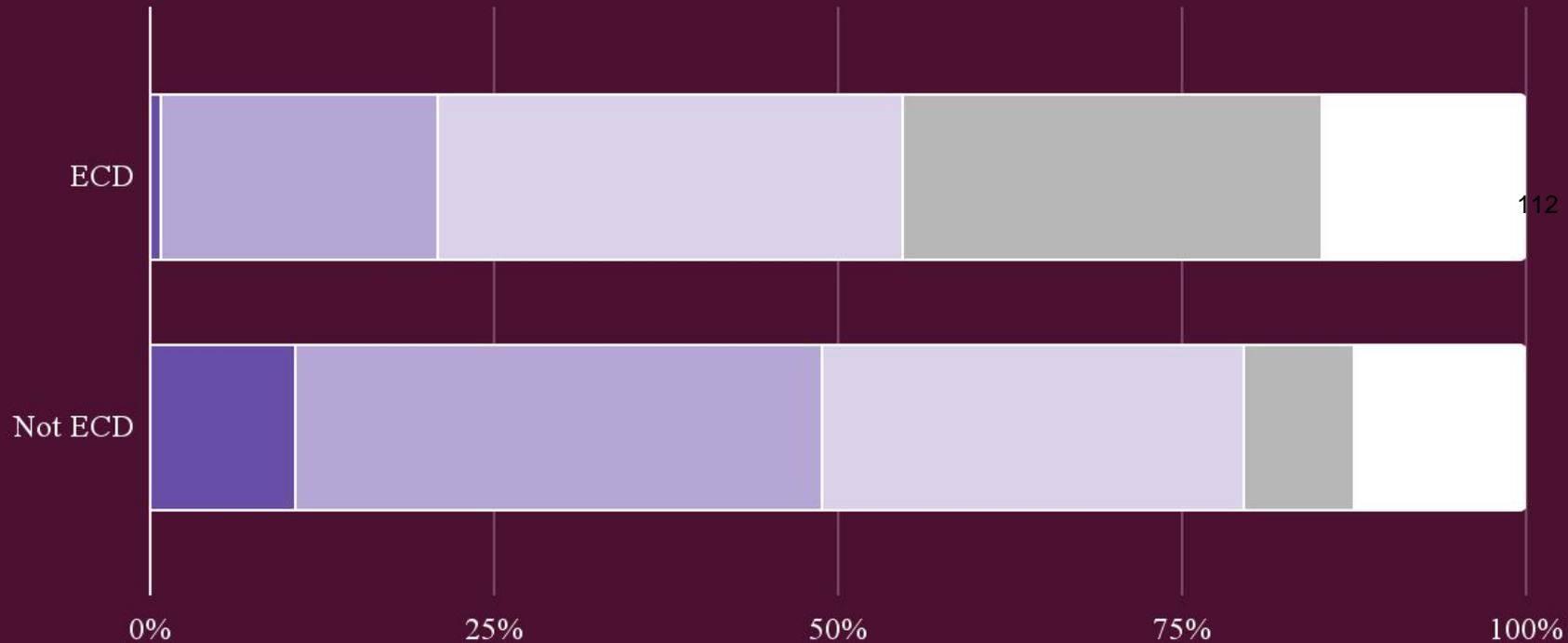
# ELA Forward Demographic Breakdown: Students with Disabilities Spring 2021

Advanced Proficient Basic Below Basic Non-tested



# ELA Forward Demographic Breakdown: Economically Disadvantaged Spring 2021

Advanced Proficient Basic Below Basic Non-tested

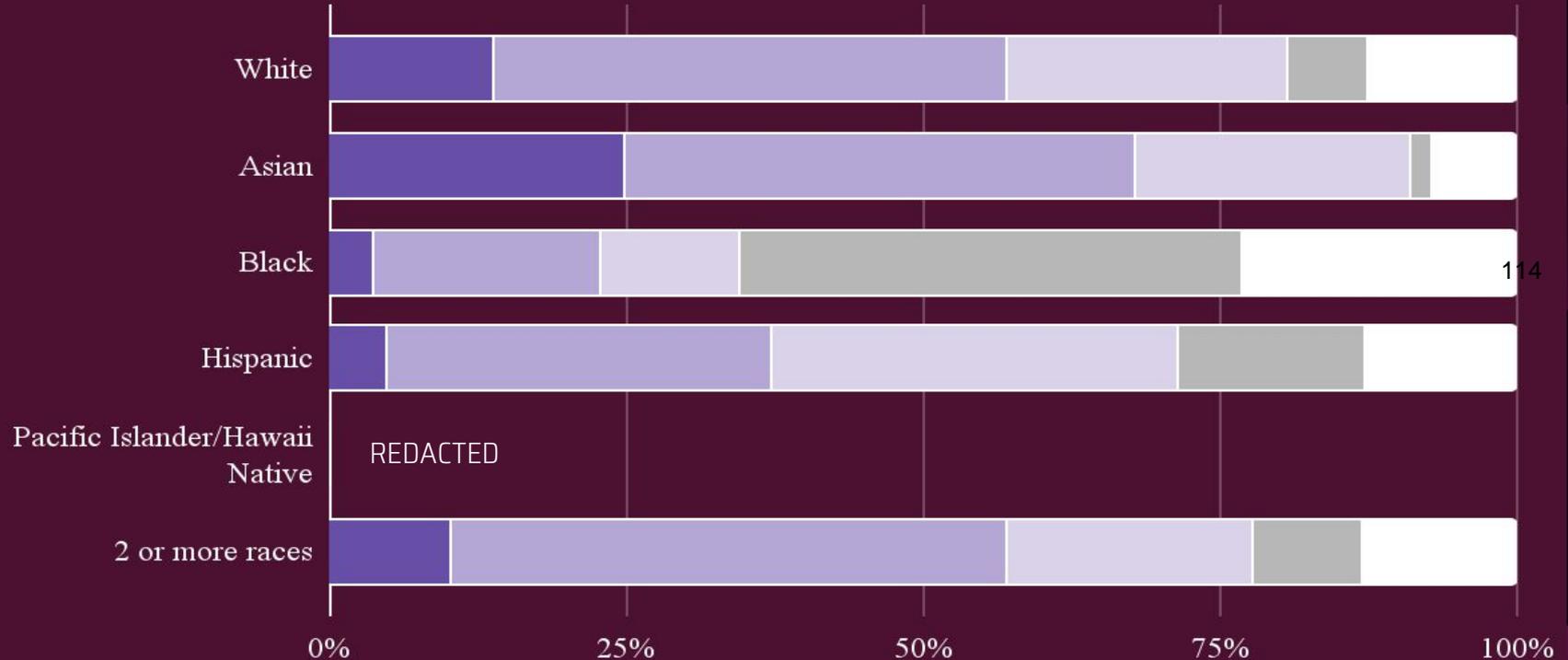


# MATHEMATICS

All numerical data for graphs can be found in the Appendix

# Math Forward Demographic Breakdown: Race Spring 2021

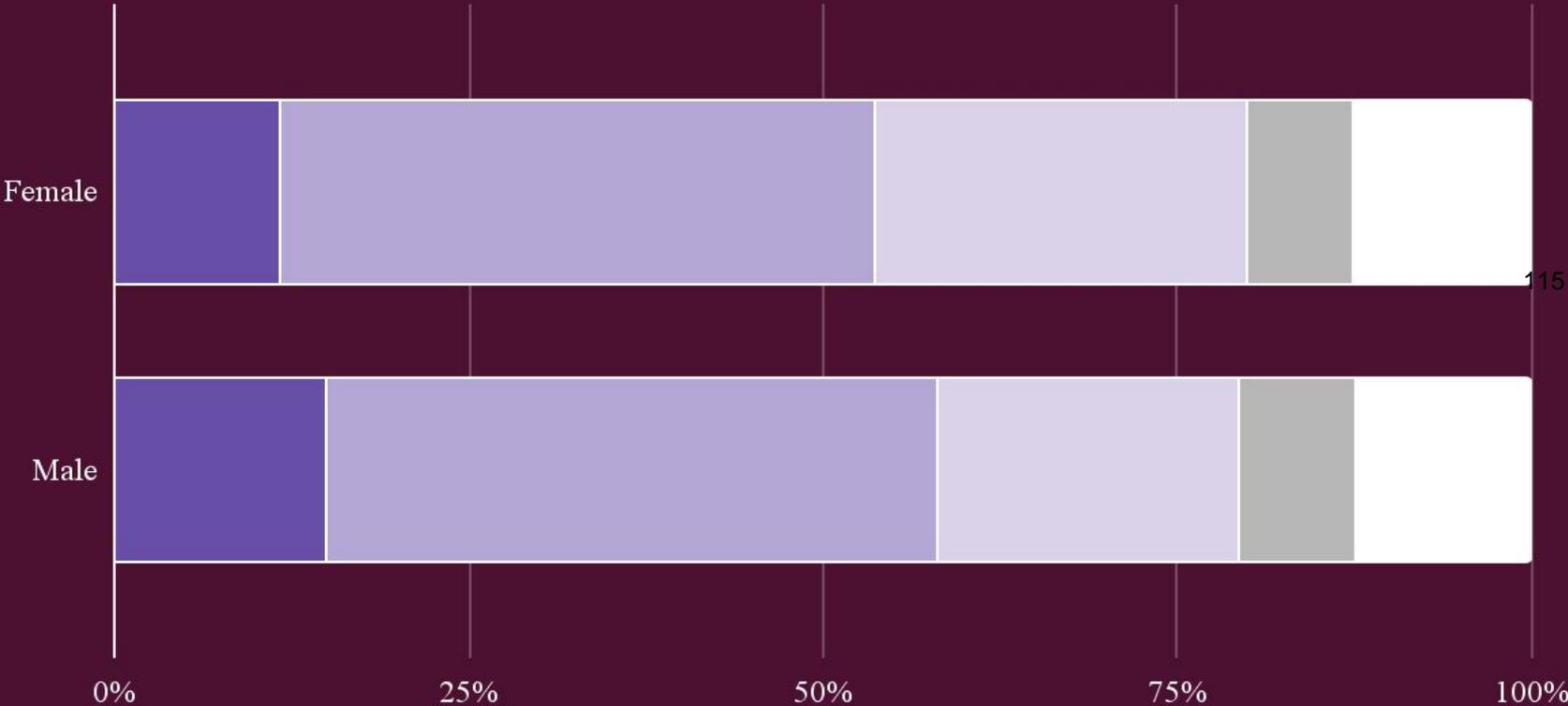
Advanced Proficient Basic Below Basic Non-tested



Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

# Math Forward Demographic Breakdown: Gender Spring 2021

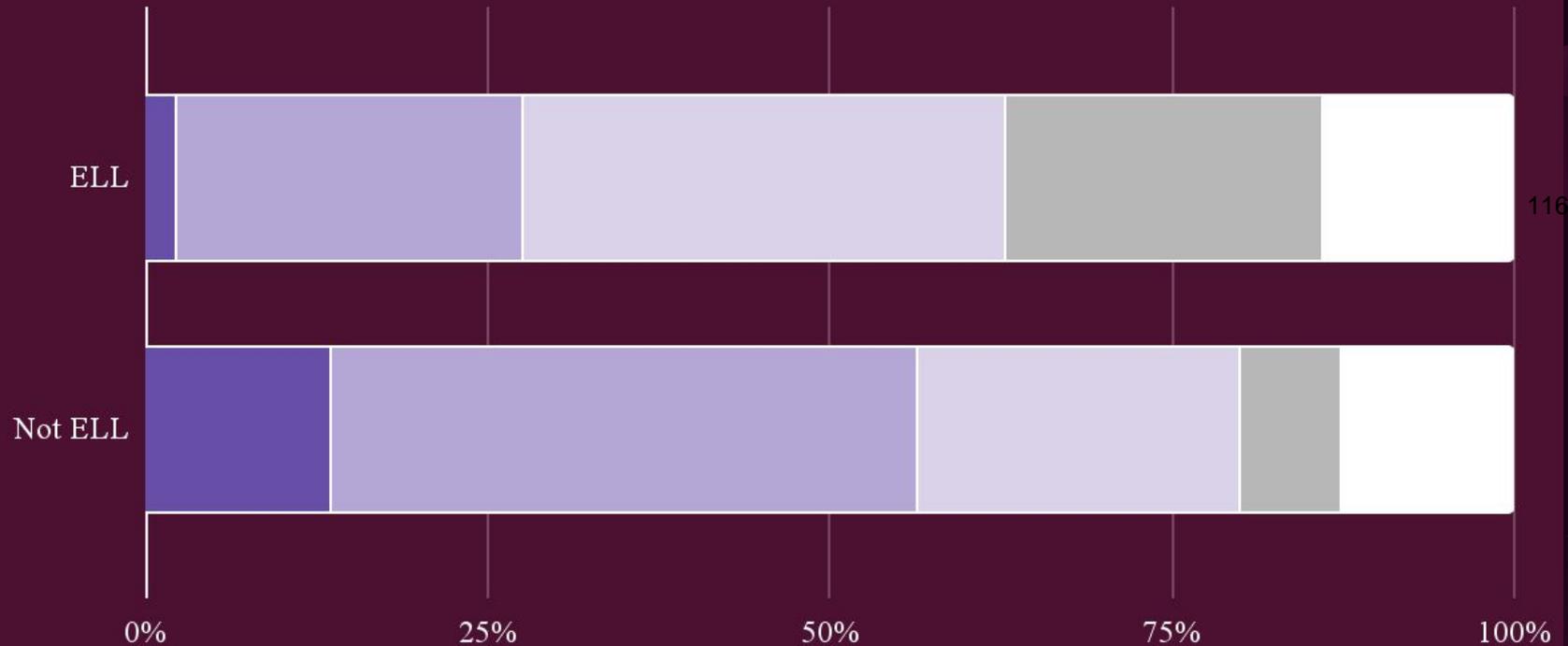
Advanced Proficient Basic Below Basic Non-tested



115

# Math Forward Demographic Breakdown: English Language Learners Spring 2021

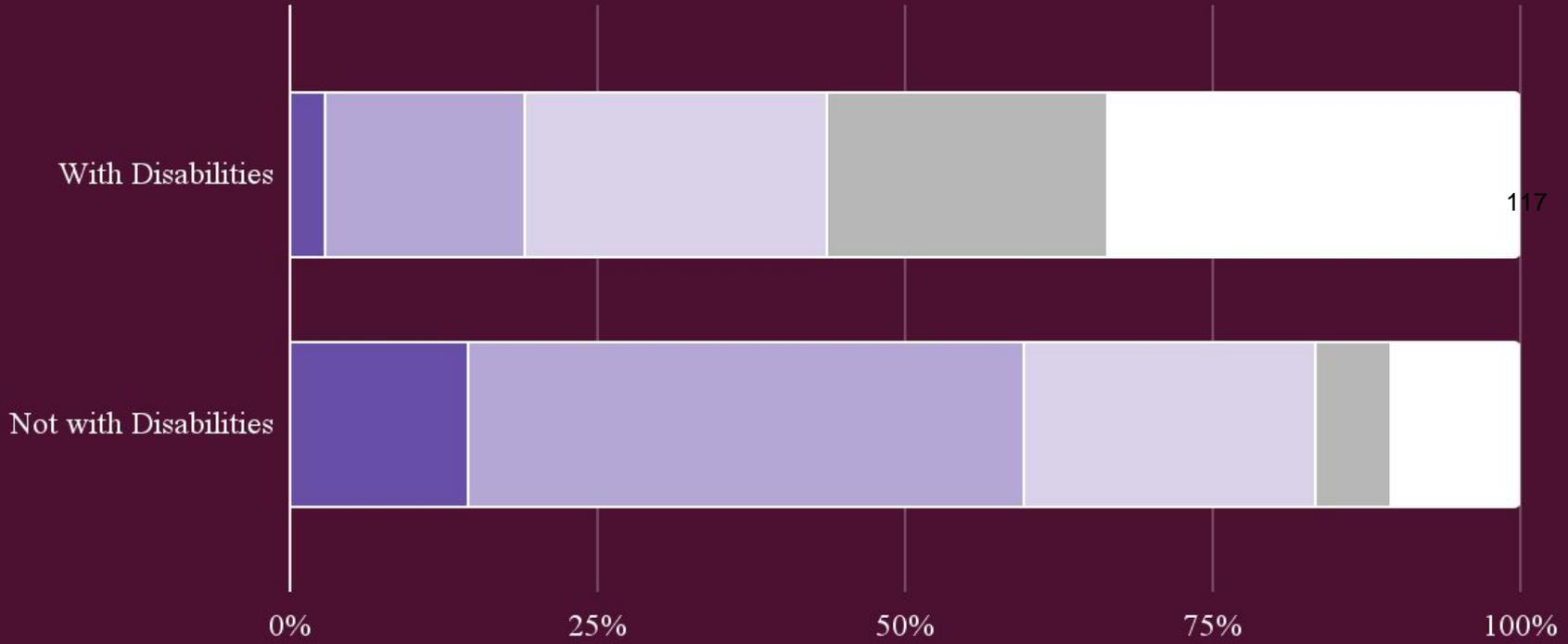
Advanced Proficient Basic Below Basic Non-tested



116

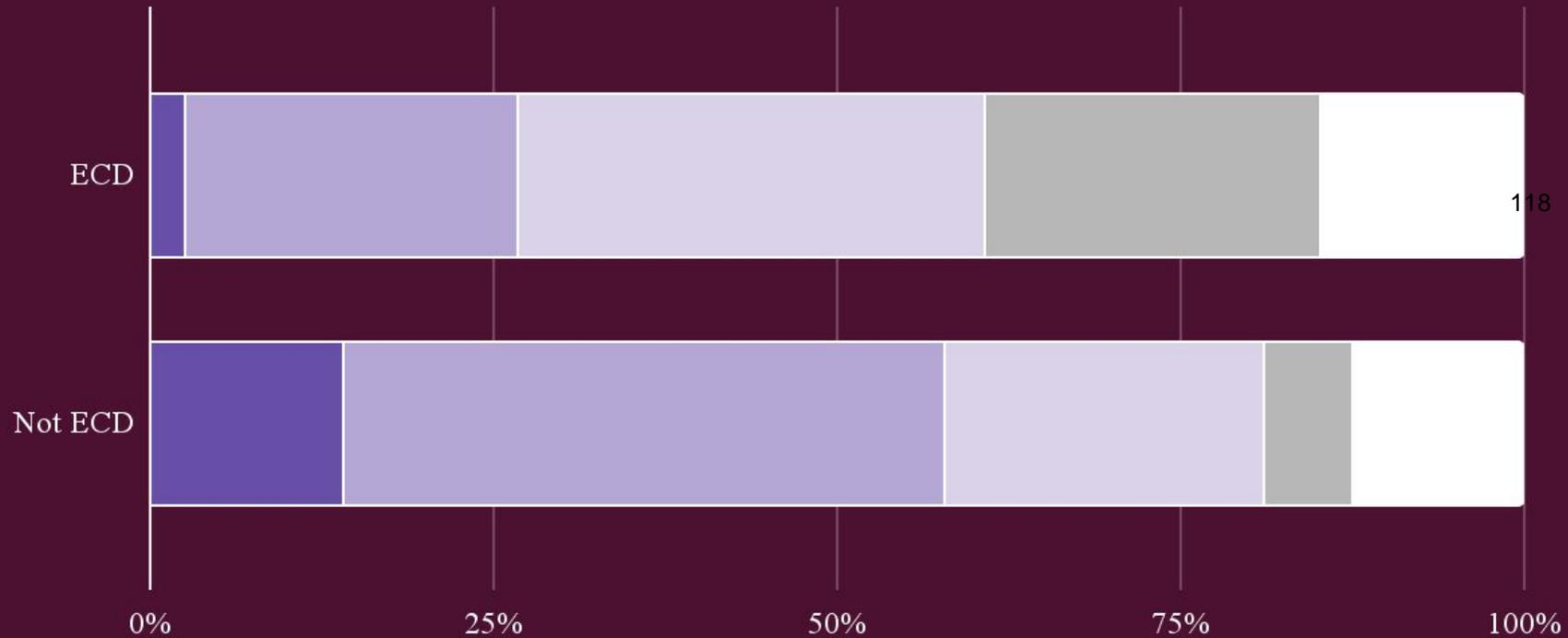
# Math Forward Demographic Breakdown: Students with Disabilities

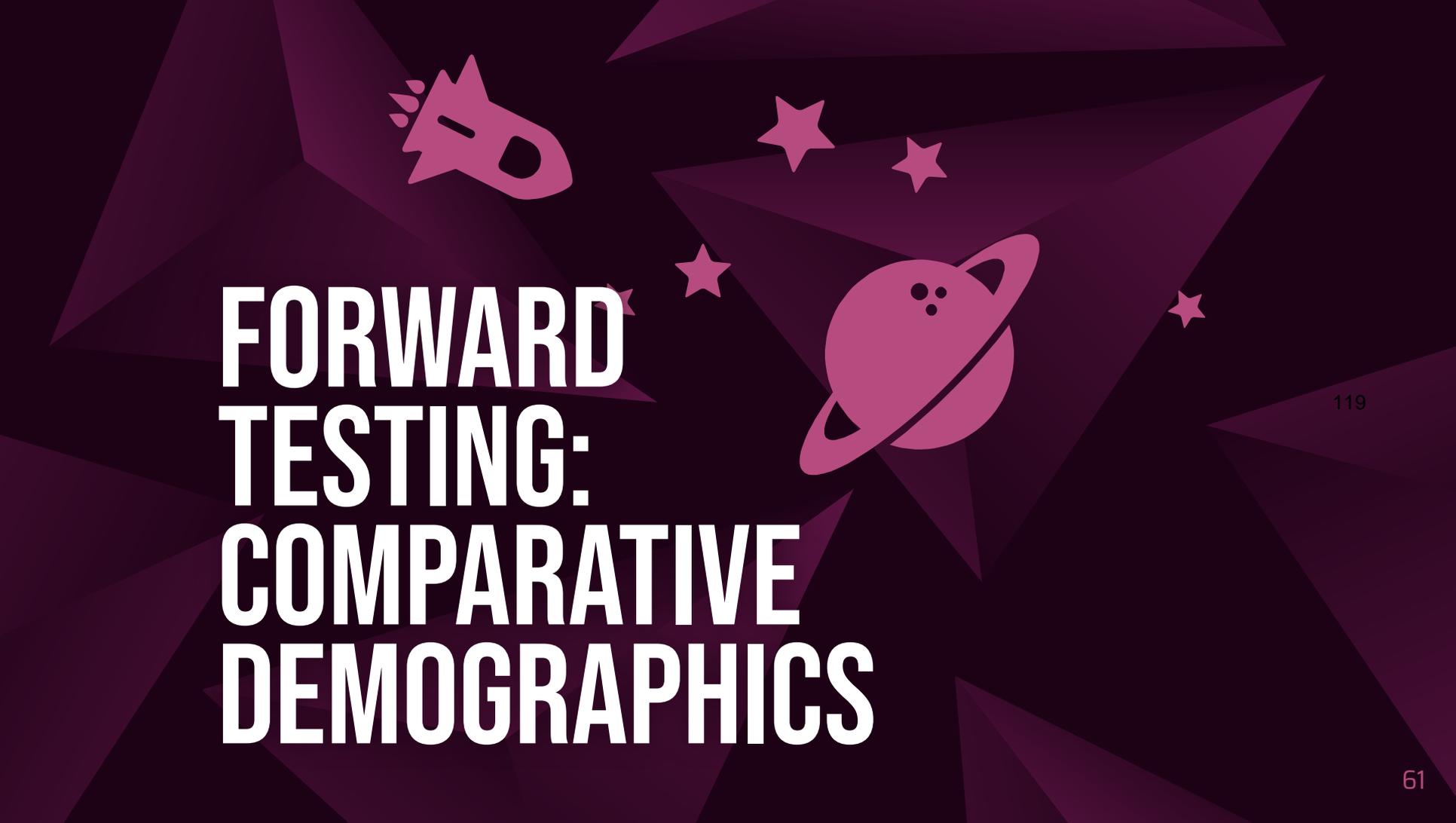
Advanced Proficient Basic Below Basic Non-tested



# Math Forward Demographic Breakdown: Economically Disadvantaged Spring 2021

Advanced Proficient Basic Below Basic Non-tested



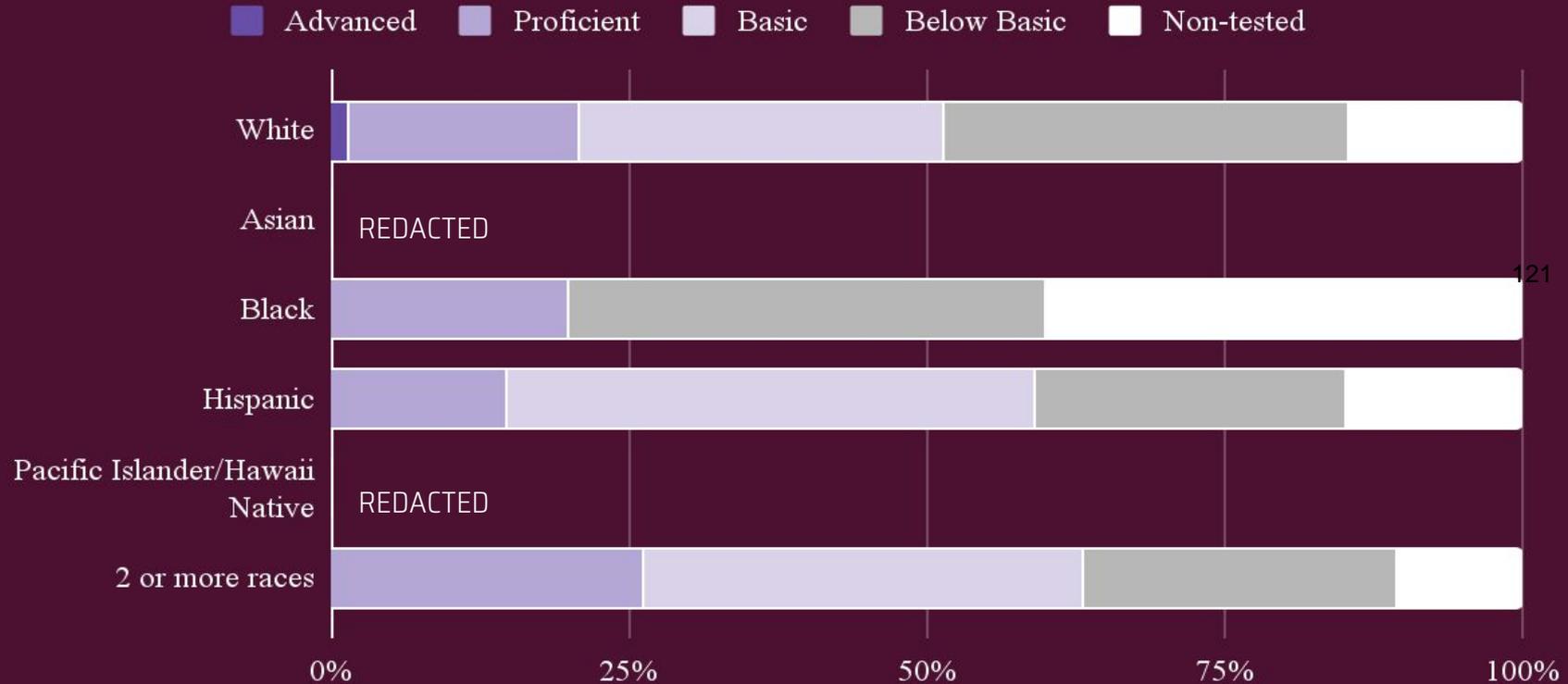
The background is a dark purple gradient with several large, light purple triangular shapes pointing in various directions. In the upper left, there is a stylized rocket ship icon. Scattered throughout the background are several five-pointed stars of varying sizes. In the center-right, there is a stylized planet with a ring system and two small dots on its surface.

# FORWARD TESTING: COMPARATIVE DEMOGRAPHICS

# ENGLISH LANGUAGE ARTS

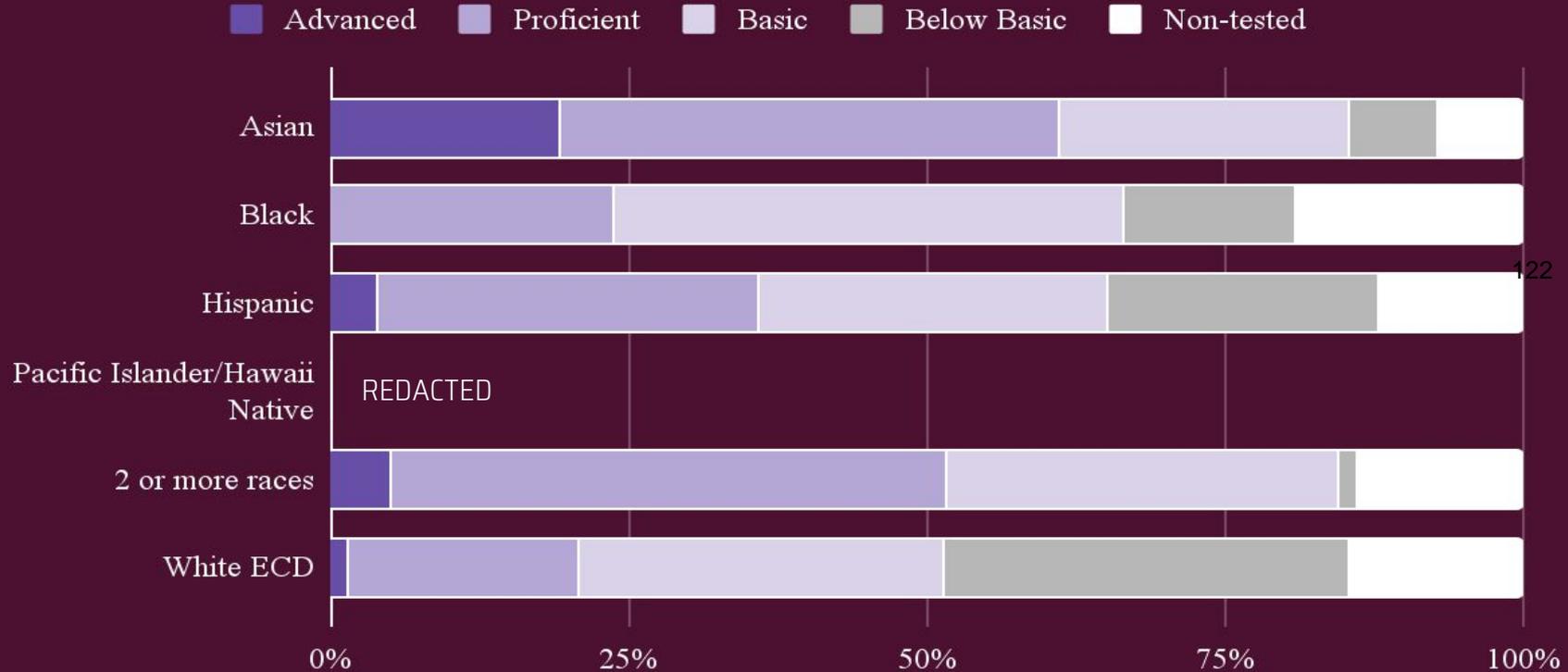
All numerical data for graphs can be found in the Appendix

# Forward ELA Comparative Demographics: Economically Disadvantaged and Race Spring 2021



Note: In the category of Asian and Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

# Forward ELA Comparative Demographics: Not Economically Disadvantaged + Race with White ECD Spring 2021

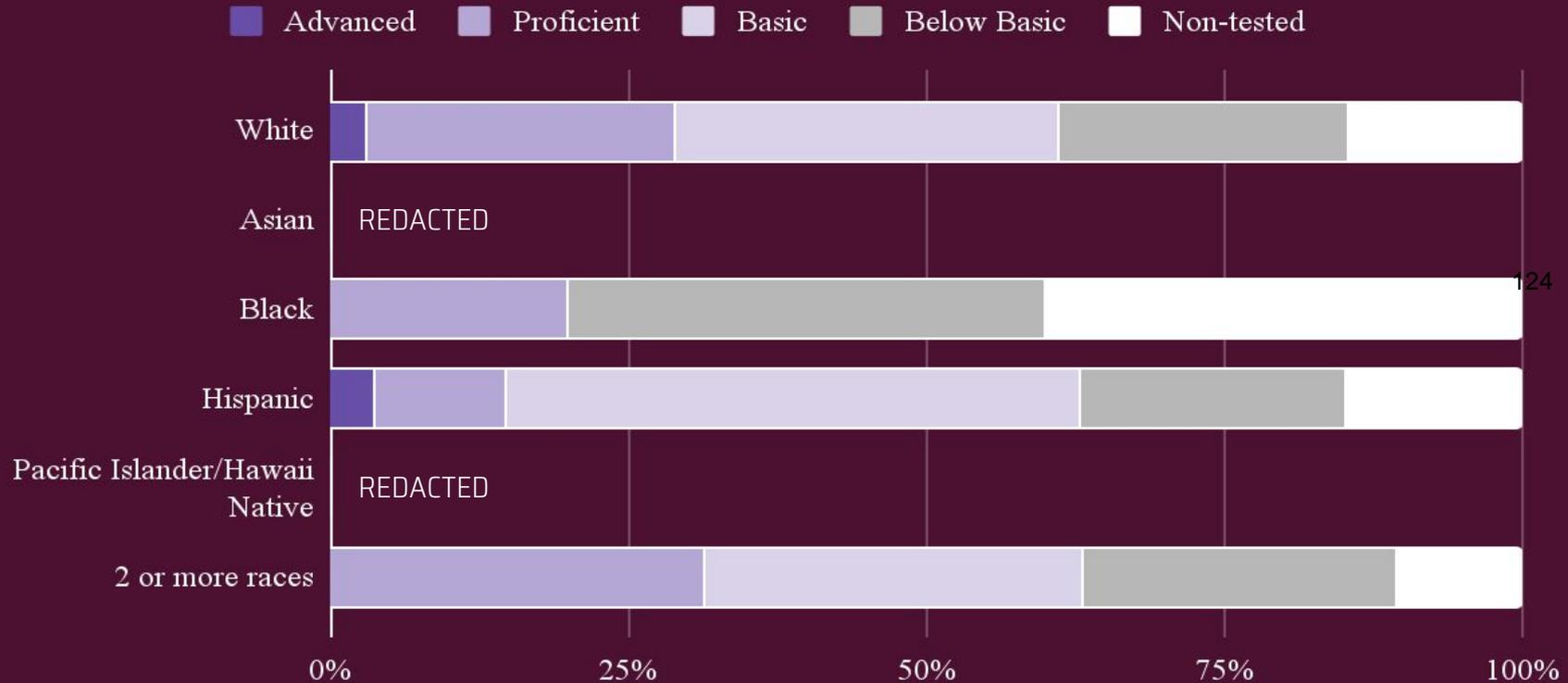


Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

# MATHEMATICS

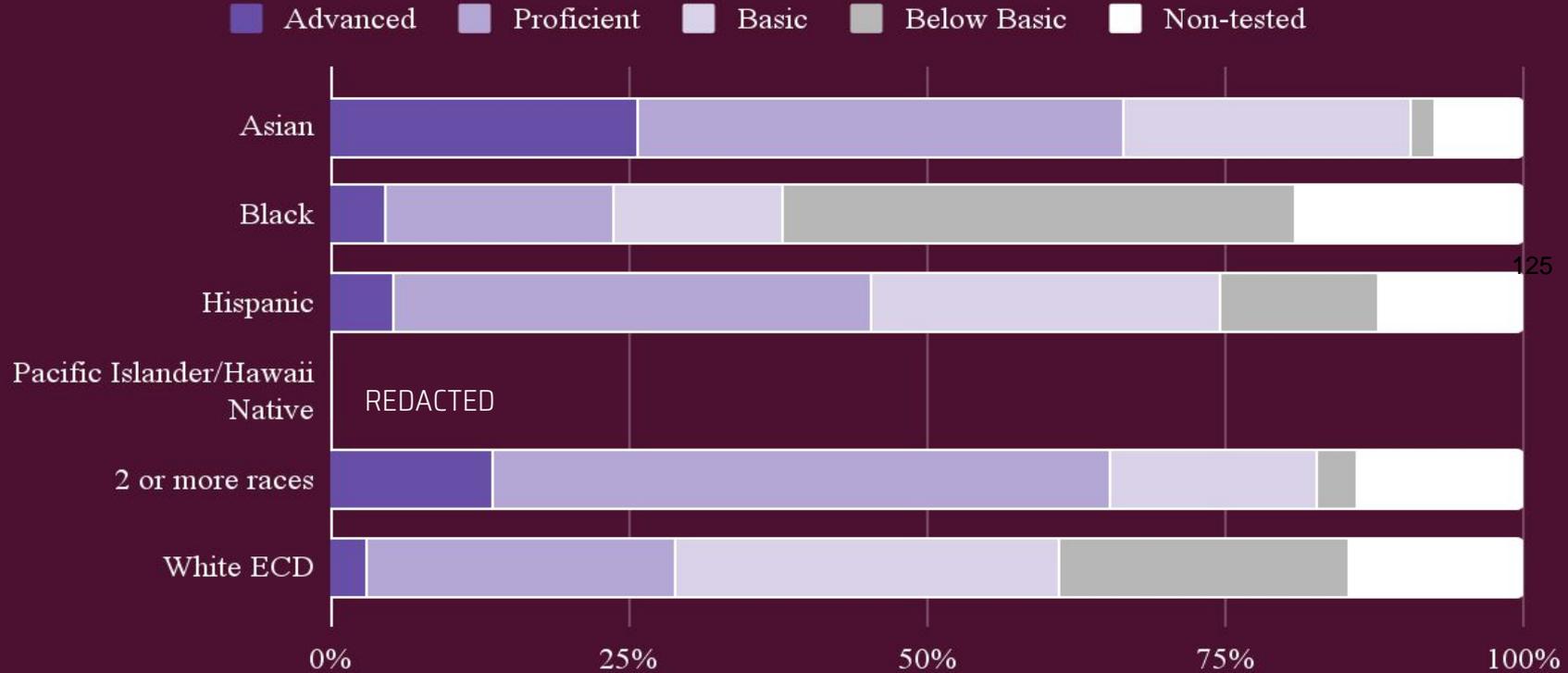
All numerical data for graphs can be found in the Appendix

# Forward Math Comparative Demographics: Economically Disadvantaged and Race Spring 2021

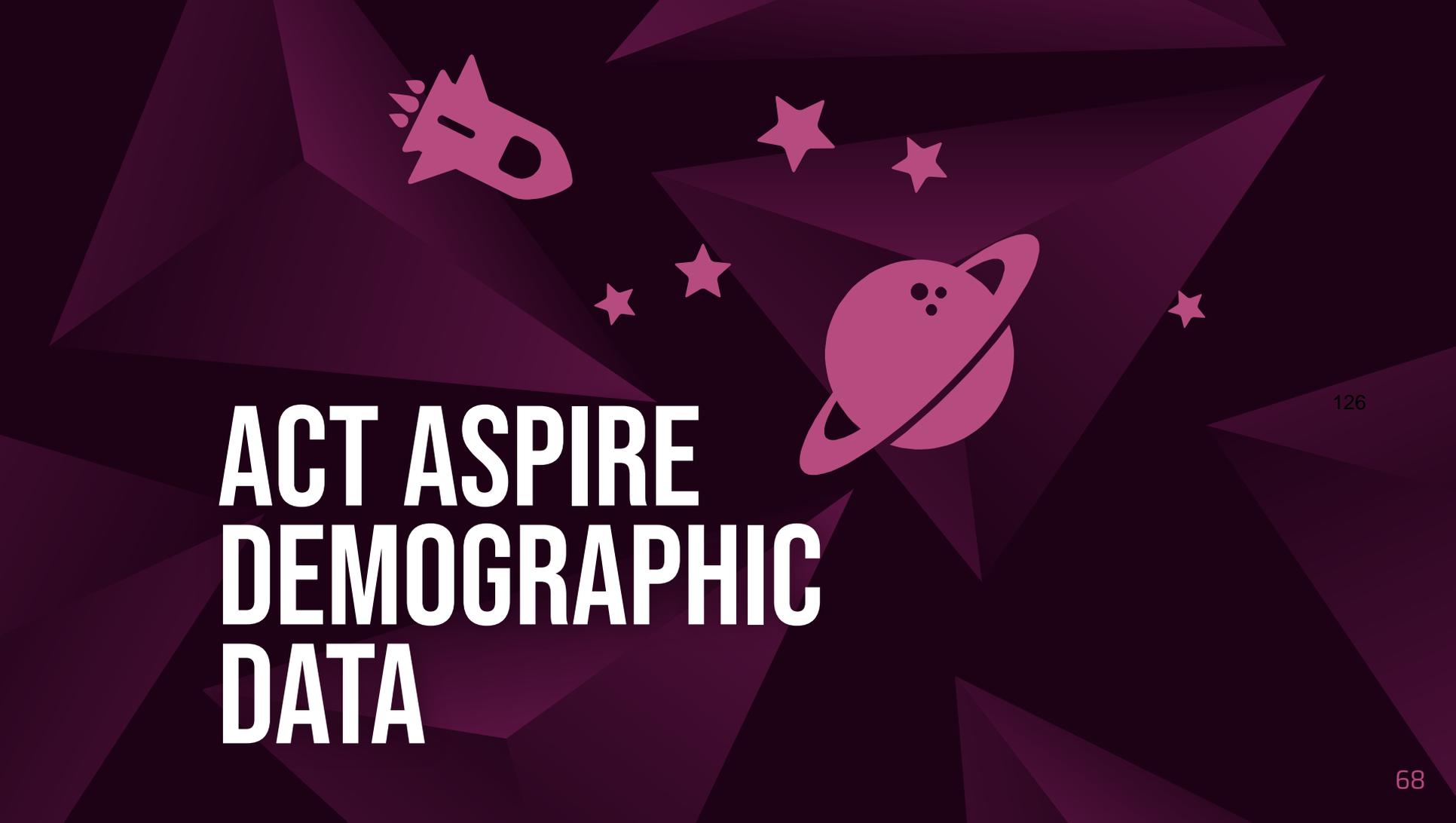


Note: In the category of Asian and Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

# Forward Math Comparative Demographics: Not Economically Disadvantaged + Race with White ECD Spring 2021



Note: In the category of and Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

The background is a dark purple field with large, angular, lighter purple shapes. In the upper left, a stylized rocket ship is shown. Scattered throughout are several five-pointed stars of varying sizes. On the right side, a planet with a ring system is depicted. The text 'ACT ASPIRE DEMOGRAPHIC DATA' is positioned in the lower-left quadrant.

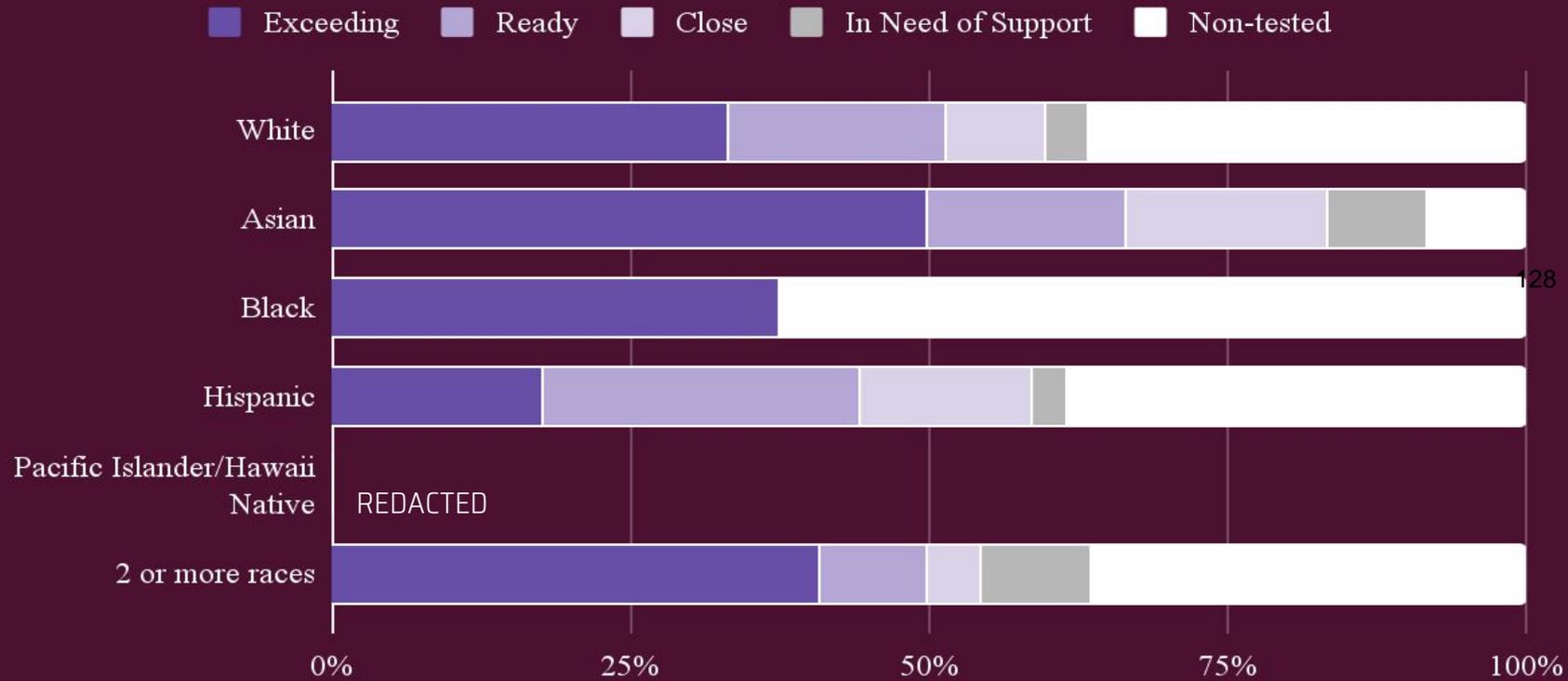
# ACT ASPIRE DEMOGRAPHIC DATA

# ENGLISH LANGUAGE ARTS

All numerical data for graphs can be found in the Appendix

# ELA ACT Aspire Demographic Breakdown 9th and 10th grade: Race

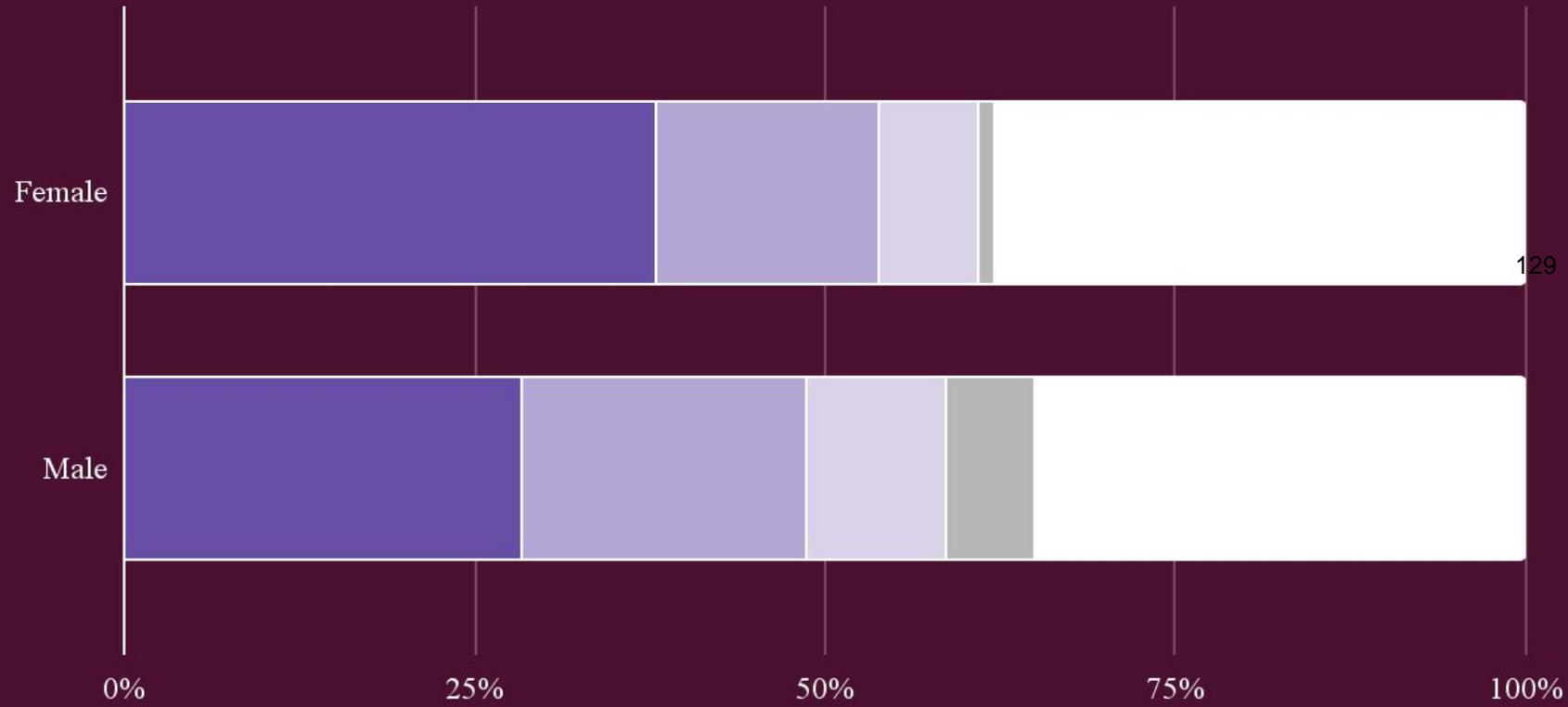
## Spring 2021



Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

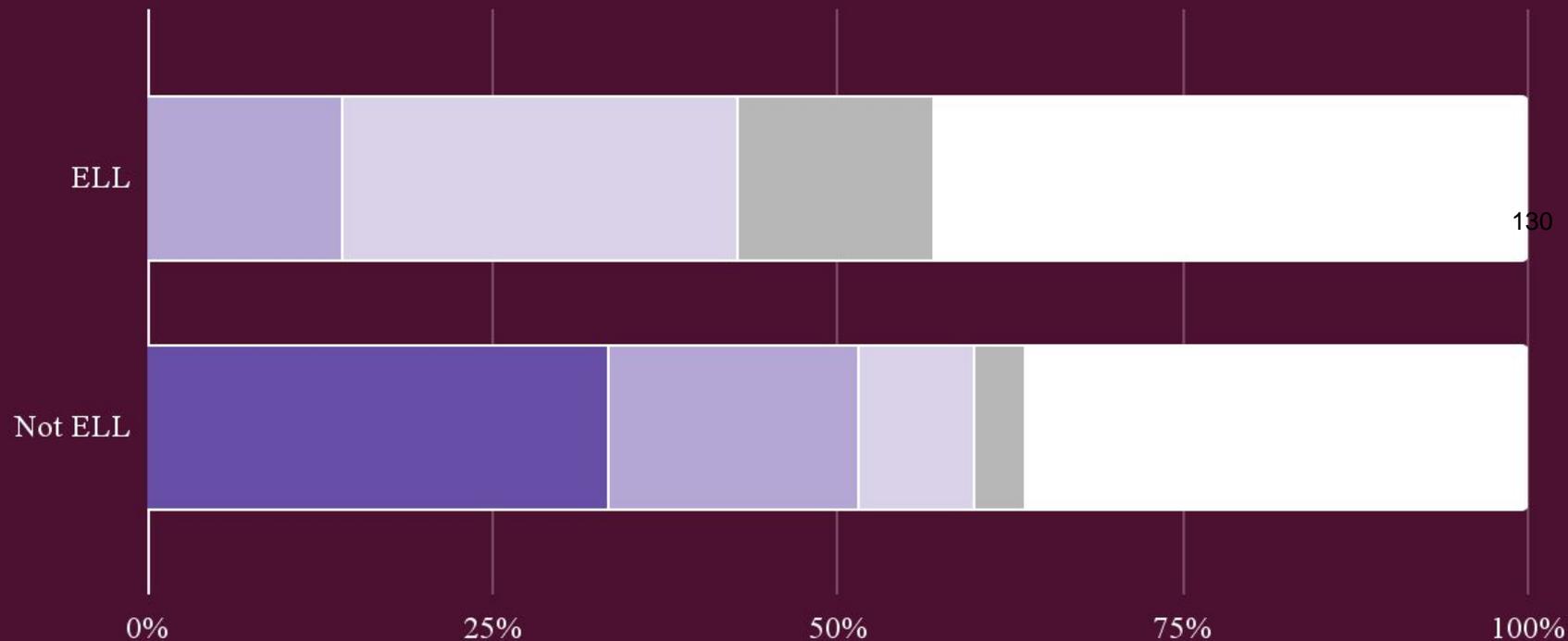
# ELA ACT Aspire Demographic Breakdown: Gender Spring 2021

Exceeding Ready Close In Need of Support Non-tested



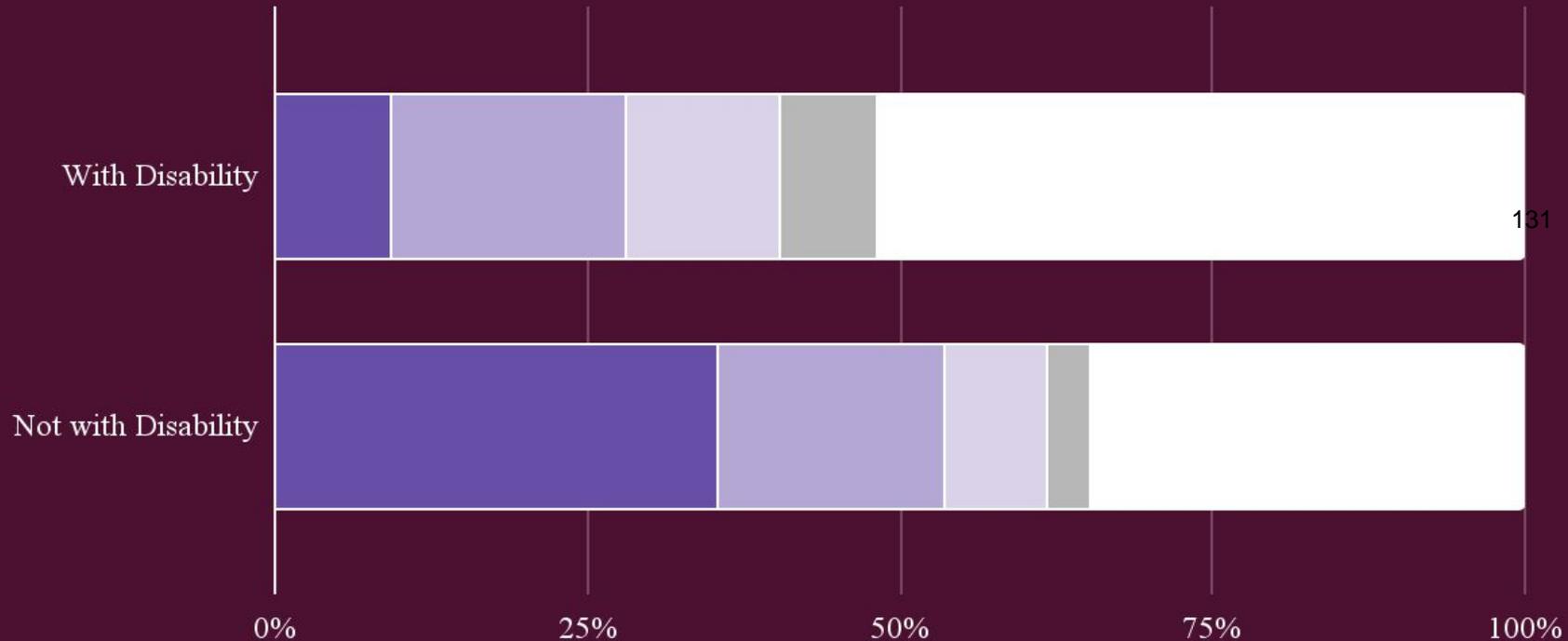
# ELA ACT Aspire Demographic Breakdown: English Language Learners Spring 2021

Exceeding Ready Close In Need of Support Non-tested



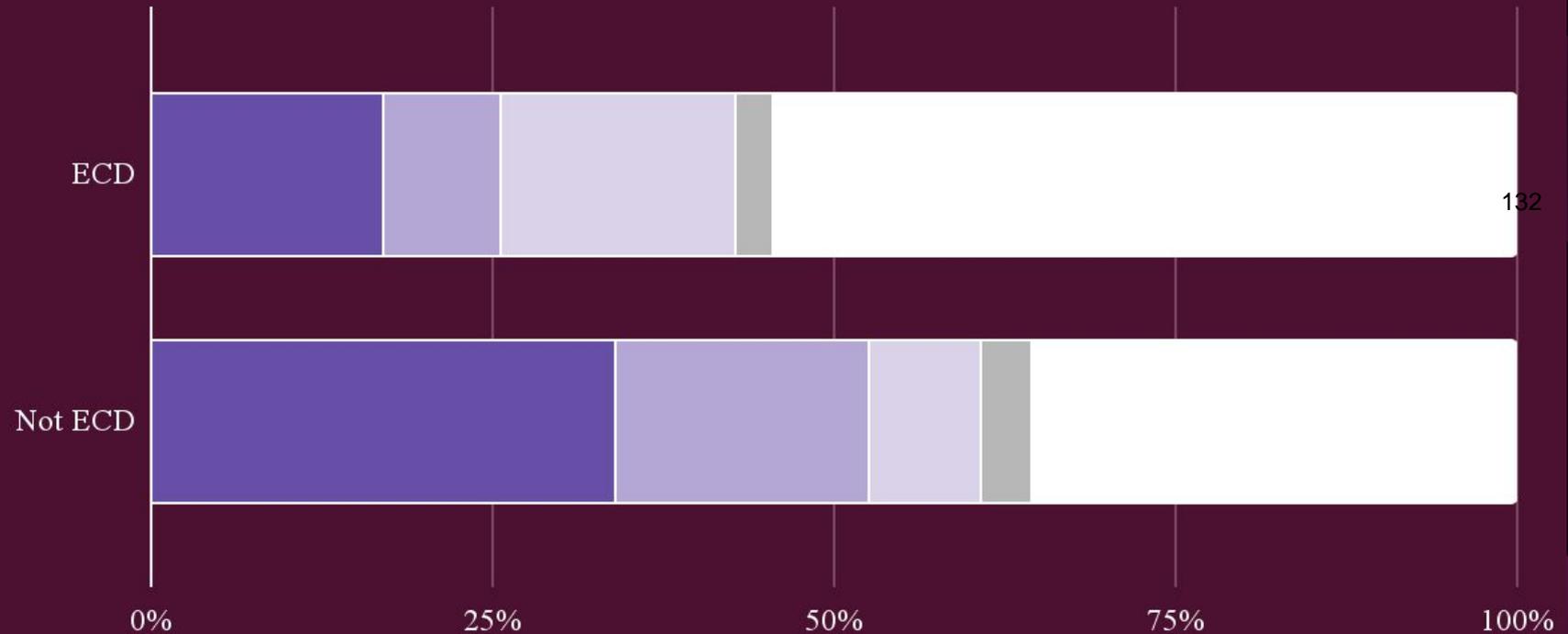
# ELA ACT Aspire Demographic Breakdown: Students with Disabilities Spring 2021

Exceeding Ready Close In Need of Support Non-tested



# ELA ACT Aspire Demographic Breakdown: Economically Disadvantaged Spring 2021

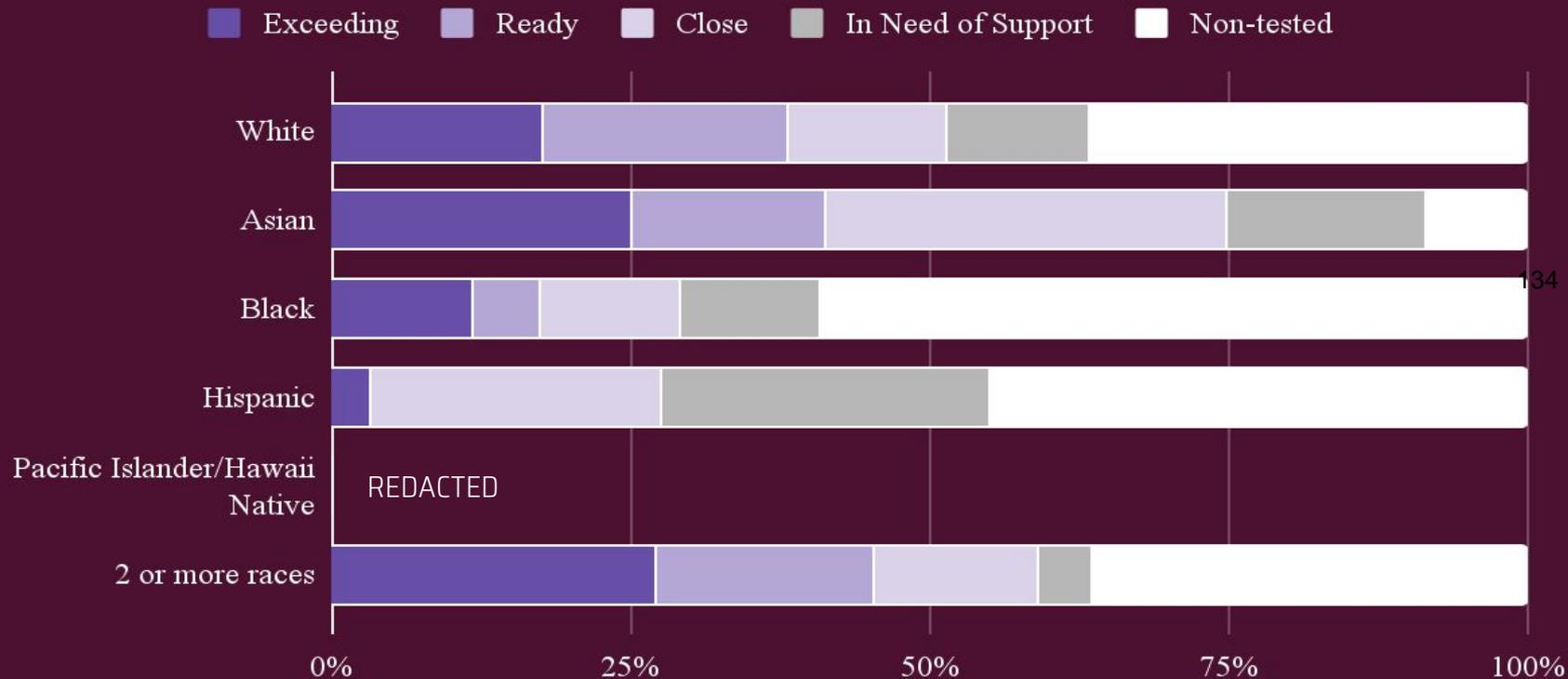
Exceeding Ready Close In Need of Support Non-tested



# MATHEMATICS

All numerical data for graphs can be found in the Appendix

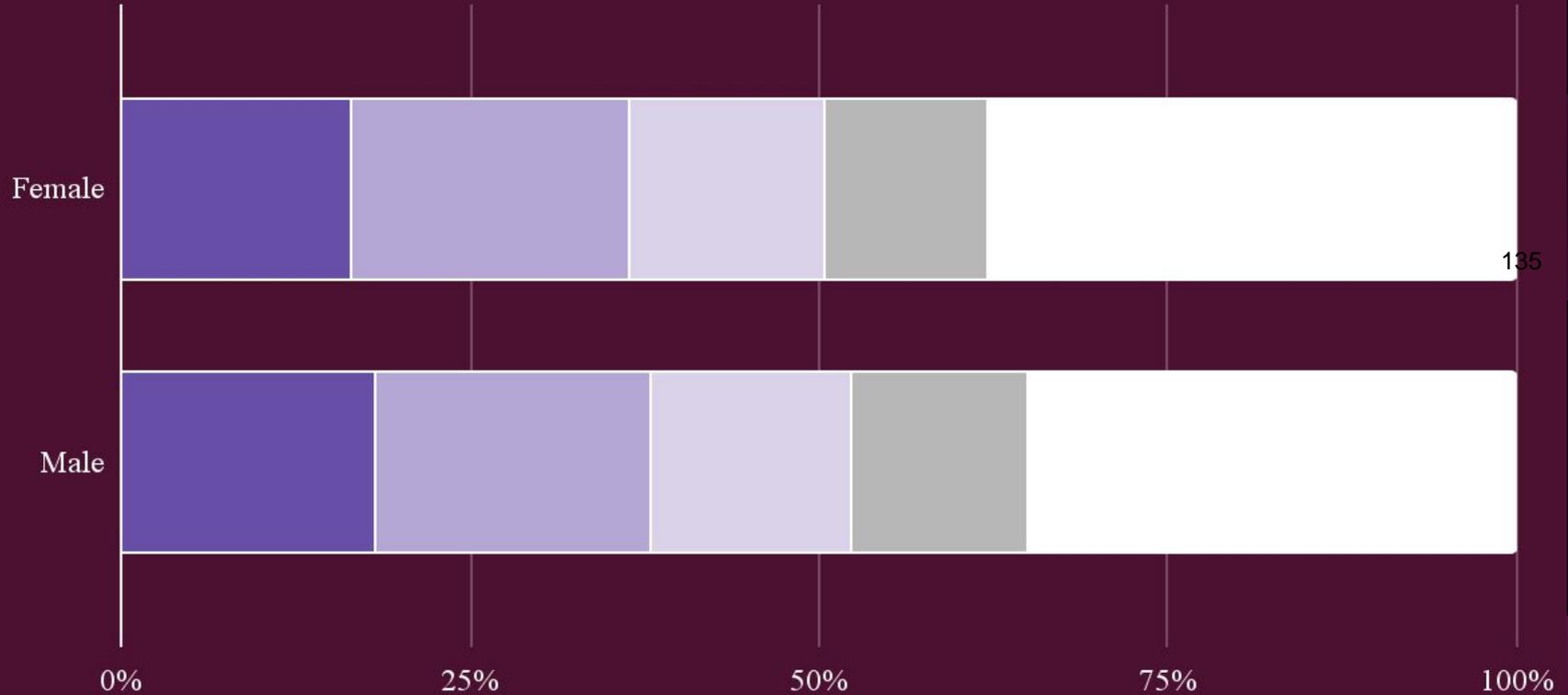
# Math ACT Aspire Demographic Breakdown 9th and 10th grade: Race Spring 2021



Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

# Math ACT Aspire Demographic Breakdown: Gender Spring 2021

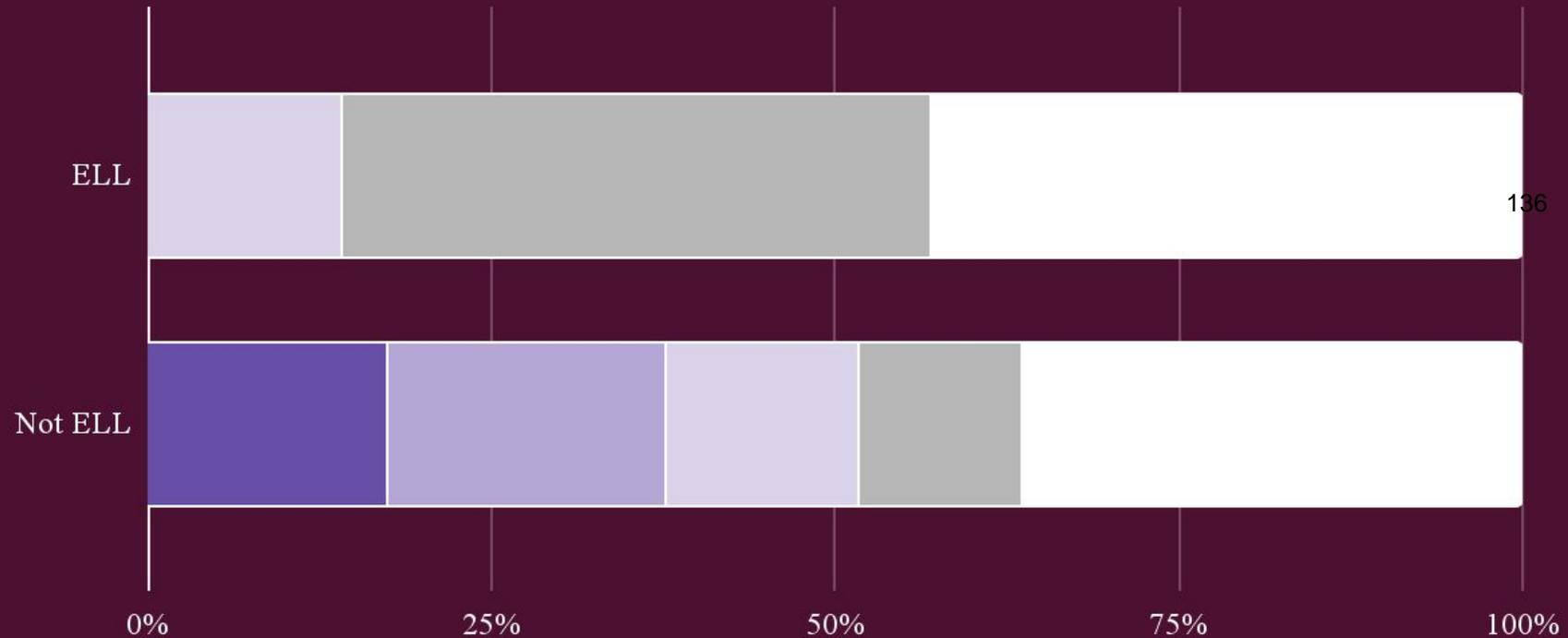
Exceeding Ready Close In Need of Support Non-tested



# Math ACT Aspire Demographic Breakdown

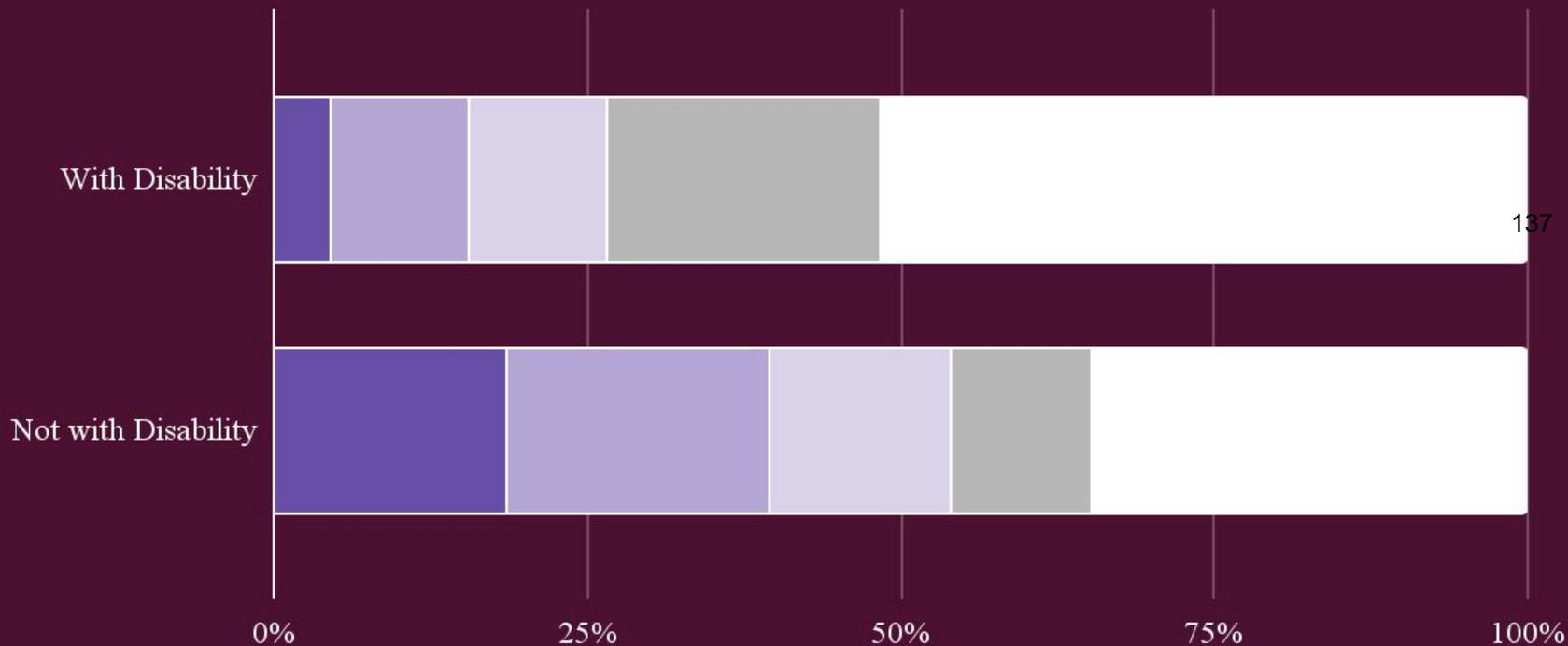
## English Language Learners Spring 2021

Exceeding Ready Close In Need of Support Non-tested



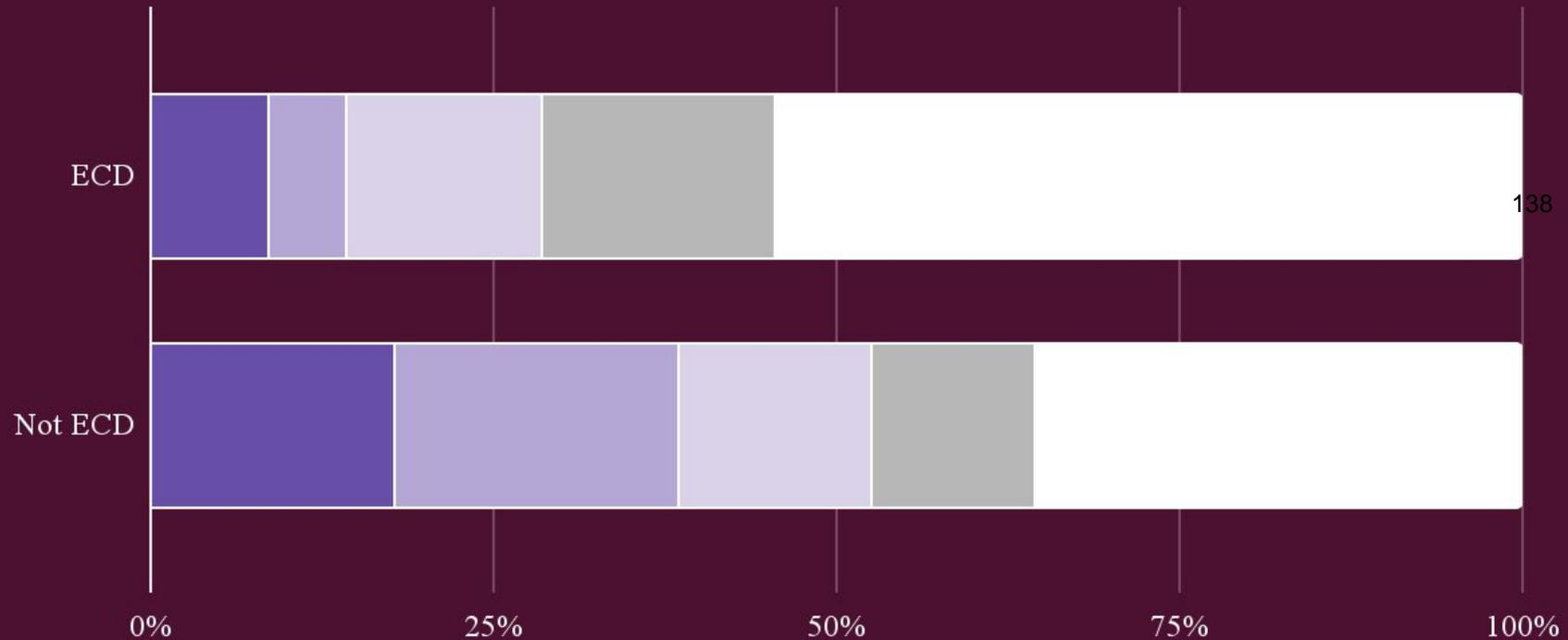
# Math ACT Aspire Demographic Breakdown **Students with Disabilities** Spring 2021

Exceeding Ready Close In Need of Support Non-tested



# Math ACT Aspire Demographic Breakdown: Economically Disadvantaged Spring 2021

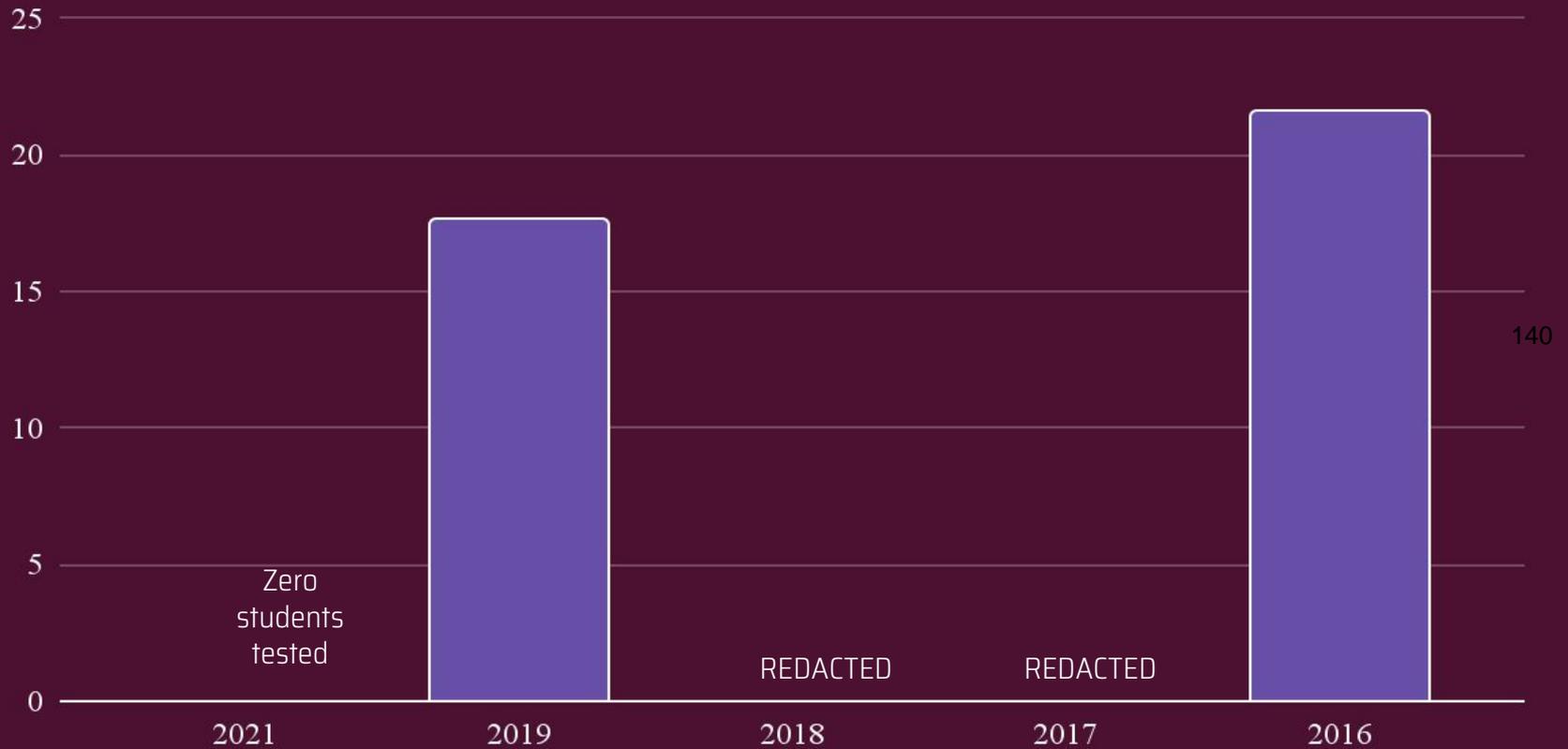
Exceeding Ready Close In Need of Support Non-tested



# ACT DEMOGRAPHIC DATA

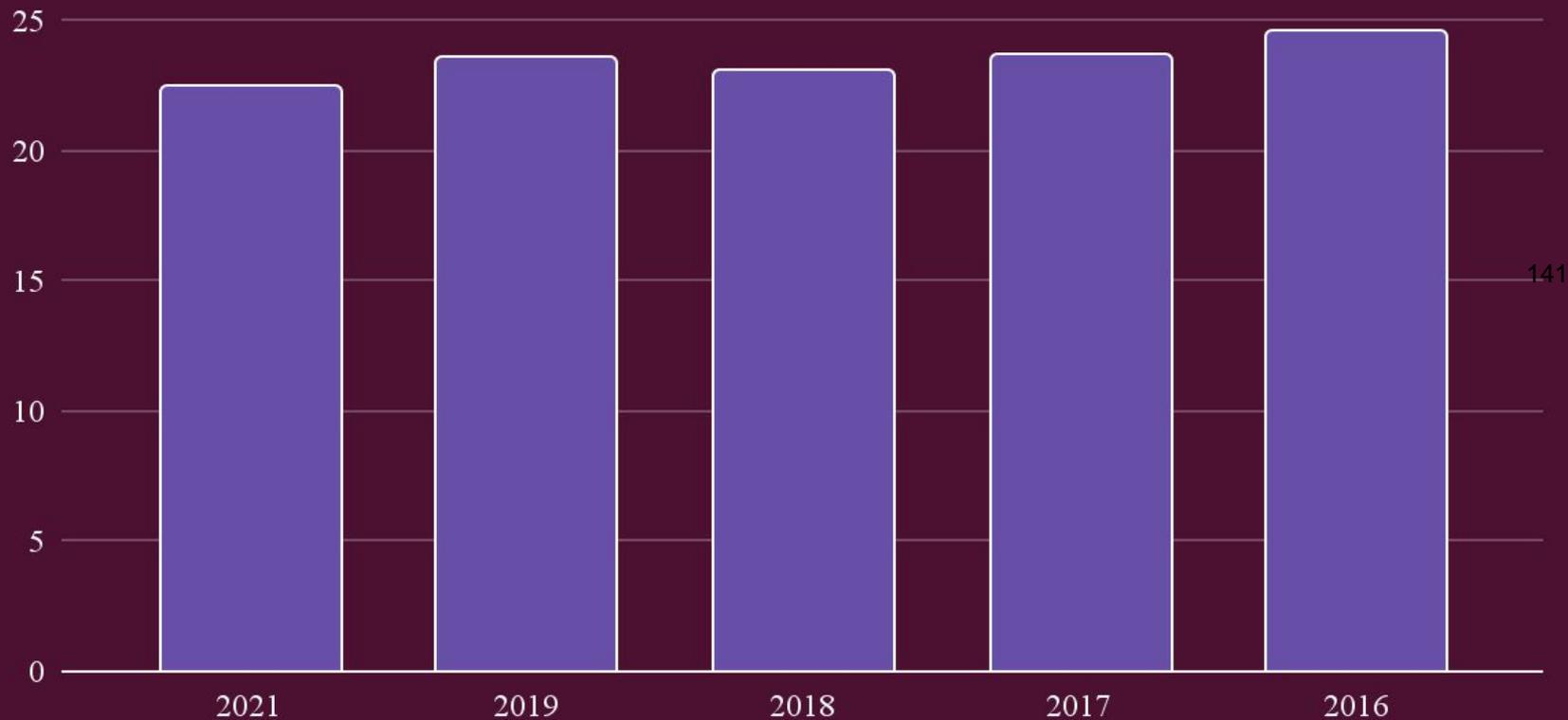


# ACT Composite Score over time for Black Students Spring 2021



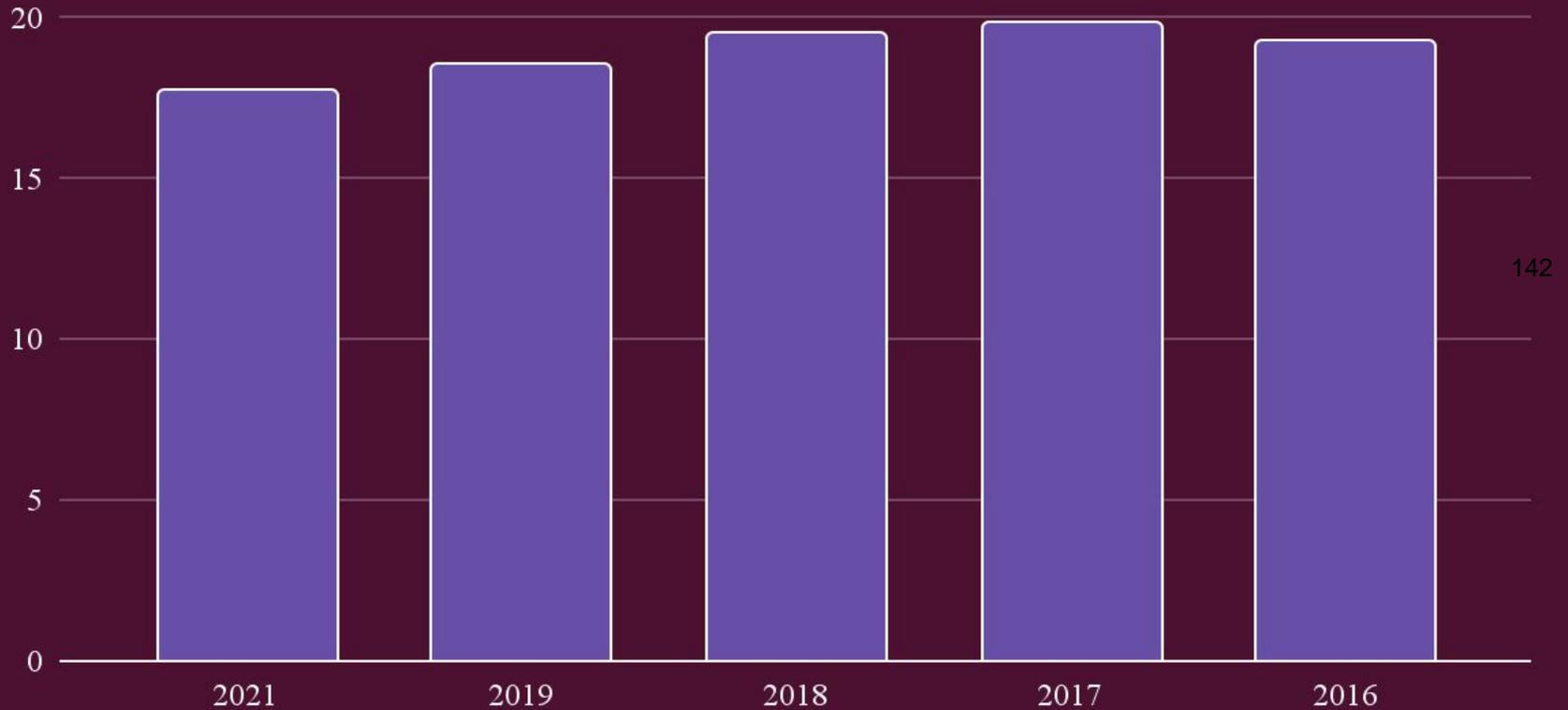
Note: if there were less than five students, the data is redacted.

# ACT Average Composite Score over time for White Students Spring 2021



# ACT Average Composite Score over time for Hispanic/Latinx Students

Spring 2021



# ACT Average Composite Score over time for Asian Students Spring 2021



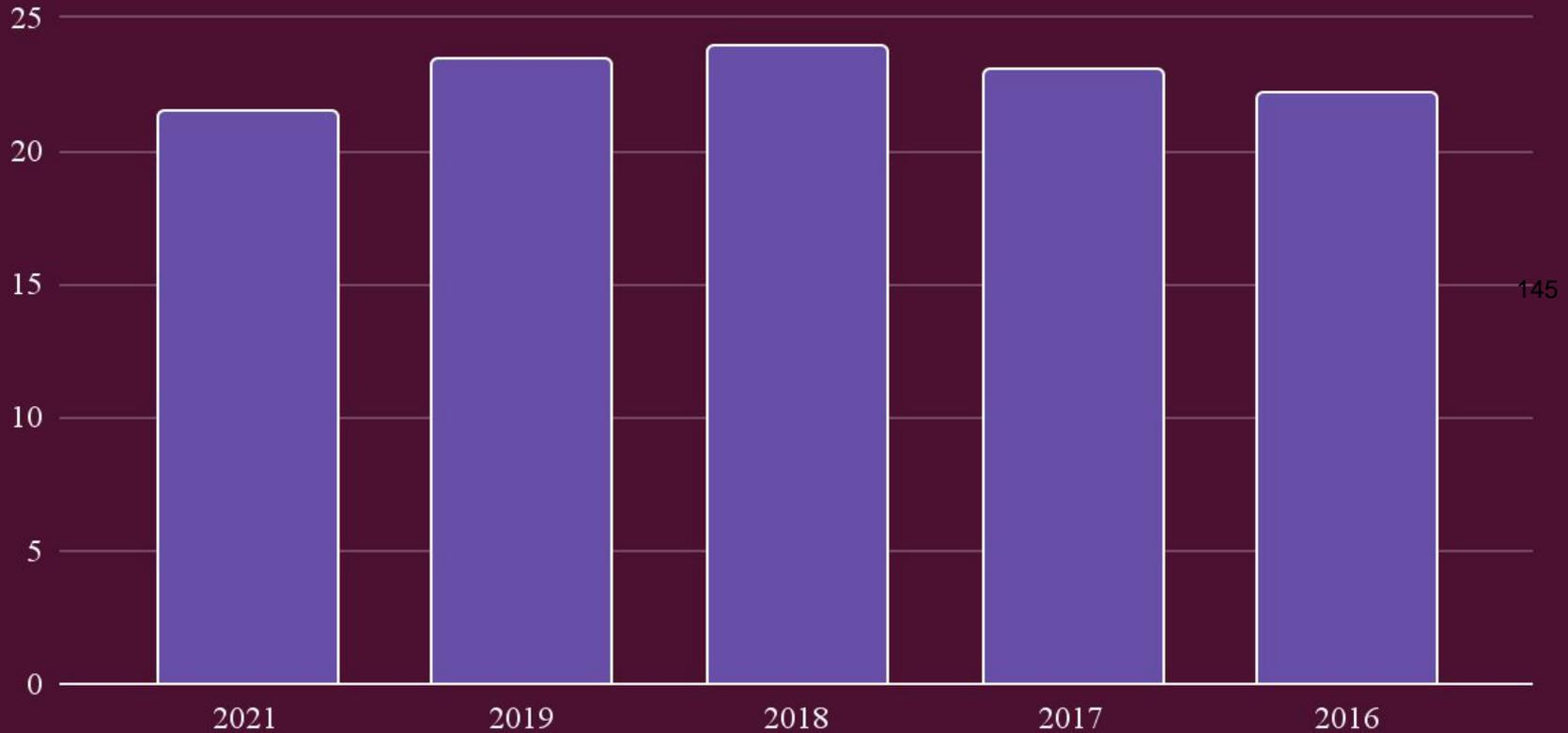
Note: if there were less than five students, the data is redacted.

# ACT Average Composite Score Over time for Students of Two or More Races Spring 2021



Note: if there were less than five students, the data is redacted.

## ACT Average Composite Score Over time for Students who prefer not to respond or have no response in regards to their Race/Ethnicity Spring 2021



# QUESTIONS?

146

# APPENDIX

All preceding graphs in table form with numerical data



# **FORWARD ENGLISH LANGUAGE ARTS**

## ELA Forward Scores across Grade Levels Spring 2021

<b>GRADE LEVEL</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>3RD GRADE</b>	<b>5.2%</b>	<b>34.3%</b>	<b>34.3%</b>	<b>17.3%</b>
<b>4TH GRADE</b>	<b>10.50%</b>	<b>39.70%</b>	<b>27.60%</b>	<b>11.40%</b>
<b>5TH GRADE</b>	<b>9.60%</b>	<b>43.10%</b>	<b>35.00%</b>	<b>8.00%</b>
<b>6TH GRADE</b>	<b>13.70%</b>	<b>37.40%</b>	<b>30.60%</b>	<b>5.70%</b>
<b>7TH GRADE</b>	<b>9.80%</b>	<b>38.40%</b>	<b>29%</b>	<b>9.40%</b>
<b>8TH GRADE</b>	<b>10.90%</b>	<b>28.60%</b>	<b>29.30%</b>	<b>6.30%</b>

149

## ELA Forward Scores over time in 3rd grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>5.20%</b>	<b>34.30%</b>	<b>34.30%</b>	<b>17.30%</b>
<b>2019</b>	<b>9.60%</b>	<b>46.00%</b>	<b>35.70%</b>	<b>7.90%</b>
<b>2018</b>	<b>11.40%</b>	<b>46.10%</b>	<b>31.30%</b>	<b>8.10%</b>
<b>2017</b>	<b>13.00%</b>	<b>46.90%</b>	<b>28.20%</b>	<b>8.70%</b>
<b>2016</b>	<b>10.60%</b>	<b>51.80%</b>	<b>27.00%</b>	<b>8.80%</b>

150

## ELA Forward Scores over time in 4th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>10.50%</b>	<b>39.70%</b>	<b>27.60%</b>	<b>11.40%</b>
<b>2019</b>	<b>14.10%</b>	<b>49.70%</b>	<b>24.70%</b>	<b>7.60%</b>
<b>2018</b>	<b>14.10%</b>	<b>51.10%</b>	<b>23.60%</b>	<b>8.50%</b>
<b>2017</b>	<b>19.30%</b>	<b>53.70%</b>	<b>19.60%</b>	<b>5.90%</b>
<b>2016</b>	<b>11.60%</b>	<b>48.10%</b>	<b>26.30%</b>	<b>9.20%</b>

151

## ELA Forward Scores over time in 5th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>9.60%</b>	<b>43.10%</b>	<b>35.00%</b>	<b>8.00%</b>
<b>2019</b>	<b>8.90%</b>	<b>51.20%</b>	<b>28.20%</b>	<b>7.90%</b>
<b>2018</b>	<b>16.90%</b>	<b>56.80%</b>	<b>19.40%</b>	<b>5.40%</b>
<b>2017</b>	<b>13.00%</b>	<b>52.50%</b>	<b>23.60%</b>	<b>6.30%</b>
<b>2016</b>	<b>8.90%</b>	<b>50.60%</b>	<b>29.30%</b>	<b>7.60%</b>

## ELA Forward Scores over time in 6th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>13.70%</b>	<b>37.40%</b>	<b>30.60%</b>	<b>5.70%</b>
<b>2019</b>	<b>22.30%</b>	<b>55.10%</b>	<b>18.50%</b>	<b>3.10%</b>
<b>2018</b>	<b>22.20%</b>	<b>45.10%</b>	<b>22.50%</b>	<b>4.10%</b>
<b>2017</b>	<b>22.60%</b>	<b>48.90%</b>	<b>21.90%</b>	<b>3.10%</b>
<b>2016</b>	<b>25.20%</b>	<b>46.20%</b>	<b>22.00%</b>	<b>2.60%</b>

## ELA Forward Scores over time in 7th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
2021	9.80%	38.40%	29%	9.40%
2019	16.6%	49.4%	23.5%	5.7%
2018	18.2%	55%	17.9%	4.3%
2017	20.50%	49.20%	22.40%	4.50%
2016	13.10%	52.70%	27.10%	4.90%

## ELA Forward Scores over time in 8th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>28.60%</b>	<b>29.30%</b>	<b>6.30%</b>	<b>25%</b>
<b>2019</b>	<b>47.9%</b>	<b>26.8%</b>	<b>8.5%</b>	<b>1.5%</b>
<b>2018</b>	<b>43.5%</b>	<b>27.8%</b>	<b>6%</b>	<b>3.3%</b>
<b>2017</b>	<b>45.50%</b>	<b>25.00%</b>	<b>6.00%</b>	<b>2.40%</b>
<b>2016</b>	<b>42.10%</b>	<b>31.10%</b>	<b>3.30%</b>	<b>8.60%</b>

# FORWARD MATHEMATICS

## Math Forward Scores across Grade Levels Spring 2021

<b>GRADE LEVEL</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>3RD GRADE</b>	<b>15.10%</b>	<b>39.50%</b>	<b>31%</b>	<b>5.50%</b>
<b>4TH GRADE</b>	<b>10.50%</b>	<b>39.70%</b>	<b>27.60%</b>	<b>11.40%</b>
<b>5TH GRADE</b>	<b>29.60%</b>	<b>43.70%</b>	<b>15.40%</b>	<b>6.80%</b>
<b>6TH GRADE</b>	<b>5.10%</b>	<b>48.60%</b>	<b>27.10%</b>	<b>6.90%</b>
<b>7TH GRADE</b>	<b>3.40%</b>	<b>49.80%</b>	<b>21.10%</b>	<b>12.10%</b>
<b>8TH GRADE</b>	<b>6.90%</b>	<b>34.20%</b>	<b>26.60%</b>	<b>7.20%</b>

## Math Forward Scores over time in 3rd grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>15.10%</b>	<b>39.50%</b>	<b>31%</b>	<b>5.50%</b>
<b>2019</b>	<b>24.40%</b>	<b>50.20%</b>	<b>21.30%</b>	<b>3.80%</b>
<b>2018</b>	<b>25.90%</b>	<b>45.50%</b>	<b>22.00%</b>	<b>3.60%</b>
<b>2017</b>	<b>18.10%</b>	<b>46.20%</b>	<b>26.00%</b>	<b>6.50%</b>
<b>2016</b>	<b>21.20%</b>	<b>47.80%</b>	<b>16.80%</b>	<b>5.10%</b>

158

## Math Forward Scores over time in 4th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>21.30%</b>	<b>38.10%</b>	<b>21.90%</b>	<b>7.90%</b>
<b>2019</b>	<b>34.10%</b>	<b>41.80%</b>	<b>17.90%</b>	<b>2.10%</b>
<b>2018</b>	<b>32.40%</b>	<b>44.70%</b>	<b>13.40%</b>	<b>6.70%</b>
<b>2017</b>	<b>41.50%</b>	<b>41.90%</b>	<b>13.00%</b>	<b>2.20%</b>
<b>2016</b>	<b>30.70%</b>	<b>44.00%</b>	<b>16.70%</b>	<b>3.40%</b>

## Math Forward Scores over time in 5th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>29.60%</b>	<b>43.70%</b>	<b>15.40%</b>	<b>6.80%</b>
<b>2019</b>	<b>27.10%</b>	<b>48.10%</b>	<b>15.10%</b>	<b>5.80%</b>
<b>2018</b>	<b>32.40%</b>	<b>49.30%</b>	<b>13.30%</b>	<b>3.60%</b>
<b>2017</b>	<b>22.60%</b>	<b>46.80%</b>	<b>18.60%</b>	<b>7.30%</b>
<b>2016</b>	<b>20.40%</b>	<b>44.30%</b>	<b>24.20%</b>	<b>7.60%</b>

160

## Math Forward Scores over time in 6th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>5.10%</b>	<b>48.60%</b>	<b>27.10%</b>	<b>6.90%</b>
<b>2019</b>	<b>21.20%</b>	<b>62.30%</b>	<b>13.00%</b>	<b>2.40%</b>
<b>2018</b>	<b>13.30%</b>	<b>61.00%</b>	<b>16.50%</b>	<b>2.90%</b>
<b>2017</b>	<b>18.80%</b>	<b>64.30%</b>	<b>9.40%</b>	<b>4.10%</b>
<b>2016</b>	<b>14.80%</b>	<b>65.90%</b>	<b>13.80%</b>	<b>1.60%</b>

## Math Forward Scores over time in 7th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>3.40%</b>	<b>49.80%</b>	<b>21.10%</b>	<b>12.10%</b>
<b>2019</b>	<b>11.70%</b>	<b>54.80%</b>	<b>18.10%</b>	<b>9.60%</b>
<b>2018</b>	<b>8.50%</b>	<b>59.90%</b>	<b>20.10%</b>	<b>6.70%</b>
<b>2017</b>	<b>11.20%</b>	<b>61.00%</b>	<b>19.00%</b>	<b>5.70%</b>
<b>2016</b>	<b>11.90%</b>	<b>56.70%</b>	<b>21.60%</b>	<b>7.60%</b>

## Math Forward Scores over time in 8th grade

<b>YEAR</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>2021</b>	<b>6.90%</b>	<b>34.20%</b>	<b>26.60%</b>	<b>7.20%</b>
<b>2019</b>	<b>16.50%</b>	<b>45.40%</b>	<b>27.40%</b>	<b>8.50%</b>
<b>2018</b>	<b>13.90%</b>	<b>48.60%</b>	<b>27.50%</b>	<b>6.90%</b>
<b>2017</b>	<b>6.60%</b>	<b>44.60%</b>	<b>37.30%</b>	<b>9.00%</b>
<b>2016</b>	<b>13.60%</b>	<b>36.40%</b>	<b>35.40%</b>	<b>6.00%</b>

# ASPIRE ENGLISH

## English Aspire Scores across Grade Levels Spring 2021

<b>GRADE LEVEL</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>9TH GRADE</b>	<b>35.7%</b>	<b>20.2%</b>	<b>9.2%</b>	<b>2.9%</b>	<b>32%</b>
<b>10TH GRADE</b>	<b>30.3%</b>	<b>16%</b>	<b>7.8%</b>	<b>4.8%</b>	<b>40.8%</b>

165

## English Aspire Scores over time for 9th grade

<b>YEAR</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>
<b>2021</b>	<b>35.70%</b>	<b>20.20%</b>	<b>9.20%</b>	<b>2.90%</b>
<b>2019</b>	<b>54.80%</b>	<b>19.20%</b>	<b>12.20%</b>	<b>6.40%</b>
<b>2018</b>	<b>55.40%</b>	<b>23.50%</b>	<b>11.40%</b>	<b>5.00%</b>
<b>2017</b>	<b>53.60%</b>	<b>24.70%</b>	<b>10.10%</b>	<b>4.90%</b>
<b>2016</b>	<b>53.00%</b>	<b>27.30%</b>	<b>13.30%</b>	<b>6.30%</b>

## English Aspire Scores over time for 10th grade

<b>YEAR</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>
<b>2021</b>	<b>30.50%</b>	<b>16.10%</b>	<b>7.90%</b>	<b>4.70%</b>
<b>2019</b>	<b>45.60%</b>	<b>19.10%</b>	<b>9.10%</b>	<b>5.60%</b>
<b>2018</b>	<b>45.90%</b>	<b>20.20%</b>	<b>9.10%</b>	<b>4.60%</b>
<b>2017</b>	<b>46.20%</b>	<b>19.90%</b>	<b>10.00%</b>	<b>10.30%</b>
<b>2016</b>	<b>65.10%</b>	<b>19.30%</b>	<b>11.00%</b>	<b>4.70%</b>

# ASPIRE MATHEMATICS

## Math Aspire Scores across Grade Levels Spring 2021

<b>GRADE LEVEL</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>9TH GRADE</b>	<b>20.4%</b>	<b>19.7%</b>	<b>15.6%</b>	<b>12.9%</b>	<b>31.99%</b>
<b>10TH GRADE</b>	<b>14.24%</b>	<b>20.1%</b>	<b>13.6%</b>	<b>11.3%</b>	<b>40.76%</b>

169

## Math Aspire Scores over time for 9th grade

<b>YEAR</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>
2021	20.50%	19.90%	14.70%	13.00%
2019	41.40%	25.90%	13.70%	12.00%
2018	41.90%	24.60%	19.10%	9.40%
2017	35.70%	20.50%	19.80%	16.60%
2016	32.60%	28.90%	20.30%	18.30%

## Math Aspire Scores over time for 10th grade

<b>YEAR</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>
<b>2021</b>	<b>14.40%</b>	<b>19.90%</b>	<b>13.50%</b>	<b>11.40%</b>
<b>2019</b>	<b>27.60%</b>	<b>24.10%</b>	<b>15.30%</b>	<b>13.20%</b>
<b>2018</b>	<b>34.90%</b>	<b>14.00%</b>	<b>16.60%</b>	<b>14.70%</b>
<b>2017</b>	<b>27.90%</b>	<b>16.90%</b>	<b>21.30%</b>	<b>21.60%</b>
<b>2016</b>	<b>37.40%</b>	<b>26.80%</b>	<b>21.50%</b>	<b>14.20%</b>

# ACT DATA

## ACT Percent of Students' Scores in Score Bands Spring 2021

<b>SCORE BAND</b>	<b>PERCENT OF STUDENTS</b>
1-12	0.63%
13-15	10.70%
16-19	21.00%
20-23	27.30%
24-27	22.90%
28-32	15.70%
33-36	1.90%

## ACT Percent of Students' Scores in Score Bands Spring 2020

<b>SCORE BAND</b>	<b>PERCENT OF STUDENTS</b>
1-12	0.63%
13-15	7.20%
16-19	13.20%
20-23	30.10%
24-27	29.80%
28-32	15.00%
33-36	4.10%

## ACT Percent of Students' Scores in Score Bands Spring 2019

<b>SCORE BAND</b>	<b>PERCENT OF STUDENTS</b>
1-12	1.30%
13-15	7.60%
16-19	21.80%
20-23	27.40%
24-27	19.50%
28-32	15.20%
33-36	7.30%

## ACT Percent of Students' Scores in Score Bands Spring 2018

<b>SCORE BAND</b>	<b>PERCENT OF STUDENTS</b>
1-12	0.63%
13-15	10.70%
16-19	21.00%
20-23	27.30%
24-27	22.90%
28-32	15.70%
33-36	1.90%

## ACT Percent of Students' Scores in Score Bands Spring 2017

<b>SCORE BAND</b>	<b>PERCENT OF STUDENTS</b>
1-12	0.33%
13-15	4.60%
16-19	16.00%
20-23	21.90%
24-27	29.10%
28-32	23.20%
33-36	4.90%

## ACT Percent of Students' Scores in Score Bands Spring 2016

<b>SCORE BAND</b>	<b>PERCENT OF STUDENTS</b>
<b>1-12</b>	<b>0.34%</b>
<b>13-15</b>	<b>6.30%</b>
<b>16-19</b>	<b>18.50%</b>
<b>20-23</b>	<b>26.10%</b>
<b>24-27</b>	<b>25.80%</b>
<b>28-32</b>	<b>19.90%</b>
<b>33-36</b>	<b>3.10%</b>

## ACT Percent of Students' Scores in Score Bands Spring 2015

<b>SCORE BAND</b>	<b>PERCENT OF STUDENTS</b>
1-12	1.40%
13-15	5.80%
16-19	10.50%
20-23	27.90%
24-27	31.10%
28-32	19.60%
33-36	3.60%

## ACT Average Composite Scores with WI Spring 2021

<b>YEAR</b>	<b>WAUNAKEE AVERAGE</b>	<b>WI STATE AVERAGE</b>
<b>2021</b>	<b>22.2</b>	<b>19.1</b>
<b>2020</b>	<b>23.3</b>	<b>19.8</b>
<b>2019</b>	<b>23.3</b>	<b>19.8</b>
<b>2018</b>	<b>23</b>	<b>19.6</b>
<b>2017</b>	<b>23.3</b>	<b>19.8</b>

180

ACT Students who Met College Readiness Benchmarks:  
Waunakee compared with Wisconsin; English  
Spring 2021

<b>YEAR</b>	<b>WAUNAKEE</b>	<b>WISCONSIN</b>
<b>2021</b>	<b>67.00%</b>	<b>48.00%</b>
<b>2020</b>	<b>78.00%</b>	<b>53.00%</b>
<b>2019</b>	<b>78.00%</b>	<b>53.00%</b>
<b>2018</b>	<b>71.00%</b>	<b>52.00%</b>
<b>2016</b>	<b>76.00%</b>	<b>52.00%</b>

ACT Students who Met College Readiness Benchmarks:  
Waunakee compared with Wisconsin; Mathematics  
Spring 2021

<b>YEAR</b>	<b>WAUNAKEE</b>	<b>WISCONSIN</b>
<b>2021</b>	<b>52.00%</b>	<b>29.00%</b>
<b>2020</b>	<b>67.00%</b>	<b>36.00%</b>
<b>2019</b>	<b>58.00%</b>	<b>31.00%</b>
<b>2018</b>	<b>66.00%</b>	<b>37.00%</b>
<b>2017</b>	<b>74.00%</b>	<b>37.00%</b>

ACT Students who Met College Readiness Benchmarks:  
Waunakee compared with Wisconsin; Reading  
Spring 2021

<b>YEAR</b>	<b>WAUNAKEE</b>	<b>WISCONSIN</b>
<b>2021</b>	<b>59.00%</b>	<b>36.00%</b>
<b>2020</b>	<b>59.00%</b>	<b>38.00%</b>
<b>2019</b>	<b>59.00%</b>	<b>38.00%</b>
<b>2018</b>	<b>55.00%</b>	<b>38.00%</b>
<b>2017</b>	<b>60.00%</b>	<b>36.00%</b>

ACT Students who Met College Readiness Benchmarks:  
Waunakee compared with Wisconsin; Science  
Spring 2021

<b>YEAR</b>	<b>WAUNAKEE</b>	<b>WISCONSIN</b>
<b>2021</b>	<b>52.00%</b>	<b>30.00%</b>
<b>2020</b>	<b>64.00%</b>	<b>35.00%</b>
<b>2019</b>	<b>57.00%</b>	<b>33.00%</b>
<b>2018</b>	<b>61.00%</b>	<b>33.00%</b>
<b>2017</b>	<b>65.00%</b>	<b>33.00%</b>

ACT Students who Met College Readiness Benchmarks:  
Waunakee compared with Wisconsin; Met all Four  
Spring 2021

<b>YEAR</b>	<b>WAUNAKEE</b>	<b>WISCONSIN</b>
<b>2021</b>	<b>38.00%</b>	<b>18.00%</b>
<b>2020</b>	<b>45.00%</b>	<b>23.00%</b>
<b>2019</b>	<b>45.00%</b>	<b>23.00%</b>
<b>2018</b>	<b>40.00%</b>	<b>21.00%</b>
<b>2017</b>	<b>42.00%</b>	<b>22.00%</b>

# FORWARD ELA DEMOGRAPHIC DATA

## Forward ELA Demographic Data: Race Spring 2021

<b>RACE</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>WHITE</b>	<b>10.70%</b>	<b>37.40%</b>	<b>30.70%</b>	<b>8.70%</b>	<b>12.50%</b>
<b>ASIAN</b>	<b>19.60%</b>	<b>44.60%</b>	<b>26.80%</b>	<b>1.80%</b>	<b>7.10%</b>
<b>BLACK</b>	<b>0.00%</b>	<b>23.10%</b>	<b>34.60%</b>	<b>19.20%</b>	<b>23.10%</b>
<b>HISPANIC</b>	<b>2.90%</b>	<b>27.50%</b>	<b>33.30%</b>	<b>23.50%</b>	<b>12.70%</b>
<b>PACIFIC ISLANDER/ HAWAII NATIVE</b>					
<b>TWO OR MORE</b>	<b>3.90%</b>	<b>41.60%</b>	<b>33.80%</b>	<b>7.80%</b>	<b>13.00%</b>

Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

## Forward ELA Demographic Data: Gender Spring 2021

<b>GENDER</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>FEMALE</b>	12.60%	39.30%	29.40%	6.30%	12.50%
<b>MALE</b>	7.70%	34.80%	32.40%	12.60%	12.50%

188

## Forward ELA Demographic Data: English Language Learners Spring 2021

<b>STATUS</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>ELL</b>	<b>0%</b>	<b>12.20%</b>	<b>46.30%</b>	<b>26.80%</b>	<b>14.60%</b>
<b>NOT ELL</b>	<b>10.30%</b>	<b>37.60%</b>	<b>30.50%</b>	<b>9.10%</b>	<b>12.50%</b>

## Forward ELA Demographic Data: Students with Disabilities Spring 2021

<b>STATUS</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>WITH DISABILITIES</b>	1.20%	12.20%	29.90%	22.20%	34.10%
<b>NOT WITH DISABILITIES</b>	11.00%	39.40%	31.00%	8.20%	10.40%

190

## Forward ELA Demographic Data: Economically Disadvantaged Spring 2021

<b>ECD</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>ECD</b>	<b>0.9%</b>	<b>20.00%</b>	<b>33.90%</b>	<b>30.40%</b>	<b>14.80%</b>
<b>NOT ECD</b>	<b>10.70%</b>	<b>38.10%</b>	<b>30.70%</b>	<b>8.10%</b>	<b>12.30%</b>

191

# FORWARD MATH DEMOGRAPHIC DATA

## Forward Math Demographic Data: Race Spring 2021

<b>RACE</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>WHITE</b>	<b>13.90%</b>	<b>43.30%</b>	<b>23.50%</b>	<b>6.80%</b>	<b>12.50%</b>
<b>ASIAN</b>	<b>25.00%</b>	<b>42.90%</b>	<b>23.20%</b>	<b>1.80%</b>	<b>7.10%</b>
<b>BLACK</b>	<b>3.80%</b>	<b>19.20%</b>	<b>11.50%</b>	<b>42.30%</b>	<b>23.10%</b>
<b>HISPANIC</b>	<b>4.90%</b>	<b>32.40%</b>	<b>34.30%</b>	<b>15.70%</b>	<b>12.70%</b>
<b>PACIFIC ISLANDER/ HAWAII NATIVE</b>					
<b>TWO OR MORE</b>	<b>10.40%</b>	<b>46.80%</b>	<b>20.80%</b>	<b>9.10%</b>	<b>13.00%</b>

Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.

## Forward Math Demographic Data: Gender Spring 2021

<b>GENDER</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>FEMALE</b>	11.8%	41.90%	26.40%	7.40%	12.60%
<b>MALE</b>	15.10%	43.10%	21.30%	8.10%	12.40%

194

# Forward Math Demographic Data: English Language Learners

## Spring 2021

<b>STATUS</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>ELL</b>	<b>2.4%</b>	<b>26.80%</b>	<b>37.10%</b>	<b>24.40%</b>	<b>14.60%</b>
<b>NOT ELL</b>	<b>13.70%</b>	<b>42.80%</b>	<b>23.60%</b>	<b>7.40%</b>	<b>12.50%</b>

195

## Forward Math Demographic Data: Students with Disabilities Spring 2021

<b>STATUS</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>WITH DISABILITIES</b>	3.00%	16.20%	24.60%	22.80%	33.50%
<b>NOT WITH DISABILITIES</b>	14.50%	45.10%	23.70%	6.20%	10.40%

196

## Forward Math Demographic Data: Economically Disadvantaged Spring 2021

<b>STATUS</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>ECD</b>	<b>2.4%</b>	<b>26.80%</b>	<b>37.10%</b>	<b>24.40%</b>	<b>14.60%</b>
<b>NOT ECD</b>	<b>13.70%</b>	<b>42.80%</b>	<b>23.60%</b>	<b>7.40%</b>	<b>12.50%</b>

197

# **FORWARD ELA COMPARATIVE DEMOGRAPHIC DATA**

# Forward ELA Comparative Demographics: Economically Disadvantaged and Race Spring 2021

## Spring 2021

<b>RACE</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>WHITE</b>	<b>1.61%</b>	<b>19.35%</b>	<b>30.65%</b>	<b>33.87%</b>	<b>14.52%</b>
<b>ASIAN</b>					
<b>BLACK</b>	<b>0.00%</b>	<b>20.00%</b>	<b>0.00%</b>	<b>40.00%</b>	<b>40.00%</b>
<b>HISPANIC</b>	<b>0.00%</b>	<b>14.81%</b>	<b>44.44%</b>	<b>25.93%</b>	<b>14.81%</b>
<b>PACIFIC ISLANDER/ HAWAII NATIVE</b>					
<b>TWO OR MORE</b>	<b>0.00%</b>	<b>26.32%</b>	<b>36.84%</b>	<b>26.32%</b>	<b>10.53%</b>

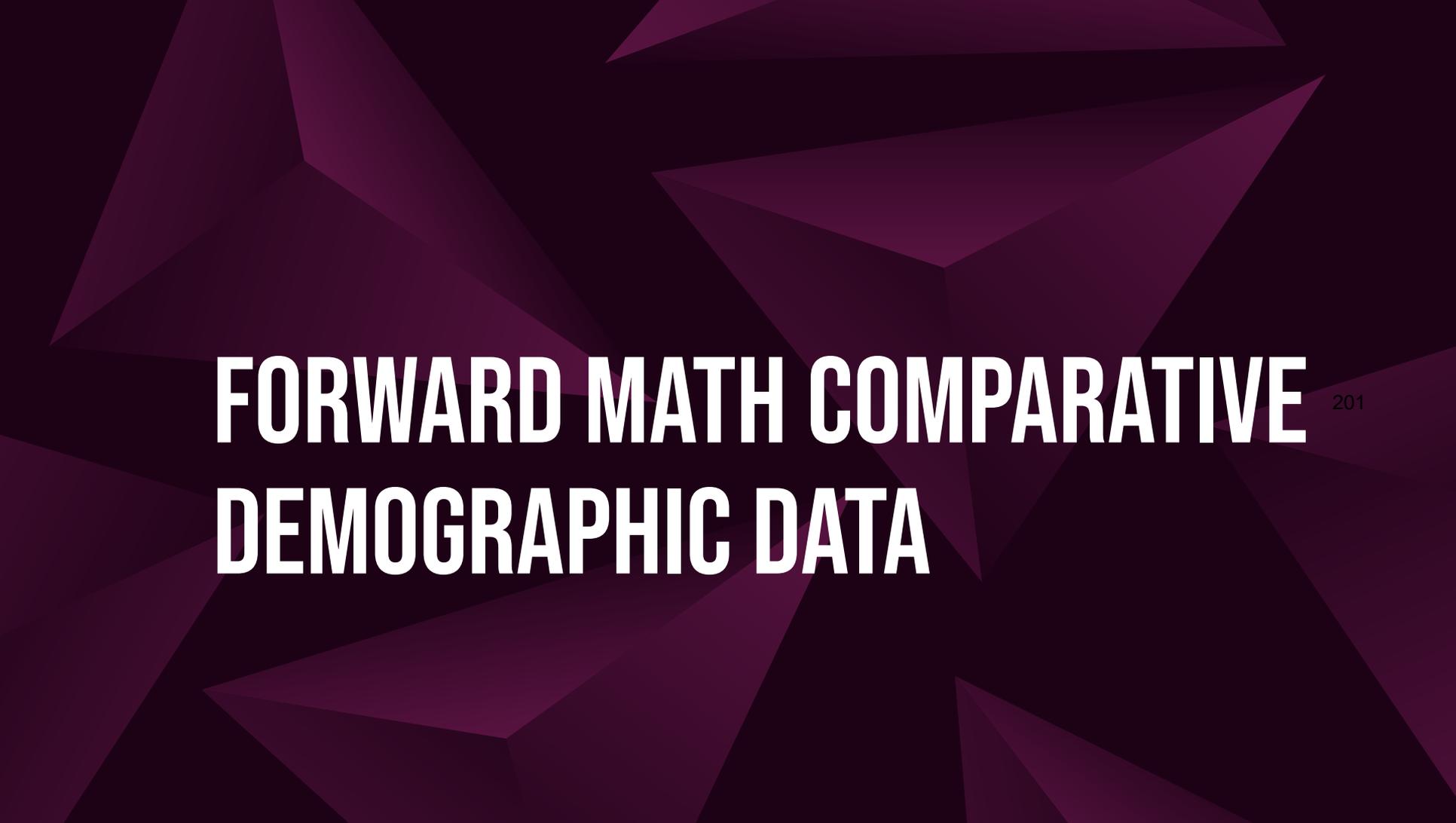
Note: In the category of Asian and Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

Forward ELA Comparative Demographics: Not Economically Disadvantaged + Race with White ECD Spring 2021

Spring 2021

<b>RACE</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>ASIAN</b>	<b>20.37%</b>	<b>44.44%</b>	<b>25.93%</b>	<b>7.85%</b>	<b>7.41%</b>
<b>BLACK</b>	<b>0.00%</b>	<b>23.81%</b>	<b>42.86%</b>	<b>14.29%</b>	<b>19.05%</b>
<b>HISPANIC</b>	<b>4.00%</b>	<b>32.00%</b>	<b>29.33%</b>	<b>22.67%</b>	<b>12.00%</b>
<b>PACIFIC ISLANDER/ HAWAII NATIVE</b>					
<b>TWO OR MORE</b>	<b>5.17%</b>	<b>46.55%</b>	<b>32.76%</b>	<b>1.72%</b>	<b>13.79%</b>
<b>WHITE ECD</b>	<b>1.61%</b>	<b>19.35%</b>	<b>30.65%</b>	<b>33.87%</b>	<b>14.52%</b>

Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.



# **FORWARD MATH COMPARATIVE DEMOGRAPHIC DATA**

201

# Forward Math Comparative Demographics: Economically Disadvantaged and Race Spring 2021

## Spring 2021

<b>RACE</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>WHITE</b>	<b>3.23%</b>	<b>25.81%</b>	<b>32.26%</b>	<b>24.19%</b>	<b>14.52%</b>
<b>ASIAN</b>					
<b>BLACK</b>	<b>0.00%</b>	<b>20.00%</b>	<b>0.00%</b>	<b>40.00%</b>	<b>40.00%</b>
<b>HISPANIC</b>	<b>3.70%</b>	<b>11.11%</b>	<b>48.15%</b>	<b>22.22%</b>	<b>14.81%</b>
<b>PACIFIC ISLANDER/ HAWAII NATIVE</b>					
<b>TWO OR MORE</b>	<b>0.00%</b>	<b>31.58%</b>	<b>31.58%</b>	<b>26.32%</b>	<b>10.53%</b>

Note: In the category of Asian and Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

# Forward Math Comparative Demographics: Not Economically Disadvantaged + Race with White ECD Spring 2021

## Spring 2021

<b>RACE</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>	<b>NON-TESTED</b>
<b>ASIAN</b>	<b>25.93%</b>	<b>40.74%</b>	<b>24.07%</b>	<b>1.85%</b>	<b>7.41%</b>
<b>BLACK</b>	<b>4.76%</b>	<b>19.05%</b>	<b>14.29%</b>	<b>42.86%</b>	<b>19.05%</b>
<b>HISPANIC</b>	<b>5.33%</b>	<b>40.00%</b>	<b>29.33%</b>	<b>13.33%</b>	<b>12.00%</b>
<b>PACIFIC ISLANDER/ HAWAII NATIVE</b>					
<b>TWO OR MORE</b>	<b>13.79%</b>	<b>51.72%</b>	<b>17.24%</b>	<b>3.45%</b>	<b>13.79%</b>
<b>WHITE ECD</b>	<b>3.23%</b>	<b>25.81%</b>	<b>32.26%</b>	<b>24.19%</b>	<b>14.52%</b>

Note: In the category of Pacific Islander/Hawaii Native, there were less than 10 students so the data is redacted.



# **ASPIRE DEMOGRAPHIC DATA ENGLISH LANGUAGE ARTS**

## ACT Aspire English Demographic Data: Race Spring 2021

<b>RACE</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>WHITE</b>	<b>33.20%</b>	<b>18.30%</b>	<b>8.30%</b>	<b>3.60%</b>	<b>36.50%</b>
<b>ASIAN</b>	<b>50.00%</b>	<b>16.70%</b>	<b>16.70%</b>	<b>8.30%</b>	<b>8.30%</b>
<b>BLACK</b>	<b>37.50%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>62.50%</b>
<b>HISPANIC</b>	<b>17.60%</b>	<b>26.50%</b>	<b>14.30%</b>	<b>3.00%</b>	<b>38.20%</b>
<b>PACIFIC ISLANDER/ HAWAII NATIVE</b>					
<b>TWO OR MORE</b>	<b>40.90%</b>	<b>9.10%</b>	<b>4.50%</b>	<b>9.10%</b>	<b>36.40%</b>

Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

## ACT Aspire English Demographic Data: Gender Spring 2021

<b>STATUS</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>FEMALE</b>	<b>38.10%</b>	<b>15.90%</b>	<b>7.10%</b>	<b>1.20%</b>	<b>37.80%</b>
<b>MALE</b>	<b>28.40%</b>	<b>20.30%</b>	<b>10.00%</b>	<b>6.30%</b>	<b>35.00%</b>

206

# ACT Aspire English Demographic Data: English Language Learners

## Spring 2021

<b>STATUS</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>ELL</b>	<b>0.00%</b>	<b>14.30%</b>	<b>28.60%</b>	<b>14.30%</b>	<b>42.90%</b>
<b>NOT ELL</b>	<b>33.50%</b>	<b>18.20%</b>	<b>8.40%</b>	<b>3.70%</b>	<b>36.30%</b>

207

# ACT Aspire English Demographic Data: Students with Disabilities Spring 2021

<b>STATUS</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>WITH DISABILITIES</b>	<b>9.50%</b>	<b>19.00%</b>	<b>12.70%</b>	<b>7.90%</b>	<b>52.40%</b>
<b>NOT WITH DISABILITIES</b>	<b>35.50%</b>	<b>18.10%</b>	<b>8.20%</b>	<b>3.50%</b>	<b>34.70%</b>

208

# ACT Aspire English Demographic Data: Economically Disadvantaged Spring 2021

<b>STATUS</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>ECD</b>	<b>17.10%</b>	<b>8.60%</b>	<b>17.10%</b>	<b>2.90%</b>	<b>54.30%</b>
<b>NOT ECD</b>	<b>34.00%</b>	<b>18.70%</b>	<b>8.10%</b>	<b>3.80%</b>	<b>35.40%</b>

209

# ASPIRE DEMOGRAPHIC DATA MATHEMATICS

## ACT Aspire Math Demographic Data: Race Spring 2021

<b>RACE</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>WHITE</b>	<b>17.80%</b>	<b>20.30%</b>	<b>13.40%</b>	<b>11.80%</b>	<b>36.50%</b>
<b>ASIAN</b>	<b>25.00%</b>	<b>16.00%</b>	<b>33.30%</b>	<b>16.60%</b>	<b>8.30%</b>
<b>BLACK</b>	<b>12.50%</b>	<b>6.00%</b>	<b>12.50%</b>	<b>12.50%</b>	<b>62.50%</b>
<b>HISPANIC</b>	<b>2.90%</b>	<b>0.00%</b>	<b>20.60%</b>	<b>23.50%</b>	<b>38.20%</b>
<b>PACIFIC ISLANDER/ HAWAII NATIVE</b>					
<b>TWO OR MORE</b>	<b>27.30%</b>	<b>18.20%</b>	<b>13.60%</b>	<b>4.50%</b>	<b>36.40%</b>

Note: In the category of Pacific Islander/Hawaii Native, there were less than 5 students so the data is redacted.

## ACT Aspire Math Demographic Data: Gender Spring 2021

<b>STATUS</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>FEMALE</b>	16.50%	20.00%	13.90%	11.80%	37.80%
<b>MALE</b>	18.30%	19.80%	14.30%	12.60%	35.00%

212

# ACT Aspire Math Demographic Data: English Language Learners

## Spring 2021

<b>STATUS</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>ELL</b>	<b>0.00%</b>	<b>0.00%</b>	<b>14.30%</b>	<b>42.90%</b>	<b>42.90%</b>
<b>NOT ELL</b>	<b>17.60%</b>	<b>20.10%</b>	<b>14.10%</b>	<b>11.90%</b>	<b>36.30%</b>

213

# ACT Aspire Math Demographic Data: Students with Disabilities Spring 2021

<b>STATUS</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>WITH DISABILITIES</b>	<b>9.50%</b>	<b>19.00%</b>	<b>12.70%</b>	<b>7.90%</b>	<b>52.40%</b>
<b>NOT WITH DISABILITIES</b>	<b>35.50%</b>	<b>18.10%</b>	<b>8.20%</b>	<b>3.50%</b>	<b>34.70%</b>

214

# ACT Aspire Math Demographic Data: Economically Disadvantaged Spring 2021

<b>STATUS</b>	<b>EXCEEDING</b>	<b>READY</b>	<b>CLOSE</b>	<b>IN NEED OF SUPPORT</b>	<b>NON-TESTED</b>
<b>ECD</b>	<b>8.60%</b>	<b>5.70%</b>	<b>14.30%</b>	<b>17.10%</b>	<b>54.30%</b>
<b>NOT ECD</b>	<b>17.90%</b>	<b>20.70%</b>	<b>14.10%</b>	<b>11.90%</b>	<b>35.40%</b>

215

# ACT DEMOGRAPHIC DATA

# ACT Average Composite Score Over time for Black Students Spring 2021

<b>YEAR</b>	<b>AVERAGE COMPOSITE SCORE</b>
<b>2021</b>	<b><i>ZERO STUDENTS TESTED</i></b>
<b>2019</b>	<b>17.6</b>
<b>2018</b>	<b>REDACTED</b>
<b>2017</b>	<b>REDACTED</b>
<b>2016</b>	<b>21.6</b>

217

# ACT Average Composite Score Over time for White Students Spring 2021

<b>YEAR</b>	<b>AVERAGE COMPOSITE SCORE</b>
<b>2021</b>	<b>22.5</b>
<b>2019</b>	<b>23.6</b>
<b>2018</b>	<b>23.1</b>
<b>2017</b>	<b>23.7</b>
<b>2016</b>	<b>24.6</b>

218

# ACT Average Composite Score Over time for Hispanic/Latinx Students

## Spring 2021

<b>YEAR</b>	<b>AVERAGE COMPOSITE SCORE</b>
<b>2021</b>	<b>17.7</b>
<b>2019</b>	<b>18.5</b>
<b>2018</b>	<b>19.5</b>
<b>2017</b>	<b>19.8</b>
<b>2016</b>	<b>19.3</b>

# ACT Average Composite Score Over time for Asian Students Spring 2021

<b>YEAR</b>	<b>AVERAGE COMPOSITE SCORE</b>
<b>2021</b>	<b>20.2</b>
<b>2019</b>	<b>REDACTED</b>
<b>2018</b>	<b>26.3</b>
<b>2017</b>	<b>REDACTED</b>
<b>2016</b>	<b>22.7</b>

220

ACT Average Composite Score Over time for  
Students of Two or More Races  
Spring 2021

<b>YEAR</b>	<b>AVERAGE COMPOSITE SCORE</b>
<b>2021</b>	<b>23.3</b>
<b>2019</b>	<b>23.6</b>
<b>2018</b>	<b>24</b>
<b>2017</b>	<b>REDACTED</b>
<b>2016</b>	<b>29.2</b>

221

ACT Average Composite Score Over time for Students who prefer not to respond or have no response in regards to their Race/Ethnicity

Spring 2021

<b>YEAR</b>	<b>AVERAGE COMPOSITE SCORE</b>
<b>2021</b>	<b>21.5</b>
<b>2019</b>	<b>23.4</b>
<b>2018</b>	<b>23.9</b>
<b>2017</b>	<b>23</b>
<b>2016</b>	<b>22.2</b>

222