

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

Tuesday, April 4, 2023  
1:00 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 30 Minutes 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.

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. APPROVE AGENDA**

**IV. PUBLIC COMMENTS**

**V. TEXTBOOK AND INSTRUCTIONAL MATERIALS FINAL CONSIDERATION** 3

**VI. SUMMER CURRICULUM PROJECT REQUESTS-FINAL CONSIDERATION** 6

This is the final list for action. It reflects that one of these projects will be funded by the special education budget.

**VII. STUDENT ACHIEVEMENT REPORT** 15

Walkthrough of the Student Achievement Report. This is a report we would provide annually pre-pandemic and are renewing.

**VIII. ITEMS FOR FUTURE MEETINGS**

**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.”

To: Board of Education

From: Tim Schell

Subject: 2023 Textbook Requests

Date: March 31, 2023

The following items on this year's Textbook Request list are new titles or resources.

Course/Content Area	Textbook/Resource	Discussion
Ecology	Braiding Sweetgrass (Kimmerer)	Braiding Sweetgrass is a critically acclaimed set of essays integrating indigenous and western approaches to ecology.
Global Business	Global Business (Peng) 5th Edition	Updated edition of the textbook used with this course.
Video Editing and Digital Design	Adobe Pro (Learn Key)	Updated edition of the textbook used with this course.
AP European History	AMSCO AP European History (Perfection Learning)	This is a change from one approved textbook for AP European History to another.
AP United States History	AMSCO AP United States History (Perfection Learning)	Updated edition of the textbook currently used with this course. Changing over to annual student purchase for annotation.
Modern Literature	<a href="#">Various Titles</a>	The design of our Modern Literature course is for the reading to have copyright dates that are more recent

		than the students' date of births. This is an update to newer titles.
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All other items on this year's Textbook Request list are for mixed choice titles, subscriptions, or continuing materials that have been previously adopted.

Updated 2023 Textbook Adoption Requests

Dept. Submitting Proposal	Recommended textbook for class/subject area	Book or Resource Title and Publisher	Book/Resource type:	Copyright Date	Cost per book/subscription and how many (incl shipping charges) Example 125 @ \$14.27 per, plus 8% shipping	Total Cost
Todd Shucha, HS Science	Braiding Sweetgrass for Young Adults	Zest Books (through Ingram (vendor))	Traditional Paper Textbook	2022	55 @ 12.38 per (+ shipping?)	\$748.99
Steven Erato, HS Business Ed	Global Business	Global Business Peng 5th Edition Cengage	Traditional Paper Textbook	2023	30 * 217.50 + 652.50 = 7,177.50	\$7,177.50
Gina Holmes, HS Business Ed	Adobe Pro - Learn Key Ecourse	Learn Key by Certiport	Digital Resource		\$1,575 for a 30 seat / 300 user Annual License	\$1,575.00
Catie Anderson, HS World Language	Yearly subscriptions for the K-12 World Language Department	<a href="https://docs.google.com/spreadsheets/d/1QcsTw4KXaG5Wr1EoTTNLHsvnv_pz7LXn9iu8cbUk4iY/edit#gid=0">https://docs.google.com/spreadsheets/d/1QcsTw4KXaG5Wr1EoTTNLHsvnv_pz7LXn9iu8cbUk4iY/edit#gid=0</a>	Digital Resource		\$4800 for multiple yearly subscriptions for the entire department (see spreadsheet)	\$4,800.00
Catie Anderson, HS World Language	World Language (Spanish) 5th/6th grade textbook requests one time only	Jim Wooly	Hybrid (both paper and digital)	2022	<a href="https://docs.google.com/spreadsheets/d/1aWQbuLICJpZi0VgKug84zUn70pAhu_C8d-1BxgJgus/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1aWQbuLICJpZi0VgKug84zUn70pAhu_C8d-1BxgJgus/edit?usp=sharing</a>	\$2,372.43
Catie Anderson, HS World Language	Spanish 3/4 and French (all levels)	Magazine subscription	Hybrid (both paper and digital)		<a href="https://docs.google.com/spreadsheets/d/1aWQbuLICJpZi0VgKug84zUn70pAhu_C8d-1BxgJgus/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1aWQbuLICJpZi0VgKug84zUn70pAhu_C8d-1BxgJgus/edit?usp=sharing</a>	\$512.00
Maxwell Tramburg, HS Social Studies	AMSCO AP European History SoftCover/ AP European History	Title: AMSCO ADVANCED PLACEMENT 2nd EDITION: EUROPEAN HISTORY/ Publisher: Perfection Learning	Traditional Paper Textbook	July 1, 2022	50 @ \$21.95 per, plus \$131.70 Shipping	\$1,229.20
Jackson Gabriel, HS Social Studies	AP US History workbook	Perfection Learning T168801 Advanced Placement United States History, 4th Edition - Student Edition Softcover and T1689 Teacher Resource Softcover (free)	Traditional Paper Textbook		150 @ \$21.95 + \$395.10 shipping	5 \$3,687.60
Lisa Carothers, HS ELA	See attached list at: <a href="https://tinyurl.com/4ehr6ejt">https://tinyurl.com/4ehr6ejt</a>	Various	Traditional Paper Textbook	Various	10 each of 18 different titles, total cost from Amazon: \$2,172.40	\$2,172.40
HS ELL/Math	Foundations of Algebra	Placeholder				\$12,000.00
Middle School ELA	Placeholder for possible pilot purchase					\$25,000.00
Elementary Social Studies	Studies Weekly	<a href="https://www.studiesweekly.com/bookroom texts">https://www.studiesweekly.com/</a>	Hybrid (both paper and digital)	2023	\$8.95 per student, shipping \$724.95, training \$750.00 = \$7,000.00	\$7,000.00
Elementary ELA	<a href="https://www.studiesweekly.com/bookroom texts">bookroom texts</a>	Pioneer Valley Press	paper	varies		\$33,405.00
Elementary Bilingual	student texts to support bilingual program	varies	Hybrid (both paper and digital)			\$10,000.00
Elementary ELA	<a href="https://www.studiesweekly.com/bookroom texts">bookroom texts</a>	Scholastic	paper	2022		\$21,009.86
Elementary ELA	book room texts, replacement copies & additional titles	Varies	paper	varies		\$6,500.00
Elementary math	place holder for possible pilot purchase					\$25,000.00
					<b>Total</b>	<b>\$164,189.98</b>

2023 Summer Curriculum Writing Requests

Department	Title of Project	Project Coordinator	Staff members involved	Reason for request	Brief explanation of the project w/final outcome(s)	Select schools, multi-school, or department project	Hours requested @ \$30.00/hour	Amount
7-12 ELA	ELA8 Nonfiction Reading & Information Writing	Stephanie Boegh	Kate Peterson, Martha Rocco, Jason Kaltenberg, Lynn Stenroos	Major course revision	ELA8 does not currently have an expository/information writing unit and we would like to weave this into a more current nonfiction reading unit. We are needing to build this unit from the ground up with help from our coach, new instructional materials, and new texts and could use the time this summer to create an engaging and rigorous unit that better meets the needs of our students. 20 hours for redesign x2 because of size of team.	Department project, 1 School Only	40	\$1,200.00
7-12 ELA	Dig. Comm. Curriculum Writing	Jason McConnell	Jason McConnell	Major course revision	Daktronics and other tech suppliers have created new software and tech that replaces the previous tech. This has resulted in several of the units, projects, etc. needing to undergo major restructuring to stay aligned with the learning outcomes, student goals, etc. The overhaul affects both semesters of Dig. Comm as each are different in what they target. 20 hours each semester.	1 School Only	40	\$1,200.00
7-12 ELA	Modern Literature Revision	Lisa Carothers	Lisa Carothers, Kristen Thomason	Major course revision	While the class will still maintain the teaching of literary theory at its core, we will be shifting more of our Modern Literature curriculum to include more student choice reading and reading workshop procedures as opposed to whole-class novel reads. We will also be revising our assessment and grading practices. This will involve researching practices to supplement the research both instructors have already done.	1 School Only	25	\$750.00
7-12 ELA	Middle School ELA Materials Review	Tim Schell	Stephanie Boegh, Lynn Stenroos, additional Middle School staff.	Review of materials to pilot in the 2023-2024 school year.	We will be conducting a review of our Middle School ELA materials needs and available options leading into a pilot in the 2023-2024 school year. This is the first stage toward implementing new ELA materials in 2024-2025.	1 School Only	48	\$1,440.00
Art	Maya Software Update	Kayla Proctor	Kayla Proctor	Major course revision	Maya has changed their software and their rendering engine. In order to teach the course next year I will need to revamp the entire curriculum and basically learn a new software.	1 School Only	20	\$600.00
Art	IDEA Software Updates	Kayla Proctor	Kayla Proctor	Major course revision	There are 7 software taught in IDEA, and there have been many changes for the next year's versions. I will need to redo all of the handouts and videos, and projects in order to go forward with the curriculum.	1 School Only	30	\$900.00
Art	Updating Intermediate Curriculum	Melanie Trainor-Burton	Melanie Burton, Mandy Longtin, Chris Madden	Other	We need to adapt the current 5th & 6th grade curriculum to better serve students, and three art teachers.	1 School Only	15	\$450.00

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Art	Finish up Grade 3&4 Standards Revision	Jessica Stortz	Renee Gavigan - Prairie Art Teacher Jessica Stortz - Heritage Art Teacher Chris Madden - Arboretum Art Teacher	Other	We have revised our K-2 Curriculum to align with the new Wisconsin Art & Design Standards. Our work has been looking for gaps and overlaps and updating language to reflect the new standards. We still have to finish our Grade 3/4 curriculum.	Multi-schools	24	\$720.00
Bus. Ed.	Career Workshop Teacher Change-Over	Rhonda Knapp		Other	There has been change-over in who teaches Career Workshop. Since this a required course, it would be great for all those teachers to have time to make it consistent and allow all of the new members a chance to have input and ask questions.	Department project, 1 School Only	24	\$720.00
CTE	Global Business Curriculum	Steve Erato	Steve Erato	Major course revision	I am ordering new, updated textbooks for Global Business and I need to update my curriculum with the textbook and new materials.	Department project, 1 School Only	20	\$600.00
CTE	Video Editing New Textbook Revisions	Gina Holmes		Other	The project would be to detail the learning objectives, lessons, projects and assessments for the Video Editing course using the new Learn Key ECourse. The course is going to work towards Certiport certification in Adobe Premiere Pro so this will help align the curriculum to allow the students to achieve that.	Department project	20	\$600.00
ELA	Curriculum Revision based on New CC ELA Standards	Kristin McKenna/Lea Zwettler	Stacy Starin, Bob Gracia , Lori Ketter, Kerry Lozano, Maggie Gulvik, Kristin McKenna, Andrea Fitzpatrick, Bryant Ward, Lea Zwettler		Upon completing the standard revision documents in the 2022-2023 school year, we will re-examine our curriculum units and revise according to the focus areas of the new standards. We will also consider if a new curriculum should be piloted in the 2023-2024 school year.	Single School Project (work is specific to one building)	72	\$2,160.00
English Learners	Heritage Biology 1 (Bilingual)	Briana Boodry	Lisa Jondle (??)	New course	Heritage Biology 1 will be a bilingual course taught in Spanish. The scope sequence, materials, curriculum, etc. all need to be created.	1 School Only	80	\$2,400.00
English Learners	Bilingual Science Curriculum	Kelly Pertzborn	Kelly Pertzborn and Elena Fernandez	Other	Elena and I will be starting to teach Science in Spanish next year. We will need to look at the Mystery Science curriculum in each grade level and align it to a Mystery Science - Spanish scope and sequence. Through our Science lessons, we will also be teaching Spanish literacy. We then need time to look at the Spanish ELA standards and embed them within the Science curriculum. We will need to analyze where we can incorporate opportunities for reading and writing in Spanish within these lessons. We may also need to search for resources in Spanish that we could include in these lessons.	1 School Only	20	\$600.00

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ESL/Bilingual	Selecting Optimal Books to Support EL's	Pam Emmerich	Pam Emmerich Ashely Taylor		We are interested in previewing, selecting and ultimately purchasing texts in English for our EL's who are emergent readers. Currently our bookroom does not contain books at these lower levels, and we believe they are necessary in order to better support the literacy skills of our students. While we have catalogs and vendors to select these materials from, we would like to be thoughtful in this process as we would like them to be culturally relevant and connected to 5th and 6th grade genres and units. Given our current schedules and the short amount of time available for us to meet, we are finding it challenging for us to do this work during the school year.	Single School Project (work is specific to one building)	16	\$480.00
English Learners/Mathematics	Foundations of Algebra	Tim Schell	Caitlynn Hoff, Mark Natzke, Yelena Walther	New Course	Foundations of Algebra will be a pre-Algebra course designed to serve newcomer multilingual students who are still developing the prerequisite skills and concepts for success in Algebra, primarily due interruptions in their education.	1 School Only	80	\$2,400.00
K-6 Ed Tech Specialists	Vertical Alignment of Tech Curriculum	Amy Frank	Amy Frank, Jacob Swance, Cassandra Roberts, Meaghan Nelson		Since this is the first year of each of us implementing our created tech curriculum, each year for several years, we will need to meet during the summer to re-evaluate align the tech curriculum, since students will come to the higher grades with a better tech skill set. It is important we provide rigorous curriculum at each grade level that meets the ITL standards for each grade level. For that reason, we will need to create new curriculum for the higher grade levels.	Multi-School Project (work spans grades levels and/or buildings as well as staff)	32	\$960.00
K-6 ELA	5th Grade ELA Standards Adjustment	Margaret Martin/Lea Zwettler	Mandy Rice, Nick Saeger, Lea Zwettler, Mandy Trudell, Margaret Martin, Erin McNary, Gretchen Kestler		We will be making adjustments to the teacher created lesson plans and assessments to accommodate changes required by the new state standards for ELA. We will also be revising opportunities to write about reading based on the most recent Forward Exam data.	Single School Project (work is specific to one building)	56	\$1,680.00
K-6 ELA	Prairie Book Room	Dawn Peters	Karen Staeger	Other	This time will be used to inventory, organize, and purchase materials for the Prairie book room.	1 School Only	40	\$1,200.00
K-6 ELA	Book Room	Heather May	Heather May, Lori Armstrong	Other	Inventory the books, organize bins, make copies of lesson plans, comprehension sheet, phonics cards, comprehension cards, repair damaged books and update online inventory	1 School Only	40	\$1,200.00
K-6 ELA	Heritage Book Room Work	Pam Smith	Pam Smith, Heather Siedschlag, Megan Steeger, Jamie Long	Other	Adding in new books /Putting away / organizing / adding to / filing / weeding book room books	1 School Only	40	\$1,200.00

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K-6 Special Education	Sensory Room set-up	Rebecca Connolly	Tammy Tierney, Amy Williams, Cathi Mecham, Danielle Myhro , Becky Connolly	Other	We plan to set up our sensory space with a structured check-in, check-out system. A menu of sensory tools, details on how the tools work. Also, create a tracking system of how the sensory tools are benefitting students, as well as providing other resources for self-regulation and conflict resolution.	1 School Only	50	\$1,500.00
LMTC & Computer Resources	Future Ready Library Planning	Melissa Hill	Melissa Hill, Brittany Phelps, Meg Quella, Sarah Wendorf, Chris Schiemann	Other	WCSD librarians will meet to draft a Future Ready Library Plan, as required by state statute. The Future Ready Library Framework outlines 8 areas for library planning. During the spring of 2023, librarians will meet to discuss at least 2 areas, using the DPI question template as a springboard. Librarians participating in the summer drafting process will continue discussion and create a document that describes current practices in each of these 2 areas and that lists goals for the future. This document will become part of the long-range Library Plan we will complete over the next few years.	Multi-schools	20	\$600.00
Math	Finding Whiteboard Tasks that Meet 7th Grade Standards	Sara Koppes	Gina Pokrass, Zach Holler, Brianna Thibo, and Sara Koppes		We are all starting to implement ideas from Building Thinking Classrooms. We would use this time to dig through resources (YouCubed, Mindset Mathematics, Inquiry Maths, etc.) to find tasks that meet our grade level standards. We would get these tasks ready to use in the classroom starting in September.	Multi-School Project (work spans grades levels and/or buildings as well as staff)	8	\$240.00
Math	6th and 7th grade alignment	Micah Thingvold	Aimee Spahos, Paige Haldeman, Spencer Lee, Dan Gage, Tammy Miller, Heather Parsons, Amanda Hoffman, Micah Thingvold, Zach Holler, John Ehle, Gina Pokrass, Brianna Thibo		Ensure we have aligned curriculum, discuss if there needs to be adjustment to the curriculum, and align tests. Making sure we are covering all of the content and not overlapping instruction.	Multi-School Project (work spans grades levels and/or buildings as well as staff)	24	\$720.00
Math	6th Grade Streamline content	Micah Thingvold	Micah Thingvold, Dan Gage, Tammy Miller, Spencer Lee, Aimee Spahos, Heather Parsons, Paige Haldeman, Amanda Hoffman, Sara Koppes		With the compacting of standards the past year we feel like we can eliminate parts, combine parts, and enhance some of the units we had this year.	Single School Project (work is specific to one building)	18	\$540.00

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Math	Vocabulary and Language acquisition planning	Stacy Hankins	Stacy Hankins	Other	<p>I would like to create supplemental visuals and activities to incorporate into one science and one math unit. I will use my Project GLAD training knowledge to choose focus vocabulary words and develop lessons that provided scaffolded academic language experiences for EL students, but that benefit all students. This aligns with our January 15th DPI training. Robin, the K-2 trainer, said that Project GLAD and Be GLAD would be an excellent program to incorporate into our future bilingual program.</p> <p>Math end product: Written lesson plans for my team to use to teach geometry concepts. This may include an introductory lesson with visuals for students to write about, a poem to chant and brainstorm actions to assign to vocabulary words, and another potential lesson. I would produce all of the physical materials for my team</p> <p>Science end product would be similar, I haven't decided which standards will be the focus.</p>	1 School Only	10	\$300.00
Math	HS AP Pre-Calculus	Erin Schroeder	Erin Schroeder, Courtney Lovell, Justin Acker	New course	We'd like to look at the scope and sequence of the course, compare it to our current FST and pre-Calculus courses, and see if this is a course we'd like to pursue in the future		21	\$630.00
Music	Music Department Self Study	Molly Petroff	Deciding in May '23 dept mtg				50	\$1,500.00
Pathways	Advanced English Revision - Defensible Courses	Janell Dorn	Sallie Piotrowski, Kelly Braatz, Jason Kaltenberg, Mike Dreyer, Walter Stenz, Molly Swanhorst, Andy Moll, Janell Dorn, and possibly Lynn Stenroos	Major course revision	Revised/updated Advanced English classes for grades 7-10. Our Advanced English classes are currently not sequential - the level of rigor does not follow a gradual progression through the grades, but rather jumps to much more rigorous courses in high school after middle school classes that are not defensible and not appropriately challenging for our advanced students' needs. While we do not anticipate a full revision will occur in this first year, our plans are to make progress towards the creation of more defensible, sequenced, and appropriately challenging AE classes for advanced ELA students in grades 7-10.	Multi-schools	192	\$5,760.00
Science	Common Lab Assessments	Aimee Spahos	Tammy Miller, Paige Haldeman, Heather Parsons, Micah Thingvold, Spencer Lee, Dan Gage, Bryant Ward	Other	Working together to make common lab assessments for science units to ensure that all 6th grade students are tested on the same standards.	1 School Only	20	\$600.00

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Science	MS grade band NGSS Breakdown Update	Jess North	Jess North, Erica Schauf, Aimee Spahos	Other	It has been 10 years since we adopted NGSS. At that time, we divided the standards from the MS grade band across grades 6th, 7th, and 8th, as well as determined activities/units that meet each standards to identify where we have gaps. This breakdown of standards hasn't been updated since then - we need to revisit and revise to ensure each standard is covered in 6th, 7th, and 8th, as well as minimize or eliminate areas where we find the standards unnecessarily repeated. We also need to update the matching unit(s)/activity that meets each NGSS performance expectation, as we've made significant progress in creating 3D lessons and/or assessments.	Department project, Multi-schools	24	\$720.00
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Science	8th grade science - Unit Phenomena with CCC Lens	Jess North	Jess North, Rebecca Cullen	Other	The science dept multi year goal states: By the end of each year through 2023-2024, K-12 science teachers will fully redesign one 3 dimensional unit by using a Cross Cutting Concept as a lens on a phenomena for a specific NGSS performance expectation. While we have lesson phenomena, our units do not have unit-level phenomena to connect all NGSS performance expectations within that unit. Each "unit" contains multiple performance expectations. After using dept time to explore resources, we realized we need to create our own phenomena to match our specific set of standards - not just a single standard. This will include writing a unit-level phenomena, gathering supplies as needed, and determining which CCCs will be used as a lens (and how to make this lens visible to students). Then, the phenomena needs to be written/woven into each of the lessons within that unit - as well as each of the performance expectations and as part of a 3D assessment. We'll start with our matter unit, which spans 2.5 months and includes 5 different NGSS performance expectations. If time, we'll move on to an additional unit (geology or astronomy).	1 School Only	24	\$720.00
Science	Braiding Sweetgrass for Young Adults curriculum writing	Todd Shucha	Todd Shucha	Major course revision	If the Braiding Sweetgrass for Young Adults text adoption is approved, the project would be focused on curriculum revisions for WCHS Ecology classes to incorporate use of the text	1 School Only	20	\$600.00

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Science	Physics Homework Assignments ReWrite	Andrew Nelson	Andrew Nelson, Tammy Rademacher	Major course revision	Rewriting/Rebuilding all worksheets to better fit modeling teaching strategy adopted by both Mr. Nelson and Ms. Rademacher, incorporating graphic organizer to support students at all learning levels directly into worksheet problems, analyze formative work for appropriate overlap with summative assessments.	Department project	16	\$480.00
Social Studies	4th grade Social Studies Planning	Dawn Peters	Melissa Lund, Gretchen Kestler, 4th grade teacher reps TBD	Major course revision	Align 4th grade Social Studies instruction with revised standards and consider resources to use along with best practice.	Multi-schools	48	\$1,440.00
Social Studies	5th grade Social Studies	Gretchen Kestler	Gretchen Kestler, Erin McNary, Margaret Martin, Mandy Rice, Mandy Trudell, Nick Saeger, Ali Reimer		Review assessments and exit slips for each unit, make revisions as needed. Mini inquiry research project ideas. Act 31 with culturally responsive teaching.	1 School	56	\$1,680.00
Social Studies	6th grade Social Studies Summer Work: Unit Revisions	Andrea Fitzpatrick	Stacy Starin, Robert Gracia, Lori Ketter, Kerry Lozano, Maggie Gulvik, Kristin McKenna, Andrea Fitzpatrick	Other	Review all current 6th grade unit assessments and exit slips, revise if necessary, look at more inquiry mini research projects and active learning ideas, continue to incorporate Act 31 (WI Native studies) and Act 30 (Holocaust/genocide) to be more culturally responsive	1 School	56	\$1,680.00
World Language	Creating Daily Lesson using an EL Lens	Jill Statz	Mandy Rice and Pam Emmerich	Other	Our goal is to take our first unit in each of the disciplinary areas and rewrite these using an EL lens so that our lessons can be more inclusive.	1 School Only	20	12 \$600.00
World Language	French Scope and Sequence 7-12 / 1-5	Alissa Bratz	Claudia Bright, Beth Stachour, Alissa Bratz, Shari Thompson	Major course revision	Between Covid and recent staff changes, the French scope and sequence is in need of recalibration & redesign. By the end of our work we will have a fully articulated scope and sequence for French 1-5 / grades 7-12.	Department project, Multi-schools	80	\$2,400.00
World Language	Spanish 1 - 6 Realignment (Grades 7-12)	Catie Anderson	Catie Anderson, Ellen Grunder, Ellen Willrett, Tiffany Simandl, Jenni Balcázar, Elaine Simmons, Samantha Pilsner	Other	In the spirit of recombobulation post-Covid, we would like go over what has been added and taken away from the curriculum based on our experience during the virtual learning year and now a "normal" year under our belts. We have been going back and forth over the past few years trying to figure out what our students need to know in the language (grammar-wise) and where they should be performing (proficiency). Even though our department has had success working as a PLC, the time to work together in a 7-12 setting is impossible during school hours. Much of our curriculum is based on both proficiency and grammar, two worlds that are seemingly cohesive and intertwined, yet due to how they are taught, they are treated separately in our curriculum. We will also look at general language standards (ACTFL and/or Wisconsin) and how they apply to each level.	Multi-schools	25	\$750.00

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World Language	Heritage Course Revision and Direction	Catie Anderson	Catie Anderson Elaine Simmons Jenni Balcázar	Major course revision	The Heritage course started in 2019. Since that time the course development has been interrupted by COVID and lack of a consistent instructor. Looking ahead to the future of the program, we are committed to creating a foundation for the sequencing for this course. We would like to spend time researching best practices in Heritage language instruction. Through that research we will come up with a plan that best fits the needs of our heritage students based on the population that was served during the 2022-2023 school year. Since this is a very diverse population, we know that the structure of the course will be open-ended due to the various needs of the students who are in the course.	1 School Only	60	\$1,800.00
World Language	K-4 WL Assessment Review & Curriculum Revision	Gina Pagel	Hailee Hamer, Mary Keenan, Gina Pagel, and Barb Shultz-Becker	Other	We need time to assess/revise the current curriculum and its assessments. Since we teach all students, we need to meet the needs of students with different levels of ability, special needs, and different learning styles. In particular, we will work to increase engagement for all students. We will work to include more cooperative learning rather than teacher-lead instruction. We will incorporate more hands-on activities within the curriculum. We will review current assessments and remove those that are non-essential to make time for updates in our curriculum that meet the above goals.	Multi-schools	100	\$3,000.00
World Language	Mandarin Chinese V Curriculum Writing	Xiuping Zhu only	Xiuping Zhu only	New course	Chineses V aims to further develop students' Chinese proficiency through: (1) consolidating the foundation built in students' beginning modern Chinese courses; (2) introducing them to more complex grammatical structures, varieties of language styles, and background cultural information. Upon the satisfactory completion of the course, students are expected to be able to handle various types of more complex daily conversational situations and short passages on familiar topics. This 90-minute class meets every other day. Successful completion of CHINESE IV will satisfy this foreign language requirement.	1 School Only	40	\$1,200.00
Elem Curric	LLT	Amy Johnson	varies	other	LLT will work as needed to update literacy documents and materials	Multi-schools	100	\$3,000.00
Elem Curric	HGD	Amy Johnson	varies	other	Continue work on unpacking scope and sequence and aligning lessons to standards	Multi-schools	100	\$3,000.00
Elem Curric	Curriculum Guides	Amy Johnson	varies	other	Work on materials to align with policy 330	Multi-schools	100	\$3,000.00

2023 Summer Curriculum Writing Requests

Department	Title of Project	Project Coordinator	Staff members involved	Reason for request	Brief explanation of the project w/final outcome(s)	Select schools, multi-school, or department project	Hours requested @ \$30.00/hour	Amount
<b>TOTAL</b>							<b>2,064</b>	<b>\$61,920.00</b>



# STUDENT ACHIEVEMENT REPORT

WAUNAKEE COMMUNITY SCHOOL DISTRICT

SY 2021-2022

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# STUDENT ACHIEVEMENT REPORT

## Introduction

The student achievement report provides a summary of student achievement on state and district assessments, as well as other district indicators relating to our academic program. The Waunakee Community School District is strongly committed to providing a comprehensive and well-rounded school experience that supports the development of the whole child. There are significant aspects of this vision that are not easily quantified and indicators of student achievement go well beyond the measures presented here. We hope that this information has value to our public and informs our strategic planning process.

### **District Mission Statement**

“Committed to Children...Committed to Community...Committed to Excellence.”

### **District Vision Statement**

The Waunakee Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research based best practices, and engagement with students to be active partners in their learning.

### **District Visionary Aspirations**

The Waunakee Community School District is a collaborative team of students, staff, families, and the community that:

- Establishes excellence in all facets of their work.
- Celebrates both student growth and achievement.
- Sustains learning environments that are challenging and attentive to the diverse learning needs of every student.
- Teaches students to embrace ethics, values, and character.
- Promotes student engagement and belief in their own learning.
- Respects cultural and global perspectives.
- Engages and builds positive relationships with students.
- Cultivates critical and creative thinkers, and nurtures collective inquiry.
- Institutes a challenging curriculum, and prepares students for their future.
- Fosters a safe environment for the educational, emotional and physical needs of all.
- Provides and supports staff development and opportunities for professional growth.
- Allocates resources in concert with the district’s vision.

# STUDENT ACHIEVEMENT REPORT

## Summary of High Level Indicators

These high level indicators represent important measures of student achievement and growth. There are many ways that student and school success make themselves known and this is only a summary of our progress in providing excellent learning outcomes for our students. These indicators represent our collective performance in academically preparing students for their future in terms of achievement, growth, completion, and post-secondary readiness.

Vital Measure	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Graduating High School in Four Years</b>	97.8%	97.1%	96.5%	97.4%	97.9%
<b>Grade K-6 Students Reading at or above Grade Level</b>	85.7%	82.7%	*	72.6%	70.2%
<b>Grade 2-8 Students Meeting Reading Growth Target**</b>	NA	NA	NA	51.2%	56%
<b>Grade 1-8 Students Meeting Math Growth Target**</b>	NA	58.0%	NA	50.3%	55.5%
<b>8<sup>th</sup> Grade Students Taking Algebra or Higher</b>	88%	82%	81%	88%	80%
<b>Students Meeting All Four ACT College and Career Readiness Benchmarks</b>	54%	47%	44%	46%	42%
<b>College Freshman to Sophomore Persistence Rate (2yr lag)</b>	94%	92%	93%		

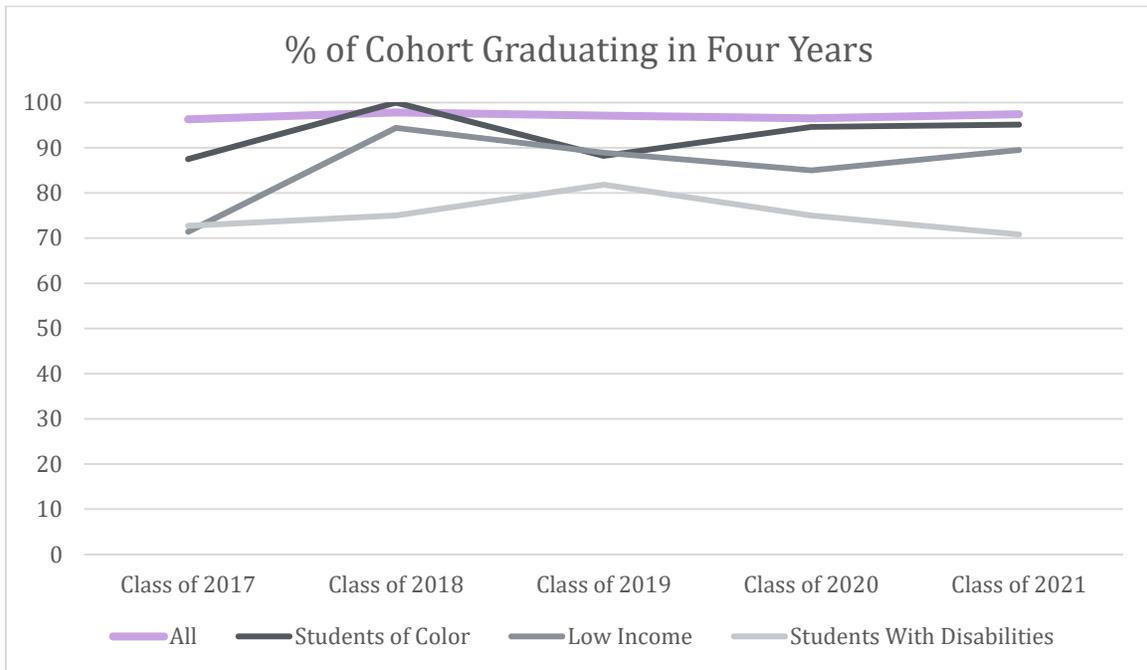
\* Not reported due to COVID-19 pandemic

\*\* NA: Only targeted spring populations

Additional indicators, including course participation and state assessment are also presented in the body of the report. Where practical, disaggregated data is presented. The disaggregated data usually includes students of color (SoC), low income students (LI), and students with disabilities (SwD). Percentages vary by grade level, but overall in 2021-2022 students of color comprised 15.2% of total enrollment, low income students 7.2%, and students with disabilities 9.3%.

# STUDENT ACHIEVEMENT REPORT

## Graduation Rate



### Student Graduating in Four Years of High School

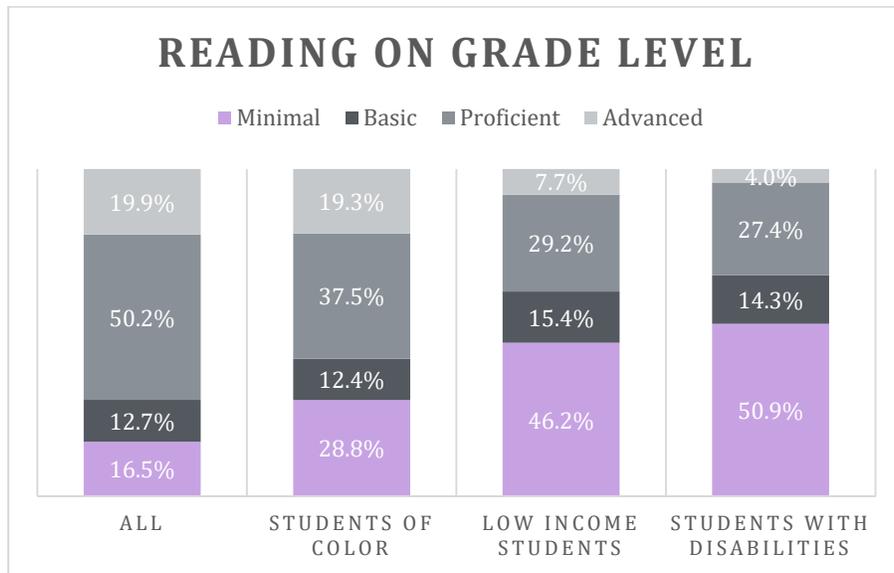
Class	2017	2018	2019	2020	2021
All	96.3%	97.8%	97.1%	96.5%	97.4%
Students of Color	87.5%	100.0%	88.2%	94.6%	95.1%
Low Income Students	71.4%	94.4%	88.9%	85.0%	89.5%
Students with Disabilities	72.7%	75.0%	81.8%	75.0%	70.8%

This measure is based on a distinct cohort of students who enter 9<sup>th</sup> grade together and graduate high school in four years. For 2021, the statewide four year graduation rate for all students was 89.5%.

# STUDENT ACHIEVEMENT REPORT

## Reading on Grade Level

Reading on grade level as a report card indicator is based primarily on the Fountas and Pinnell Benchmark Assessment System (BAS).



2021-2022 percent of students reading on grade level on the 3<sup>rd</sup> trimester report card

	Minimal	Basic	Proficient	Advanced	At/Above
<b>KDG</b>	18.3%	17.6%	56.6%	6.1%	62.7%
<b>1<sup>st</sup></b>	20.0%	6.3%	57.5%	15.8%	73.3%
<b>2<sup>nd</sup></b>	16.3%	9.0%	49.5%	24.6%	74.1%
<b>3<sup>rd</sup></b>	16.1%	14.1%	47.6%	20.6%	68.2%
<b>4<sup>th</sup></b>	24.6%	9.3%	42.9%	22.5%	65.4%
<b>5<sup>th</sup></b>	12.9%	18.9%	45.1%	23.0%	68.1%
<b>6<sup>th</sup></b>	8.4%	12.8%	52.8%	25.9%	78.8%

Multi-year trend for At/Above grade level.

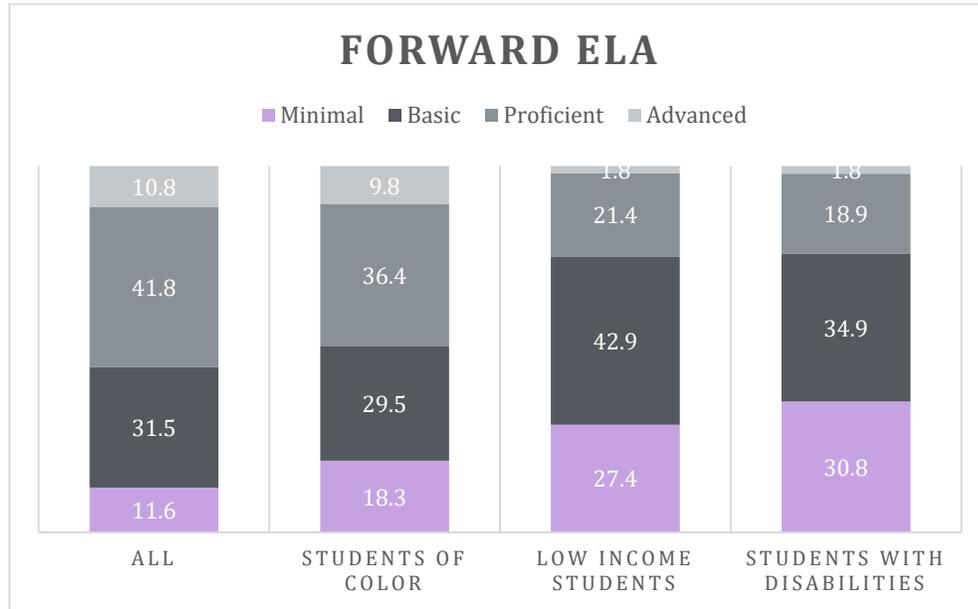
	2018-2019	2019-2020*	2020-2021	2021-2022
<b>All</b>	82.7%	--	72.6%	70.2%
<b>Students of Color</b>	77.0%	--	66.6%	56.7%
<b>Low Income Students</b>	42.9%	--	60.5%	36.9%
<b>Students with Disabilities</b>	28.3%	--	34.3%	31.4%

\*Not reported due to COVID-19 pandemic

# STUDENT ACHIEVEMENT REPORT

## State Forward Assessment

### FORWARD EXAM ENGLISH LANGUAGE ARTS



Our students performed above the state average in English Language Arts, including by groups, but with gaps.

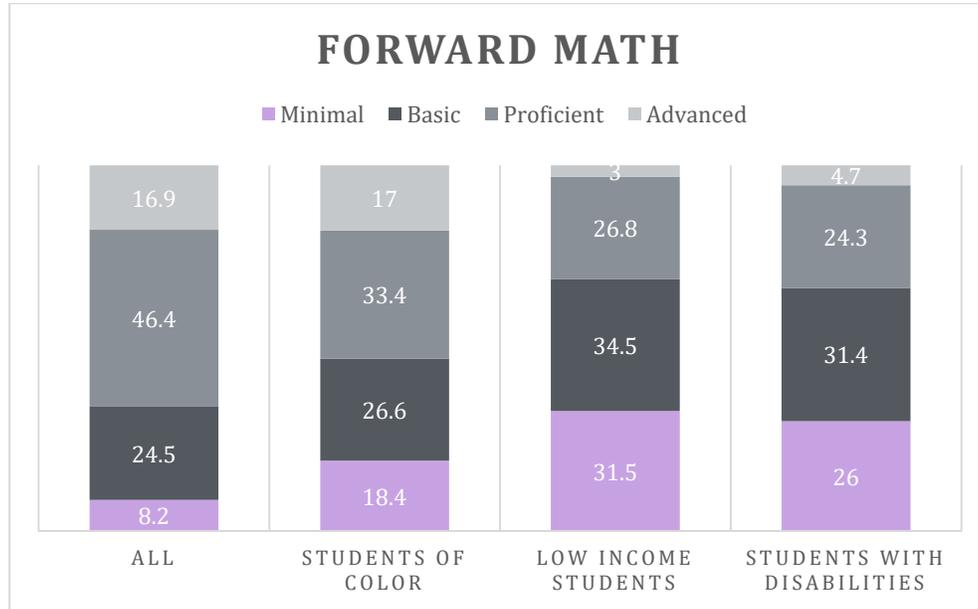
Proficient/Advanced	2019-2020*	2020-2021**	2021-2022	2021-2022 WI
All	--	47.7%	52.6%	37.0%
Students of Color	--	41.4%	46.2%	21.6%
Low Income Students	--	21.2%	23.2%	21.3%
Students with Disabilities	--	16.7%	20.7%	11.0%
Non Tested	--	11.5%	4.3%	3.3%

\*Test not administered due to COVID-19 pandemic.

\*\*Test participation may be lower than in other years due to the COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## FORWARD EXAM MATHEMATICS



Our students performed above the state average in Mathematics, including by groups, but with gaps.

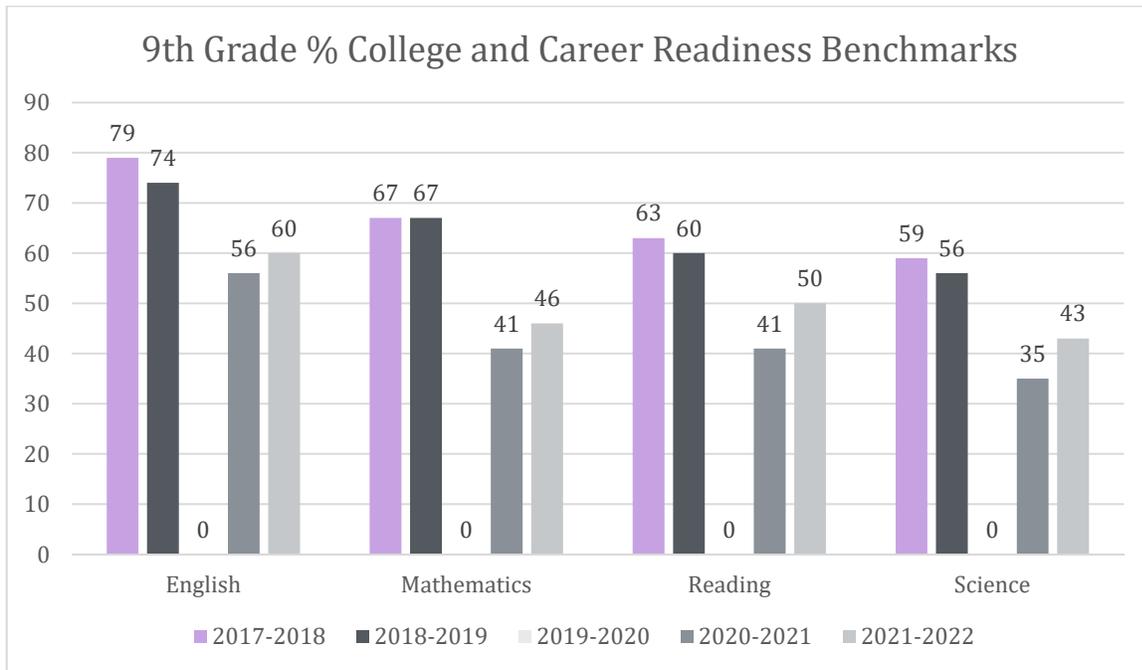
Proficient/Advanced	2019-2020*	2020-2021**	2021-2022	2021-2022 WI
All	--	56.7%	63.2%	39.2%
Students of Color	--	49.0%	50.5%	21.0%
Low Income Students	--	27.1%	29.8%	21.7%
Students with Disabilities	--	21.8%	29.0%	13.7%
Non Tested	--	11.5%	4.1%	3.1%

\*Test not administered due to COVID-19 pandemic.

\*\*Test participation may be lower than in other years due to the COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## Aspire Assessment



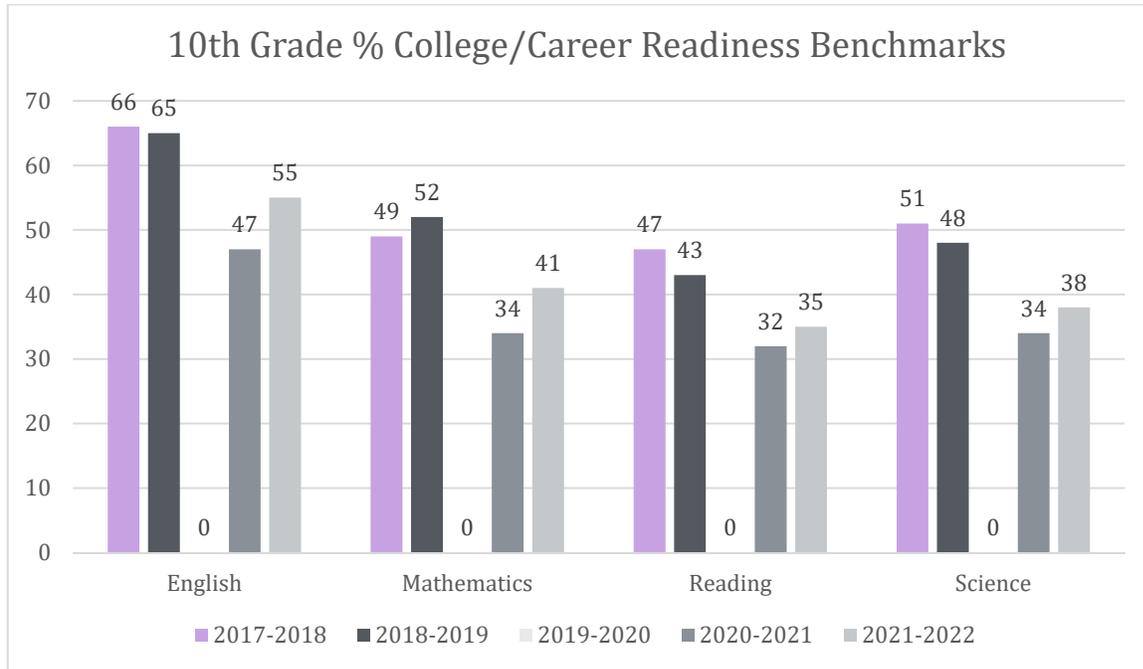
### Percentage of 9<sup>th</sup> Grade Meeting Aspire/ACT College and Career Readiness Benchmarks

Subject	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	WI 2021-2022
English	79%	74%	--	56%	60%	51%
Mathematics	67%	67%	--	41%	46%	34%
Reading	63%	60%	--	41%	50%	38%
Science	59%	56%	--	35%	43%	29%
Non Tested**	5%	7%	--	32%	24%	10%

\*Test not administered due to COVID-19 pandemic.

\*\*Retrieved from English line

# STUDENT ACHIEVEMENT REPORT



Percentage of 10<sup>th</sup> Grade Meeting Aspire/ACT College and Career Readiness Benchmarks

Subject	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	WI 2021-2022
<b>English</b>	66%	65%	--	47%	55%	51%
<b>Mathematics</b>	49%	52%	--	34%	41%	32%
<b>Reading</b>	47%	43%	--	32%	35%	30%
<b>Science</b>	51%	48%	--	34%	38%	29%
<b>Non Tested**</b>	20%	21%	--	41%	33%	11%

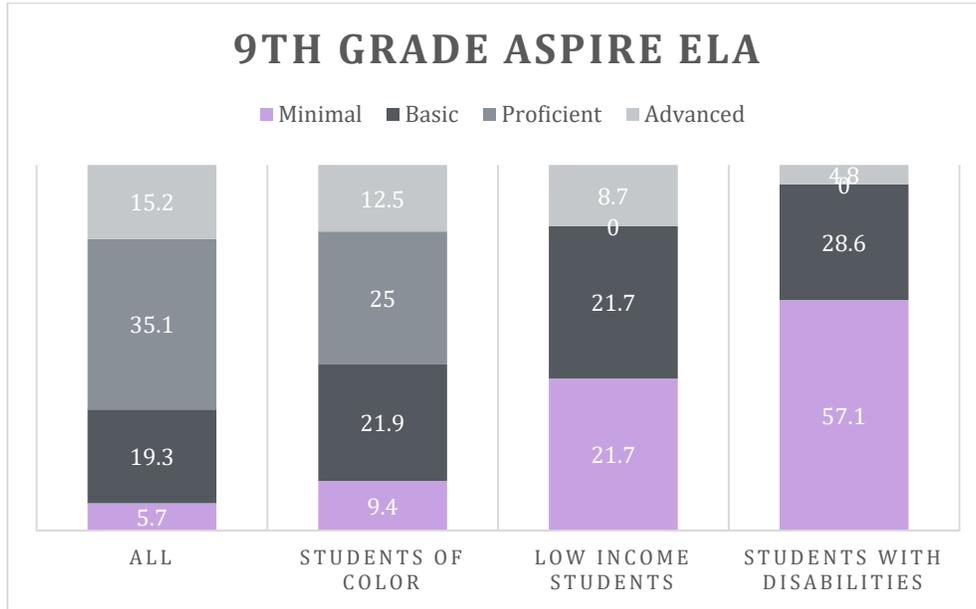
\*Test not administered due to COVID-19 pandemic.

\*\*Retrieved from English line

The Aspire is aligned with the ACT.

# STUDENT ACHIEVEMENT REPORT

## ASPIRE ASSESSMENT ENGLISH LANGUAGE ARTS - STATE PROFICIENCY PERCENTAGES



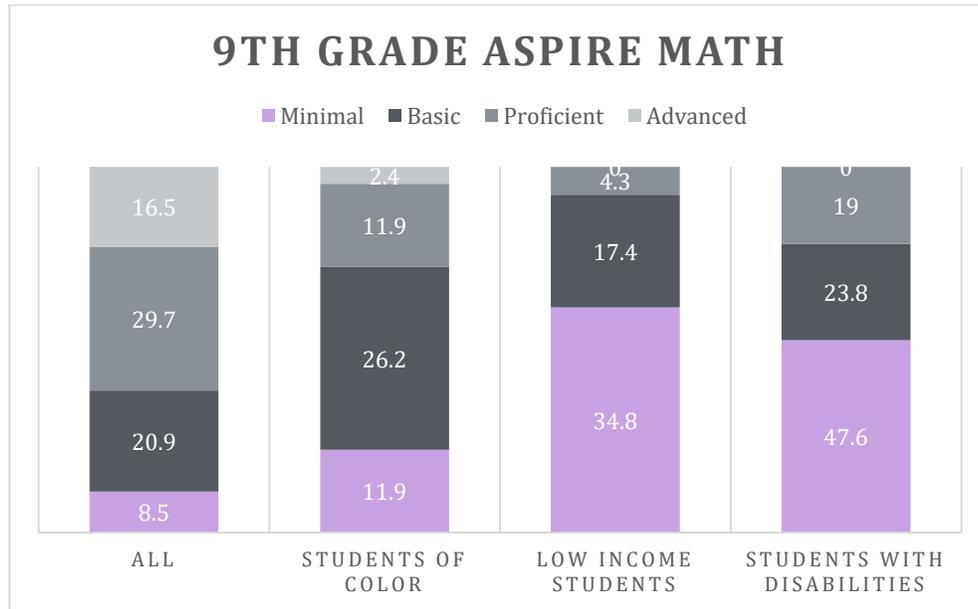
Our students performed above the state average in ELA, including generally by groups, but with gaps.

Proficient/Advanced	2018-2019	2019-2020*	2020-2021	2021-2022	WI 2021-2022
<b>All</b>	63.3%	--	43.5%	50.3%	36.2%
<b>Students of Color</b>	37.5%	--	46.3%	42.9%	18.9%
<b>Low Income Students</b>	35.0%	--	26.7%	8.7%	18.6%
<b>Students with Disabilities</b>	11.1%	--	10.7%	4.8%	5.1%
<b>Non Tested</b>	7.6%	--	31.8%	24.7%	13.2%

\*Test not administered due to COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## ASPIRE ASSESSMENT MATHEMATICS – STATE PROFICIENCY PERCENTAGES



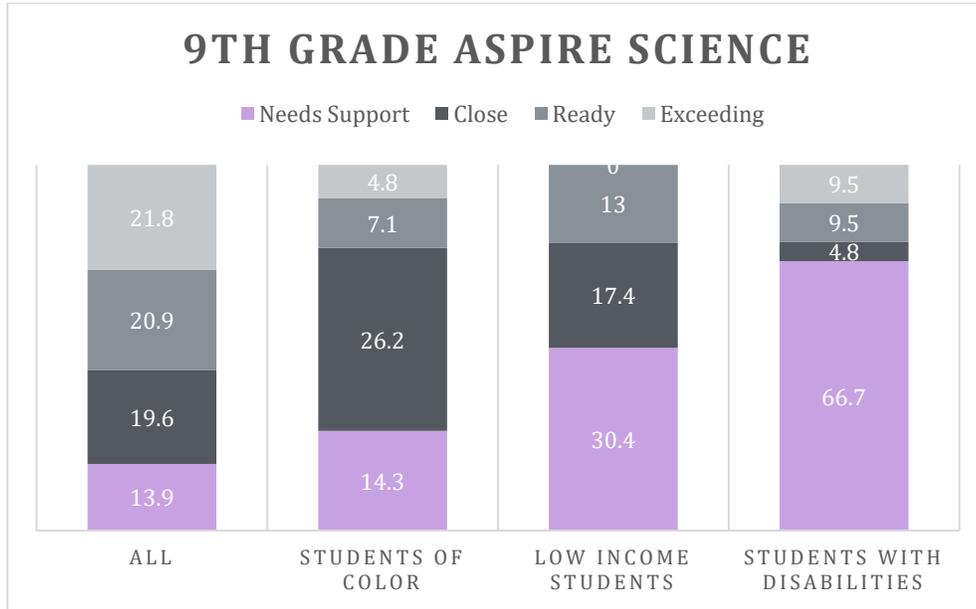
Our students performed above the state average in Mathematics, including generally by groups, but with gaps.

Proficient/Advanced	2018-2019	2019-2020*	2020-2021	2021-2022	WI 2021-2022
All	67.3%	--	40.9%	46.2%	34.1%
Students of Color	46.9%	--	34.1%	28.6%	15.9%
Low Income Students	40.0%	--	20.0%	4.3%	15.9%
Students with Disabilities	22.2%	--	17.9%	19.0%	5.3%
Non Tested	7.0%	--	31.8%	24.4%	9.5%

\*Test not administered due to COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## ASPIRE ASSESSMENT SCIENCE – READINESS LEVEL PERCENTAGES



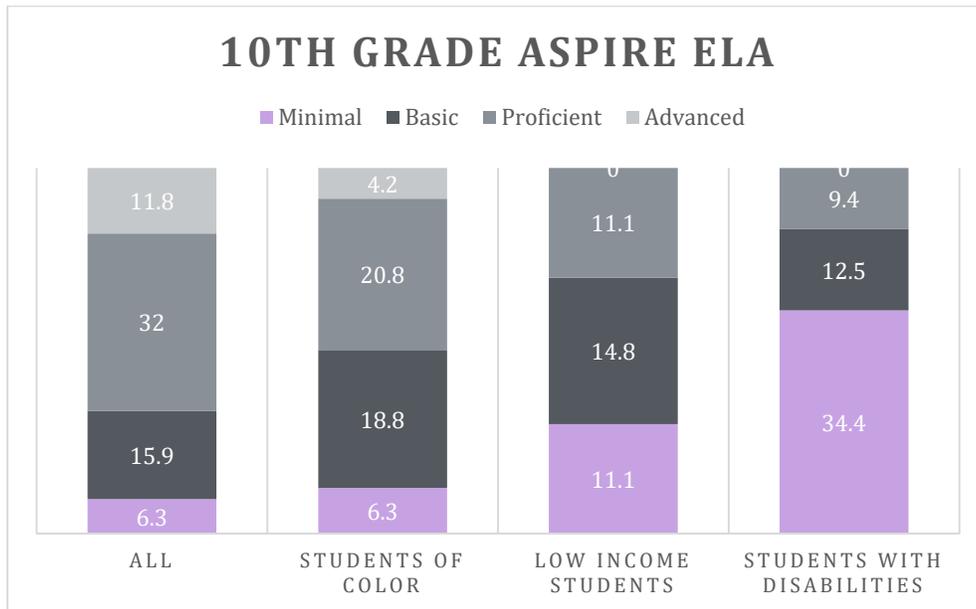
Our students performed above the state average in Science, including generally by groups, but with gaps.

Ready/Exceeding	2018-2019	2019-2020*	2020-2021	2021-2022	WI 2021-2022
All	55.7%	--	35.0%	42.7%	28.7%
Students of Color	31.3%	--	34.1%	28.6%	13.0%
Low Income Students	25.0%	--	20.0%	13.0%	13.7%
Students with Disabilities	11.0%	--	10.7%	19.0%	5.0%
Non Tested	7.6%	--	31.8%	23.7%	9.8%

\*Test not administered due to COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## ASPIRE ASSESSMENT ENGLISH LANGUAGE ARTS - STATE PROFICIENCY PERCENTAGES



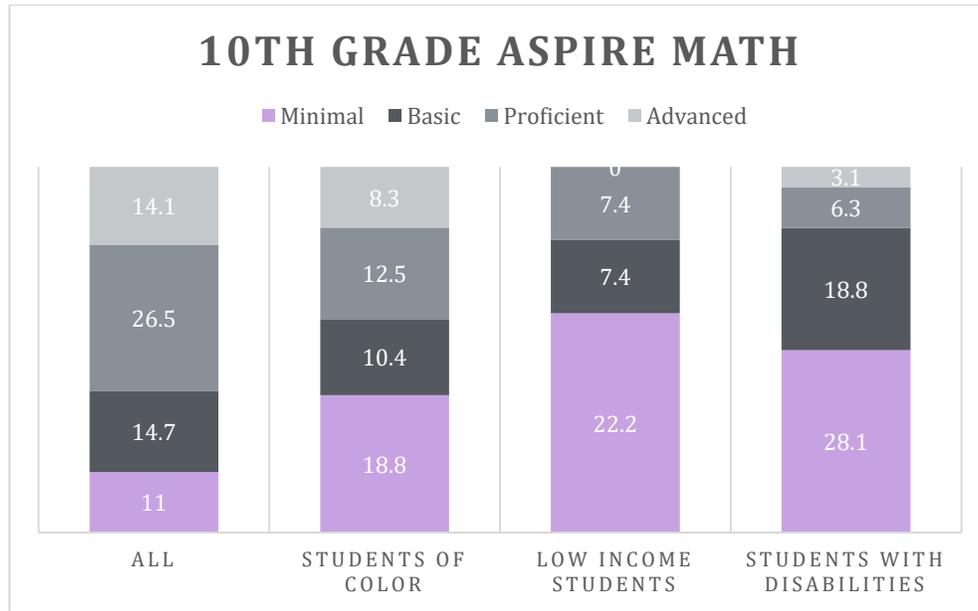
Our students performed above the state average in ELA, including generally by groups, but with gaps.

Proficient/Advanced	2018-2019	2019-2020*	2020-2021	2021-2022	WI 2021-2022
<b>All</b>	<b>49.1%</b>	--	<b>33.9%</b>	<b>43.8%</b>	<b>34.9%</b>
<b>Students of Color</b>	34.2%	--	30.3%	39.6%	18.6%
<b>Low Income Students</b>	11.1%	--	13.3%	11.1%	17.7%
<b>Students with Disabilities</b>	12.5%	--	12.5%	9.4%	4.8%
<b>Non Tested</b>	21.2%	--	40.8%	34.0%	14.6%

\*Test not administered due to COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## ASPIRE ASSESSMENT MATHEMATICS – STATE PROFICIENCY PERCENTAGES



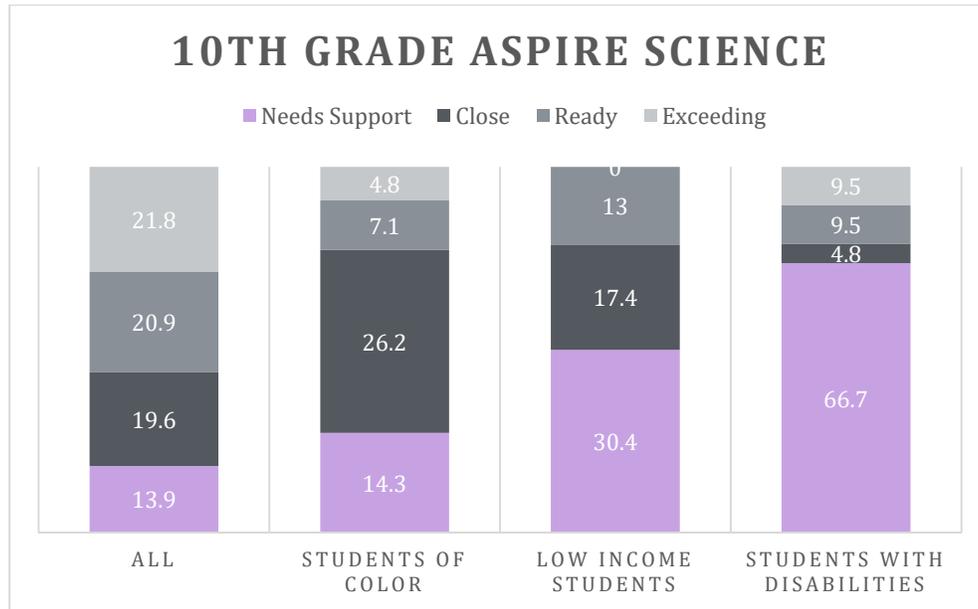
Our students performed above the state average in Mathematics, including generally by groups, but with gaps.

Proficient/Advanced	2018-2019	2019-2020*	2020-2021	2021-2022	WI 2021-2022
All	51.8%	--	33.9%	40.6%	32.2%
Students of Color	31.6%	--	27.3%	31.3%	15.6%
Low Income Students	16.7%	--	11.1%	7.4%	14.7%
Students with Disabilities	16.7%	--	15.6%	9.4%	4.4%
Non Tested	19.7%	--	40.5%	33.7%	11.0%

\*Test not administered due to COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## ASPIRE ASSESSMENT SCIENCE – READINESS LEVEL PERCENTAGES



Our students performed above the state average in Science, including generally by groups, but with gaps.

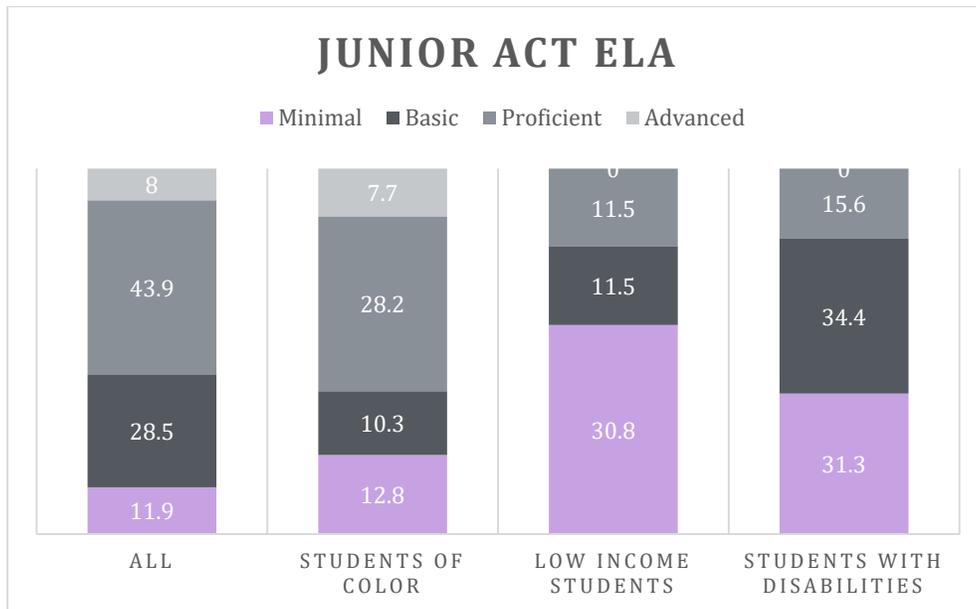
Ready/Exceeding	2018-2019	2019-2020*	2020-2021	2021-2022	WI 2021-2022
All	47.6%	--	33.9%	37.8%	29.0%
Students of Color	28.9%	--	27.3%	31.3%	13.5%
Low Income Students	27.8%	--	11.1%	7.4%	13.8%
Students with Disabilities	25.0%	--	12.5%	12.5%	5.0%
Non Tested	20.9%	--	40.5%	33.1%	11.2%

\*Test not administered due to COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## Statewide ACT Assessment (all Juniors, Spring 2022)

### ACT ENGLISH LANGUAGE ARTS-STATE PROFICIENCY PERCENTAGES

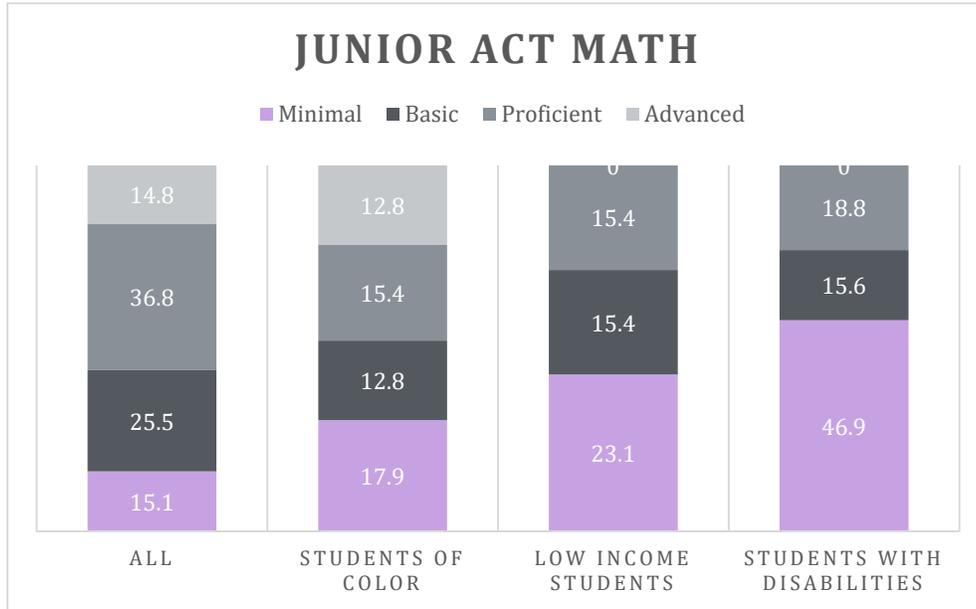


Our students performed above the state average in ELA, including generally by groups, but with gaps.

Proficient/Advanced	2018-2019	2019-2020	2020-2021	2021-2022	WI 2021-2022
<b>All</b>	57.4%	62.0%	53.4%	51.9%	35.0%
<b>Students of Color</b>	48.5%	30.6%	26.9%	38.5%	19.3%
<b>Low Income Students</b>	40.0%	35.0%	21.4%	11.5%	16.7%
<b>Students with Disabilities</b>	17.6%	4.3%	16.0%	15.6%	5.5%
<b>Non Tested</b>	2.6%	5.4%	6.5%	7.7%	9.3%

# STUDENT ACHIEVEMENT REPORT

## ACT MATHEMATICS- STATE PROFICIENCY PERCENTAGES

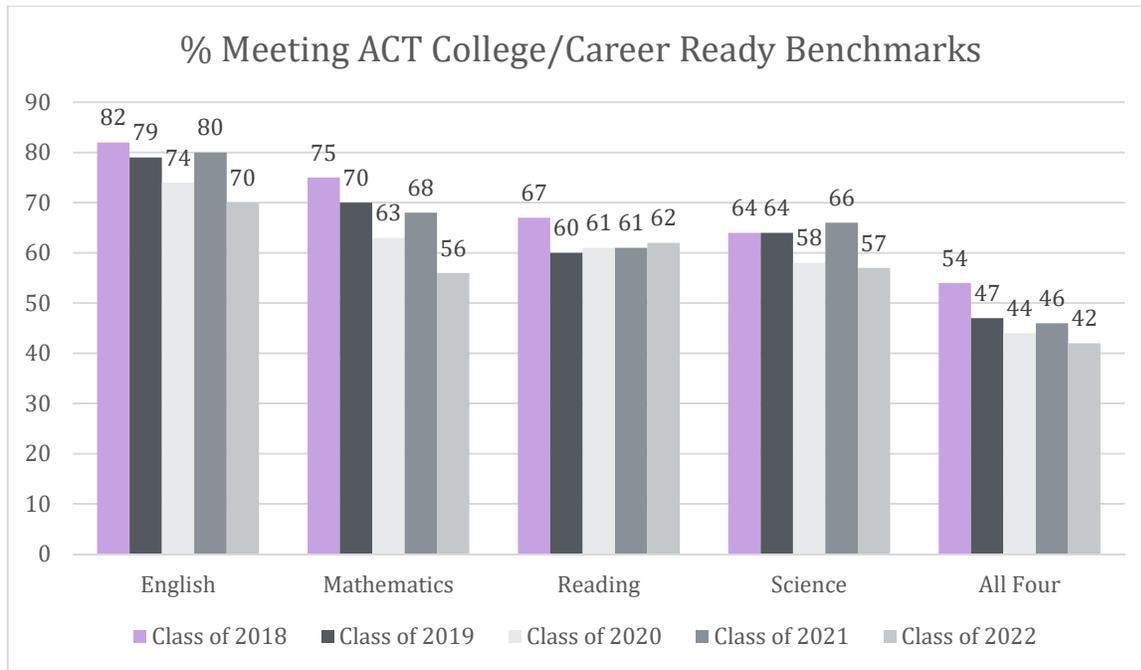


Our students performed above the state average in Mathematics, including generally by groups, but with gaps.

Proficient/Advanced	2018-2019	2019-2020	2020-2021	2021-2022	WI 2021-2022
All	56.5%	63.5%	48.7%	51.6%	27%
Students of Color	51.5%	33.5%	26.9%	30.8%	12.7%
Low Income Students	53.3%	35.0%	21.4%	15.4%	10.5%
Students with Disabilities	17.6%	8.7%	28.0%	18.8%	3.9%
Non Tested	2.6%	5.4%	6.5%	7.7%	9.2%

# STUDENT ACHIEVEMENT REPORT

## ACT GRADUATES REPORT



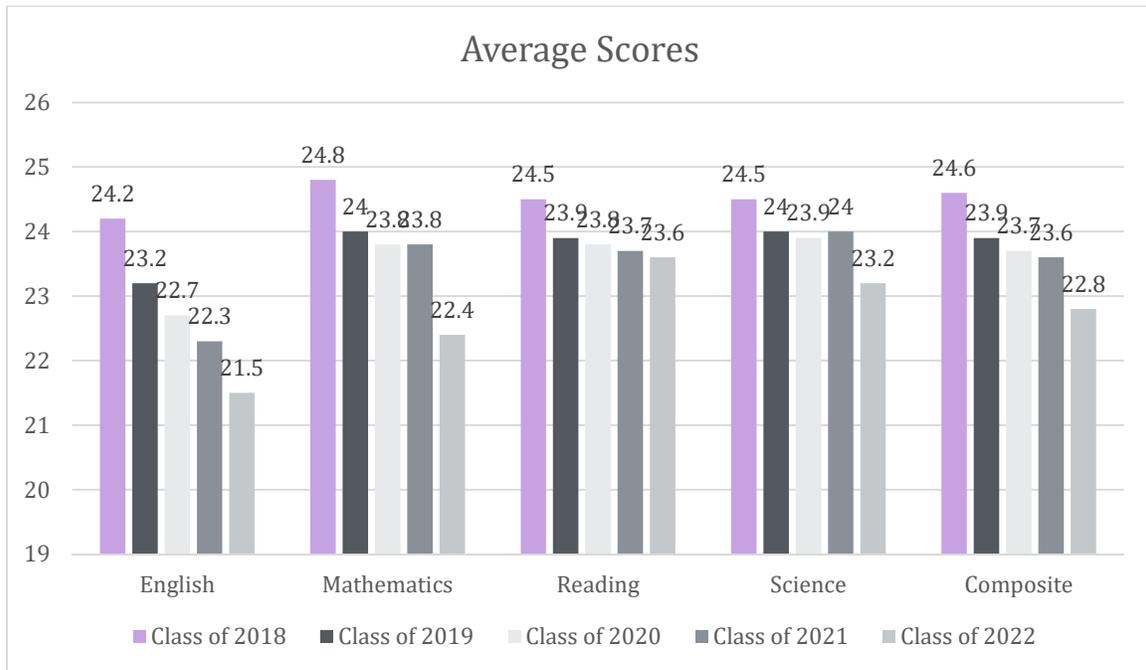
### Percentage of Cohort Meeting ACT College and Career Readiness Benchmarks

Subject	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
<b>English</b>	82	79	74	80	70
<b>Mathematics</b>	75	70	63	68	56
<b>Reading</b>	67	60	61	61	62
<b>Science</b>	64	64	58	66	57
<b>All Four</b>	<b>54</b>	<b>47</b>	<b>44</b>	<b>46</b>	<b>42</b>

The ACT College and Career Readiness benchmarks are the ACT scores that correlate with a 50% chance of a B or better, or 75% chance of a C or better, on corresponding first year college courses. ACT research indicates that the foundational academic skills represented by these benchmarks are also necessary career readiness skills. Most individuals in today's workforce will have multiple jobs over their lifetime and likely need to complete more than post high school credential in order for their skills to continue to be relevant in the workplace. Nationally for 2022, 22% of all students taking the ACT met all four benchmarks.

# STUDENT ACHIEVEMENT REPORT

## ACT GRADUATES REPORT



### ACT Average Scores

Subject	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
<b>English</b>	24.2	23.2	22.7	22.3	21.5
<b>Mathematics</b>	24.8	24.0	23.8	23.8	22.4
<b>Reading</b>	24.5	23.9	23.8	23.7	23.6
<b>Science</b>	24.5	24.0	23.9	24.0	23.2
Composite	<b>24.6</b>	<b>23.9</b>	<b>23.7</b>	<b>23.6</b>	<b>22.8</b>

For the Class of 2022, state and national averages were:

English 18.3 (WI), 19.0 (USA)

Mathematics 19.3 (WI), 19.3 (USA)

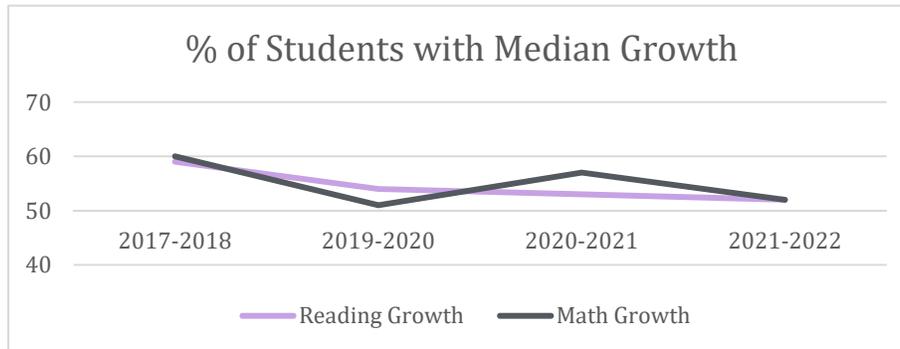
Reading 19.7 (WI), 20.4 (USA)

Science 19.8 (WI), 19.9 (USA)

Composite 19.4 (WI), 19.8 (USA)

# STUDENT ACHIEVEMENT REPORT

## STAR and iReady Growth Percentages



### Reading-Percent of Students Meeting Growth Target

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	NA	NA	NA	NA	NA
2	62	NA	NA	NA	56
3	55	NA	46	50	47
4	60	NA	52	50	50
5	61	NA	55	51	55
6	NA	NA	59	58	54
7	NA	NA	NA	NA	55
8	NA	NA	NA	NA	52
<b>Total</b>	<b>59</b>	<b>NA</b>	<b>54</b>	<b>53</b>	<b>52</b>

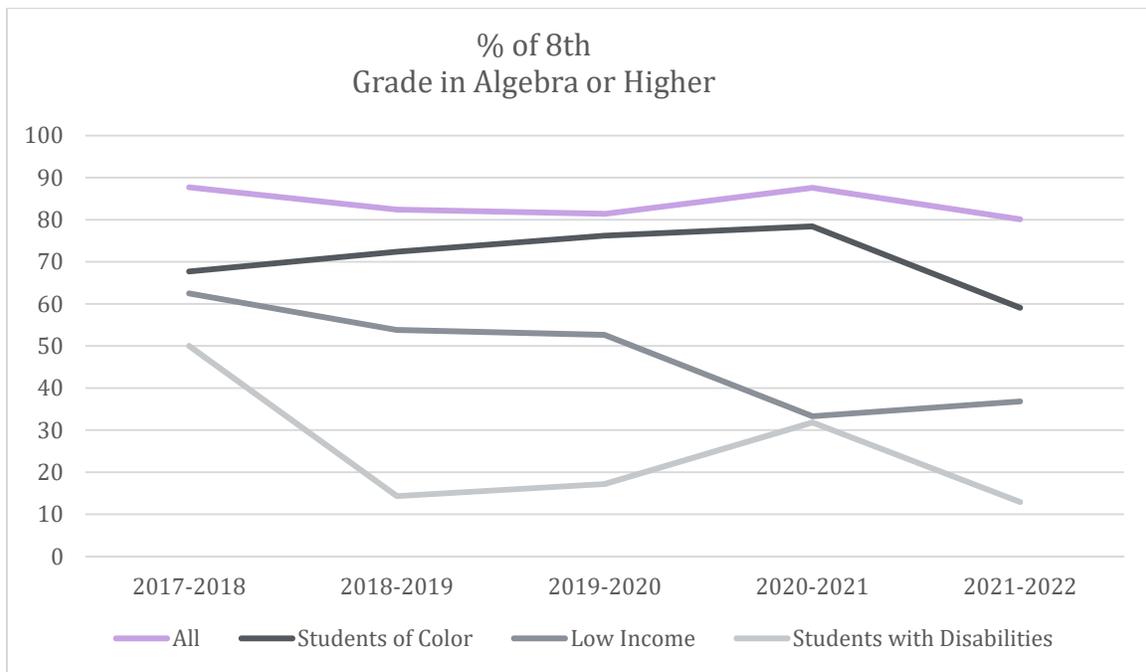
### Math-Percent of Students Meeting Growth Target

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	72	NA	NA	56	NA
2	54	NA	56	56	48
3	52	NA	42	42	46
4	66	NA	45	60	59
5	54	NA	59	67	51
6	60	NA	52	62	54
7	NA	NA	NA	NA	53
8	NA	NA	NA	NA	50
<b>Total</b>	<b>60</b>	<b>NA</b>	<b>51</b>	<b>57</b>	<b>52</b>

Growth target is 50% percentile of growth nationally. Blue is iReady (began in 2021-2022), yellow is STAR, green is combined data. Institutional norms vary by test and grade level, but generally we like to see at least 60% of students meeting target in grades 1-5 and 55% in grades 6-8. STAR reading data is Fall to Fall growth.

# STUDENT ACHIEVEMENT REPORT

## Math Participation in 8<sup>th</sup> Grade



### 8<sup>th</sup> Grade Mathematics Participation by Percentage of Enrollment-All Students

Course	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Adv. Algebra & Above	2.7%	2.7%	0.9%	0.0%	0.3%
Geometry	6.6%	4.0%	8.1%	13.4%	7.8%
Algebra	78.1%	75.7%	72.5%	74.3%	72.0%
Pre-Alg	11.4%	15.2%	17.4%	11.4%	16.6%
Spec. Ed. Pullout	0.9%	2.4%	1.2%	1.0%	3.3%
<b>Algebra or Higher</b>	<b>87.7%</b>	<b>82.4%</b>	<b>81.4%</b>	<b>87.6%</b>	<b>80.1%</b>

An important element of our district math program is for most students to take Algebra or a higher math course in 8<sup>th</sup> grade. Taking Algebra in 8<sup>th</sup> grade provides students with more opportunities to take higher math courses beyond Advanced Algebra in high school.

# STUDENT ACHIEVEMENT REPORT

## 8<sup>th</sup> Grade Mathematics Participation by Percentage of Enrollment-Students of Color

Course	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Adv. Algebra & Above	0.0%	0.0%	4.8%	0.0%	0.0%
Geometry	3.2%	10.3%	0.0%	13.5%	6.8%
Algebra	64.5%	62.1%	71.4%	64.9%	52.3%
Pre-Alg	29.0%	17.2%	23.8%	18.9%	38.6%
Spec. Ed. Pullout	3.2%	10.3%	0.0%	2.7%	2.3%
<b>Algebra or Higher</b>	<b>67.7%</b>	<b>72.4%</b>	<b>76.2%</b>	<b>78.4%</b>	<b>59.1%</b>

## 8<sup>th</sup> Grade Mathematics Participation by Percentage of Enrollment-Low Income

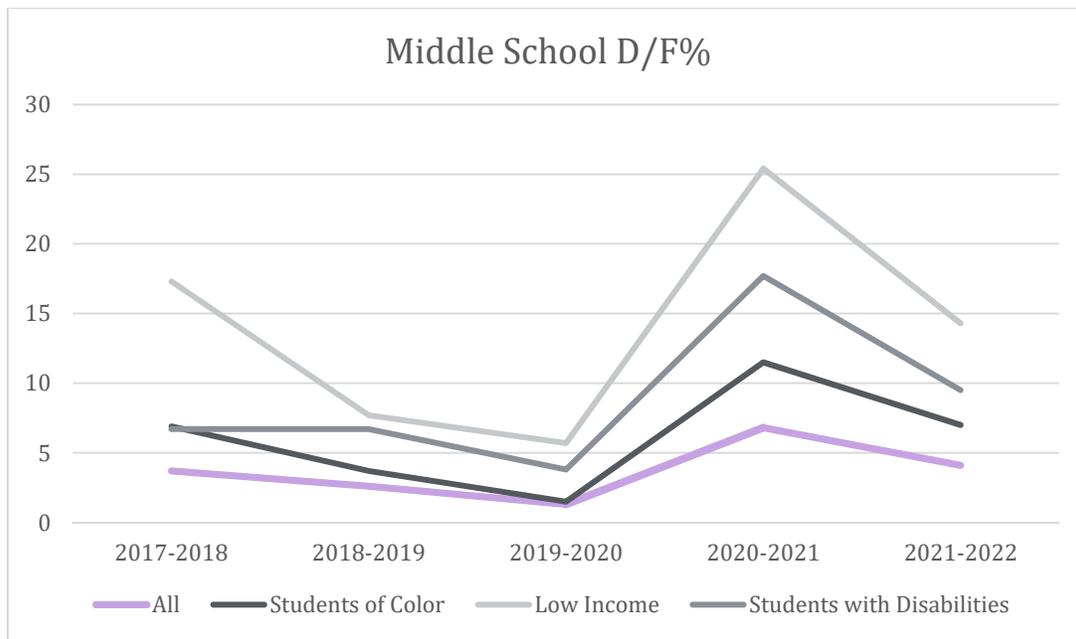
Course	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Adv. Algebra	0.0%	0.0%	0.0%	0.0%	0.0%
Geometry	2.5%	3.8%	2.6%	8.3%	0.0%
Algebra	60.0%	50.0%	50.0%	25.0%	36.8%
Pre-Alg	32.5%	42.3%	42.1%	58.3%	55.3%
Spec. Ed. Pullout	5.0%	3.8%	5.3%	8.3%	7.9%
<b>Algebra or Higher</b>	<b>62.5%</b>	<b>53.8%</b>	<b>52.6%</b>	<b>33.3%</b>	<b>36.8%</b>

## 8<sup>th</sup> Gr Mathematics Participation by Percentage of Enrollment-Students with Disabilities

Course	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Adv. Algebra	NA	NA	NA	NA	NA
Geometry	0.0%	0.0%	3.4%	0.0%	0.0%
Algebra	50.0%	14.3%	13.8%	31.8%	12.9%
Pre-Alg	37.5%	57.1%	69.0%	54.5%	54.8%
Spec. Ed. Pullout	12.5%	8.0%	13.8%	13.6%	32.3%
<b>Algebra or Higher</b>	<b>50.0%</b>	<b>14.3%</b>	<b>17.2%</b>	<b>31.8%</b>	<b>12.9%</b>

# STUDENT ACHIEVEMENT REPORT

## Grade Distributions



### Middle School Grades-All Students

Grade	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022
A	64.5%	64.6%	34.6%	61.5%	65.9%
B	24.6%	24.6%	10.9%	20.8%	20.1%
C	6.9%	7.3%	3.0%	8.7%	7.4%
D	2.6%	1.7%	0.7%	3.5%	2.5%
F	1.1%	0.9%	0.6%	3.3%	1.7%
Other*	0.6%	0.9%	50.2%	2.1%	2.5%
D/F	3.7%	2.6%	1.3%	6.8%	4.1%

\*Other includes grades of P (Pass), NM (No Mark), I (Incomplete).

\*\*Term 4 grades affected due to the COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## Middle School Grades-Students of Color

Grade	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022
A	50.9%	61.3%	32.7%	48.8%	55.6%
B	30.0%	24.0%	11.9%	24.7%	22.1%
C	11.7%	8.9%	3.4%	11.5%	11.1%
D	4.2%	1.8%	0.8%	5.5%	4.5%
F	2.7%	1.8%	0.7%	6.0%	2.6%
Other*	0.5%	2.2%	50.6	3.5%	4.1%
D/F	<b>6.9%</b>	<b>3.7%</b>	<b>1.5%</b>	<b>11.5%</b>	<b>7.0%</b>
% of Enrollment	8.4%	10.6%	12.6%	12.3%	13.7%

## Middle School Grades-Low Income

Grade	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022
A	36.2%	43.2%	19.3%	22.0%	31.8%
B	27.5%	32.3%	16.0%	26.3%	27.8%
C	15.2%	14.3%	8.0%	16.6%	17.2%
D	10.4%	4.6%	2.7%	10.2%	8.4%
F	6.9%	3.1%	3.0%	15.2%	5.8%
Other*	3.9%	2.5%	51.0%	9.6%	8.9%
D/F	<b>17.3%</b>	<b>7.7%</b>	<b>5.7%</b>	<b>25.4%</b>	<b>14.3%</b>
% of Enrollment	5.6%	8.8%	9.5%	10.0%	11.7%

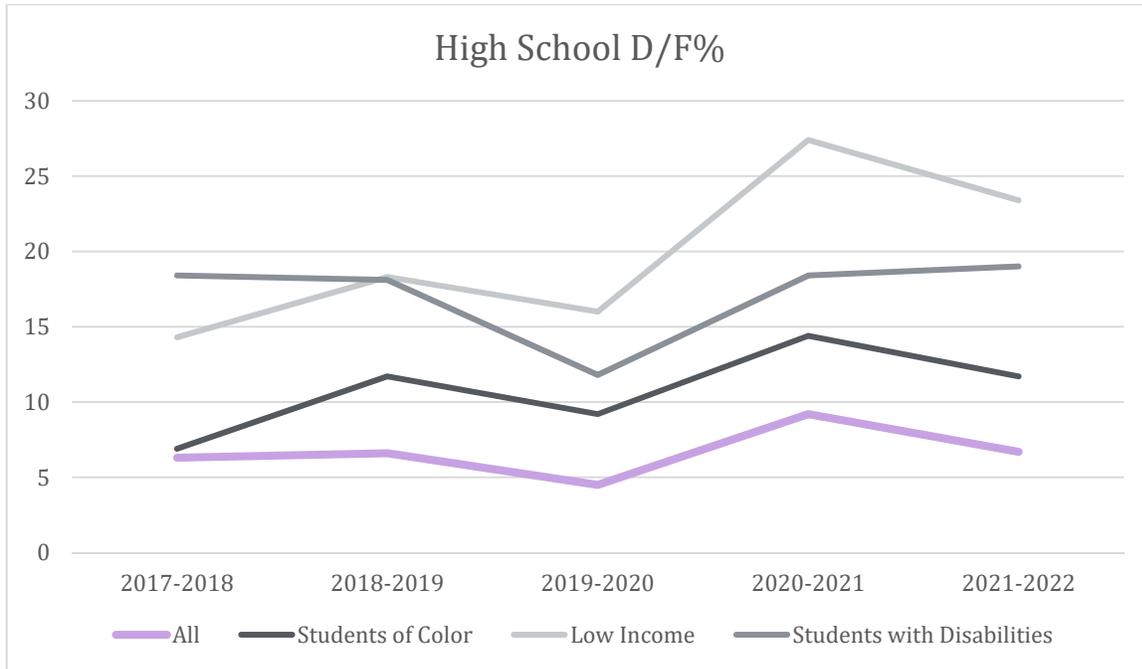
## Middle School Grades-Students with Disabilities

Grade	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022
A	31.7%	34.2%	16.0%	29.4%	39.2%
B	41.8%	36.4%	17.7%	25.6%	25.5%
C	16.8%	16.9%	9.2%	16.2%	13.7%
D	3.8%	5.3%	2.6%	10.1%	3.5%
F	2.9%	1.5%	1.1%	7.6%	5.9%
Other*	3.3%	5.8%	53.4%	11.1%	12.2%
D/F	<b>6.7%</b>	<b>6.7%</b>	<b>3.8%</b>	<b>17.7%</b>	<b>9.5%</b>
% of Enrollment	8.4%	8.9%	7.8%	9.0%	9.8%

\*Other includes grades of P (Pass), NM (No Mark), I (Incomplete).

\*\*Term 4 grades affected due to the COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT



## High School Grades-All Students

Grade	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022
<b>A</b>	52.6%	53.5%	26.0%	57.5%	58.8%
<b>B</b>	28.0%	27.0%	13.8%	21.2%	23.3%
<b>C</b>	12.5%	11.9%	6.2%	11.1%	10.2%
<b>D</b>	5.2%	5.4%	3.0%	6.8%	5.5%
<b>F</b>	1.1%	1.2%	1.5%	2.4%	1.2%
<b>Other*</b>	0.7%	0.9%	49.5%	1.0%	1.1%
<b>D/F</b>	<b>6.3%</b>	<b>6.6%</b>	<b>4.5%</b>	<b>9.2%</b>	<b>6.7%</b>

\*Other includes grades of P (Pass), NM (No Mark), I (Incomplete), or W (Withdraw).

\*\*Term 4 grades affected due to the COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## High School Grades-Students of Color

Grade	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022
A	45.8%	41.7%	21.4%	49.7%	49.2%
B	29.6%	29.1%	12.5%	21.0%	25.0%
C	16.5%	16.0%	8.3%	12.8%	11.5%
D	6.1%	9.2%	5.4%	10.7%	8.9%
F	0.8%	2.5%	3.8%	3.7%	2.8%
Other*	1.1%	1.5%	48.6%	2.1%	2.6%
D/F	6.9%	11.7%	9.2%	14.4%	11.7%
% of Enrollment	10.5%	10.9%	10.4%	10.8%	12.4%

## High School Grade-Low Income

Grade	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022
A	31.2%	31.0%	13.8%	30.0%	31.3%
B	32.1%	25.9%	13.4%	19.8%	23.5%
C	19.4%	20.1%	9.8%	18.0%	15.8%
D	10.8%	13.5%	7.4%	17.7%	16.3%
F	3.5%	4.9%	8.6%	9.6%	7.0%
Other*	3.1%	4.7%	47.0%	4.9%	6.0%
D/F	14.3%	18.3%	16.0%	27.4%	23.4%
% of Enrollment	5.5%	8.4%	8.6%	8.9%	10.1%

## High School Grades-Students with Disabilities

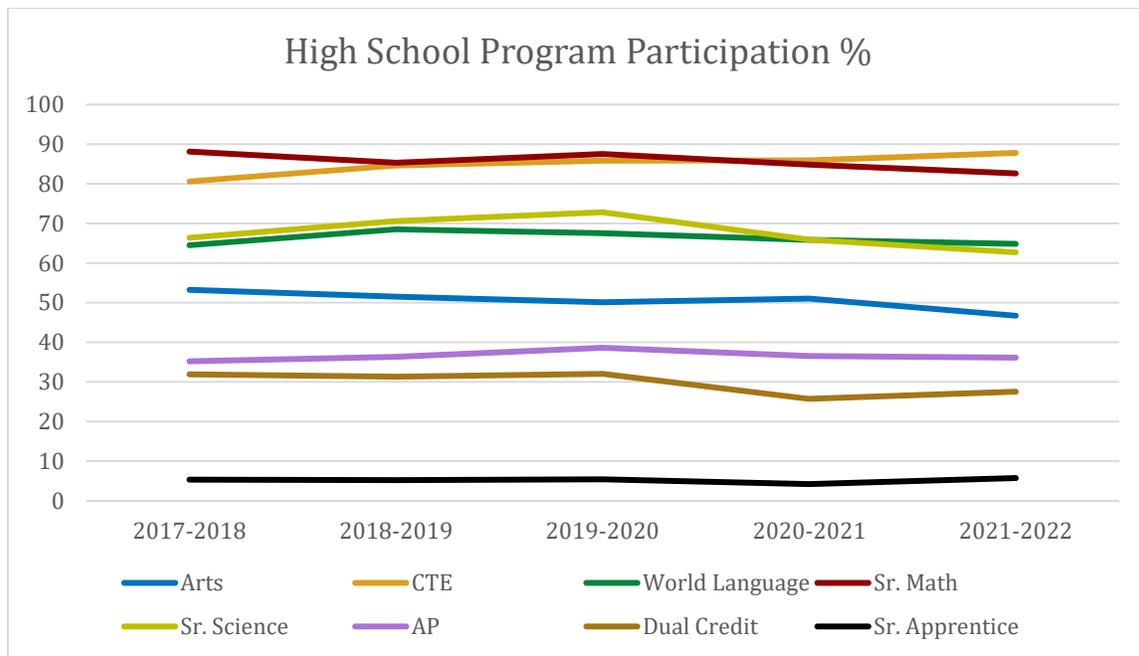
Grade	2017-2018	2018-2019	2019-2020**	2020-2021	2021-2022
A	24.9%	24.7%	10.7%	30.7%	26.9%
B	28.3%	25.3%	14.1%	23.0%	28.0%
C	19.7%	22.8%	11.2%	18.4%	18.1%
D	13.9%	13.1%	8.4%	14.3%	15.1%
F	4.5%	5.0%	3.4%	4.1%	3.9%
Other*	8.7%	9.3%	52.2%	9.4%	8.0%
D/F	18.4%	18.1%	11.8%	18.4%	19.0%
% of Enrollment	8.0%	8.5%	8.4%	8.7%	8.8%

\*Other includes grades of P (Pass), NM (No Mark), I (Incomplete) or W (Withdraw).

\*\*Term 4 grades affected due to the COVID-19 pandemic.

# STUDENT ACHIEVEMENT REPORT

## High School Program Participation



### Students Participating in at least one Fine Arts (Art or Music) Class as a Percentage of Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	53.2%	51.5%	50.1%	51.0%	46.7%
<b>Students of Color</b>	60.4%	61.6%	55.6%	54.7%	52.9%
<b>Low Income Students</b>	39.6%	38.4%	34.7%	26.6%	34.5%
<b>Students with Disabilities</b>	44.2%	48.2%	47.0%	52.3%	50.4%

### Students Participating in at least one Career and Technical Education (CTE) Class as a Percentage of Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	80.6%	84.6%	85.8%	85.9%	87.8%
<b>Students of Color</b>	75.0%	84.2%	83.8%	84.0%	86.5%
<b>Low Income Students</b>	75.2%	84.8%	88.1%	85.5%	85.5%
<b>Students with Disabilities</b>	65.4%	78.1%	83.5%	79.3%	88.4%

# STUDENT ACHIEVEMENT REPORT

## Students Participating in at least one World Language Class as a Percentage of Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	64.5%	68.5%	67.5%	65.8%	64.8%
<b>Students of Color</b>	59.7%	63.0%	62.7%	64.0%	69.4%
<b>Low Income Students</b>	40.6%	57.1%	56.8%	45.2%	42.8%
<b>Students with Disabilities</b>	18.3%	25.4%	20.9%	20.7%	22.3%

## Students Participating in at least one Concurrent Enrollment (IHE) Class as a Percentage of Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	31.9%	31.3%	32.0%	25.7%	27.5%
<b>Students of Color</b>	30.6%	28.1%	27.5%	18.7%	18.2%
<b>Low Income Students</b>	26.7%	23.2%	28.8%	16.1%	13.8%
<b>Students with Disabilities</b>	21.2%	14.0%	9.6%	6.6%	10.7%

## Students Participating in at least a Youth Apprenticeship as a Percentage of 12<sup>th</sup> Grade Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	5.3%	5.2%	5.4%	4.2%	5.7%
<b>Students of Color</b>	5.3%	2.9%	0.0%	7.5%	6.5%
<b>Low Income Students</b>	3.3%	4.2%	3.2%	5.9%	3.1%
<b>Students with Disabilities</b>	10.3%	4.8%	2.9%	2.9%	2.8%

# STUDENT ACHIEVEMENT REPORT

Students Participating in at least one Math Class Senior Year as a Percentage of 12<sup>th</sup> Grade Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	<b>88.1%</b>	<b>85.3%</b>	<b>87.5%</b>	<b>84.8%</b>	<b>82.6%</b>
<b>Students of Color</b>	84.2%	82.4%	86.8%	77.5%	67.7%
<b>Low Income Students</b>	75.9%	50.0%	80.6%	58.8%	34.4%
<b>Students with Disabilities</b>	20.7%	40.5%	41.2%	25.7%	41.7%

Students Participating in at least one Science Class Senior Year as a Percentage of 12<sup>th</sup> Grade Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	<b>66.4%</b>	<b>70.6%</b>	<b>72.8%</b>	<b>65.9%</b>	<b>62.7%</b>
<b>Students of Color</b>	63.2%	64.7%	78.9%	50.0%	54.8%
<b>Low Income Students</b>	27.9%	45.8%	71.0%	47.1%	28.1%
<b>Students with Disabilities</b>	17.2%	35.7%	35.3%	42.9%	27.8%

Course participation data is presented to show trends and patterns in student participation in various parts of our elective areas. Senior year math and science course participation is presented to show students likely taking four credits in these subjects. Science courses in this data do not include (at this time) CTE course that also carry science credit, but courses offered in the science department only.

# STUDENT ACHIEVEMENT REPORT

## Advanced Placement

Students Participating in at least one AP Class as a Percentage of Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	35.2%	36.3%	38.6%	36.5%	36.1%
<b>Students of Color</b>	28.5%	28.8%	31.7%	29.3%	21.8%
<b>Low Income Students</b>	20.8%	20.5%	22.9%	21.0%	13.7%
<b>Students with Disabilities</b>	5.8%	9.6%	6.1%	5.0%	5.0%

Students Taking at least one AP Exam as a percentage of Enrollment

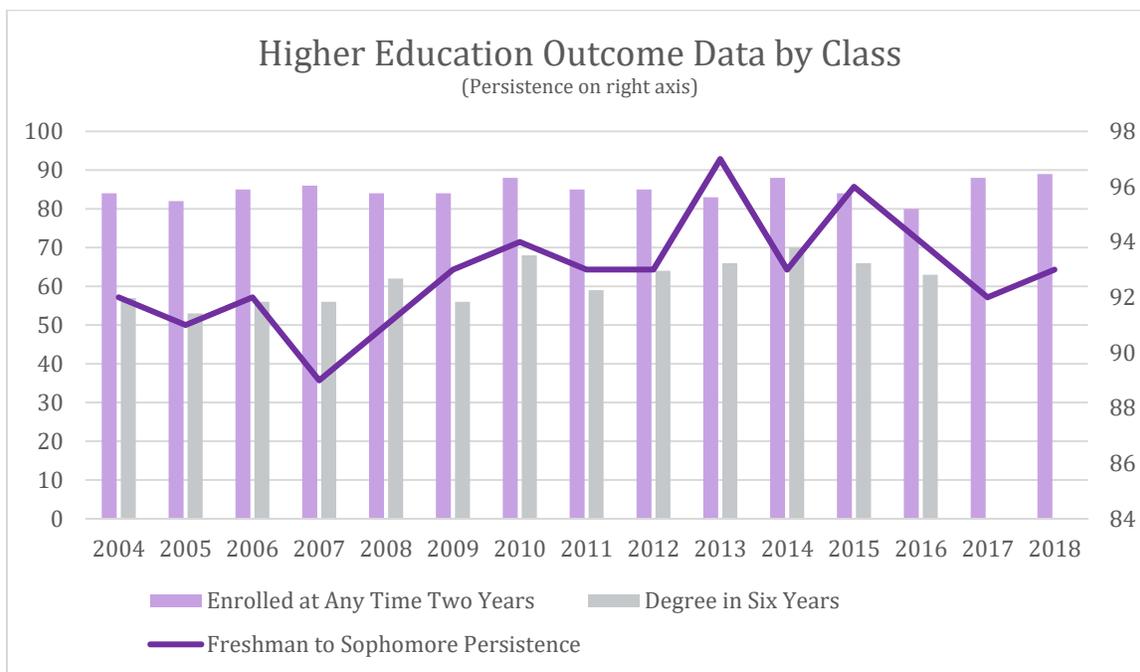
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	33.0%	34.2%	35.2%	32.4%	34.4%
<b>Students of Color</b>	25.7%	26.0%	29.6%	23.3%	22.4%
<b>Low Income Students</b>	13.9%	8.9%	13.6%	8.9%	6.5%
<b>Students with Disabilities</b>	5.8%	6.1%	4.3%	3.3%	5.0%

Percentage of Exams with Score 3+

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>All</b>	80.6%	78.6%	73.1%	69.4%	75.1%
<b>Students of Color</b>	82.1%	78.8%	60.3%	67.3%	71.9%
<b>Low Income Students</b>	46.7%	70.6%	78.1%	80.0%	68.8%
<b>Students with Disabilities</b>	72.7%	78.6%	16.7%	0.0%	66.7%

# STUDENT ACHIEVEMENT REPORT

## National Student Clearinghouse Data



### National Student Clearinghouse Data-Overall Percentage of Graduating Class

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Fall Enrolled	77%	74%	80%	81%	81%	79%	83%	77%	80%	77%	83%	78%	76%	82%	82%
Enrolled at Any Time Two Years	84%	82%	85%	86%	84%	84%	88%	85%	85%	83%	88%	84%	80%	88%	89%
Freshman to Sophomore Persistence	92%	91%	92%	89%	91%	93%	94%	93%	93%	97%	93%	96%	94%	92%	93%
Degree in Six Years	57%	53%	56%	56%	62%	56%	68%	59%	64%	66%	70%	66%	63%		

We obtain this data through the StudentTracker service from the National Student Clearinghouse. Recent years have more disaggregated data. The Clearinghouse makes comparative data available for similar schools who participate in StudentTracker, which for Waunakee is the higher income group. The most recent data available follows.

Immediately Enrolled First Fall: NSC Comparison: 76% (Class of 2018). Waunakee - 82%

Persistence Rate: NSC Comparison: 88% (Class of 2018). Waunakee - 93%

College Completion Rate Six Years After High School Graduation: NSC Comparison: 61% (Class of 2015). Waunakee - 66%

# STUDENT ACHIEVEMENT REPORT

## Immediately Enrolled First Fall After High School Graduation

	2017	2018	2019	2020	2021
<b>All</b>	82%	82%			
<b>Female</b>	85%	80%			
<b>Male</b>	79%	82%			
<b>Students with Disabilities</b>	71%	50%			
<b>Low Income Students</b>	58%	60%			
<b>Students of Color</b>	86%	61%			

## Enrolled at Any Time in First Two Years After High School Graduation

	2017	2018	2019	2020	2021
<b>All</b>	88%	89%			
<b>Female</b>	86%	91%			
<b>Male</b>	83%	87%			
<b>Students with Disabilities</b>	71%	79%			
<b>Low Income Students</b>	61%	72%			
<b>Students of Color</b>	90%	66%			

## Enrolled First Year after High School Who Returned for Second Year (Persistence Rate)

	2016	2017	2018	2019	2020
<b>All</b>	94%	92%	93%		
<b>Female</b>	96%	95%	94%		
<b>Male</b>	93%	89%	91%		
<b>Students with Disabilities</b>	75%	92%	*		
<b>Low Income Students</b>	71%	84%	73%		
<b>Students of Color</b>	90%	89%	58%		