

Revised March 16, 2006

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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal **Ms. Mondell Mayfield**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **River Trail School of Math Science and Technology**
(As it should appear in the official records)

School Mailing Address **12021 W. Florist Avenue**
(If address is P.O. Box, also include street address)

Milwaukee **WI** **53225-2119**
City State Zip Code+4 (9 digits total)

County **Milwaukee** State School Code Number* **3619**

Telephone **(414)393-2200** Fax **(414) 393-2215**

Website/URL **www2.Milwaukee.k12.wi.us/river_trail/default.html** E-mail **radosax@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.

(Principal's Signature) Date _____

Name of Superintendent **Mr. William Andrekopoulos**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Milwaukee Public Schools** Tel. **(414) 475-9393**

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.

(Superintendent's Signature) Date _____

Name of School Board: **Milwaukee Board of School Directors**

President/Chairperson: **Mr. Kenneth L. Johnson**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

PART I - ELIGIBILITY CERTIFICATION

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.

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>17</u> | % White |
| <u>64</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>7</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| <u>7</u> | % Other |

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: 27%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	46
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	58
(3)	Total of all transferred students [sum of rows (1) and (2)]	104
(4)	Total number of students in the school as of October 1	382
(5)	Total transferred students in row (3) divided by total students in row (4)	27%
(6)	Amount in row (5) multiplied by 100	27%

8. Limited English Proficient students in the school 2%
8 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Hmong

9. Students eligible for free/reduced-priced meals: 65%
 Total number students who qualify: 248

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: 13 %
51 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.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>24</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>19</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>8</u>	<u> </u>
Total number	<u>43</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

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	92%	92%	92%	92%	94%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	18%	5%	24%	48%	17%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

In the 2001-2002 school year River Trail went to a year round schedule which created vacancies due to family and scheduling conflicts. In the 2002-2003 school year River Trail added two SAGE classrooms and several staff members left the district.

Part III-Summary

River Trail School of Math, Science and Technology is a year round school that served 382 students in 2004-05 and with the addition of 7th grade we are currently serving 421 students on the far northwest side of Milwaukee. Our year round calendar disperses 180 school days in a way that students and staff receive a three week intersession every nine weeks. The students have a short six week break in the summer to ensure they retain information taught eliminating the need to review at the beginning of each year. We are currently expanding our K4 through grade 6 program to a K4 through grade 8 program. As part of this expansion, a budget request has been submitted to add a foreign language teacher to provide a foreign language as a whole year subject. Our school is organized into three multi-grade units and has an open environment (no interior walls). River Trail serves a culturally diverse population with 64% African American, 16% White, 8% Asian, 4% Hispanic and 1% Native American. We receive Title I funding with 65% of our students meeting the qualifications for free or reduced lunch. In the current school year, the number of students meeting the qualifications for free or reduced lunch has risen to 79%. In the 2000-2001 school year, River Trail School began participation in the SAGE (Student Academic Guarantee in Education) program. This state funded grant helped to keep class sizes in K5 through 3rd grade at a 15:1 student to teacher ratio. Of the 421 students at River Trail, 13% of the students are special needs.

River Trail's vision and mission is to prepare all students for higher-level education by helping them reach their maximum potential. We are a school focused on math, science and technology. Our students receive rigorous instruction in math and science while incorporating technology throughout all curricular areas. All of which, is integrated with a comprehensive literacy framework. River Trail's staff is highly qualified and attends professional workshops, in-services, conferences and continuing education courses at the university level. Professional development is also provided at monthly school wide meetings. These meetings coincide with the needs of the students, which are defined in our yearly educational plan. This plan is developed based on an analysis of assessment data. From the data, goals are set and strategies to meet these goals are defined.

River Trail has developed supportive programs that foster positive behavior, perfect attendance, and academic success. Our school-wide STAR (Students Taking and Accepting Responsibility) program promotes positive behavior through students taking and accepting responsibility. We encourage students to be in school every day by rewarding them with perfect attendance luncheons. In addition, River Trail challenges and supports students with Honor Roll and Good Citizenship recognition awards. River Trail also offers various extracurricular activities such as, orchestra, choir, soccer, basketball, cheerleading, peer mediators, cadets and student council. We offer an extended day program which provides quality before and after school care for those students who need it. Our afterschool program is offered weekly in which staff and volunteers provide an array of mini courses, such as, art, piano, book clubs and cooking. A tutoring program is provided for students to better prepare them for state assessments. All of these programs offer a sense of community and allow students to take an active part in their own learning and behavior.

At River Trail, we believe that parent involvement is an important component of each student's educational success. River Trail has placed much emphasis on increasing parental involvement and accountability through such activities as School Governance Council, PTO, Make-it-Take-It workshops for families, science fair and student performances. Several informational meetings are held throughout the year in order to acquaint parents with research-based, effective strategies for assisting children in reading, writing, mathematics, science and test taking.

River Trail has gone from a "School Identified for Improvement" in 2001-02 to a "New Wisconsin Promise School of Recognition" in 2004 and 2005. Our staff is very aware that we cannot bask in the glow of past achievements. We must apply our efforts consistently from year to year and not be satisfied until our mission is completed and all of our students reach their maximum potential.

Part IV-Indicators of Academic Success (Assessment Results)

All Milwaukee Public Schools have been required to take the Wisconsin Knowledge and Concepts Examination (WKCE), a state assessment, at grades 4, 8 and 10. The WKCE focuses on major curricular areas of Math, Reading, Language Arts, Science and Social Studies. Beginning in the 2005-06 school year, statewide assessments in reading and mathematics are also administered in grades 3, 5, 6 and 7 as required under No Child Left Behind. The table below shows the percentage of students enrolled scoring at/above the proficient level on the grade 4 WKCE in the subjects of reading and mathematics, for River Trail, the district and the state. As illustrated by the graph below, high achievement was not always the norm at River Trail. As a result of the analysis of the state assessments at the end of the 2001-02 school year, River Trail was named as a school identified for improvement in the areas of reading, language arts and mathematics for the 2002-03 school year. At that point our staff sought assistance from the District's Department of Assessment and Accountability and received training in test analysis and data driven decision making. We took that valuable information, aligned our curriculum to state standards and planned instruction for the following year in grade level teams. The results of that focused and dedicated work has become an embedded practice and is a key component in our students' high achievement levels. In fact, by the end of the 2003-04 school year, our school was named a "New Wisconsin Promise School of Recognition" by the Wisconsin Department of Public Instruction for showing consistent growth over the last five years.

Percent of Students Enrolled-Scoring At/Above Proficient

<u>Reading</u>	District	State	River Trail	<u>Math</u>	District	State	River Trail
2000-01	52%	78%	59%	2000-01	35%	65%	27%
2001-02	54%	79%	65%	2001-02	41%	69%	37%
2002-03	62%	80%	76%	2002-03	46%	71%	80%
2003-04	67%	82%	83%	2003-04	53%	74%	90%
2004-05	62%	82%	90%	2004-05	46%	72%	90%

River Trail outscored the district in reading the last five years and in mathematics the last 3 years. River Trail scored higher than the state in reading the last two years and the last three years in mathematics. In addition, the state target for meeting adequate yearly progress for 2004-05 in reading was 68% which River Trail outscored by nearly 23 percentage points. To meet adequate yearly progress in mathematics the state standard for 2004-05 was 48%, which River Trail outscored by 42.5 percentage points.

River Trail continues to close the achievement gaps among subgroups and now all students at the fourth grade are performing at a high achievement rate. Similar results are also occurring between males and females and special education students versus regular education students. Besides reading and mathematics, comparable achievement trends are exhibited by River Trail students in science and social studies on the grade 4 WKCE.

River Trail also administers an annual district assessment at grade 3 (math-reading) as well as in grades 5 and 6 (reading-math-language arts). River Trail students have averaged 75% or more proficient in each of these grades and subjects over the last three years, over 25 percentage points higher than the district.

Part IV-Indicators of Academic Success (Using Assessment Data for Improvement)

As previously stated, River Trail fell below expected levels of achievement and was identified as a School Identified for Improvement (SIFI) in 2000-01. Aggressive measures and a gradual process took place to ensure all students reached proficiency. Annually and periodically during the year, River Trail's Learning Team, comprised of teachers from each grade level, special education teachers, Literacy Coach, Implementer, Principal and Math Lead Teacher, analyze data from standardized tests, CABS (classroom assessments based on standards) and SPS (Student Promotion System) proficiency results to revise the school's Educational Plan. The Educational Plan consists of a school narrative, needs assessment, core

smart goals, family and community goal and embedded professional development among others. Using on-going evaluation of assessment data, attendance variables, and analysis of previously identified strategies designed to improve performance, the team, with continuous input from the staff, establishes a set of core goals to put in place to refine instructional practices and student achievement. Professional development is then provided to the staff monthly at both the school and district level, which primarily focuses on the school's core goals. Students performing below proficiency are recognized and various additional interventions are then provided for them. These interventions include additional reading groups, tutoring and Fall and Spring intersession, a one week academic program offered during our year round intersession. The data from CABS and classroom grades are closely monitored during weekly grade level meetings. At grade level meetings, teachers share progress of students and brainstorm various strategies to improve results. At times, the Literacy Coach assists classroom teachers in creating flexible groupings of students for reading. An additional discussion takes place between grade level teachers and the principal at quarterly monitoring conferences. At that time, teachers share results and progress of instruction and student achievement. The Educational Plan is then reviewed and revised once to twice a month by the Learning Team to confirm that the staff is working towards achieving the goals illustrated in the initial Educational Plan. Besides focusing on instructional practices during educational plan reviews, the staff also analyzes the programs used in each core curricular area. Any program that is not sufficiently meeting the needs of students nor meeting the standards set out by the district is reevaluated and new programs are researched and employed.

Part IV- Indicators of Success (Communicating Assessment Results)

River Trail staff is dedicated to an open communication with both parents and students and the community. We believe it is important for parents and students to understand assessment results and the programs being implemented at the school level. River Trail parents receive numerous communications from the school regarding the performance of their children. Besides the quarterly report cards, parents receive a progress report every quarter indicating areas in need of improvement. As a result of the progress report, parent/teacher conferences are scheduled, in addition to the two held school-wide, to better help the parents understand any problems their child may be experiencing. Parents also receive intervention letters if their child is performing below level in reading. Students who receive intervention letters and/or progress reports are then recommended to attend intersession held in the fall and spring and/or after school tutoring in which they receive additional support in areas needed. Our staff holds several informational sessions during Open House. Informational sessions are presented to parents on math, reading, writing and science programs being implemented in the school in order to close the achievement gaps. Teachers delivering these presentations give home connections to help parents support their students at home. Parents and community members on the School Governance Council provide input and review the school's Education Plan. Parents are also kept informed of school events and expectations through the school newsletter published every quarter. Additionally, our annual school report card, required by the district, may be accessed through the school and district website. Communication between school, parents and students has helped us uphold a cohesive team working towards the progress of all students.

Part IV- Indicators of Success (Sharing Successes)

Over the past five years, River Trail staff has presented at local, state and national conferences. A group of teachers presented at a Cooperative Education Service Agency One (CESA 1) retreat about the use of a CESA grant and how the funds helped support the initiatives of improving test scores. After a collaborative school decision to become a traditional year round school, a team of teachers have attended several staff meetings at various schools to present the benefits of attending school year round. Following the adoption of the Saxon Math Program, River Trail teachers made several presentations at schools on

the implementation of the program, and the improvement of test results in mathematics since the adoption. The Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) invited the staff and parents of River Trail to provide a workshop on research based instructional strategies and best practices to close the achievement gaps. Along with the many presentations River Trail has provided to the community we have also hosted a number of groups. In 2005 our district applied for a National Education Association Foundation (NEA) grant to assist schools in closing the achievement gaps. In the process, the NEA visited two schools in Milwaukee. Our school was chosen for a site visit as an example of a high performing urban school. As a result of the visit and interviews with various staff members, Milwaukee Public Schools received the grant for over \$2.5 million over the next five years. Universities have requested River Trail for student teacher placements and have also utilized our school as an observational site due to our high achievement, positive school climate and best practices.

Part V-1 Curriculum and Instruction (Core Curriculum and High Standards)

River Trail's curriculum has been carefully and intentionally developed using state standards, district learning targets, and information collected through formative and summative assessments. In short, our curriculum is clearly in line with the high expectations that the *No Child Left Behind* Legislation has mandated for our nation's schools, but it is uniquely suited to the needs of the students at River Trail. As our student population changes, so do the specific areas of emphasis within our curriculum change.

As fluid as the needs of our students are, however, there has been an unwavering emphasis on moving all students towards proficiency in reading and math, and more recently, writing. Proficiency in those three areas (reading, math, and writing) provides a strong foundation for success in all other curricular areas. It is also important to note the relationship between those areas, and the comprehensive literacy framework, meaning that reading, writing, and math are not taught in isolation from one another. Using Bloom's Taxonomy, instruction in each core area is carefully planned so that students are challenged to use reading, writing, and thinking skills that will foster higher levels of cognition in all content areas.

The core curriculum at River Trail includes reading, writing, language arts, math, social studies, science, music, gym, and art. **Reading** instruction in all grades includes literature study, main ideas and details, text structure, purpose for reading, fluency, text comprehension, word comprehension, word analysis and story elements/structure. Students are engaged through individual, small group, and whole group instruction and response activities that strive to use the multiple intelligences to address all student learning styles. **Writing** is taught using the writing process as the means for creating pieces of writing. The Six Traits of Writing form the foundation for the delivery of comprehensive writing instruction, and its assessment. Our instruction defines coherent writing, and moves students towards independence in assessing and improving their own writing. Students are engaged through daily journal writing, school-wide prompt writing, daily writer's workshop, and analyzing exemplars of benchmark papers. **Language Arts** instruction is embedded in the basal reading instruction as specific skills are taught within the context of the literature read in the classroom. In the upper grades, the computer provides daily hands-on instruction and practice. Oral language is also emphasized as students are challenged to improve their listening and speaking skills throughout their school day. **Math** instruction is highly structured and cumulative with an emphasis on problem solving strategies. Daily instruction includes review of past lessons, lesson of the day, and basic facts instruction. Content is based on state standards and district learning targets. Students are tested every five lessons to check for understanding, skill acquisition and assessment of needs. The **Social Studies** curriculum includes economics, behavioral science, geography, history and civics. Grade level themes build consistent and cumulative learning. The program allows students at each level to build on major understanding and skills already acquired and to prepare for learning yet to come. **Science** is taught in the classroom and includes science inquiry, science connections, physical science, earth and space, life and environmental science, science applications and

social/personal science perspectives. All students participate in an annual science fair. Involvement scaffolds from working as a class on the project to working in a team to doing independent projects in the upper grades. **Music** is taught by a full-time music teacher and students receive music instruction at least twice a week. Along with regular music instruction, children are also offered opportunities to join choir in grades 3 and up. Instrumental music classes are offered in violin as well as piano. In addition to weekly gym classes for **Physical Education**, several sports activities are available through a recreation department partnership including soccer, basketball, and cheerleading. Finally, **Art** is taught to our students with an emphasis on creating pieces that reflect an understanding of art elements and design.

Part V-2a Curriculum and Instruction (Reading)

Our school's reading program is built around several key components. Those components include assessment and evaluation of the reading achievement of the students, close adherence to and alignment of our curriculum to the state reading standards and district learning targets, and frequent test analysis of state and classroom assessments. Every teacher is involved in all of the key components that must take place before instruction can begin. Our mission is for all River Trail students to be reading proficiently. For the past three years, students not reading at the proficient level receive small group intervention with a research based Direct Instruction program. Students are individually tested and placed into reading groups that will give them the greatest chance for success and growth. The Direct Instruction groups are closely monitored by the school literacy coach who supports teachers with training, regular assessment information, and regrouping suggestions. Along with DI, all students receive instruction in grade level skills and strategies with the newly adopted basal reader. Themes built into the basal readers build connections between fiction and nonfiction as well as bridging all curricular areas. Students are challenged to read independently during the self-selected reading period. During this time, students are reading at their independent level while teachers pull flexible small groups for skill development and guided reading. River Trail has many additional resources in place to support proficiency for all students. They include the Accelerated Reader Program, Book-It reading incentive program, Six Flags 600 minutes reading incentive program, and weekly book checkout from the school library. Finally, River Trail has an after school tutoring program for students who are reading below grade level in grades 3 through 5. Through the use of research-based instructional methods and best practices in reading instruction, as well as the key components discussed earlier, we are seeing a dramatic closing of the achievement gap between subgroups at River Trail School.

Part V-3 Curriculum and Instruction (Math)

River Trail identifies itself as a school of math, science, and technology. When our school fell short in state math assessments after the 2001-02 school year, we faced the challenge of finding a math program that would increase the achievement of our students. After comparing several programs used in the district, we chose the Saxon Math Curriculum. The strengths of the program include daily review of basic skills and concepts such as time, measurement, money, number patterns, temperature, and real-world problem solving. Instruction includes a clear and concise lesson delivery format, frequent assessments, and homework that mirrors each day's lesson. Initially starting with grades 2 through 5, Saxon is now being taught in every grade level. Students learn new concepts daily, but guided class practice and independent practice includes many problems that review past lessons. Also, many of the lessons are hands-on where appropriate. Attention to learning basic facts, especially in the primary grades, is part of daily class practice and homework. Every fifth lesson includes a written assessment and a fact assessment. This enables teachers to closely monitor the achievement of their students and plan for re-teaching lessons or individual tutoring. Most significant to note is that student math achievement has soared beyond our expectations and so has our enthusiasm for math instruction and learning.

Part V-4 Instructional Methods

River Trail staff is highly qualified and motivated to use the best instructional practices available. Close attention is given to Bloom's Taxonomy as we challenge our students with questioning techniques that move them beyond accessing knowledge and skills to evaluating and synthesizing what they learn about the world around them. Teachers use flexible grouping as well as whole group instruction and cooperative learning groups to give every student the chance to experience a variety of learning structures. Whenever possible, students are given hands-on opportunities to make sense of key concepts in science, social studies, and math. Literacy work stations or learning centers keep students engaged in meaningful learning tasks, not just busy work. Students are taught to become assessors of their written work and take responsibility for improving their writing as they learn from teacher models and mini-lessons. In the higher grades the use of technology motivates students to work on their daily assignments and accomplish their learning goals, and in the primary grades technology reinforces skills taught. Classroom Assessments Based on Standards are the driving force behind instructional decisions that impact student learning in every classroom. Differentiated instruction brings high level content to all students. Accommodations and modifications are made to lessons based on students' needs. Special education students are supported in regular education classrooms with modified lessons that still support grade level expectations and district learning targets.

Part V-5 Professional Development

The professional development of River Trail staff is clearly in line with the needs of the students enrolled in our school. Every teacher has an interest in gaining the knowledge and skills that will move his or her students towards greater levels of achievement. As the needs of our students in the area of writing became apparent, many staff took advantage of coursework in the Six Traits of Writing Instruction and Assessment made available at the district level. Staff members taking the Six Traits course shared what they learned with the entire faculty over a series of carefully planned Professional Development meetings. As new teachers come into our school, training in Direct Instruction methods ensures that the research based program remains effective for struggling readers. Along with training for new teachers in DI, veteran teachers are given training opportunities that help them maintain a high level of competence in the delivery of the program. River Trail's Literacy Coach is actively involved developing, organizing and scheduling resource people for monthly professional development meetings. Monthly professional development meetings always begin with technology mini-lessons designed to keep staff up to date on technological advances in the classroom. The educational plan also provides professional development experience in the data-driven decision making process. Most importantly, we seek knowledge and support from one another at weekly grade level meetings. Teachers meet with the Principal, Literacy Coach, and other teacher leaders to reflect, learn best practices, share ideas and concerns.

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **River Trail 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.

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)	92%	89%	77%
% Advanced	65%	67%	43%
Number of students (full academic year)	37	36	35
Percent tested	100%	100%	100%
Number of students alternatively assessed	2	3	3
Percent of students alternatively assessed	5%	6%	6%
SUBGROUP SCORES (Full Academic Year Students):			
1. Black, non-Hispanic			
% Proficient + Advanced (meeting state standards)	92%	89%	69%
% Advanced	60%	59%	30%
Number of students tested	25	27	23
2. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	85%	86%	73%
% Advanced	60%	63%	47%
Number of students tested	20	30	19

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **River Trail 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.

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.

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	2004-2005	2003-2004	2002-2003
Testing month	November	November	November
SCHOOL SCORES (Full Academic Year Students):			
% Proficient + Advanced (meeting state standards)	92%	86%	77%
% Advanced	43%	44%	37%
Number of students (full academic year)	37	36	35
Percent tested	100%	100%	100%
Number of students alternatively assessed	2	3	3
Percent of students alternatively assessed	5%	6%	6%
SUBGROUP SCORES (Full Academic Year Students):			
1. Black, non-Hispanic			
% Proficient + Advanced (meeting state standards)	92%	81%	65%
% Advanced	40%	33%	26%
Number of students tested	25	27	23
2. Economically Disadvantaged			
% Proficient + Advanced (meeting state standards)	85%	84%	79%
% Advanced	30%	37%	32%
Number of students tested	20	30	19