REVISED 3/10/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) _X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal Mrs. Ruth E. Maegli

Official School Name Hamlin Garland Elementary School

School Mailing Address 1420 West Goldcrest Avenue

Milwaukee, WI 53221-5013
City State Zip Code+4 (9 digits total)

County Milwaukee State School Code Number* 3619

Telephone (414) 304-6500 Fax (414) 304-6515

Website/URL: http://www2.milwaukee.k12.wi.us/191.htm E-mail: 191@mail.milwaukee.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent: Mr. William G. Andrekopoulos

District Name: Milwaukee Public Schools Tel. (414) 475-8002

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson: Mr. Kenneth Johnson

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:
   123 Elementary schools
   26 Middle schools
   0 Junior high schools
   48 High schools
   30 Other (Alternative & Partnership Contract Schools)

   227 TOTAL

2. District Per Pupil Expenditure: $8097

   Average State Per Pupil Expenditure: $10,590

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

MPS Official 3rd Friday Sept. 2004 Enrollment

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	28	42	**70**	**7**			
K	33	31	**64**	**8**			
1	24	18	**42**	**9**			
2	19	26	**45**	**10**			
3	24	22	**46**	**11**			
4	20	9	**29**	**12**			
5	13	15	**28**	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					324

6. Racial/ethnic composition of the students in the school:

65 % White
8 % Black /African American
15 % Hispanic or Latino
10 % Asian/Pacific Islander
2 % American Indian/Alaskan Native
100% TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 26%

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	35
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	51
(3)	Total of all transferred students [sum of rows (1) and (2)]	86
(4)	Total number of students in the school as of October 1	325
(5)	Total transferred students in row (3) divided by total students in row (4)	26%
(6)	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 9%
28 Total Number Limited English Proficient

Number of languages represented: 6
Specify languages:
Arabic, Hmong, Polish, Spanish, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 65%

Total number students who qualify: 205

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10%
33 Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	14 Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Emotional Disturbance	16 Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
3 Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	15	
Special resource teachers/specialists	2	2
Paraprofessionals	6	
Support staff	1	4
Total number	25	6

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	95 %	93%	91%	90%
Daily teacher attendance	97%	97%	96%	95%	91%
Teacher turnover rate	8%	6%	13%	9%	15%

PART III - SUMMARY

Garland School is a close-knit community which includes 325 children from three year old kindergarten through fifth grade in Milwaukee, Wisconsin. Our rich cultural diversity of students is 15% Hispanic, 10% Asian, 8% African American, 2% Native American, 10% Other (of which 9% are Arab) and 55% Caucasian (of which 20% are Arab). We have a total of 29% students of Arab decent. Garland is a Title I school with 66% of students eligible for free or reduced lunch. A 15:1 student-teacher ratio is provided to five year old kindergarten through third grade students as a part of the Student Achievement Guarantee in Education program (SAGE). Nine percent of our children are English Language Learners and 10% of our enrollment is identified as students with disabilities.

Garland School's vision is for all students to achieve or exceed proficiency. Our mission is to develop lifelong learners who continue to achieve or exceed proficient levels throughout their school years. Our curriculum emphasizes high academic standards and independent thinking, while integrating the use of updated technology. Our very popular after school program focuses on academic enrichment, tutoring, clubs and sports. Garland offers before and after school child care from 7am until 6pm for all students. Wrap-around child care is available to half-day students through this on-site program.

The Garland Learning Team received training at the Southeastern Wisconsin Assessment Collaborative I and II from which our staff development plan has evolved. Our commitment to a strong staff development program has propelled Garland toward an alignment of our curriculum to the Milwaukee Public Schools' Learning Targets, Wisconsin State Standards and the use of Classroom Assessments Based on Standards. Analysis and review of this data assures that "No Child is Left Behind". Daily instruction is based on the academic standards and grade level Learning Targets which help prepare and motivate students to excel in higher level thinking and meet or exceed proficiencies. Our Literacy Coach, using the Comprehensive Literacy Framework, assists teachers and students in reading and writing instruction. Staff uses both guided reading and writing and implements multiple strategies to improve student literacy. Our Math Teacher Leader provides guidance in using the Mathematics Framework to develop critical-thinking problem solvers. Teachers incorporate a hands-on approach in math and science. Rubrics are shared with students so they understand the assessment process, enabling them to independently work toward proficiency. A pleasant environment is created through display of student work. Safety is ensured by the use of best practices in discipline and the Classroom Organization and Management Program.

We are proud to be the recipient of numerous grants including Math, Science (a partnership with the University of Wisconsin-Madison), Technology and Staff Development. In addition, district Excel Grants have been awarded to several teachers. In 2004 and 2005, Garland won the Wisconsin Department of Public Instruction's Promise Award which recognizes high achievement.

Each individual in our family-centered school is valued. Parent communication and involvement are priorities. Family Night Activities are well attended. Families participate in an active School Governance Council and in the Parent Teacher Organization. A large percentage of parents took the district's annual climate survey and gave our school very high marks. The growth of all students is enhanced by the strong partnership among staff, parents, families and community volunteers. Our Motto is "Garland School = Great Staff + Great Students + Great Parents".

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The School's assessment results in reading and mathematics:
Two state mandated annual standardized tests are used to compare and evaluate the achievement of all elementary schools in Wisconsin. Wisconsin Assessment Website: http://dpi.wi.gov/sig/index.html

The first is the **Wisconsin Reading Comprehension Test (WRCT),** assessing all third grade students across the state in March.

3rd Grade WRCT – Percent Proficient + Advanced

	2002/2003 Garland School	2004/2005 Garland School	2004/2005 Comparison to District	2004/2005 Comparison to State
African-American	86%	100%	+32	+31
Hispanic	100%	100%	+35	+30
Male	87%	100%	+32	+14
ELL	25%	67%	+20	+8
Special Education	50%	100%	+62	+45
Free and Reduced Lunch	82%	94%	+27	+17
TOTAL	83%	96%	+25	+9

As the table above shows, Garland students are above the district and state averages in all sub-groups and as a total in terms of the percentage that scored proficient or advanced. Garland's share of students who scored proficient or advanced on the 3rd Grade Wisconsin Reading Comprehension Test increased from 83% in 2002-03 to 96% in 2004-05. Current Garland WRCT scores surpass the district by 25 percentage points and the state by 9 percentage points.

The second is the **Wisconsin Knowledge and Concepts Exam (WKCE)** administered to all fourth graders in November. Please refer to the tables in Part VII of this document. WKCE highlights for Garland include the following:

- Over the last three years, the percentage of Garland 4th grade students scoring at the proficient or advanced levels has increased in reading from 81% to 93% and in mathematics from 76% to 89%.
- The current (2004-05) percentage of Garland students scoring proficient or advanced on the WKCE reading test exceeds the district average by 31 percentage points and the state average by 11 percentage points.
- The current (2004-05) percentage of Garland students scoring proficient or advanced on the WKCE math test exceeds the district average by 43 percentage points and the state average by 16 percentage points.
- The percentage of economically disadvantaged students at Garland who scored proficient or advanced has nearly doubled in reading from 2002-2003 to 2004-2005.
- The percentage of economically disadvantaged students at Garland who scored proficient or advanced has increased 15% in math from 2002-2003 to 2004-2005.
- 100% of students have taken the WKCE every year.

Much of the disaggregated data is in groups of less than 10 students and, therefore, is not published. Garland School has instituted formal test analysis practices to better interpret how all students are performing. Data analysis shows few gaps between our majority populations and our Special Education and English Language Learners. However, there are achievement gaps on specific content areas that we continue to address with research-based interventions including: curriculum and assessment alignment, developing common assessments at grade levels through Standards in Practice Teams based on Harvard's Project Zero, and involving parents and the community in our mission and vision of all students being proficient or advanced. These interventions continue to raise the achievement of all students at Garland School.

The district also administers a comparable annual assessment, the Terra Nova, at Grade 3 in mathematics and at Grade 5 in mathematics, reading and language arts. Over the last 3 years Garland students have consistently exceeded the district in performance by an average of 10 percentage points in reading and by over 20 percentage points in mathematics.

2. Using Assessment Results:
Three times per year, the Garland Learning Team members guide staff in analyzing both standardized and Classroom Assessments Based on Standards data. The staff is divided into academic committees that meet monthly to plan projects and activities aligned to the educational plan as well as reviewing implementation of the plan. Committees disaggregate standardized test scores and present their findings to other staff and to the School Governance Council (a parent/teacher/community organization). This information is used to review and revise the school's educational plan and instructional strategies. Disaggregating data into student subgroups and conducting item analysis in specific content areas are priorities. This understanding helps Garland Staff improve student achievement and close the achievement gap. Garland School's Literacy Coach and Math Teacher Leader present staff development activities on academic improvement strategies based on our data analysis. Staff members incorporate these strategies into their teaching to improve instruction, increase student achievement, and raise test scores. Summative data from Classroom Assessments Based on Standards has become an integral part of guiding instruction and improving student performance at Garland School. Analysis of Classroom Assessments Based on Standards data gives teachers a snapshot of student mastery on specific skills. Communication among grade level teams is ongoing as teachers share best practices and effective teaching strategies on a monthly basis. With the use of that data and insight from others, teachers can re-teach and assist all students in becoming proficient in all content areas.

3. Communicating Assessment Results:
Garland works in a partnership with parents. Ongoing communication with parents is part of our mission as we bring all students to proficiency. In addition to our open door policy, we have parent teacher conferences twice a year where Classroom Assessments Based on Standards and standardized scores are discussed with parents. Rubrics are developed and shared with students and parents so they are aware of the requirements to achieve proficiency. Teachers individually meet with students about their Classroom Assessments Based on Standards and standardized test scores. Teachers use before / after school time, lunch periods and even phone conferences so that all parents are able to discuss their child's progress with the classroom teacher. Along with parent teacher conferences, report cards based on Learning Targets and State Standards go home quarterly to keep parents up-to-date on student achievement. Parents of students not achieving at grade level are informed of strategies they can implement at home to increase their child's achievement level. Families are encouraged to attend Family Academic Nights which are planned with the help of the Parent Teacher Organization. These nights include Math Night, Literacy Night, and Science Night where staff and parents facilitate hands-on activities to improve parent understanding and increase student learning. Materials are distributed to interested parents so these activities can be replicated at home.

4. Sharing Success:
The Garland School Staff has shared our success with other schools in a number of ways. Our Learning Team members attend a yearly district Learning Team meeting and share ideas with other schools whose students are struggling to achieve. We offer opportunities for other teachers to visit Garland School so they may experience our teaching methods and intervention strategies. Our science lead teachers, in partnership with the UW-Madison Arboretum, meet and share successful science projects with other district and state schools. Successful writing lessons, student work, rubrics and assessments are presented and displayed yearly at the district's literacy showcase. Our Math Teacher Leader shares successful ideas, lessons, rubrics, and assessments at her monthly Math Teacher Leader meetings. She also is scheduled to present at the state Mathematics Conference in Green Lake on the topic of "Assessing your Classroom Assessments Based on Standards" this year. The Garland Literacy Coach and Math Teacher Leader have

presented at recent district meetings. We shared our classroom assessment binder and recording tools to assist teachers in identifying students not achieving proficiency. Finally, our principal has met with all new and interested administrators for the past three years to share ways of creating a professional learning community which helps lead to improved student proficiency.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:
The Garland School curriculum emphasizes high academic standards and critical thinking. The district's Learning Targets, which are aligned to Wisconsin State Standards, drive our curriculum and instruction. We strive to actively engage all students throughout the day.

Reading is an active process that is taught across the curriculum using all genres. Early reading focuses on phonemic awareness, phonics and fluency, with a stronger focus on vocabulary and comprehension study as the reader matures. Graphic organizers are used and connections are made to self, text, and the world. Instruction is focused around strategies before, during, and after reading.

Writing is also done across the curriculum. In writing, the focus is on the process (prewriting, drafting, revising, editing, publishing) and the components (ideas, organization, voice, word choice, sentence fluency, variety, conventions). The Six Traits Writing method fosters growth in the components of writing. Technology and research enhance our writing. Students' published writing is displayed on our literacy boards throughout the building and shared over our public address system.

The foundation of our **math** program is based on a hands-on curriculum focusing on five essential instructional strands: problem solving, computing, reasoning, engaging, and understanding. The process of solving mathematical problems is the emphasis of all written and oral work. Multiple ways of solving problems are explored and developed through critical thinking, higher level questioning and the use of manipulatives. Some teacher-directed instruction is evident; however the curriculum is centered on cooperative groups and student discussion.

Our diverse student population reinforces teaching **social studies** from a variety of cultural perspectives. Our curriculum begins in the early childhood grades with the teaching of themes and vocabulary which establishes a foundation for student progress through the upper grades. This spiraling curriculum helps ensure that students develop a deeper understanding of economics, history, behavioral science, geography, civics and government which they can apply to real world situations.

Interactive, hands-on experiences form the foundation for a strong **science** curriculum. The scientific method is introduced at an early age so that students begin to understand the process of inquiry through exploration and experimentation. Our science program is enhanced through our after school clubs, an on-site school garden, science fair, and field trips around the community.

Art is woven throughout the curriculum with the focus on process over product. Art lessons are guided by the works of master artists. Even though we do not have an art specialist teaching our students, classroom teachers give students an opportunity to explore a variety of artistic techniques and help them develop an appreciation of art. Parents, students and visitors notice and appreciate the beautiful student-generated art displayed throughout the school.

Our **music** program teaches concepts such as reading music (value of notes), rhythm patterns (beats), composers, and the appreciation of various forms of music. During our weekly music classes cross-curricular connections are developed through memorization skills, performance, social interactions, and cultural acceptance. Weekly piano lessons are also offered to students.

Our **physical education** program emphasizes the well-being of the whole child with a focus on positive attitudes towards exercise, health, and social activities. During our weekly physical education classes, cooperative games, movement, team and individual sports, and motor skills are developed to foster an awareness of the importance of life-time activities to maintain healthy bodies. Our after school recreation program includes a volleyball and soccer program.

2a. Reading:
Milwaukee Public School's Learning Targets, which are aligned to the Wisconsin State Standards and the Comprehensive Literacy Framework, drive our reading instruction. All students in kindergarten through fifth grade receive daily whole group instruction in a basal, which includes the five essential components of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students are also guided to use six important strategies - phonics/decoding, predict/infer, monitor/clarify, question, summarize, evaluate – during reading instruction. Guided reading is another part of our program. During this time, students work in small, flexible groups at their instructional level, practicing and applying these strategies using leveled materials. Teachers, teaching assistants, and student teachers work with these small groups at a minimum of three times a week for 30 – 45 minutes. Within these flexible groups a variety of materials are used to support growth and challenge our students to become proficient, independent, lifelong readers. These materials include trade books, leveled readers from our reading series, and computer programs (A-Z Reading, Simon Sounds It Out, and Reading Blasters).

Independent reading is a significant part of our reading program where students have the opportunity to apply the internalized strategies they have learned. Classroom book centers and our school library provide a source of materials for students to select books which are of high interest to them at their independent level to read at school and at home. Our Accelerated Reader Program and community incentive programs, such as 6-Hour Reading Club and Book It, motivate our students to read throughout the year. Several times during the school year we have Accelerated Reader celebrations honoring students who are independent readers. We have found that it is essential for our reading program to include these three parts: whole group, flexible group, and independent time. When implemented together, they foster success for all students.

3. Mathematics:
Student proficiency in mathematics continues to increase because it is a top priority at Garland Elementary School. Over the past two years Garland students have outperformed both the district and the state on the math subtest of the grade 4 WKCE. We attribute our success to a strong math curriculum, aligned to district learning targets and state standards, along with continuous staff development. The foundation of our math program, *Investigations***,** includes the five essential instructional strands of the Comprehensive Mathematics Framework. These five essential strands are problem-solving, computing, reasoning, engaging, and understanding. Students learn these essential strands through best practices. The *Investigations* math curriculum is utilized daily during math instruction in all grade levels and enables teachers to model their thinking while also providing specific strategy and skill instruction. Using this curriculum, the students are required to communicate solutions to problems in written and oral work form. Students are challenged to use higher order thinking in this hands-on, inquiry-based program. The *Investigations* curriculum is supplemented with other math materials to ensure that the needs and learning styles of all students are met.

Staff development in mathematics has included time for teachers to examine common assessments and align their math curriculum to the learning targets and state standards. At Garland we have developed grade level Standards in Practice Teams. It is in these teams that teachers have been given the opportunity to develop a deeper understanding of classroom based assessments and how to maximize their effectiveness. We strive to keep parents connected to the changes in mathematics instruction through informational meetings and Family Math Night. We believe that our math curriculum reflects our vision of teaching from our standards to ensure that No Child is Left Behind!

4. Instructional Methods:
Garland School uses a variety of instructional methods to meet the needs of each individual student. Within each classroom we understand that students have different learning styles. To determine students' needs we use ongoing formative assessments, such as Classroom Assessments Based on Standards. We focus on differentiated instruction to reach the needs of every student. Student progress is monitored by teachers who then adapt and change lessons and skill groups so all students become proficient or

advanced. Staff members work together in grade level and cross grade level teams to discuss and implement best practice strategies. We use flexible grouping, project-based learning, student-created presentations, and hands-on learning with all students. A variety of interventions are in place to support students who need additional help improve achievement. These include: 1-to-1 student tutoring during the day, collaborative support teams, after school tutoring, individual conferencing, small group work, specialized instruction for special education, speech and language therapy, and English as a Second Language. Our school vision and the No Child Left Behind legislation drive us to work toward achieving or exceeding proficiency for all students.

5. Professional Development:

We prepare the annual Garland School Educational Plan after analyzing data from Classroom Assessments Based on Standards, district assessments, standardized tests, and evaluating the effectiveness of our teaching and learning strategies. The plan gives a clear picture of the professional development needed to enhance and further develop student achievement. This year we are focusing on: 1) multiple learning styles, 2) aligning the mathematics curriculum and classroom assessments to state standards and district targets, 3) reviewing and analyzing state, district, and classroom data, and 4) understanding and implementing the Mathematics Framework. The Learning Team, which consists of the principal, literacy coach, math lead teacher, classroom teachers, and special education support staff, meets regularly to further analyze school data. This analysis is shared with staff at monthly meetings and with parents and the community at School Governance Council and Parent Teacher Organization meetings. At these meetings, valuable professional development activities are created to support the areas identified as needing improvement. Staff members and parents have the opportunity to attend additional professional development sessions throughout the year. Alverno College further educated our Learning Team in the areas of formative assessment and Standards in Practice (SIP) during our two-year partnership. The Learning Team implemented SIP teams at Garland School to align math and reading curriculum to state standards and create common grade level assessments. We have seen a positive correlation between this professional development and student achievement.

PART VII – ASSESSMENT RESULTS

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Garland Elementary, Milwaukee Public Schools**
Subject: **Reading**
Tested Grade(s): 4
Test: Wisconsin Knowledge & Concepts Examination (WKCE)
Publisher: State of Wisconsin and CTB/McGraw-Hill

Note 1: No performance data are reported for student subgroups with fewer than 10 full academic year (FAY) students. In addition, performance data for some subgroups larger than 10 are not reported in order to avoid indirect disclosure of confidential information; these are noted with an asterisk (*).
Note 2: Performance data for 2004-05 and 2003-04 include students scoring in each of Wisconsin's four proficiency categories on the WKCE + the Wisconsin alternate assessments for students with disabilities (WAA-SwD) and English Language Learners (WAA-ELL). Data for 2002-03 are for the WKCE + the WAA-SwD only, due to a change in the way WAA-ELL results were reported beginning in 2003-04.
Note 3: Totals for the four proficiency categories may not add to 100% due to some combination of (a) rounding, (b) the exclusion of WAA-ELL results for 2002-03 (see Note 2), (c) the suppression of certain data to protect student privacy (see Note 1), and/or (d) student non-participation in testing.

	2004-2005	2003-2004	2002-2003
Testing month	November	November	November
SCHOOL SCORES (Full Academic Year Students):			
% Proficient + Advanced (meeting state standards)	93%	69%	81%
% Advanced	35%	19%	24%
Number of students (full academic year)	26	16	21
Percent tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES (Full Academic Year Students):			
1. White, non-Hispanic			
% Proficient + Advanced (meeting state standards)	86%		100%
% Advanced	43%		40%
Number of students tested	14	9	10
2. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	*	*	*
% Advanced	*	*	*
Number of students tested	23	11	17

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Garland Elementary, Milwaukee Public Schools**
Subject: **Mathematics**
Tested Grade(s): 4
Test: Wisconsin Knowledge & Concepts Examination (WKCE)
Publisher: State of Wisconsin and CTB/McGraw-Hill

Note 1: No performance data are reported for student subgroups with fewer than 10 full academic year (FAY) students. In addition, performance data for some subgroups larger than 10 are not reported in order to avoid indirect disclosure of confidential information; these are noted with an asterisk (*).
Note 2: Performance data for 2004-05 and 2003-04 include students scoring in each of Wisconsin's four proficiency categories on the WKCE + the Wisconsin alternate assessments for students with disabilities (WAA-SwD) and English Language Learners (WAA-ELL). Data for 2002-03 are for the WKCE + the WAA-SwD only, due to a change in the way WAA-ELL results were reported beginning in 2003-04.
Note 3: Totals for the four proficiency categories may not add to 100% due to some combination of (a) rounding, (b) the exclusion of WAA-ELL results for 2002-03 (see Note 2), (c) the suppression of certain data to protect student privacy (see Note 1), and/or (d) student non-participation in testing.

	2004-2005	**2003-2004**	**2002-2003**
Testing month	November	November	November
SCHOOL SCORES (Full Academic Year Students):			
% Proficient + Advanced (meeting state standards)	89%	50%	76%
% Advanced	54%	19%	33%
Number of students (full academic year)	26	16	21
Percent tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES (Full Academic Year Students):			
1. White, non-Hispanic			
% Proficient + Advanced (meeting state standards)	86%		90%
% Advanced	57%		40%
Number of students tested	14	9	10
2. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	*	*	*
% Advanced	*	*	*
Number of students tested	23	11	17