



## Monthly School Board Standing Committee Meetings

October 11, 2016

5:50 P.M. Planning/Facilities/Equipment

6:15 P.M. Audit/Budget/Finance

6:20 P.M. Joint Audit/Budget/Finance & Personnel/Policy

6:35 P.M. Personnel/Policy

6:55 P.M. Joint Personnel/Policy & Curriculum/Program

7:30 P.M. Curriculum/Program

Please Note: Committee meetings may start early if preceding meeting adjourns early.

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**I. PLANNING/FACILITIES/EQUIPMENT - 5:50 P.M.**

- |  |    |
|--|----|
| A. Approval of Minutes - September 13, 2016<br>Planning/Facilities/Equipment | 5  |
| B. Information Items   |    |
| 1. Career and Technical Education Program Update                             | 7  |
| 2. Outdoor Athletic Project Update   | 69 |
| 3. Utility & Energy Savings Program Report                                   | 74 |
| C. Future Agenda Items   |    |
| 1. Outdoor Athletic Project Update - November                                |    |
| 2. Utility & Energy Savings Program Report - November                        |    |
| 3. Roosevelt Parking Concerns - November                                     |    |
| D. Adjournment   |    |

**II. AUDIT/BUDGET/FINANCE - 6:15 P.M. OR IMMEDIATELY  
FOLLOWING CONCLUSION OF PRECEDING MEETING**

- |  |    |
|--|----|
| A. Approval of Minutes - August 9, 2016 Audit/Budget/Finance | 75 |
| B. Information Item  |    |
| 1. Monthly Financial Statements                              | 76 |
| C. Future Agenda Items                                       |    |
| 1. Monthly Financial Statements - November                   |    |
| 2. OPEB Study Information Report - November                  |    |
| 3. 2015-16 Financial Audit Report - December                 |    |
| 4. 2016-17 Adopted Budget Book - December                    |    |
| D. Adjournment   |    |

<b><u>III. JOINT AUDIT/BUDGET/FINANCE &amp; PERSONNEL/POLICY - 6:20 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Approval of Minutes - August 9, 2016 Joint Audit/Budget/Finance and Personnel Policy	93
B. Information Item	
1. Official Third Friday Enrollment Report	94
C. Future Agenda Items	
1. Strategic Directions Teams 1 & 2 Updates - November	
D. Adjournment	
<b><u>IV. PERSONNEL/POLICY - 6:35 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Approval of Minutes - September 13, 2016 Personnel/Policy	102
B. Policy 5437 - Threats/Assaults	103
C. Policy 6700 - Extracurricular Activities and Programs	107
D. Information Items	
1. None	
E. Future Agenda Items	
1. None	
F. Adjournment	
<b><u>V. JOINT PERSONNEL/POLICY &amp; CURRICULUM/PROGRAM - 6:55 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Approval of Minutes - September 13, 2016 Joint Personnel/Policy and Curriculum/Program	111
B. Graduation Committee Feedback	112
C. Adjournment	
<b><u>VI. CURRICULUM/PROGRAM - 7:30 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Approval of Minutes - September 13, 2016 Curriculum/Program	118
B. Information Item	
1. Advanced Placement Update	120



C. Future Agenda Items

1. ALiCE Lesson Plans - November
2. Summer School Report - November

D. Adjournment

**There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.**

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**KENOSHA UNIFIED SCHOOL BOARD**  
**PLANNING/FACILITIES/EQUIPMENT MEETING**  
Educational Support Center – Room 110  
September 13, 2016  
**MINUTES**

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Ms. Stevens was called to order at 5:31 P.M. with the following committee members present: Mr. Falkofske, Mr. Garcia, Mrs. Bothe, Mr. Flood, Mr. Thomey, Mr. Wicklund, Mr. Schaffrick, and Ms. Stevens. Dr. Savaglio-Jarvis was also present. Mr. Cardinali was excused and Mr. Butts was absent.

**Approval of Minutes – May 10, 2016 Planning/Facilities/Equipment**

Mr. Falkofske moved to approve the minutes as contained in the agenda. Mr. Garcia seconded the motion. Unanimously approved.

**Information Items**

Mr. Finnemore, Director of Facilities, and Dr. Angela Andersson, Principal at KTEC, presented the Traffic/Parking KTEC West report. They explained that due to the commuter nature of KTEC's student population, the amount of traffic surrounding KTEC during morning drop-off and afternoon release times is significantly greater than that which was present when the facility was a middle school primarily serving neighborhood children. The district began working with the City on parking and traffic concerns in the Spring of 2014. In June 2015 it was decided to have a comprehensive traffic study done. In Spring of 2016, Clark Dietz Engineering Firm conducted the comprehensive traffic study. This included observations of before and after school traffic flow, analysis of traffic patterns, density of traffic, and physical structure of surrounding roads. As part of the traffic study, two public meetings were conducted to gather public input. The following action step options to improve traffic safety issues were identified in the traffic study:

Proposal 1: Install "No Parking Stopping or Standing" signage on resident sides of 32nd Avenue, 33rd Avenue, and 58th Street for short window of time (30 minutes during afternoon pick-up on school days);

Proposal 2: Create drop off and pickup lane in the area of existing KTEC parking lot, green space, and McKinley Elementary drop-off lane; and

Proposal 3: In the event that the Proposal #2 on-site drop-off and pick-up lane project fails to adequately resolve traffic congestion issues, move existing school side curb line 8 feet closer to the building.

Clark-Dietz, KTEC Administration, KUSD Facilities, and City of Kenosha representatives are in agreement that Proposal #2 should be pursued. KTEC Governance Board has approved \$50,000 of funding to be allocated for this project. Design work is slated to be complete by December of 2016 with project construction commencing as soon as weather permits. Mr. Finnemore and Dr. Andersson answered questions from committee members.

Mr. Wicklund noted that there is a traffic issue at Roosevelt and suggested that a study also be conducted for that school. Mr. Finnemore indicated that there is a meeting scheduled to discuss traffic concerns at Roosevelt in the near future.

Mr. Finnemore presented the Outdoor Athletic Project Update. He noted that occupancy has taken place at Tremper/Ameche Field, that occupancy will take place in approximately one week at the Bradford stadium, with their first game taking place on 9/22, and occupancy for Bullen will take place in mid-October.

Mr. Finnemore presented the Utility and Energy Savings Program Report. He noted that 6% of the overall utility budget as compared to 5% last year has been spent this year. He indicated that this increase was a result in an increased use of air conditioning due to the very warm summer.

#### **Future Agenda Items**

Mr. Wicklund requested that a Roosevelt Traffic Update, which was mentioned earlier, be added to the future agenda items. Mr. Flood requested an update on the Bradford and Tremper auditoriums. Ms. Stevens indicated that she had questions related to a few of the elementary school energy projects and that she would send her questions to the Superintendent's Office.

Mr. Wicklund moved to adjourn the meeting. Mr. Falkofske seconded the motion. Unanimously approved.

Meeting adjourned at 6:15 P.M.

Stacy Schroeder Busby  
School Board Secretary

**Kenosha Unified School District  
Kenosha, Wisconsin**

**October 11, 2016  
Planning/Facilities/Equipment Committee Meeting**

**CAREER AND TECHNICAL EDUCATION PROGRAM UPDATE**

The career and technical education (CTE) program in Kenosha Unified School District currently serves students in grades 6 through 12. On June 30, 2011, the full-time coordinator of CTE programs retired. As a result of state funding reductions, the position was not filled. The leadership of this program was added to the position description for the coordinator of social studies. On August 28, 2013, the district approved a .5 CTE coordinator position to assist the coordinator of social studies in leading the program. These efforts were successful in responding to the day-to-day needs of teachers and meeting basic funding requirements; however, over the past three years, it has become evident that Kenosha Unified School District CTE programs will not flourish without a full-time coordinator. A 1.0 coordinator of CTE was approved by the school board and began working on July 1, 2016.

**2016-17 Classroom Space**

A survey was sent to administration and teachers at each school to obtain information about CTE classroom space. The following information was obtained from the survey:

	<b>BRADFORD</b>	<b>INDIAN TRAIL</b>	<b>TREMPER</b>	<b>LAKEVIEW</b>
Number of classrooms available for CTE courses	3	3	4	7
Number of sections offered for CTE courses (sections = 1 semester)	24	30	34	68
Number of periods during the school day that CTE classes are not being utilized	3	2	4	4
Is there a waiting list for students to take CTE courses?	Yes	Yes	No	Yes

<b>IDENTIFIED CONCERNS RELATED TO CAREER AND TECHNICAL EDUCATION COURSES</b>	
<b>Bradford</b>	<ul style="list-style-type: none"> <li>Evaluate current status of labs and equipment available for courses.</li> <li>Unable to find certified part-time teacher to add sections</li> </ul>
<b>Indian Trail</b>	<ul style="list-style-type: none"> <li>Evaluate whether or not appropriate equipment is available for courses.</li> <li>Quantity of equipment to keep students engaged</li> </ul>
<b>Tremper</b>	<ul style="list-style-type: none"> <li>Evaluate current status of labs and equipment available for courses.</li> </ul>
<b>LakeView</b>	<ul style="list-style-type: none"> <li>Enrollment is restricted due to limited building capacity.</li> </ul>

<b>FALL 2016 TECHNICAL EDUCATION COURSE ENROLLMENTS</b>	
<b>School</b>	<b>Courses</b>
Bradford	<ul style="list-style-type: none"> <li>Automotive 1—30 students</li> <li>Automotive 2—21 students</li> <li>Computer-Aided Design—16 students and 26 students</li> <li>Construction 1—29 students and 27 students</li> <li>Construction 2—19 students</li> <li>Introduction to Engineering Design—29 students</li> <li>Manufacturing 1—23 students</li> <li>Principles of Engineering—36 students</li> <li>Small Engines—27 students and 29 students</li> </ul>
Tremper	<ul style="list-style-type: none"> <li>Auto Collision 1—15 students and 15 students</li> <li>Automotive Technology 1—26 students</li> <li>Computer-Aided Design —2 3 students</li> <li>Construction 1—26 students, 19 students, and 16 students</li> <li>Construction 2—11 students and 10 students</li> <li>Consumer Auto and Car Care—28 students and 24 students</li> <li>Introduction to Design, Engineering, and Technology—14 students and 28 students</li> <li>Introduction to Engineering Design—24 students</li> <li>Manufacturing 1—23 students</li> <li>Manufacturing 2—26 students</li> <li>Principles of Engineering—24 students</li> <li>Small Engine Repair and Maintenance—28 students</li> </ul>
Indian Trail	<ul style="list-style-type: none"> <li>Automotive Technology 1—27 students, 27 students, and 27 students</li> <li>Automotive Technology 2—24 students</li> <li>Computer-Aided Design—25 students</li> <li>Construction Planning—25 students</li> <li>Construction Systems 1—25 students</li> <li>Construction Systems 2—10 students</li> </ul>

<b>FALL 2016 TECHNICAL EDUCATION COURSE ENROLLMENTS</b>	
<b>School</b>	<b>Courses</b>
	<ul style="list-style-type: none"> <li>• Introduction to Engineering Design—21 Students and 17 students</li> <li>• Manufacturing Process 1—22 students</li> <li>• Principles of Engineering—16 students</li> <li>• Small Engine Repair/Maintenance—27 students and 27 students</li> </ul>
LakeView	<ul style="list-style-type: none"> <li>• Civil Engineering/Architecture—15 students</li> <li>• Computer-Aided Design Beginning—26 students</li> <li>• Computer-Aided Design Solids—15 students</li> <li>• Computer Applications—25 students , 23 students, 24 students, and 25 students</li> <li>• Construction Planning—23 students</li> <li>• Digital Electronics—24 students and 24 students</li> <li>• Drafting/Electronics/Machining Technology—24 students, 24 students, 24 students, 24 students, and 25 students</li> <li>• Fundamentals of Engineering—25 students and 24 students</li> <li>• Introduction to Design Engineering and Technology—25 students, 25 students, 22 students, 16 students, 21 students, and 26 students</li> <li>• Introduction to Engineering Design—27 students and 19 students</li> <li>• Principals of Engineering—23 students and 19 students</li> </ul>

### **Program Components**

A successful CTE program is comprised of multiple components. Highlighted below are program components and activities that will be the focus of work in the 2016-17 school year to strengthen CTE programming.

### **CAREER AND TECHNICAL EDUCATION PROGRAM AUDIT**

An in-depth analysis of existing programs as well as a market analysis of industry needs in Kenosha and the surrounding counties will be conducted during the 2016-17 school year. This information is essential to develop a comprehensive plan to grow programs at the high schools. Attached to this report is the CTE Program Standards (Appendix A); the Standards for a Quality Program in Technology and Engineering Education (Appendix B); Marketing, Management, and Entrepreneurship Education (Appendix C); Business and Information Technology Education (Appendix D); and Family and Consumer Education (Appendix E) provided by the Wisconsin Department of Public Instruction. This tool will guide the district in analyzing programs and provide direction in the areas of curriculum, staffing, and program needs.

The coordinator of CTE is conducting interviews with individual teachers in all courses to address all standards and set goals within their content area.

## **RECRUITING STAFF**

The University of Wisconsin—Platteville and the University of Wisconsin—Stout provide teacher training in technology education. The University of Wisconsin—Whitewater—and the University of Wisconsin—Stout—provide teacher training in business and marketing. The University of Wisconsin—Stevens Point—and the University of Wisconsin—Stout—provide teacher training in family and consumer sciences. Kenosha Unified School District will actively connect with the universities to recruit new teachers to the district. CTE staff must also be present in professional organizations in the content areas (e.g., Wisconsin Technical Education Association, Wisconsin Marketing Education Association, etc.).

The coordinator of CTE will be attending a CTE coordinator seminar at the University of Wisconsin—Stout—at the end of October 2016 and has made appointments with the family and consumer sciences department and the technical education department to discuss Kenosha Unified School District programs. Connections with the other universities will happen in November 2016. Each year the coordinator of CTE will attend at least one professional organization conference with the teachers to make connections with teachers in the state. This year the conference selected is the Wisconsin Technical Education Association's conference.

## **CERTIFICATE PROGRAMS**

Each year students in Kenosha Unified School District have an opportunity to receive industry certifications through participation in CTE classes. Some of the certifications have been recognized by the Career and Technical Education Incentive Grant program (established on December 11, 2013, by Wisconsin Act 59). The Wisconsin Department of Workforce Development along with the Wisconsin Department of Public Instruction and the Wisconsin Technical College System Office create a list of industry-recognized certifications and recognize industries and occupations with workforce shortages each year. During the 2014-15 school year, 14 students received certifications that were recognized by this grant. Kenosha Unified School District was awarded \$10,676.16 to be utilized back in the classrooms where the students earned certifications.

<b>SCHOOL</b>	<b>CERTIFICATION AWARD</b>	<b>ALLOCATION OF FUNDS</b>
Bradford	\$5,582.64	Replace and update classroom equipment.
LakeView	\$3,000.00	Support the purchase of a trailer to transport high-mileage cars.
Tremper	\$2,093.47	Replace and update classroom equipment.

These monies are intended for schools to provide and strengthen quality CTE programming that continues to support students in accruing approved certifications.



In upcoming years part of the Perkins funding will be used to purchase equipment/software needed to prepare Kenosha Unified School District students for certification testing. This 2016-17 school year multimeter kits were put in the high schools so students are able to receive the Snap-On 504 Meters certification. A survey was also sent out to all students who took the Certified Nursing Assistant class last year to collect data on students who passed the state Certified Nursing Assistant test. Students in the Computer Applications classes will also be testing in the different applications in Microsoft for certifications in Microsoft Word, Microsoft PowerPoint, etc. All of these certifications can be submitted to the Wisconsin Department of Workforce Development for additional funding for the district.

## **PERKINS FUNDING ALLOCATION**

Annually, Kenosha Unified receives funding from the Carl D. Perkins Career and Technical Education Grant that is used to support and strengthen CTE programs for students. The funding may change due to the reauthorization of this federal grant. On September 14, 2016, the United States House of Representatives passed H.R. 5587, the Strengthening Career and Technical Education for the Twenty-First Century Act. Next, the Perkins reauthorized grant will go to the United States Senate. If passed, funding for programs will be more systematic and will need to align with pathways to careers that are high skill, high wage, and high demand.

The Association for Career and Technical Education and Advance Career and Technical Education applauded the bill's passage in a joint statement on the bill:

“The passage of H.R. 5587 is an important step toward reauthorizing the primary federal legislative investment in Career Technical Education (CTE). The bill would afford states and local secondary and postsecondary recipients the flexibility to build upon their existing efforts to deliver high-quality CTE programs while also promoting innovation and program alignment, all within a framework of streamlined administrative requirements and a more intentional focus on local needs. The legislation will ultimately help fuel the talent pipeline and prepare workers for the high-skill, high-wage, high-demand careers of the 21st century.”<sup>1</sup>

Once the CTE program audit is completed, a plan will be developed on how to utilize Perkins funding in the areas of greatest need in the district. The data must be used to update programs with current curriculum and tools that are needed to train students for careers after high school.

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<sup>1</sup> <http://ctepolicywatch.acteonline.org/2016/09/house-passes-perkins-reauthorization-bill.html>

## **BUSINESS PARTNERSHIPS**

All CTE programs that receive Carl Perkins funding are required to have advisory committees to help guide the programs. The committees are comprised of business people, educational institutions, parents, teachers, and administrators. LakeView Technology Academy does have an advisory committee comprised of business people, educational institutions, parents, and teachers. The coordinator of CTE will work with Bradford, Indian Trail, and Tremper high schools to develop similar partnerships during the 2016-17 school year. At least two meetings will be held in order to develop awareness within the business community of the purpose of an advisory committee, what CTE programs are available in Kenosha Unified School District high schools and to recruit business partners. The advisory committees will assist in the analysis of existing CTE programs as well as providing recommendations for curriculum and/or course updates to meet local needs of local business and industry.

The CTE coordinator will be responsible for participating in community organizations and meetings to recruit business partners for the advisory committees. CTE teachers will also be asked to help recruit business partners. The Strive Partnership is an ideal organization to help with this goal. The recruitment tool that will be used for Business Partnerships can be reviewed in Appendix F.

This is an information only report. This report was requested during a Planning/Facilities/Equipment Standing Committee meeting.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Cheryl Kothe  
Coordinator of Career and Technical Education

# Wisconsin Department of Public Instruction Career and Technical Education Team (CTE)

## *CTE PROGRAM STANDARDS*



10/05

## *Overview of Business and Information Technology Education Standards*

As the nature of work continues to change, the education of business and information technology becomes increasingly important for all students. As social, political, individual, and business needs emerge, the business curriculum must change to meet those needs. To be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives. Business education serves society by enabling individuals throughout their lifetime to develop competencies in multiple content areas.

Success for the business program and student requires more than content mastery. Key components for success in the workplace and society include such skills as human relations, self-management, teamwork, and leadership. Individuals also need sensitivity to ethical issues, cultural diversity, the value of work, and interpersonal relationships.

In addition, a comprehensive business program includes information technology as content and as a tool for critical thinking and decision-making skills. Students need to access and manipulate information quickly and evaluate the validity of that information. Students will then use that information to make wise decisions and create new knowledge.

Within the local school district and community, it is the business educator who must develop and nurture a comprehensive business program. A business advisory committee is a vital link to the establishment and maintenance of a business/education partnership.

The Future Business Leaders of America chapters at the middle and high schools, along with cooperative education and school-to-work experiences, will be real life forums for developing, refining, and/or applying many of the curricular standards.

These Business and Information Technology Program Standards are indicators of a quality, comprehensive business education program. Based on these standards, local plans for improvement will lead to positive change through a collaborative network among business educators, administrators, policy makers, and business and community representatives. Local plans should enable educators to contribute to meeting the goals of their learning communities and results should lead to strengthened teacher roles and improved student learning.

# Wisconsin Standards for a Quality Program in Business and Information Technology Education

## Quality Educator(s)

☐ *Standard 1.* The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.

☐ *Standard 2.* The educator(s) is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological changes.

☐ *Standard 3.* The educator(s) has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as, FBLA, WBEA, NBEA, ACTE, WACTE, and relevant industry groups.

## Program Planning

☐ *Standard 4.* The program has a vision/mission statement that is in alignment with state and national vision and mission statements as well as the school district's vision and mission.

☐ *Standard 5.* The curriculum is in alignment with the *Wisconsin Model Academic Standards for Business* and local benchmarks and incorporates the *Wisconsin Model Academic Standards for English Language Arts, Mathematics, Science, and Social Studies*.

☐ *Standard 6.* A comprehensive program includes three components: standards-based curriculum, work-based learning, and FBLA as the career and technical student organization.

## Curriculum, Instruction, and Student Assessment

☐ *Standard 7.* The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices.

☐ *Standard 8.* The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

☐ *Standard 9.* The career and technical student organization, FBLA, is co-curricular and a valued, integral component of the program.

☐ *Standard 10.* Career guidance and counseling is a part of the curriculum, emphasizing educational options.

☐ *Standard 11.* Standards-related classroom assessment(s) is integrated with instruction to promote meaningful learning and student accountability.

☐ *Standard 12.* The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.

☐ *Standard 13.* The program is offered at the middle school level with exploratory experiences and skill building.

## Program Evaluation

☐ *Standard 14.* Program assessment(s) is used to measure the program against current educational and industry standards conducted on a regular basis and recommendations used for continual improvement.

## Quality School(s)

☐ *Standard 15.* The educator(s) is proactive, working with others to form policies and practices that enhance the school environment and improve student achievement.

☐ *Standard 16.* The educator(s) shall communicate concerns, challenges, and benefits of program to all decision makers, including but not limited to participating in school governance, maintaining an open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.

## Parent and Community Involvement

☐ *Standard 17.* The program reflects the needs of the community through councils that include community members with business and education experience.

## School- and Work-based Learning

☐ *Standard 18.* The program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.

☐ *Standard 19.* Program operation is in compliance with all state and federal laws and regulations.

## Resources

☐ *Standard 20.* The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.

## Overview of Family and Consumer Education (FCE) Standards

Wisconsin's FCE program emphasizes "work of family." This emphasis evolved over 25 years through ongoing conversation among teachers, teacher educators, and state staff about what should be taught and learned in FCE. As reflected in Wisconsin's broad program goals, this approach is based on practical and critical science rather than technical science. The approach is practical in that effort in teaching focuses on the development of family members, consumers, workers, and citizens capable of reflective judgment and intelligent and responsible action. It is critical in the sense that teaching addresses self-defeating patterns of thinking and acting that limit individual and family members' efforts to improve conditions in the home, workplace, community, and world. These goals give direction to the development of comprehensive, standards-related FCE programs that span the elementary, middle/junior and high school grades in three interdependent areas of emphasis: The family setting, family and consumer services, and Family, Career and Community Leaders of America (FCCLA).

Students participating in courses that emphasize **the family setting** investigate significant questions of concern to individuals and families and discuss and practice skills needed to address these questions in every day life and work. For example, students in Family Work and Career I (grades 6-8) study about and take reasoned action related to three "work of family" goals:

- meeting members' physical needs for food, clothing, shelter, health, and economic resources,
- nurturing members' self-development throughout life (of which career development is considered a significant part), and
- contributing to the continuing development of a democratic society.

The high school program consists of three courses offered for grades 9-10: Family, Food, and Society; Parents and Children; and Family and Technology; and five courses are emphasized for grades 10-12: Family and Community; Family Relationships; Consumer Economics; Family Work and Careers II; and Family Seminar. Learning through serving, integrative thinking and learning, and FCCLA activities are integrated into all state curriculum prototypes.

State content and performance standards are established at the introductory (end of 6<sup>th</sup> grade), intermediate (end of 8<sup>th</sup> grade), and advanced (end of 12<sup>th</sup> grade) levels of study in six areas: Continuing Concerns of the Family, Practical Reasoning, Family Action, Personal and Social Responsibility, Work of Family, and Learning to Learn. *Level of study* is determined by what, how much, and when core concepts in FCE are introduced to students. Illustrative proficiency standards and samples of student work for each level of study emphasize individual differences in learning needs and talents of all students and the need for differentiated instruction. These model academic standards are available at: [www.dpi.state.wi.us/dpi/standards/](http://www.dpi.state.wi.us/dpi/standards/) or on CD-ROM from [www.dpi.state.wi.us/pubsales](http://www.dpi.state.wi.us/pubsales).

Students with career interests in **family and consumer services**, such as Child Services, Food Service, and Family and Community Services, may elect to participate in Wisconsin's cooperative education or industry skill standards certificate programs. With some variations these school-supervised programs include an introduction to careers, observation and job shadowing, demonstration of employability or SCANS skills and occupation specific competencies, paid work experience, and career planning.

In contrast to programs with merely a technical skill orientation, some work-based learning programs reflect the practical and critical science approach. This is evident to the extent that students are empowered to act in self-determined ways, and to critically examine and seek to change of personal assumptions and socially conditioned blocks to critical thinking and communication about career and work-related issues. This occurs when students:

- test the validity of their own beliefs, attitudes, values, prejudices related to career and work and refute irrational thinking.
- examine the ethical consequences of their career and work-related choices and actions for co-workers, supervisors, family members, and society.
- use their intellectual and social skills to resolve career/work dilemmas and job conflicts, and then take reasoned action to address them.
- explore themselves in relation to the world of work—who am I? what can I do? what is possible/ probable for me? As a result of this type of self assessment, students can develop insight and deep understanding about

- specific working conditions and cultural norms that operate on-the-job.
- are proactive about addressing career and work-related policy issues that affect all workers, children and families, and society such as encouraging business and industry to adopt family-friendly workplace practices, changing inequities in wages, or creating safe and healthful working conditions.
- object to unethical business and industry practices such as lack of quality control over shoddy workmanship, fraudulent sales practices, or destruction of the environment.

Students in grades 6 to 12 are encouraged to participate in **Family, Career and Community Leaders of America (FCCLA)**, a national co-curricular career and technical student organization (CTSO), the only CTSO that focuses on the family. Standards-related FCCLA activities, National Programs in Action, and STAR Events address important personal, family, work, and societal issues that extend classroom learning and expand leadership potential. For example, chapter projects emphasize a variety of youth concerns, including conflict resolution, family relationships, parenting, peer pressure, environment, intergenerational communication, nutrition and fitness, substance abuse, teen pregnancy, and career exploration. Activities turn classroom issues into real-life youth-directed action. Besides expanding leadership potential, members develop life skills needed in the home, workplace, and community: [www.dpi.state.wi.us/dpi/dlsis/let/fchome.html](http://www.dpi.state.wi.us/dpi/dlsis/let/fchome.html).

### Wisconsin FCE Program Resources and Materials

Materials that support development of comprehensive, standards-related FCE programs can be found on the web site, e.g., see the updated brochure: [www.dpi.state.wi.us/dpi/dlsis/let/fceindex.html](http://www.dpi.state.wi.us/dpi/dlsis/let/fceindex.html), or through DPI's Publication Sales: [www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/index.html](http://www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/index.html).

#### 1. Resources related to the family setting

- Brien, N., K. Brien, & H. Vandermeer. (2001). *Development of the Brain: Zero to Three Years—Parenting and Child Care Modules*, companion video, science module and other materials/training: [www.wccf.org](http://www.wccf.org).
- Pearson, M. (2004). *Executive Brief on Relationship Education: Why Educate for Marriage? How to Do It, Plus Helpful Resources*. Madison, WI: Department of Public Instruction.
- Staaland, E., & S. Strom. (1996). *Family, Food, and Society: A Teacher's Guide*. Order from Publication Sales.
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- *Character Education: Taking Responsibility and Respect for Others*. Teaching and assessing for authentic, student performance at elementary, middle, and high school - high school lessons focus on bioethical issues. CD-ROM available from [www.dpi.state.wi.us/dpi/dlse/sspw/tadocs.html](http://www.dpi.state.wi.us/dpi/dlse/sspw/tadocs.html).

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# Wisconsin Standards for a Quality Program in Family and Consumer Education (FCE)

## Quality Educator(s)

(Standard 1. Highly qualified educator(s) is licensed with appropriate certification to teach all corresponding courses and programs.

(Standard 2. Educator(s) actively participates in relevant professional associations and continuous professional development.

(Standard 3. Educator(s) exhibits leadership, teamwork, and professional and ethical practices.

☐ Standard 4. Educator(s) advocates for Career and Technical Education (CTE) and FCE by helping others understand how CTE/FCE contributes to student learning and development.

## Program Planning

☐ Standard 5. Program plan(s) reflects the "work of family" approach based on clearly thought-out, defensible rationale.

☐ Standard 6. Program plan(s) focuses on development of comprehensive, standards-related elementary, middle, and high school "programs that work well."

☐ Standard 7. Program element(s) is consistent and coherently sequenced with three major emphases: the family setting, family and consumer services, and co-curricular FCCLA (Family, Community, and Career Leaders of America) programs.

☐ Standard 8. Program(s) promotes educational equity.

## Curriculum, Instruction, and Student Assessment

☐ Standard 9. Collaborative, problem-based curriculum unit(s) addresses the *Wisconsin Model Academic Standards for FCE* with integration and application of other relevant state and national standards and competencies.

☐ Standard 10. Family and consumer services curriculum unit(s) is aligned to relevant state and national standards or competencies and post-secondary courses.

☐ Standard 11. Learning experience(s) is structured for active, performance-based learning that addresses individual differences in a student's learning needs and talents.

☐ Standard 12. Educator(s) creates a responsive, asset-based climate conducive to classroom community and student learning and development.

☐ Standard 13. Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.

## Program Evaluation

☐ Standard 14. Periodic program evaluation(s) provides meaningful information used to improve the quality of teaching practices and programs.

## Quality School(s)

☐ Standard 15. Proactive educator(s) works with others to form policies and practices that enhance the school environment and improve student learning and development.

☐ Standard 16. Educator(s) contributes to reform efforts designed to improve schooling experience and successfully educate *all* students.

## Parent and Community Involvement

☐ Standard 17. Educator(s) establishes collaborative relationship/partnership(s) to ensure successful outcomes for *all* students.

☐ Standard 18. A representative advisory council assists educator(s) with program planning, improvements, and promotion.

## Resources

☐ Standard 19. A modern curriculum is supported by facilities, furniture, equipment, technology, materials, and supplies that are readily accessible, up-to-date, safe, well-maintained, and meet the student's instructional needs.

☐ Standard 20. Effective resource management strategy(ies) is used to achieve program goal(s) (given an adequate annual budget and time to address program needs).

## Legal Requirements

☐ Standard 21. Program(s) operates in compliance with all legal mandates emanating from federal and state constitutional and statutory provisions, state and local school board policies, negotiated and individual contracts, and judicial rulings.



## *Overview of Health Science Occupations Education Standards*

Many of the fastest growing occupations in Wisconsin are concentrated in health services. Factors contributing to industry growth include our aging population and its need for increased health services, as well as the increased use of medical technology for diagnosis and treatment. This growth in jobs in the health service industry has not been matched by qualified workers which have created a shortage of health care workers. Health Science Occupations Education at the secondary level can be very valuable in the efforts to correct this situation.

Health Science Occupations Education is composed of subject matter and clinical learning experiences. Based upon completion of comprehensive career planning activities, a rigorous and coherent sequence of related courses, and work-Based Learning/school-based learning experiences, the learner will be prepared for post-secondary education or an entry-level employment opportunity in the health care industry. This is based on the U.S. Department of Education, the National Skill Standards Board, and the National School to Work Office. In 1996, the National Health Care Skill Standards and the National Health Care "Foundation" Skill Standards were developed. The national skills certificates for meeting these competencies are nationally accepted standards and recognized by the health care industry. These eight core Health Care Preparation Components describe the "CORE" knowledge essential for all health care workers. They are academic foundation, communication, ethics, legal responsibilities, employability skills, systems, safety practices, and teamwork.

Wisconsin certified programs in Health Science Occupations Education are available to the secondary student. These programs are approved and regulated in partnership with the Department of Public Instruction and the Department of Health and Family Services as a means of safeguarding the public against unqualified workers. Wisconsin certificated programs in Health Science/Health Occupations Education are Health Science Occupations Co-op, Certified Nursing Assisting, Employability State Skills Co-op, CPR/First Aid, and Health Services Youth Apprenticeships.

For both the student and the worker, there is a need to select and develop proficiency within a Health Science Career Cluster. These career clusters require life-long learning due to advances in medical technology and rapid change and expansion in the health care industry. The Health Science Career Cluster has organized the careers it represents in the following concentration/pathways: Diagnostic Services, Information, Therapeutic Services, and Environmental.

HOSA (an association of Health Science Occupations students) chapters at the secondary Level, along with the work- and school-based learning, supply many of the real life experiences needed by Health Science Occupations students to explore and evaluate potential health careers based upon interest and abilities.

The programs are designed not only to develop clinical and technical skills but also to teach roles, relationships, and responsibilities in the classroom or medical practice setting. All students need to explore careers and develop the skills needed to make informed decisions. With a solid foundation at the middle school level of identifying potential health careers and expansion into comprehensive course offerings at the high school level, Health Science Occupations Education can develop a body of subject matter and planned learning experiences designed to prepare persons with the competencies required to assist qualified health professions. With this in place, local plans should enable educators to contribute to meeting the goal of addressing the health care worker shortage.

# Wisconsin Standards for a Quality Program in Health Science Occupations Education

## Quality Educator(s)

- ☐ **Standard 1.** The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.
- ☐ **Standard 2.** The educator(s) actively participates in relevant professional associations such as HOSA and HOPE and has an improvement plan for continuous professional development.

## Program Planning

- ☐ **Standard 3.** The program has a vision/mission statement that is in alignment with state and national as well as the school district's vision and mission.
- ☐ **Standard 4.** The curriculum is in alignment with the *Wisconsin Model Academic Standards*, National Health Care Core Skills Standards, and Health Science Occupations Career Cluster Pathways and incorporates the academic subject matter required for proficiency in the area.
- ☐ **Standard 5.** A comprehensive program includes three components: classroom instruction, site-based experiences or practicum under the supervision of licensed or other health professionals, and HOSA as the career and technical student organization.

## Curriculum, Instruction and Student Assessment

- ☐ **Standard 6.** The scope and sequence of the curriculum is based on current occupational trends, industry standards and certification, and recognized educational practices that are researched.
- ☐ **Standard 7.** The scope and sequence of the 6-12 curriculum starts with a solid foundation established at the middle school level and expands into comprehensive course offerings at the high school level.
- ☐ **Standard 8.** The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.
- ☐ **Standard 9.** The career and technical student organization, HOSA, is co-curricular and a valued, integral component of the program.
- ☐ **Standard 10.** The educator(s) collaborates with educators from other disciplines to encourage the development of leadership and fellowship capabilities in students. This combination of people skills and technical skills will enable students to serve as effective members of a health care team.

- ☐ **Standard 11.** Standard-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.

- ☐ **Standard 12.** The program offers certified workplace learning options for students.

## Program Evaluation

- ☐ **Standard 13.** The program is evaluated at regular intervals and recommendations are used for continual improvement of the program.

## Quality School(s)

- ☐ **Standard 14.** The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- ☐ **Standard 15.** The educator(s) is proactive, working with others to form policies and practices that enhance the school environment and support student achievement and career development.
- ☐ **Standard 16.** Opportunity is incorporated into courses at all levels to explore careers, to develop skills needed to make informed decisions, and to be exposed to informational technological skills and knowledge required of health career specialties.

## Parent and Community Involvement

- ☐ **Standard 17.** The program includes establishment of collaborative relationships and partnerships with faculty, parents, supporters, and advisory council members to maximize student achievement and career development.
- ☐ **Standard 18.** The program reflects the needs of the community through advisory councils that include community members from the health care profession as well as the educational profession.

## Resources

- ☐ **Standard 19.** The vision/mission of the program is supported by facilities, equipment, technology, and operating budget.
- ☐ **Standard 20.** The quality of the instructional program, which includes site-based experiences or practicum, is enhanced by the use of community leaders, resources, facilities, and licensed or other health professionals.

## Legal Requirements

- ☐ **Standard 21.** Program operation is in compliance with all state and federal laws and regulations.

## *Overview of Marketing, Management, and Entrepreneurship Education Standards*

Marketing education should be like marketing itself: dynamic, ever-new, and ever-changing. Marketing is a critical business function, a process that utilizes a variety of activities to:

- Identify customer needs and wants
- Plan and create ideas, goods or services to satisfy needs and wants
- Establishes pricing that results in profitable transactions
- Promote ideas, goods or services to an identified target market
- Manage distribution and logistics strategies

Career opportunities in marketing can be found in domestic and international businesses, organizations, and agencies of all types and sizes—both for profit and not for profit. Individuals employed in marketing may specialize in one marketing function (e.g., selling, market research, and advertising) or they may assume many positions that utilize a broad range of marketing skills.

Marketing is a critical, ongoing business function that applies economics, psychology, and sociology. Its successful performance depends on the application of mathematics and English principles, the use of scientific problem solving, and the application of computer technologies to marketing situations and problems.

### **Why Marketing Education?**

The following is presented as evidence to the value that marketing education brings to the schools and of its effectiveness in preparing students for life after high school.

- Marketing Education is the primary provider of pre-baccalaureate preparation for marketing careers.
- Marketing is one of the major areas of employment in the United States, accounting for nearly one-third of all occupations.
- Marketing provides extensive entry points into the labor force and, perhaps more importantly, multiple career paths with significant reward structures (e.g., promotion potential, compensation, flexibility).
- Marketing skills are highly transferable from industry to industry and from one locale to another.
- Core marketing skills are relatively stable and, therefore, have long-lasting career impact on student learners.
- Marketing curricula are appropriate for both college-bound and employment-orientated student, with unique and substantive opportunities available to each.
- Marketing Education programs are strongly endorsed by industry.
- With Marketing Education comes opportunity to join the Career and Technical Student Organization (CTSO) DECA, which provides its members with leadership development, community involvement, civic consciousness, career understanding and social intelligence.

### **Marketing Careers**

Marketing Education is historically rooted in the preparation of retail merchandising and sales personnel. However, contemporary curricula view retail as one of many segments of the economy in which graduates might utilize their marketing skills. Therefore, the curriculum has evolved significantly to its current focus on core business, management and marketing skills with more specialized foci (e.g., retail management, hospitality, entertainment, and e-commerce) integrated into the core curriculum as appropriate for individual situations. Specific examples of career applications include general marketing management in virtually any industry that might include such applications as:

## Overview of Marketing, Management, and Entrepreneurship Education Standards (continued)

- |                         |                       |                      |                           |
|-------------------------|-----------------------|----------------------|---------------------------|
| ▪ Advertising           | ▪ Customer Service    | ▪ E-Commerce         | ▪ Entrepreneur            |
| ▪ Fashion Merchandising | ▪ Financial Services  | ▪ Food Marketing     | ▪ Health Care             |
| ▪ Hospitality Marketing | ▪ Importing/Exporting | ▪ Industrial Goods   | ▪ International Marketing |
| ▪ Pharmaceuticals       | ▪ Product Management  | ▪ Professional Sales | ▪ Public Relations        |
| ▪ Restaurant Management | ▪ Retail Management   | ▪ Sales Management   | ▪ Service Marketing       |
| ▪ Sports Marketing      | ▪ Travel/Tourism      |                      |                           |

Given the highly transferable nature of core marketing skills and the increasing degree to which marketing permeates most cultures, it is particularly challenging to quantify or even to adequately define the application of Marketing Education in terms of specific career opportunities.

### Premises of the Marketing Education Curriculum

In addressing the Marketing Education mission statement, the curriculum should:

- Encourage students to think critically
- Stress the integration of and articulation with academics
- Be sequenced so that broad-based understandings and skills provide a foundation to support advanced study of marketing
- Enable students to acquire broad understandings of and skills in marketing so that they can transfer their skills and knowledge between and among industries
- Enable students to understand and use technology to perform marketing activities
- Stress the importance of interpersonal skills in diverse societies
- Foster a realistic understanding of work
- Foster an understanding and appreciation of business ethics
- Utilize a variety of types of interactions with the business community.

### Marketing Education Curriculum

The marketing curriculum is divided into two broad areas. The first called *Business Administration Core Standards* addresses those fundamentals of business that provide the critical context within which marketing is taught. The knowledge and skill statements identified for the *Business Administration Core* are:

- |                             |                            |
|-----------------------------|----------------------------|
| ▪ Business Law              | ▪ Information Management   |
| ▪ Communications Skills     | ▪ Marketing                |
| ▪ Economics                 | ▪ Operations               |
| ▪ Emotional Intelligence    | ▪ Professional Development |
| ▪ Financial Analysis        | ▪ Strategic Management     |
| ▪ Human Resource Management |                            |

The second broad area of the Marketing curriculum consists of the *Marketing Core Standards*—those skills that are used to implement the marketing concept:

- Distribution
- Financing
- Marketing Information Management
- Pricing
- Product/Service Management
- Promotion
- Selling

# Wisconsin Standards for a Quality Program in Marketing, Management, and Entrepreneurship Education

## Quality Educator(s)

- ☐ *Standard 1.* The educator(s) is appropriately certified to teach all corresponding courses with the program and is endorsed by a DPI-approved teacher education institution that meets PI 34 Standards.
- ☐ *Standard 2.* The educator(s) utilizes an improvement plan to demonstrate continual professional development experiences, including active involvement in marketing education professional associations.

## Program Planning

- ☐ *Standard 3.* The program has a vision/mission statement that is in alignment with state and national as well as the school district's vision and mission.
- ☐ *Standard 4.* The program utilizes *Wisconsin Model Academic Standards for Marketing Education* and incorporates the *Wisconsin Model Academic Standards for Mathematics, Science, English Language Arts, and Social Studies*.
- ☐ *Standard 5.* Coherent and sequential programming includes (a) basic marketing, management, and entrepreneurship content followed by advanced marketing, management, and entrepreneurship content, and career specific courses, (b) standards-based work-based learning, and (c) DECA as the career and technical student organization.
- ☐ *Standard 6.* The program is served by an advisory committee that includes community members with experiences related to marketing, management, and entrepreneurship education.

## Curriculum, Instruction, and Student Assessment

- ☐ *Standard 7.* The curriculum utilizes the *Wisconsin Curriculum Standards for Marketing Education*, *Entrepreneurship Standards*, as well as current business and industry trends, industry standards, and recognized educational practices.
- ☐ *Standard 8.* The curriculum applies the academic standards to support academic achievement and career development.
- ☐ *Standard 9.* The career and technical student organization, DECA, is co-curricular and a valued, integral component of the program. Active DECA alumni support local program.
- ☐ *Standard 10.* Career guidance and counseling is offered as a part of the curriculum, emphasizing career and educational options.
- ☐ *Standard 11.* Learning experience(s) is structured for active, performance-based learning to address individual differences in learning needs and talents of students.

- ☐ *Standard 12.* Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.
- ☐ *Standard 13.* The instructional program is aligned at the secondary level with post-secondary institutions.

## Standards- and Work-based Learning

- ☐ *Standard 14.* The program offers an industry-certified, work-based learning component for students; i.e., certified cooperative education skill standards, employability skills standards, the A\*S\*K Institute, or other related national skills standards, etc.

## Program Evaluation

- ☐ *Standard 15.* Program assessment(s) is used to measure the program against current standards conducted on an ongoing basis and recommendations used for continual improvement.
- ☐ *Standard 16.* Educational equity is a basic program component.

## Quality School(s)

- ☐ *Standard 17.* The educator(s) is collectively involved in activities that enhance the school environment and student achievement.
- ☐ *Standard 18.* The educator(s) is proactive, working with district and school leadership to advance career and technical education and marketing, management, and entrepreneurship education.

## Resources

- ☐ *Standard 19.* A modern curriculum is supported by the facilities, materials, equipment, technology, and operating budget
- ☐ *Standard 20.* The lab is an educational component used to reinforce classroom instruction; i.e., school store or other school-based enterprise.
- ☐ *Standard 21.* Wisconsin's affiliated curriculum consortium (Marketing Education Resource Center) is utilized as an important source of marketing related resources.

## Parent and Community Involvement

- ☐ *Standard 22.* The educator(s) actively involves parents, community leaders, alumni, and business people in continual program improvement.
- ☐ *Standard 23.* The educator(s) markets the program with parents, students, administration, guidance personnel, faculty, and prospective employers the educational and economic benefits of the program.

## Legal Requirements

- ☐ *Standard 24.* Program operation is in compliance with all state and federal laws and regulations.

## Overview of Technology and Engineering Education Standards

Program standards for technology and engineering programs present us with yet another set of threads to guide us through program implementation and teaching success. Program standards are part of a much larger set of education standards established to provide guidance for technology and engineering k-12 stakeholders. It is important to remember that if you are using recently developed standards that no set of standards prescribes a specific curriculum or classroom program setting. The standards provide guidance and flexibility yet stress structure and relevance. *Wisconsin's Model Academic Standards for Technology Education* published by the Wisconsin Department of Public Instruction (© 1999) or *Standards for Technological Literacy: Content for the Study of Technology* published by the International Technology Education Association (© 2000) both provide a foundational basis for the study of technology. The following program standards work as a guide for implementing *Wisconsin's Model Academic Standards for Technology Education* and/or *Standards for Technological Literacy: Content for the Study of Technology*.

The structured elements within Wisconsin's Program Standards for Technology and Engineering Programs aids teachers and administrators in assessing the physical classroom environment, the capability of the teacher within the environment, curricular connections and instruction, student assessments, and the professional development of the teacher. Gaining much more attention and deserving much more rigorous development are the areas of equity and accessibility, the racial diversity of learners within technology and engineering, safety within the learning environment, and a quality teacher in the classroom.

To develop a quality technology and engineering program which benefits all learners it is important for the leadership responsible for the program to have a sound philosophy and general understanding of technology and engineering education. By developing a written mission and complementing set of goals the program leadership will be able to communicate a comprehensive vision for the local program. All of these elements in combination with a dedicated advisory committee and proactive school administration will ensure community support and student success.

Program review and evaluation should be completed once every three to five years. A formal internal process using existing resources and personnel is recommended at this interval. A formal external program review using outside evaluators is recommended at least once every ten years. Program review findings should be analyzed and discussed thoroughly. After a consensus has been reached a program improvement plan should be developed. This process is essential to short and long range planning. As time progresses, elements within the program standards will change. A local program advisory group may wish to update or add to the standards as deemed necessary. A supervisor responsible for monitoring the program evaluation process should maintain all records and provide copies to the principal, director of curriculum and instruction, superintendent and school board members.

# Wisconsin Standards for a Quality Program in Technology and Engineering Education

## Quality Educators

- ☐ *Standard 1.* The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.
- ☐ *Standard 2.* The educator(s) has a Professional Development Plan (PDP).
- ☐ *Standard 3.* The program is managed by designated personnel at the school district or regional level.

## Program Planning

- ☐ *Standard 4.* Program implementation will facilitate technological literacy for *all* students.
- ☐ *Standard 5.* The program is aligned at the primary and secondary levels with advanced articulation across post-secondary institution.

## Curriculum, Instruction, and Student Assessment

- ☐ *Standard 6.* The curriculum is developed using child development research, educational equity, recognized educational practices, and state/national/industry standards.
- ☐ *Standard 7.* The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- ☐ *Standard 8.* Co-curricular activity is available and a valued, integral component of the program; i.e., SkillsUSA, TSA, F.I.R.S.T., High Mileage Vehicle, etc.
- ☐ *Standard 9.* The program offers ongoing career awareness as a part of the curriculum emphasizing educational options and post-secondary school success.
- ☐ *Standard 10.* Standards-related assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.

## Program Evaluation

- ☐ *Standard 11.* Program evaluation will ensure and facilitate technological literacy for *all* students.

## Quality School(s)

- ☐ *Standard 12.* The educator(s) is proactive, working with others to enhance the school environment through learning experiences offered in the program.

## Parent and Community Involvement

- ☐ *Standard 13.* The educator(s) shall communicate opportunities and challenges to all stakeholders.
- ☐ *Standard 14.* The educator(s) actively involves faculty, students, parents, community stakeholder groups, and the advisory committee members in continual program improvement.
- ☐ *Standard 15.* The program offers a work-based learning component.

## Program Resources

- ☐ *Standard 16.* The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.

## Safety, Learning Environment, and Legal Requirements

- ☐ *Standard 17.* Program operation is in compliance with all local, state, and federal regulations and safety laws.
- ☐ *Standard 18.* The educator(s) ensures all students are aware of personal safety issues related to the classroom environment.
- ☐ *Standard 19.* The program provides clean, uncluttered, and safe facilities and equipment to support the curriculum and meet the needs of students.

## Equity

- ☐ *Standard 20.* The program uses data to support program improvement that focuses on educational equity.

# APPENDIX B



Wisconsin Department of Public Instruction

## STANDARDS FOR A QUALITY PROGRAM IN TECHNOLOGY AND ENGINEERING EDUCATION

Program Self-Evaluation, Improvement, and Goal Setting Tool (The Grid)

TEE-Local Use (New 11-05)

**INSTRUCTIONS:** T & EE teachers in the designated district/school will conduct a self-evaluation of the local program. Select one of the three ratings and provide documented institutional evidence and remarks. **E-mail The Grid** to your Local Vocational Education Coordinator (or CPA Designee, if applicable).

District Name		School Name			Name(s) of Teacher Completing Report	
Category, Standard, Quality Indicators		Meets the Standard	Approaches the Standard	Does Not Meet the Standard	Documented Evidence	Remarks
<b>QUALITY EDUCATOR(S)</b>						
<b>Standard 1</b> The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.		<b>Check One</b>				
1.1	Holds a current teaching license(s) in technology education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2	Demonstrates a concern for the teaching of technology and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.3	Maintains current knowledge in the field through activities, such as, reading professional and technical publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.4	Utilizes instructional resources, is aware of current technological issues, and presents relevant technological concepts that develop technological literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.5	Completes a formal safety workshop within the last three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.6	Communicates clearly to students and parents the learning outcomes of the program (and its relevance to technological literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 2</b> The educator(s) has a Professional Development Plan (PDP).		<b>Check One</b>				
2.1	Prepares and follows a professional development plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2	Focuses professional development in areas of most need; demonstrates in PDP increased proficiency and reflects the Wisconsin Teacher Standards for maintaining and expanding professional and technical teaching competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3	Participates in technical and professional development activities to update content knowledge, skills, and pedagogy (i.e., teacher job shadows, externships, and courses related to assigned teaching areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



2.4	Maintains membership in and participates in professional organizations at the local, regional, state, and national levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5	Participates in training and staff development in effective teaching/learning strategies for diverse and special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6	Critically examines own practice and continues to learn throughout career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.7	Shares in the decision-making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.8	Participates in and facilitates staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.9	Mentors new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.10	Maintains current knowledge in the field through activities, such as reading professional and technical publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 3</b> The program is managed by designated personnel at the school district or regional level.		<b>Check One</b>				
3.1	Develops a three-year improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.2	Collects data regarding program information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.3	Markets and promotes the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.4	Develops a program budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.5	Recruits new educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.6	Coordinates the placement of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.7	Coordinates local facility meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.8	Disseminates on a regular basis information and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>PROGRAM PLANNING</b>						
<b>Standard 4</b> Program implementation will facilitate technological literacy for all students.		<b>Check One</b>				
4.1	Provides instruction that is consistent with research on how students learn technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2	Provides instruction that is designed to meet curricular goals, community goals, and student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.3	Implements a curriculum that enables all students to attain technological literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

4.4	Develops student leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.5	Develops program vision and mission statements that emphasize equity and are in alignment with school district's mission and vision and <ul style="list-style-type: none"> <li>reflects the importance of technological literacy for all students and the community</li> <li>includes the purpose and goals established for the program area</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.6	Annually reviews and makes appropriate modifications to the program goals with input from students, parents, and community representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.7	Uses the philosophy of the <i>Wisconsin Academic Standards for Technology Education</i> and <i>The Standards for Technological Literacy: Content for the Study of Technology</i> to direct the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.8	Maintains evidence that the program is internally reviewed every three years and externally reviewed every five years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.9	Uses a written comprehensive curriculum, formally adopted by the board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.10	Strengthens students' abilities in mathematics, science, English language arts, and social studies and shows this progress through documented assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.11	Integrates with other disciplines to support student academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.12	Provides leadership for integrating technology concepts into other subjects (P-1C) <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 5</b> The program is aligned at the primary and secondary levels with advanced articulation across post-secondary institutions.		<b>Check One</b>				
5.1	Establishes a district-wide K-12 scope and sequence of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2	Sequences the order of curriculum units/ topics and the courses that contain those units with respect to child development theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3	Annually reviews the technology and engineering program between the elementary, middle school, and high school levels to ensure continuity of learning (P-1.D) <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3	Offers exploratory program at the middle school level with exploratory experiences offered in PK-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<sup>1</sup> Reference to *Advancing Excellence in Technological Literacy: Student Assessment, Professional Development, and Program Standards (ATEL)*

<sup>2</sup> Reference to ATEL

5.4	Communicates clearly to the respective elementary educators and neighboring post-secondary educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.5	Implements and uses articulation agreements between the technology and engineering program and post-secondary institutions and/or with other community resources, where applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.6	Uses a written comprehensive standards-based curriculum used within the program which is formally adopted by the school board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.7	Integrates program with other disciplines to support student academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.8	Provides leadership for integrating technology concepts into other subjects (P-1C) <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**CURRICULUM, INSTRUCTION, AND STUDENT ASSESSMENT**

<b>Standard 6</b> The curriculum is developed using child development research, educational equity, recognized educational practices, and state/national/industry standards.		<b>Check One</b>				
6.1	Incorporates rigorous grade level core academic subject matter to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.2	Provides opportunities for <i>all</i> students to have full participation and equal access, without discrimination, to the entire spectrum of technology and engineering programs and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.3	Uses alternative delivery systems that provides multiple opportunities for student success; tailors instructional materials and strategies to a variety of learning styles and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.4	Attracts and accommodates diverse and special populations continuously and ongoing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.5	Provides diverse and special populations with the necessary support services to be successful in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.6	Uses curriculum that is developmentally appropriate and gender and culturally neutral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.7	Offers courses that reflect broad-range knowledge, transferable skills, and career exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 7</b> The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.		<b>Check One</b>				
7.1	Offers courses that are of such a size as to be conducive for effective teaching/learning strategies and do not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<sup>3</sup> Reference to ATEL

	exceed reasonable standards for safety, space, and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.2	Complements the infrastructure within the classroom and laboratory with the curriculum and delivery model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.3	Uses equipment and instructional methods suitable for each specific age/grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.4	Creates and manages a learning environment that is supportive of student interactions and student abilities to question, inquire, design, invent, and innovate (P-4.A) <sup>4</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.5	Uses a variety of teaching methods in conducting classroom and laboratory activities, including: <ul style="list-style-type: none"> <li>Both teacher-centered and student-centered instructional methods</li> <li>Both group and individual activities</li> <li>Methods based upon individual student needs rather than upon the gender, race or ethnicity of the students</li> <li>Integration of local student leadership activities</li> <li>Strategies appropriate for serving students with special needs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.6	Measures student achievement utilizing effective student assessment through a variety of testing techniques and other evaluation methods (P-3.F) <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.7	Selects from a variety of instructional strategies in performance-based learning of subject matter, critical thinking, and problem-solving to develop democratic values, risk taking, and a desire for lifelong learning within the learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 8</b> Co-curricular activity is available and a valued, integral component of the program (i.e., SkillsUSA).		<b>Check One</b>				
8.1	Provides students in grades 7-12 with the opportunity to develop student leadership, team building, employability and interpersonal skills through extra-curricular (or intra-curricular) activities, technology-related student organizations, at the local, regional, state, and national levels (P-2.D) <sup>6</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.2	Operates the student organization under the supervision of a technology and engineering educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.3	Garners administrative recognition and support for the career and technical student organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.4	Uses resources provided for students and the technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<sup>4</sup> Reference to ATEL<sup>5</sup> Reference to ATEL<sup>6</sup> Reference to ATEL

	and engineering educator(s) to participate in the career and technical student organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.5	Develops skills such as student leadership, team building, employability and interpersonal skills through intra- and extra-curricular activities (P-2.D) <sup>7</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 9</b> The program offers ongoing career awareness as a part of the curriculum, emphasizing educational options and post-secondary school success.		<b>Check One</b>				
9.1	Makes readily available post-secondary education and training information resources to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2	Utilizes counseling staff to provide classroom instruction on career development topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3	Focuses recruitment efforts on the needs, interests, and career objectives of the students in response to the needs of the business and industry community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.4	Enables the student to be given time to reflect on career pathways while enrolled in a sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.5	Ensures career information provided reflects current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and post-secondary training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.6	Plans and implements instruction in cooperation with counselors and other appropriate support personnel to provide activities, such as, decision-making, dissemination of career information, scholarships, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 10</b> Standards-related assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.		<b>Check One</b>				
10.1	Reflects the state and/or local standards in assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.2	Uses assessments that are free from bias or offensive references; maintains consistency in scoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3	Uses assessment proficiency levels that are appropriate for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4	Measures performance standards for every course offered in the technology and engineering program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.5	Analyzes student progress on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.6	Gives feedback; provides more instruction to students who need help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<sup>7</sup> Reference to ATEL

**PROGRAM EVALUATION**

<b>Standard 11</b> Program evaluation will ensure and facilitate technological literacy for all students. <sup>8</sup>		<b>Check One</b>				
11.1	Annually reviews curriculum and revises as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.2	Uses systematic procedures to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3	Assesses core academic curricular content (reading, math, science, social studies) with content for effectiveness in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4	Develops a long-range plan for program improvement based on the program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.5	Uses program assessment with a scope that includes input from students, parents, teachers, other school personnel, community partnerships, employers, and the community in general to provide criteria for program improvement to ensure accountability, and examine program effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.6	Meets regularly with instructional staff to review data and develop techniques and plans to support program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**QUALITY SCHOOL(S)**

<b>Standard 12</b> The educator(s) is proactive, working with others to enhance the school environment through learning experiences offered in the program.		<b>Check One</b>				
12.1	Collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.2	Collaborates with school staff responsible for providing reasonable enrollment representative of the entire school population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.3	Collaborates with school staff to achieve appropriate student-teacher ratios that ensure program goals and objectives are met in a safe and effective manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.4	Collaborates with colleagues from other disciplines to encourage student integrative thinking/ learning and cooperates in reducing the achievement gap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.5	Collaborates with district and school leadership to offer comprehensive, standards-related technology and engineering programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<sup>8</sup> Reference to ATEL

12.6	Promotes partnerships between schools and public and private non-profit agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.7	Learns from and collaborates with others including students, colleagues, parents, and the community rather than working in isolation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**PARENT AND COMMUNITY INVOLVEMENT**

<b>Standard 13</b> The educator(s) shall communicate opportunities and challenges to all stakeholders.		<b>Check One</b>				
13.1	Uses a written plan that provides guidance for providing information to various groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.2	Participates in local community organizations and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.3	Disseminates information about school programs and practices in a variety of ways (e.g., newsletters, local media, district information staff, and parent groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.3	Uses media events, including open houses, exhibits, displays, presentations, demonstrations, and technology education week activities to promote the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.4	Conducts a positive community and school relations program by the technology and engineering program in the school and community with a minimum of three activities per school year (radio, TV, news stories, brochures, civic appearance, American Red Cross, local Tech Expo, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 14</b> The educator(s) actively involves faculty, students, parents, community stakeholder groups, and the advisory committee members in continual program improvement.		<b>Check One</b>				
14.1	Actively encourages community involvement and promotes a greater understanding of the program's needs and accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.3	Participates in community activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.4	Uses a variety of strategies for generating, maintaining, and strengthening family and community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.5	Works with colleagues and the professional community to improve and advance technological literacy and technical understanding and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

14.6	Establishes an advisory committee comprised of parents and students; representatives from business and industry; faculty from secondary and post-secondary programs, and members of service/civic organizations that:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> <li>Meets at least two times per year</li> <li>Reviews curriculum for congruence with national skill standards and other related industry standards</li> <li>Reviews program performance data every five years to assist in determining program improvement</li> </ul>					
<b>Standard 15</b>		<b>Check One</b>				
The program offers a work-based learning component:						
15.1	Evaluates student on the work site on occupationally specific skills as well as general workplace readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.2	Uses training stations appropriate for the ability of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.3	Closely screens and approves training stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.4	Visits and monitors the work-based learning site to ensure it continually provides a safe learning environment that is in compliance with all applicable industry standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.5	Develops a written training agreement between the school and the training sponsor on file for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.6	Provides frequent supervision at the training station	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.7	Documents evidence that the supervised business experience component of the program has the support of counselors, administrators, and business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.8	Uses workplace mentors that have training related to:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<ul style="list-style-type: none"> <li>mentoring</li> <li>equity and diversity</li> <li>harassment</li> <li>current child labor rules</li> <li>work site safety</li> <li>technology and engineering program goals/objectives</li> </ul>					
<b>PROGRAM RESOURCES</b>						
<b>Standard 16</b>		<b>Check One</b>				
The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.						
16.1	Uses resources in the community to enrich the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



16.2	Uses established procedures for periodic updating and replacement of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.3	Utilizes funds provided for the purchase of equipment and consumable supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.4	Provides input for determining the program budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.5	Maintains an inventory of equipment for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.6	Ensures that the program is represented within the district-wide technology plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.7	Receives training to understand and operate new equipment and software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.8	Ensures that supplies and materials are sufficient to allow students to engage in activities that will enable them to achieve the levels of competence specified by each program's objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.9	Uses district-wide services to support the program (i.e., media/instructional resource center services, assistants for special education students, and English Language Learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### SAFETY, LEARNING ENVIRONMENT, AND LEGAL REQUIREMENTS

Standard 17 Program operation is in compliance with all local, state, and federal regulations and safety laws.		Check One				
17.1	Uses facilities and equipment that meet local, state, and federal health and safety standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.2	Ensures staff members and students take training in the safe and proper use of all safety and emergency devices where applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.3	Ensures class size does not exceed the capacity and safety of the facilities and equipment (P-4.E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.3	Oversees inspection of facilities and equipment on a regular basis by the qualified employee to ensure a safe learning environment for students and working environment for educators <sup>9</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.5	Ensures equipment is in good repair and proper working order and <ul style="list-style-type: none"> <li>follows procedures for reporting and requesting repairs, ensures repairs are made promptly</li> <li>ensures equipment found not to be in proper condition is locked out and tagged out properly</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<sup>9</sup> An annual facilities and safety checklist found in Appendix

<b>Standard 18</b> The educator ensures all students are aware of personal safety issues related to the classroom environment.		<b>Check One</b>				
18.1	Implements a written, comprehensive safety program; ensures safety is taught as a comprehensive part of the technology and engineering instructional program (P-4.C) <sup>10</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.2	Clearly describes standards of conduct and safety rules to students and parents; enforces consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.3	Demonstrates acceptable knowledge, skills, and attitudes of safety and health practices and rules through written and performance tests and in-class behavior (P-4.D) <sup>11</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.4	Maintains a comprehensive safety program that is unique to each course offered which provides safety instruction, record keeping, and safety tests for the lab(s) related to each of the course offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 19</b> The program provides clean, uncluttered, and safe facilities and equipment to support the curriculum and meet the needs of students.		<b>Check One</b>				
19.1	Ensures a safe, quality education in relation to the program's objectives in a facility that is adequate for the number of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.2	Ensures the instructional facilities are uncluttered, properly maintained, accessible to all populations, and arranged to provide a favorable learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.3	Ensures facilities, equipment, and resources are updated on a regular schedule to meet the needs of a changing program (P-4.B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.4	Arranges facilities and equipment with consideration given to effective teaching, class control, safety, and economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.5	Stores supplies and equipment in a systematic and safe manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.6	Provides sufficient ancillary space for storage of materials, projects/products, and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.7	Provides adequate and appropriate storage for hazardous materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.8	Provides interdisciplinary support and medical personnel to instruct and ensure the safety and welfare of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.9	Provides classroom organization for optimum use of instructional time, equipment, and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<sup>10</sup> Reference to ATEL<sup>11</sup> Reference to ATEL

<b>EQUITY</b>					
<b>Standard 20</b> The program uses data to support program improvement that focuses on educational equity.		<b>Check One</b>			
20.1	Annually reviews textbooks and resource materials for bias, equity, and readability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.2	Provides specially designed or modified tools, machines, and equipment for students with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.3	Annually reviews curriculum to ensure content reflects the interests and learning styles of both males and females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.4	Reflects a diverse student population in promotional materials for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.5	Reflects the gender, academic achievement, socioeconomic, and ethnicity makeup of the school in student enrollment in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.6	Implements a plan to give <i>all</i> students a clear understanding of the purpose and benefits of technological literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.7	Addresses bias and stereotyping and implements gender equity strategies that support knowledge and skill development for <i>all</i> students in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Wisconsin Department of Public Instruction

**STANDARDS FOR A QUALITY PROGRAM IN MARKETING, MANAGEMENT, AND ENTREPRENEURSHIP EDUCATION***Program Self-Evaluation, Improvement, and Goal Setting Tool (The Grid)*

MMEE-Local Use (Rev. 11-10)

**INSTRUCTIONS:** MM & EE teachers in the designated district/school will conduct a self-evaluation of the local program. Select one of the three ratings and provide documented institutional evidence and remarks. **E-mail The Grid** to your Local Vocational Education Coordinator (or CPA Designee, if applicable).

District Name	School Name			Name(s) of Teacher Completing Report	
Category, Standard, Quality Indicators	Meets the Standard	Approaches the Standard	Does Not Meet the Standard	Documented Evidence	Remarks
<b>QUALITY EDUCATOR(S)</b>					
<b>Standard 1</b> The educator(s) is appropriately certified to teach all corresponding courses with the program and is endorsed by a DPI-approved teacher education institution that meets PI 34 Standards.	<b>Check One</b>				
1.1 Holds a 285 Marketing Education certification from DPI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2 Completed 4,000 hours of relevant marketing work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.3 Renews certification based on DPI requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 2</b> The educator(s) utilizes an improvement plan to demonstrate continual professional development experiences, including active involvement in marketing education professional associations.	<b>Check One</b>				
2.1 Prepares and processes a professional development plan with school district that addresses the many roles of a marketing educator(s), including classroom instruction, DECA advisement, and coordination of cooperative education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2 Annually completes Program Self-Evaluation Improvement and Goal Setting Tool (this document) to set new professional learning goals as part of a three-year plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3 Participates in the Wisconsin Marketing Education Association through membership and professional development activities; i.e., conferences, updates, and presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4 Participates in professional development activities sponsored by the National Marketing Education Resource Center; i.e., National Conclave, Leadership Institute, LAP development, focus group organizer, resource reviewer, test writer, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5 Participates in DPI-sponsored professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	activities; i.e., Newer Teacher Workshop, Best Practices in Marketing, UW-Madison biannual Institute, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6	Participates in local business and marketing related organizations; i.e., Chamber of Commerce, Sales and Marketing Executives, Rotary, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.7	Participates in professional development activities sponsored by UW-Stout and UW-Whitewater (and other colleges and universities) to enhance performance as a marketing educator(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.8	Collaborates with others to create a school culture that fosters continuous professional development and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.9	Participates in locally sponsored professional development activities; i.e., externships, job shadows, and industry visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.10	Participates in training in effective teaching/learning strategies for diverse and special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.11	Participates in activities that focus on new and emerging trends in education, marketing education, and business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.12	Serves as a leader, team member, and mentor within school and/or marketing education profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**PROGRAM PLANNING**

<b>Standard 3</b> The program has a vision/mission statement that is in alignment with state and national vision and mission statements as well as the school district's vision and mission.		<b>Check One</b>				
3.1	Writes sound program rationale that includes statements of vision, mission, and principles that guide the development of the overall marketing education program (samples in 2005 Executive Summary of Marketing Standards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.2	Engages in effective strategic planning to develop a three-year plan that provides program direction and improvement; i.e., professional development, needs assessment, labor market trends, graduate follow-up studies, parents, employers, students, community representatives, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.3	Designs program that consistently reflects emerging trends and careers, research, topics/issues, and resources in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.4	Utilizes program branding, target marketing, and other marketing tools to establish program identity within school and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 4</b> The program utilizes <i>Wisconsin Model Academic Standards for Marketing Education</i> and incorporates the <i>Wisconsin Model Academic Standards for Mathematics, Science, English Language Arts, and Social Studies</i> .		<b>Check One</b>				

4.1	Aligns curriculum with the content standards found in <i>Wisconsin Model Academic Standards for Marketing Education (revised 06-07)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2	Incorporates <i>Wisconsin Model Academic Standards for Mathematics, Science, English Language Arts and Social Studies</i> and other career and technical education areas of study into the marketing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.3	Works with other academic staff to apply and integrate curriculum across disciplines. Provides proof that curriculum content positively impacts test scores in Wisconsin testing (examples found in 2005 Curriculum Guide)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.4	Works with curriculum director to assess opportunities of marketing courses in meeting the requirements for district/state courses; i.e., consumer education, economics, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 5</b> Coherent and sequential programming includes (a) fundamental marketing content followed by advanced marketing content, (b) standards- and work-based learning, and (c) DECA as the career and technical student organization.		<b>Check One</b>				
5.1	<p>Designs a program that includes courses based on a logical and coherent sequence of marketing content (from basic, to advanced, to specific)</p> <ul style="list-style-type: none"> <li>Introduces marketing content at the middle school, junior high school; i.e., Introduction to Marketing and Business or Careers in Marketing and Business, or assists other teachers in introducing marketing principles/careers</li> <li>Delivers advanced marketing content in high school; i.e., Marketing I, Marketing Management, and Marketing Education Co-op/Internship or a series of semester courses is also an option with a full year of Marketing at the senior level</li> <li>Delivers specific marketing content in high school; i.e., e-commerce, entrepreneurship, sports and special event marketing, executive leadership, etc.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2	Consults with elementary and middle school educators for integration of marketing related content and also provides opportunities for high school students to mentor younger students; i.e., school-based enterprises and career fairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3	Offers opportunities to students for participation in DECA at the local, state, and national levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.4	Develops and utilizes (with chapter members) a program of work as a guide to successful chapter activities/operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.5	Works with alumni group that supports the marketing education/DECA program; i.e., mentoring, gaining school and community support, and special projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

5.6	Incorporates industry-based standards and trends in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.7	Offers cooperative education work-based experiences related to student career interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.8	Utilizes coordination time for activities supporting cooperative education; i.e., planning, placement, evaluation, work site visits, recruitment, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 6</b> The program is served by an advisory committee that includes community members with experiences related to marketing education.		<b>Check One</b>				
6.1	Forms an advisory committee consisting of members knowledgeable of the marketing education program; i.e., parents, alumni, business people, community partners, guidance counselor, and school administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.2	Operates an active advisory committee that meets a minimum of twice a year to make recommendations for a quality marketing education program; i.e., scholarship support, course and curriculum revision, work-based learning improvement, financial and other resource support, DECA activity review and support, alumni involvement, and industry trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.3	Utilizes advisory committee recommendations for program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### CURRICULUM, INSTRUCTION, AND STUDENT ASSESSMENT

<b>Standard 7</b> The curriculum utilizes the <i>Wisconsin Curriculum Standards for Marketing Education</i> , Entrepreneurship Standards, as well as current business and industry trends, industry standards, and recognized educational practices.		<b>Check One</b>				
7.1	Reviews and utilizes the Curriculum Planning Levels when developing sequence of course curriculum—Prerequisite (PQ) for middle school, Career Sustaining (CS) for senior high introductory courses and the Specialists (SP), Supervisor (SU) and Manager (MN) for advanced courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.2	Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in selling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.3	Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.4	Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in marketing information management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.5	Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in pricing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.6	Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

7.7	Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in product service management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.8	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.9	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.10	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Emotional Intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.11	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Financial Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.12	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Human Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.13	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Information Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.14	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.15	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.16	Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Strategic Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.17	Annually reviews and incorporates new and emerging trends and industry standards into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.18	Develops plan that will continually update the inclusion of business and industry "cutting edge" materials and information into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.19	Incorporates Marketing Career Pathways into curriculum content; i.e. Buying and Merchandising, Distribution and Logistics, E-Marketing, Management and Entrepreneurship, Marketing Information Management/Marketing Research, Marketing Communications and Promotion, and Professional Sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.20	Incorporates new best practices and educational research into curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 8</b> The curriculum applies the academic standards to support academic achievement and career development.		<b>Check One</b>				
8.1	Provides a coherent sequence of courses within marketing program leading to a "capstone" experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



8.2	Teaches a coherent sequence of units within each course in the marketing program tied to National Core Standards in Marketing and Core Standards in Business Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.3	Guides marketing content by local, state, and national standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.4	Supports media technology through the use of appropriate technologies used within marketing contexts (presentation software, graphics media, database, spreadsheet, and web)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.5	Meets academic standards (math, social studies, English, science) through curricula taught in marketing education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.6	Plans and designs curricula around the <i>Wisconsin Academic Standards</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.7	Utilizes DECA and School Based Enterprise as experiential components that support the marketing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.8	Utilizes business and community partners in program delivery (mentoring, guest speakers, field trips, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.9	Incorporates career exploration and development in work-based learning (co-op, internship, mentoring and job shadowing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 9</b> The career and technical student organization, DECA, is co-curricular and a valued, integral component of the program. Active DECA alumni support local program.		<b>Check One</b>				
9.1	Utilizes DECA within the classroom to enhance curriculum delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2	Utilizes active local alumni group that supports teacher and students in a variety of activities within the school and throughout the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3	Incorporates leadership development, community service, career understanding, and social intelligence activities in annually developed program of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.4	Provides membership to all students enrolled in marketing and marketing related courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.5	Explores opportunities for students not enrolled in marketing courses to gain experience in marketing management and entrepreneurship careers through DECA participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.6	Provides students the opportunity to participate in state and national activities; i.e., leadership labs, Chapter Officer Workshop, district/state/International Career Development Conferences, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 10</b> Career guidance and counseling is offered as a part of the curriculum, emphasizing career and educational options.		<b>Check One</b>				

10.1	Proactively collaborates with school counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.2	Provides up-to-date career information and opportunities to guidance personnel who are aware of career options within the marketing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3	Makes readily available career and technical education resources, and specifically marketing related resources, to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4	Provides a career research center (career inventories, planning tools, research tools, etc.) that contains marketing related resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.5	Focuses recruitment efforts on the needs, interests, and career objectives of the students in response to the needs of the business community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.6	Includes career plans developed by all marketing education students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.7	Provides career guidance to students in a variety of ways and settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.8	Provides a rich environment for career exploration and enrichment in the marketing classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 11</b> Learning experience(s) is structured for active, performance-based learning to address individual differences in learning needs and talents of students.		<b>Check One</b>				
11.1	Utilizes methods and strategies that are differentiated to engage diverse learning styles and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.2	Uses performance-based projects to support major marketing concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3	Emerges the student talent through DECA and School-Based Enterprise projects and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4	Refines student skills through cooperative on-the-job experiences and work-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.5	Designs learning experiences that emphasize self-directed and cooperative learning, higher order thinking, and motivation to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.6	Provides a challenging, supportive, and safe classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.7	Upholds high expectations for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.8	Creates learning environments where relationships are characterized by respect, caring, and appreciation of each individual's unique learning needs and talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 12</b> Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.		<b>Check One</b>				
12.1	Utilizes assessments that reflect the national standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

12.2	Identifies performance measures and standards for every marketing course offered in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.3	Utilizes a range of tools to assess student progress (selected response, constructed response, performance assessment, peer evaluations, and observation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.4	Provides authentic assessments to help students integrate learning and performance across subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.5	Reports student progress on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.6	Provides constructive and informative feedback to facilitate student learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.7	Provides opportunities for student self-appraisal and self-regulated learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 13</b> The instructional program is aligned at the secondary level with post-secondary institutions.		<b>Check One</b>				
13.1	Implements articulation agreements with post-secondary institutions to promote a seamless education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.2	Renews articulation agreements on an annual basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.3	Incorporates marketing career clusters and pathways in the program design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.4	Utilizes networking structures with post-secondary institutions that facilitate opportunities to exchange ideas and plan curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### STANDARDS- AND WORK-BASED LEARNING

<b>Standard 14</b> The program offers an industry-certified, work-based learning component for students; i.e., certified cooperative education skill standards, employability skills standards, or other related national skills standards, etc.		<b>Check One</b>				
14.1	Participates in the Wisconsin standards- and work-based learning credential program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.2	Provides students an opportunity to earn seven state level skill standard credentials in marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.3	Utilizes training stations that are aligned with marketing education outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.4	Supports the occupational preparation in a coordinated school- and work-based curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.5	Utilizes a formalized training agreement between the school and training site for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.6	Utilizes student skills standards portfolios to structure and document the work-based experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.7	Provides quarterly on-site coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.8	Reviews quarterly performance assessments by the training sponsor to facilitate quality learning experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

14.9	Garners support from school counselors, parents, and school administration for a quality work-based learning program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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#### PROGRAM EVALUATION

<b>Standard 15</b> Program assessment(s) is used to measure the program against current standards conducted on an ongoing basis and recommendations used for continual improvement.		<b>Check One</b>				
15.1	Uses graduate follow-up studies for continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.2	Reviews annually and revises the curriculum as necessary to reflect change and anticipate business and industry trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.3	Includes assessment with input from students, parents, teachers, community, administrators, guidance counselors, employers, and a representative from the program-specific advisory committee, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.4	Revises the program's three year strategic plan based on program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.5	Communicates program evaluation results to stakeholders in order to provide program credibility and value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 16</b> Educational equity is a basic program component.		<b>Check One</b>				
16.1	Reflects program's enrollment that is representative of school's demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.2	Utilizes teaching and learning resources that exemplify diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.3	Provides all students, including non-traditional and special needs students, equal access to opportunities for achieving standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.4	Promotes elimination of bias, stereotyping and harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.5	Creates environment to encourage diversity, inclusiveness, fairness and development of cultural competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.6	Demonstrates respect for all persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### QUALITY SCHOOL(S)

<b>Standard 17</b> The educator(s) is collectively involved in activities that enhance the school environment and student achievement.		<b>Check One</b>				
17.1	Engages in site governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.2	Engages in school-site/district improvement initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.3	Utilizes reform efforts that reflect student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

17.4	Enhances educator and student learning by remaining active in professional organizations (WMEA, ACTE, Chamber of Commerce, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.5	Attends discipline-specific professional development conferences (Marketing Education Summer Institute, Marketing Education Conclave, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 18</b> The educator(s) is proactive, working with district and school leadership to advance career and technical education and marketing education.		<b>Check One</b>				
18.1	Engages in strategic initiatives and activities that advance career and technical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.2	Educates school leadership and guidance personnel on program mission, goals, curriculum, and marketing related careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.3	Facilitates an open house (or other possible venues) to provide program information to district and school leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.4	Communicates successes through school district and community news releases and at school board meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.5	Utilizes program advisory committee for advocacy and public relations activities/events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**RESOURCES**

<b>Standard 19</b> A modern curriculum is supported by the facilities, materials, equipment, technology, and operating budget.		<b>Check One</b>				
19.1	Emulates the current trends in business and industry through communications and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.2	Ensures marketing students have adequate access to software supporting the marketing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.3	Ensures marketing students have adequate access to hardware supporting the marketing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.4	Facilitates learning in the information age through instructional technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.5	Allows for reconfiguration of classroom space based on instructional need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.6	Uses separate office space to conduct parent, student, and employer meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.7	Ensures the marketing program is provided with an adequate operating budget that supports maintenance and upgrades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 20</b> The lab is an educational component used to reinforce classroom instruction; i.e., school store or other school-based enterprise.		<b>Check One</b>				
20.1	Closely ties school-based enterprise outcomes to the marketing curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

20.2	Uses school-based enterprise as an experiential environment to apply marketing concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.3	Garners administrative support for the school-based enterprise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.4	Implements school-based enterprises with appropriate technology (POS, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.5	Utilizes sound business practices and standards in the school-based enterprise as described in the School-Based Enterprise credential program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.6	Achieves national credential in School-Based Enterprise Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 21</b> Wisconsin's affiliated curriculum consortium (Marketing Education Resource Center) is utilized as an important source of marketing related resources. Teacher(s) participates in sponsored programs and activities.		<b>Check One</b>				
21.1	Ascribes to organizing marketing education through the MarkEd curriculum framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.2	Utilizes MarkEd as a common resource to enhance curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.3	Utilizes LAPs to support curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.4	Utilizes <a href="http://www.mark-ed.org">www.mark-ed.org</a> as a resource to improve program offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.5	Utilizes Subscription Service, AlwaysNEW, presentation software, ProTech Career Planner, and other tools and materials to strengthen instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>PARENT AND COMMUNITY INVOLVEMENT</b>						
<b>Standard 22</b> The educator(s) actively involves parents, community leaders, alumni, and business people in continual program improvement.		<b>Check One</b>				
22.1	Ensures representation of parents, community leaders, alumni, and business people through the program-specific advisory board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
22.2	Utilizes public relations efforts to reach out to and involve program stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
22.3	Actively involves marketing alumni in school and community activities that highlight the value of marketing education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
22.4	Utilizes community partnerships as resources in program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
22.5	Utilizes strategies for generating, maintaining, and strengthening family and community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 23</b> The educator(s) markets with parents, students, administration, guidance personnel, faculty, and prospective employers the educational and economic benefits of the program.		<b>Check One</b>				

23.1	Implements a marketing plan for the marketing program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
23.2	Uses promotional materials with various target markets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
23.3	Utilizes a web presence in the marketing program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
23.4	Implements a recruitment plan using consistent theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
23.5	Develops positive branding techniques in the marketing program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
23.6	Sponsors DECA chapter activities that involve and benefit the school and entire community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**LEGAL REQUIREMENTS**

<b>Standard 24</b> Program operation complies with all state and federal laws and regulations.		<b>Check One</b>				
24.1	Adheres to DPI, district, and school policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
24.2	Shows proper documentation that marketing education co-op complies with state and federal labor laws and industry regulations for students in work-based learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
24.3	Provides a safe and supportive learning environment for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
24.4	Regularly reviews policies and practices that govern student conduct in the classroom and CTSO events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
24.5	Understands and utilizes Carl Perkins Act funding to improve program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



Wisconsin Department of Public Instruction

**STANDARDS FOR A QUALITY PROGRAM IN BUSINESS  
AND INFORMATION TECHNOLOGY EDUCATION**
*Program Self-Evaluation, Improvement, and Goal Setting Tool (The Grid)*

BIT-Local Use (New 8-08)

**INSTRUCTIONS:** B&IT teachers in the designated district/school will conduct a self-evaluation of the local program. Select one of the four ratings and provide documented institutional evidence and remarks. Retain one copy in your files for three years.

District Name		School Name		Name(s) of Teacher Completing Report		
Category, Standard, Quality Indicators	Check One				Documented Evidence	Remarks
	Needs Attention	Developing	Proficient	Distinguished		
<b>QUALITY EDUCATOR(S)</b>						
<b>Standard 1</b>						
The business educator is highly qualified and appropriately certified to teach all corresponding business and information technology courses within a business and information technology program.						
1.1	The business educator has on file a current teaching certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	The business educator maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	The business educator renews teaching certification based on DPI requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	The business educator is trained in supervision of work-based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	The business educator holds relevant industry certifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Standard 2</b>						
The business educator is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological changes.						
2.1	The business educator is clear to his/her students about what is to be learned and why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	The business educator regularly participates in business-related work experiences as a way of bringing back valid examples to the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Standard 3</b>						
The business educator has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as FBLA, NBEA, ACTE, WACTE, and relevant industry groups.						
3.1	The business educator prepares and follows a professional development plan that demonstrates increased proficiency and reflects the Wisconsin Teacher Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	The business educator focuses professional development in areas of most need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	The business educator participates in technical and professional development activities to update content knowledge, skills, and pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	The business educator participates in teacher job shadows, externships, and courses related to assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Category, Standard, Quality Indicators	Check One				Documented Evidence	Remarks
	Needs Attention	Developing	Proficient	Distinguished		
teaching areas.						
3.5 The business educator maintains membership in and participates in professional organizations at the local, regional, state, and national levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.6 The business educator participates in training and staff development in effective teaching/learning strategies for diverse and special populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.7 The business educator critically examines his/her own practice, and continues to learn throughout his/her career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**PROGRAM PLANNING****Standard 4**

The business and information technology program has a vision and mission statement that is in alignment with state and national business and information technology mission statements as well as the school district's mission and vision.

4.1 The vision and mission statement include the purpose and goals established for the program area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2 The vision and mission statement reflect the needs of all students, the labor market, and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.3 The business educator reviews and makes appropriate modifications of the program goals to reflect current conditions with input from students, parents, and community representatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.4 The business educator uses the mission of business and information technology to direct the business and information technology program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.5 The business educator plans program improvement through needs assessment, labor market trends, graduate follow-up studies, parents, employers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Standard 5**

The business content offered is in alignment with the Wisconsin Model Academic Standards for Business and local benchmarks, and incorporates the Academic Standards for English Language Arts, Mathematics, Science, and Social Studies.

5.1 A written comprehensive curriculum, formally adopted by the board, is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2 The business content meets applicable local and state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3 The business educator evaluates and revises curriculum on an ongoing basis to incorporate best practices and the state curriculum framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.4 The business educator plans and sequences courses of study with clearly defined instructional objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.5 The program content and structure covers the business and information technology curriculum model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.6 Curricula and instructional strategies have been developed which integrate academic and vocational competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Category, Standard, Quality Indicators	Check One				Documented Evidence	Remarks
	Needs Attention	Developing	Proficient	Distinguished		
5.7 The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 6</b>						
A comprehensive program includes three components: standards-based curriculum, work-based learning, and career and technical student organizations.						
6.1 The business and information technology program offers opportunities for students to participate in career exploration activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.2 All students participate in at least one school-supervised work-based learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.3 Students are enrolled in both a related class and supervised employment simultaneously; the business educator provides standards-based classroom instruction and workplace supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.4 Work-based curriculum is driven by industry-determined standards and competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.5 Work-based learning opportunities include, but are not limited to, mentoring, paid and unpaid internships, job shadowing, work programs, youth apprenticeships, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.6 CTE student organization activities provide students with opportunities to participate in leadership development, community service, and volunteer activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.7 The business educator provides employer mentor training to enhance students' success in work-based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>CURRICULUM, INSTRUCTION, AND STUDENT ASSESSMENT</b>						
<b>Standard 7</b>						
The curriculum is based on educational equity, the most current occupational trends, accepted industry standards, and recognized educational practices.						
7.1 All students have opportunities for full participation and equal access, without discrimination, to the entire spectrum of business and information technology programs and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.2 The business educator accommodates individual student needs with consideration of student abilities based on diagnostic information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.3 The business educator uses alternative delivery systems and provides multiple opportunities for student success; instructional materials and strategies are tailored to a variety of learning styles and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.4 Efforts to attract and accommodate diverse and special populations are continuous and ongoing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.5 Diverse and special populations are provided the necessary support services to be successful in the curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Category, Standard, Quality Indicators	Check One				Documented Evidence	Remarks
	Needs Attention	Developing	Proficient	Distinguished		
7.6 Curricula are developmentally appropriate and gender and culturally neutral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.7 Courses offered are based on enrollment trends, student interest surveys, and employment needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.8 Course offerings reflect current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and specialized training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Standard 8**

The business and information technology program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

8.1 Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space, and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.2 The business educator is provided adequate time to develop training sites/opportunities and plans with business and industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.3 The business educator has adequate supervision time in his/her schedule based on the number of students participating in the supervised business experience component.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.4 The business educator defines high expectations for teaching and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.5 Attendance by students and staff is high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.6 All students are given the opportunity to succeed in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.7 The classroom is orderly; standards of conduct and safety expectations are clearly described to students and parents and enforced consistently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.8 Classroom organization provides for optimum use of instructional time, equipment, and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Standard 9**

The Career and Technical Student Organization, Future Business Leaders of America (FBLA), is co-curricular and a valued integral component of the program.

9.1 Students in grades 7-12 have the opportunity to participate in FBLA activities at the local, regional, state, and national levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2 FBLA is under the supervision of a business educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3 The administration provides recognition and support for FBLA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.4 Resources are provided for students and the business educator to participate in FBLA activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.5 A program of activities, supporting achievement of curriculum competencies, is developed annually by students and the business educator and is based upon the goals, objectives, and curriculum of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Category, Standard, Quality Indicators		Check One				Documented Evidence	Remarks
		Needs Attention	Developing	Proficient	Distinguished		
9.6	Students gain leadership skills, team building skills, employability skills, interpersonal skills; opportunities for service learning and volunteerism are provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 10</b>							
Career guidance and counseling are a part of the curriculum, emphasizing educational options.							
10.1	Educational/vocational information resources are readily available to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.2	The counseling staff provides classroom instruction on career development topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3	Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4	The career information provided reflects current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and post-secondary training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.5	Career guidance and counseling includes career awareness, self-assessment, and world of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.6	All students that enroll in a business program receive an assessment of their interests, abilities, and individual needs with respect to successfully completing the CTE program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 11</b>							
Standards-related classroom assessments are integrated with curriculum instruction to promote meaningful learning and student accountability.							
11.1	Program and/or course objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.2	Assessments reflect the local and/or state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3	All students have an opportunity to learn the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4	Assessments are free from bias or offensive references; there is consistency of scoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.5	Assessment mastery levels are appropriate for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.6	Students' progress is analyzed on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.7	Feedback is given and students' mistakes are corrected; more instruction is provided to students who need help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.8	Performance measures and standards have been identified for every course offered in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 12</b>							
The instructional program is aligned at the secondary level with post secondary institutions and articulated through various credit and advanced placement options.							
12.1	A 7-14 scope and sequence is in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Category, Standard, Quality Indicators		Check One				Documented Evidence	Remarks
		Needs Attention	Developing	Proficient	Distinguished		
12.2	Strategies for networking with post-secondary institutions provide an opportunity to exchange ideas with the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.3	Articulation agreements have been implemented with post-secondary institutions and/or with other community resources, where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 13</b>							
A business and information technology program is offered at the middle school level with exploratory experiences and skill building.							
13.1	The business and information technology program is regularly articulated between the elementary, middle school, and high school levels to ensure continuity of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.2	Sequencing of courses is appropriate (the order in which topics are presented in the classroom or the ordering of courses available to students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>PROGRAM EVALUATION</b>							
<b>Standard 14</b>							
Follow-up studies and other forms of program assessment that measure the business and information technology program against current educational and industry standards are conducted on a regular basis and recommendations are used for continual improvement.							
14.1	The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.2	Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.3	Assessment includes input from students, parents, teachers, other school personnel, community partnerships, employers, and the community in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.4	A long-range plan for program improvement has been developed based on evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.5	Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.6	Strategies guide how the results of follow-up studies will be used for decision-making and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.7	The business educator and instructional staff meet regularly to review data and develop techniques and plans to support program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>QUALITY SCHOOLS</b>							
<b>Standard 15</b>							
The business educator is proactive, working with others to form policy and practices that enhance the school environment and improve student achievement.							
15.1	The business educator collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.2	The business educator collaborates with school staff responsible for providing reasonable enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Category, Standard, Quality Indicators	Check One				Documented Evidence	Remarks
	Needs Attention	Developing	Proficient	Distinguished		
representative of the entire school population.						
15.3 The business educator collaborates with school staff to achieve appropriate student-teacher ratios that ensure program goals and objectives are met in a safe and effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.4 The business educator collaborates with colleagues from other disciplines to encourage student integrative thinking/learning and cooperate in reducing the achievement gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.5 The business educator collaborates with district and school leadership to offer comprehensive, standards-related business programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.6 The business educator promotes partnerships between schools and public and private non-profit agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.7 The business educator does not work in isolation; he/she learns from and collaborates with others, including students, colleagues, parents, and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Standard 16**

The business educator shall communicate concerns, challenges, and benefits of business and information technology to all decision makers, including but not limited to participating in school governance, maintaining on open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.

16.1 A written plan provides guidance for providing information to various groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.2 The business educator maintains open communications with local media and school district public information staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.3 The business educator participates in local community organizations and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.4 The school disseminates information about school programs and practices in a variety of ways (e.g. newsletters and parent groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**PARENT AND COMMUNITY INVOLVEMENT****Standard 17**

The business and information technology program reflects the needs of the community through councils that include community members with business and education experience.

17.1 An advisory committee has been established and is active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.2 Community partnerships are utilized as resources to assist in program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.3 Local businesses provide work sites for work-based learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.4 Strategies are included for generating, maintaining, and strengthening family and community involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Standard 18**

The business and information technology program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.

Category, Standard, Quality Indicators	Check One				Documented Evidence	Remarks
	Needs Attention	Developing	Proficient	Distinguished		
18.1 Evaluation of students on the job includes occupationally specific skills as well as general workplace readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.2 Training stations are appropriate for the business program; the business educator closely screens and approves training stations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.3 There is a written training agreement between the school and the training sponsor on file for each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.4 The business educator provides frequent supervision at the training station.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.5 There is evidence that the supervised business experience component of the program has the support of counselors, administrators, and business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 19</b>						
The operation of the business and information technology program is in compliance with all state and federal laws and regulations.						
19.1 Child labor laws are strictly enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.2 Proper documentation shows that business complies with state and federal labor laws and industry regulations for students in work-based learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>RESOURCES</b>						
<b>Standard 20</b>						
The facilities, equipment, technology, and operating budget support the vision and mission of the business and information technology program.						
20.1 Resources in the community are used to enrich the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.2 Procedures are in place for the periodic updating and replacement of instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.3 Equipment is in good repair and proper working order; there are procedures for reporting and requesting repairs, and repairs are made promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.4 The business educator provides input for determining the program budget; an established budget is designated for the purchase and/or replacement of equipment and software that are representative of those used in business and industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.5 An inventory of equipment is maintained for the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.6 The program is housed in appropriate facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.7 All observed safety and emergency devices are in place and operational; staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.8 A district-wide technology plan is in place that is periodically revised and that provides strategies to address curriculum/technology updates, instructional materials,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Category, Standard, Quality Indicators	Check One				Documented Evidence	Remarks
	Needs Attention	Developing	Proficient	Distinguished		
equipment and supplies acquisition, budget development, and advisory committee utilization.						





Wisconsin Department of Public Instruction

**STANDARDS FOR A QUALITY PROGRAM IN FAMILY AND CONSUMER EDUCATION***Program Self-Evaluation, Improvement, and Goal Setting Tool (The Grid)*

FCE-Local Use (New 11-05)

**INSTRUCTIONS:** FCE teachers in the designated district/school will conduct a self-evaluation of the local program. Select one of the three ratings and provide documented institutional evidence and remarks. **E-mail *The Grid*** to your Local Vocational Education Coordinator (or CPA Designee, if applicable).

District Name		School Name			Name(s) of Teacher Completing Report	
Category, Standard, Quality Indicators		Meets the Standard	Approaches the Standard	Does Not Meet the Standard	Documented Evidence	Remarks
<b>QUALITY EDUCATOR(S)</b>						
<b>Standard 1</b> Highly qualified educator(s) is licensed with appropriate certification to teach all corresponding courses and programs.		<b>Check One</b>				
1.1	Holds a current 210 license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2	Holds appropriate vocational certification for teaching assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.3	Holds relevant industry certification for teaching assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 2</b> Educator(s) actively participates in relevant professional associations and continuous professional development.		<b>Check One</b>				
2.1	Engages in self-assessment to set new professional development learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2	Develops an approved professional development plan on record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.3	Engages in professional associations for networking and self-development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.4	Participates annually in professional development activities that enhance deep understanding of FCE program content and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.5	Participates annually in professional development related to pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.6	Collaborates with others to create a school culture that fosters continuous professional development and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 3</b> Educator(s) exhibits leadership, teamwork, and professional and ethical practices.		<b>Check One</b>				
3.1	Serves as role models to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

3.2	Mentors colleagues and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.3	Works on teams to sustain quality improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.4	Practices high ethical standards and behaviors with others, including students, colleagues, parents/guardians, and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 4</b> Educator(s) advocates for Career and Technical Education (CTE) and FCE by helping others understand how CTE/FCE contributes to student learning and development.		<b>Check One</b>				
4.1	Promotes understanding about the unique purposes and roles of FCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2	Develops broad support for FCE programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.3	Promotes understanding about the unique purposes and roles of CTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.4	Develops broad support for CTE programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>PROGRAM PLANNING</b>						
<b>Standard 5</b> Program plan(s) reflects the "work of family" approach based on clearly thought-out, defensible rationale.		<b>Check One</b>				
5.1	Engages in critical reflection and dialogue with colleagues about significant problems-of-practice, such as, "What should be taught and learned in FCE?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2	Writes sound program rationale that includes: <ul style="list-style-type: none"> <li>statements of philosophy</li> <li>mission and vision</li> <li>principles that govern the content and conduct of the program</li> <li>connections to broader general education and CTE goals</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3	Uses the program rationale to judge what to do in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.4	Engages in effective strategic planning to develop a three to five-year plan that provides program direction and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 6</b> Program plan(s) focuses on development of comprehensive, standards-related elementary, middle, and high school "programs that work well."		<b>Check One</b>				
6.1	Designs programs that consistently reflect emerging trends, research, topics/issues, and resources in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.2	Develops comprehensive, standards-related programs with three major emphases: the family setting, family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	and consumer services, and co-curricular Family, Career, and Community Leaders of America (FCCLA) programs					
6.3	Provides consultation to elementary educators, including opportunities for middle and high school peer education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.4	Designs elementary, middle, and high school "programs that work well"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 7</b> Program element(s) is consistent and coherently sequenced with three major emphases: the family setting, family and consumer services, and co-curricular FCCLA (Family, Community, and Career Leaders of America) programs.		<b>Check One</b>				
7.1	Creates FCE programs that are consistent across the three areas of emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.2	Creates FCE programs that are coherently sequenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.3	Creates standards-related courses that focus on the family setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.4	Creates standards-related courses that focus on family and consumer services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.5	Creates standards-related courses that integrate co-curricular FCCLA activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 8</b> Program(s) promotes educational equity.		<b>Check One</b>				
8.1	Provides all students, including nontraditional and special needs students, equal access to FCE programs and opportunities for achieving academic, technical, and citizenship development standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.2	Promotes the elimination of invisibility, bias, stereotyping, imbalance/ selectivity, unreality, fragmentation/isolation, and harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.3	Creates responsive educational environments that encourage diversity, inclusiveness, fairness, and development of cultural competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.4	Demonstrates respect for all persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.5	Uses fair and impartial classroom and assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.6	Provides FCE facilities are universally accessible; i.e., they are arranged free of barriers that would result in denial of access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>CURRICULUM, INSTRUCTION, AND STUDENT ASSESSMENT</b>						
<b>Standard 9</b> Collaborative, problem-based curriculum unit(s) addresses Wisconsin's Model Academic Standards for FCE with integration and application of other relevant state/national standards and		<b>Check One</b>				

competencies.						
9.1	Creates collaborative, problem-based units or courses of study based on the "work of family" approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2	Aligns curriculum units with relevant standards and statute, such as, <ul style="list-style-type: none"> <li>model academic and skill standards</li> <li>standards of the heart</li> <li>standards in English/language arts, mathematics, science, social studies, health, environmental education, art, human growth and development, nutrition, and/or information, media, and technology literacy</li> <li>state standard (m) Education for Employment, one of 20 State Education Standards</li> <li>statute related to environmental education and human growth and development</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3	Incorporates sound educational practices related to "programs that work well"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.4	Aligns curriculum with potential credit transfer between the local program and post-secondary institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.5	Develops a culturally competent or responsive curriculum that reflects the heritage of all students and honors diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.6	Integrates co-curricular FCCLA activities, youth leadership development skill standards, multidisciplinary or interdisciplinary studies, experiential learning, and service-learning projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 10</b> Family and consumer services curriculum unit(s) is aligned to relevant state and national standards or competencies and post-secondary courses.		<b>Check One</b>				
10.1	Creates units of classroom instruction that reflect emerging trends, topic/issues, research, and resources in an occupational area or industry section that support work-based learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.2	Aligns curriculum units with academic and skill standards related to the occupational area or industry sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3	Incorporates sound educational practices related to "programs that work well"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4	Aligns courses with potential credit transfer between the local program and post-secondary institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 11</b> Learning experience(s) is structured for active, performance-based learning that addresses individual differences in a student's learning needs and talents.		<b>Check One</b>				

11.1	Selects and organizes learning experiences that accommodate individual differences in a student's learning needs and talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.2	Structures active, performance-based learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3	Provides learning experiences situated around big ideas and in real-world contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4	Designs learning experiences that emphasize self-directed and cooperative learning, higher order thinking, and intrinsic motivation to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.5	Provides sufficiently challenging and novel learning tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.6	Encourages students to integrate what they are learning <ul style="list-style-type: none"> <li>links prior knowledge with new information</li> <li>connects learning in class with learning in other subject areas</li> <li>connects learning to everyday family, work, and community life</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.7	Uses developmentally appropriate instructional materials, methods, and approaches that result in maximum learning time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.8	Incorporates current and appropriate instructional technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 12</b> Educator(s) creates a responsive, asset-based climate conducive to classroom community and student learning and development.		<b>Check One</b>				
12.1	Creates learning environments where relationships are characterized by respect, caring, and appreciation of each individual's unique learning needs and talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.2	Provides a challenging, supportive, and safe classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.3	Upholds high expectations for student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.4	Uses effective classroom management and family-friendly practices and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 13</b> Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.		<b>Check One</b>				
13.1	Provides authentic, performance-based assessment tasks to help students integrate learning and performance across subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.2	Provides constructive and informative feedback to facilitate student learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.3	Provides opportunities for student self-appraisal and self-regulated learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

13.4	Asks students to provide evidence they are meeting high standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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**PROGRAM EVALUATION**

<b>Standard 14</b> Periodic program evaluation(s) provides meaningful information used to improve the quality of teaching practices and programs.		<b>Check One</b>				
14.1	Designs program evaluation to obtain meaningful information for diagnostic, formative, and summative purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.2	Uses appropriate evaluation frameworks and standards of quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.3	Uses quality improvement strategies and tools to gather, display, and present data and information for different audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.4	Uses the results from program evaluation to improve teaching practices and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.5	Communicates program evaluation results to appropriate audiences in order to provide credibility and legitimacy for the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**QUALITY SCHOOL(S)**

<b>Standard 15</b> Proactive educator(s) works with others to form policies and practices that enhance the school environment and improve student learning and development.		<b>Check One</b>				
15.1	Collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.2	Collaborates with school staff responsible for providing reasonable enrollment representative of the entire school population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.3	Collaborates with school staff to achieve appropriate student-teacher ratios that ensure program goals and objectives are met in a safe and effective manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.4	Collaborates with colleagues from other disciplines to <ul style="list-style-type: none"> <li>encourage student integrative thinking/learning</li> <li>cooperate in closing the achievement gap</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.5	Collaborates with district and school leadership to offer comprehensive, standards-related FCE programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.6	Collaborates with parents/guardians and other community members to enhance the school environment and improve student academic, technical, and citizenship outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 16</b> Educator(s) contributes to reform efforts designed to improve schooling experience and successfully educate <i>all</i> students.		<b>Check One</b>				

16.1	Works cooperatively to create an atmosphere of openness and trust that encourages collegiality and welcomes parent-community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.2	Forms professional learning communities that are educationally purposeful, open, just, disciplined, caring and which affirm both tradition and change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.3	Supports reform efforts consistent with the characteristics of successful schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.4	Supports reform efforts that reflect a long-term, continuous, and comprehensive process of reasoned change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.5	Contributes personal knowledge, skills, and talents to team, school-wide, or district-wide reform efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### PARENT AND COMMUNITY INVOLVEMENT

<b>Standard 17</b> Educator(s) establishes collaborative relationship/partnership(s) to ensure successful outcomes for <i>all</i> students.		<b>Check One</b>				
17.1	Builds different types of parent-community involvement and support through effective partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.2	Builds informal and formal collaborative and cooperative relationships with other educators, parents/guardians, business and industry, government, and the local community to extend and enrich opportunities for student learning and career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 18</b> A representative advisory council assists educator(s) with program planning, improvements, and promotion.		<b>Check One</b>				
18.1	Seeks committee membership representative of the broader community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.2	Uses suggestions and recommendations in short- and long-range planning and decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### RESOURCES

<b>Standard 19</b> A modern curriculum is supported by facilities, furniture, equipment, technology, materials, and supplies that are readily accessible, up-to-date, safe, well-maintained, and meet the student's instructional needs.		<b>Check One</b>				
19.1	Provides classrooms, laboratories, and storage areas arranged to meet learning needs of <i>all</i> students and to ensure student safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.2	Provides instructional materials adapted to meet the learning needs of <i>all</i> students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 20</b> Effective resource management strategy(ies) is used to achieve		<b>Check One</b>				

program goal(s) (given an adequate annual budget and time to address program needs)						
20.1	Develops a resource allocation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.2	Manages use of time, energy, knowledge and skills, and monies effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.3	Creates spending plans that allocate fixed and flexible expenses to income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.4	Provides input into the amount of an annual operating budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**LEGAL REQUIREMENTS**

<b>Standard 21</b> Program(s) operates in compliance with all legal mandates emanating from federal and state constitutional and statutory provisions, state and local school board policies, negotiated and individual contracts, and judicial rulings.		<b>Check One</b>				
21.1	Establishes and adheres to procedures for reviewing challenges to curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.2	Reviews regularly justification for policies and practices that govern student conduct in the classroom and the FCE curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.3	Applies fairness as a guiding principle in all actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.4	Acts reasonably and responsibly to ensure an appropriate learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.5	Adheres to local and regional codes and guidelines, such as, food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		





Name: \_\_\_\_\_  
Business name: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone: \_\_\_\_\_

PLACE  
STAMP  
HERE

Please check what you would be willing to volunteer for:

- ☐ Guest speaker in classroom  
☐ Field trip for students  
☐ Hire students  
☐ Mentor students  
☐ Job shadowing for students  
☐ Google Hangout/Skype with a classroom  
☐ Teacher tour  
☐ Curriculum review (check all that apply)  
☐ Child care  
☐ Hospitality, lodging, tourism, food and beverage  
☐ Health sciences  
☐ Marketing and entrepreneurship  
☐ Manufacturing  
☐ STEM (science, technology, engineering and mathematics)  
☐ Transportation, distribution, logistics and automotive  
☐ Business  
☐ IT/computer science

Other: \_\_\_\_\_

Your needs? \_\_\_\_\_

**Questions? Call Cheryl Kothe at 262-359-6313**

ATTN: Cheryl Kothe  
Kenosha Unified School District  
3600 52nd St.  
Kenosha, WI 53144

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

October 11, 2016  
Planning/Facilities/Equipment Standing Committee

**OUTDOOR ATHLETIC PROJECT UPDATE**

**Background:**

On April 7, 2015, the voting public approved a \$16,700,000 referendum to construct major upgrades to the outdoor athletic facilities for Bradford (including those at Bullen), Indian Trail and Tremper High Schools. In May of 2015, the school board interviewed and selected Partners in Design Architects and Camosy Construction to help the district design and construct the new facilities. The construction bids for the Outdoor Athletic Facility Project were received on February 2, 2016, by Camosy Construction and representatives of our Facilities Department staff, and were approved by the School Board on February 23, 2016.

**Highlights This Month:**

The key accomplishments this past month on the project include (pictures of various accomplishments this month are included in the attachment):

Bradford:

- The work at Bradford is essentially complete and the stadium will open the week that this report was written.
- Installation of the polyurethane track was completed.
- Synthetic turf installation for Wavro Field (baseball) and installation of the new bleachers was completed.
- All fencing, concrete and landscaping was completed.
- The team building/concessions/public restroom facility was completed.

Bullen:

- The tennis courts were completed and have been in use by the girl's tennis team since mid-September.

- Synthetic turf installation for the varsity softball field was completed.
- Installation of the irrigation system has begun.
- Final grading and landscaping has begun.

Tremper/Ameche:

- The 2016 scope of work at Ameche Field was completed and opened for use on September 8.
- Removal of the varsity baseball and softball infields has been completed in preparation for synthetic turf installation this fall.

Indian Trail:

- The rubberized track surface was installed and the track striping was completed.
- Construction of the new varsity baseball and softball bleachers will begin the week that this report was written.

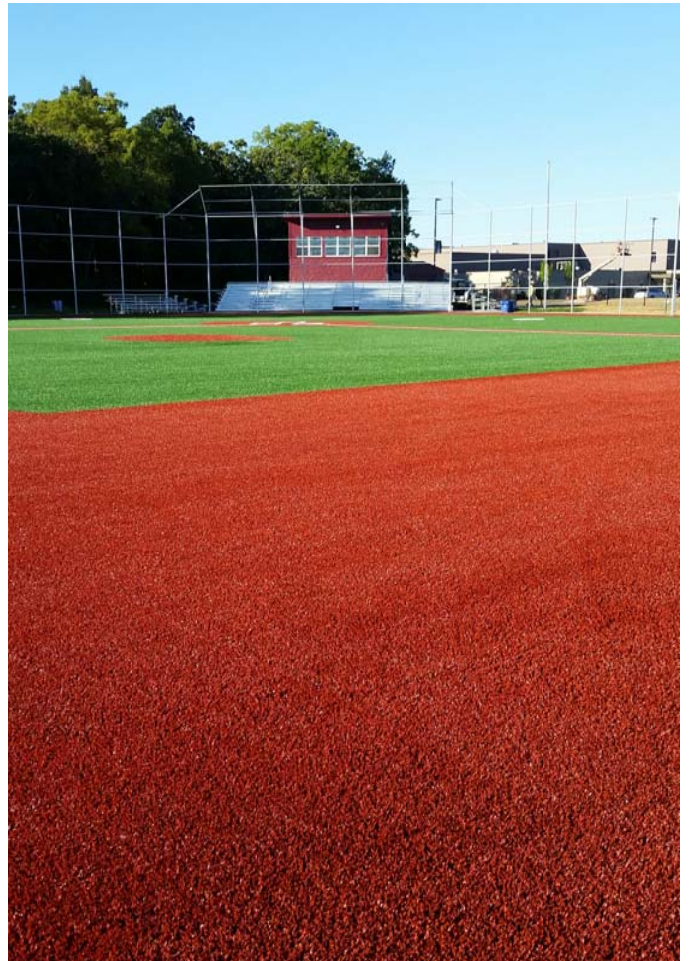
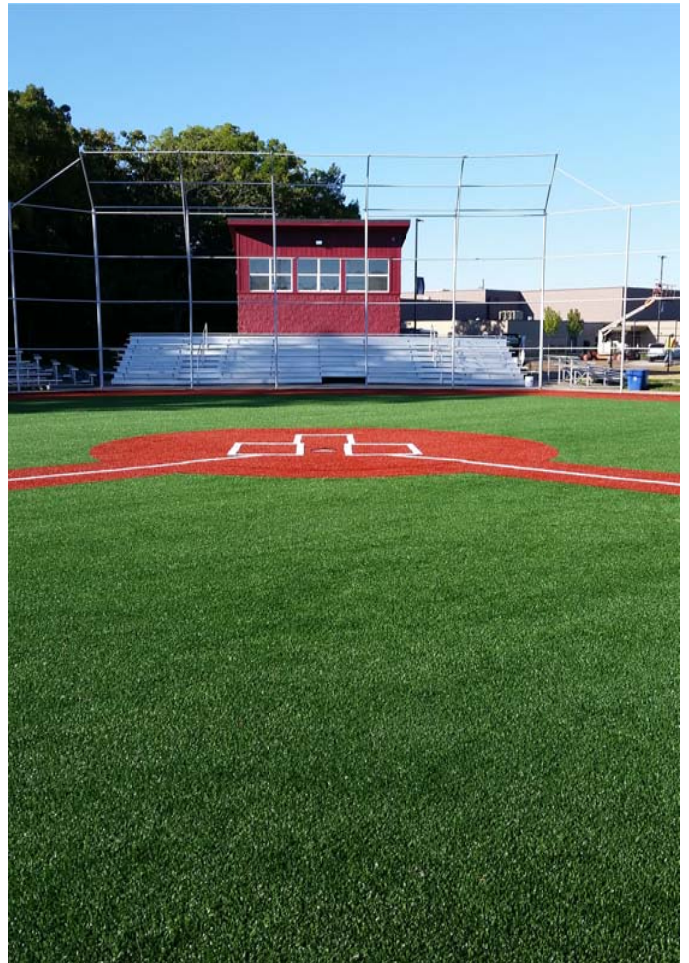
Pictures of the Bradford and Bullen improvements are provided in the attachment to this report.

This is an informational report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities



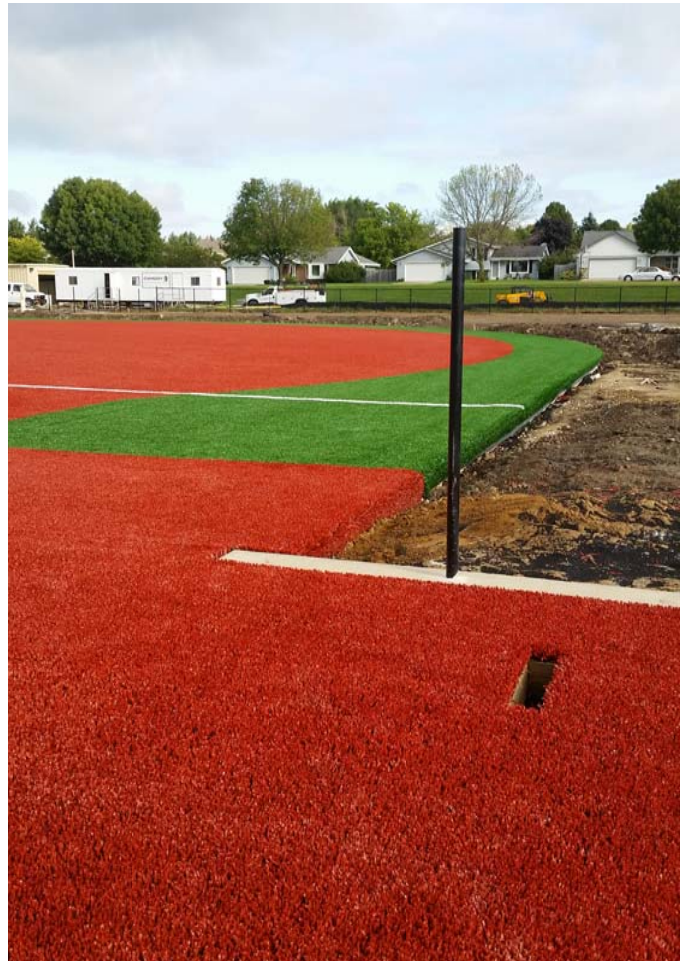






MARY D. BRADY <sup>72</sup> STADIUM





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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

October 11, 2016  
Planning/Facilities/Equipment Standing Committee

**UTILITY & ENERGY SAVINGS PROGRAM REPORT**

The purpose of this report is to provide the regular update on the 2016-17 utilities budget and the operational energy savings program through August.

**Utilities Budget Update:**

The following is a brief summary of the costs incurred for natural gas, electricity, and the entire utilities budget.

- We have spent \$5,695 less on natural gas this year as compared to last year.
- We have spent \$69,058 more on electricity this year as compared to last year (2015-16 was a historically very low electricity cost/consumption year).

We have spent 13% of the overall utility budget as compared to 11% last year at this time.

This has been a very warm summer to date which has resulted in an increased use of air conditioning and a resultant increase in electricity consumption.

**Operational Energy Program Update:**

The operational energy savings program takes place during the school year, and reports will begin again next month with the September utility bills.

This is an informational report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

Mr. John Allen  
Distribution and Utilities Manager

Mr. Kevin Christoun  
Maintenance Supervisor

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**KENOSHA UNIFIED SCHOOL BOARD**  
**AUDIT/BUDGET/FINANCE MEETING**  
Educational Support Center – Room 110  
August 9, 2016  
**MINUTES**

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Kunich was called to order at 7:30 P.M. with the following committee members present: Ms. Stevens, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mr. Balk, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mr. Wade was excused and Mr. Leipski and Mr. Lawler were absent.

**Approval of Minutes – May 10, 2016 Audit/Budget/Finance and May 10, 2016 Joint Audit/Budget/Finance and Curriculum/Program**

Mr. Holdorf moved to approve the minutes as contained in the agenda. Mrs. Dawson seconded the motion. Unanimously approved

**Informational Items**

There were no informational items noted.

**Future Agenda Items**

Mr. Kunich indicated that the Monthly Financial Statements would be presented in September and the Official Third Friday Enrollment Report would be presented in October.

Ms. Stevens moved to adjourn the meeting. Mr. Battle seconded the motion. Unanimously approved.

Meeting adjourned at 7:31 P.M.

Stacy Schroeder Busby  
School Board Secretary

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Kenosha Unified School District  
Kenosha, Wisconsin

October 11, 2016  
Audit/Budget/Finance Standing Committee

**Monthly Financial Statement Highlights (As of 8/31/2016)**

As requested by committee members, the KUSD Finance Department is providing a brief cover report with notable highlights to accompany the standard monthly financial statements.

**Revenues:**

- General State Aid (Equalization Aid = \$154.9 MM): Expected 0%, Actual 0%
- Categorical Aid (\$250/pupil = \$5.5 MM): Expected 0%, Actual 0%
- State High Poverty Aid (\$1.49 MM): Expected 0%, Actual 0%
- Tax Levy Collections (\$86.6 MM): Expected 0%, Actual 0%

**Expenses (includes operating funds 10 and 27 only):**

- Salaries
  - District Funded
    - Teachers (Budget \$101,304,000): Expected .5 %, Actual 1.23%
    - Administration (Budget \$11,500,000): Expected 15.7%, Actual 16.28%
  - Grant Funded
    - Teachers (Budget \$3,251,000): Expected .5%, Actual 1.33%
    - Administration (Budget \$511,000): Expected 15.7% Actual 17.24%
- Benefits
  - District Funded
    - Health (Budget \$37,072,000): Expected 0%, Actual 0%
    - Dental (Budget \$1,837,000): Expected 0%, Actual 0%
  - Grant Funded
    - Health (Budget \$2,382,000): Expected 0%, Actual 0%
    - Dental (Budget \$110,000): Expected 0%, Actual 0%

**Notable Items:**

- The first equalization aid payment is expected on September 19, 2016.
- The \$250/pupil Categorical Aid payment will be paid in March 2017.
- The General State Aid of \$154.9 MM is an estimated amount until we receive our final aid certification on October 15.
- The Tax Levy amount of \$86.6 MM is an estimated amount until we finalize our revenue limit calculation and the board sets the levy along with the adopted budget in October.
- The first full payroll run (including 10 month employees and benefits) of the year will not be reflected until the month of September.

**Administrative Recommendation**

Administration requests that the Audit/Budget/Finance Standing Committee review and accept the attached reports.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Lisa M. Salo, CPA  
Accounting Manager

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 10 General Fund**

----- 2017 -----					----- 2016 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	44,557,313	44,557,313			42,222,192	42,222,192			
100 Operating Transfers In	0	0	0		0	0	0		131,231
200 Local revenues	70,636,795	686,883	69,949,912	0.97	73,224,558	780,428	72,444,129	1.07	73,394,151
300 Interdistrict revenues	485,000	0	485,000	0.00	400,000	0	400,000	0.00	487,716
500 Intermediate revenues	0	0	0		15,000	0	15,000	0.00	15,000
600 State aid	164,079,072	0	164,079,072	0.00	159,833,075	5,200	159,827,875	0.00	159,775,352
700 Federal aid	11,415,763	7,932	11,407,832	0.07	12,910,155	7,442	12,902,713	0.06	10,360,482
800 Debt proceeds	0	0	0		0	2,464	-2,464		73,379
900 Revenue adjustments	432,225	150,817	281,408	34.89	535,812	97,175	438,637	18.14	610,801
Total Revenues	247,048,855	845,632	246,203,223	0.34	246,918,600	892,709	246,025,891	0.36	244,848,113

----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	118,221,800	5,525,250		112,696,549	4.67	119,431,751	3,877,804		115,553,946	3.25	118,253,257
200 Benefits	55,042,278	1,503,668	5,000	53,533,610	2.73	59,841,995	765,046		59,076,949	1.28	60,178,258
300 Purchased Services	20,875,521	2,842,023	1,559,383	16,474,115	13.61	21,563,962	2,184,858	1,818,473	17,560,631	10.13	19,754,188
400 Supplies	11,401,021	3,211,674	2,214,452	5,974,894	28.17	9,411,463	1,621,181	1,373,208	6,417,074	17.23	8,704,079
500 Capital Outlay	2,147,397	211,034	296,716	1,639,648	9.83	2,102,262	366,152	163,217	1,572,892	17.42	2,030,664
600 Debt Services	272,615	36,740	826	235,049	13.48	272,615	23,214		249,401	8.52	214,941
700 Insurance	758,584	551,031		207,553	72.64	718,584	607,121		111,463	84.49	827,744
800 Operating Transfers Out	31,571,572	0		31,571,572	0.00	33,666,813	0		33,666,813	0.00	32,039,875
900 Other objects	6,758,068	60,652	10,348	6,687,068	0.90	361,790	62,648	658	298,484	17.32	509,986
Total Expenditures	247,048,855	13,942,073	4,086,724	229,020,058	5.64	247,371,235	9,508,025	3,355,556	234,507,654	3.84	242,512,992

Net Revenue/Expenses	0	-13,096,441				-452,635	-8,615,316				2,335,121
Fund Balance - Ending	44,557,313	31,460,872				41,769,558	33,606,877				44,557,313

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 21 Special Revenue Trust**

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	266,152	266,152				10,347	10,347				
200 Local revenues	0	0	0			172,968	0	172,968	0.00	172,968	
900 Revenue adjustments	0	427	-427			173,662	0	173,662	0.00	163,316	
<b>Total Revenues</b>	<b>0</b>	<b>427</b>	<b>-427</b>			<b>346,630</b>	<b>0</b>	<b>346,630</b>	<b>0.00</b>	<b>336,284</b>	
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,900	0		2,900	0.00	3,877	0		3,877	0.00	4,325
200 Benefits	440	0		440	0.00	514	0		514	0.00	583
300 Purchased Services	14,600	1,609	0	12,991	11.02	22,122	0	100	22,022	0.00	26,696
400 Supplies	68,697	17,456	1,320	49,921	25.41	142,276	-26,886		169,162	-18.90	28,304
500 Capital Outlay	166,033	157,839	0	8,194	95.06	171,807	0		171,807	0.00	3,000
900 Other objects	13,482	0		13,482	0.00	6,035	0		6,035	0.00	17,570
<b>Total Expenditures</b>	<b>266,152</b>	<b>176,904</b>	<b>1,320</b>	<b>87,927</b>	<b>66.47</b>	<b>346,630</b>	<b>-26,886</b>	<b>100</b>	<b>373,416</b>	<b>-7.76</b>	<b>80,479</b>
<b>Net Revenue/Expenses</b>	<b>-266,152</b>	<b>-176,477</b>				<b>0</b>	<b>26,886</b>				<b>255,805</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>89,674</b>				<b>10,347</b>	<b>37,233</b>				<b>266,152</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 25 Head Start**

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,991,027	0		1,991,027	0.00	1,987,371	0		1,987,371	0.00	1,924,503
<b>Total Revenues</b>	<b>1,991,027</b>	<b>0</b>		<b>1,991,027</b>	<b>0.00</b>	<b>1,987,371</b>	<b>0</b>		<b>1,987,371</b>	<b>0.00</b>	<b>1,924,503</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,038,573	52,034		986,539	5.01	1,038,372	33,376		1,004,997	3.21	940,361
200 Benefits	696,037	9,542		686,495	1.37	622,871	6,208		616,663	1.00	667,642
300 Purchased Services	153,852	7,715	1,864	144,273	5.01	192,384	2,823		189,561	1.47	211,117
400 Supplies	101,093	13,232	1,051	86,810	13.09	122,643	6,373	7,021	109,249	5.20	103,882
500 Capital Outlay	0	1,504		-1,504		9,000	1,504		7,496	16.72	0
900 Other objects	1,473	0		1,473	0.00	2,101	0		2,101	0.00	1,501
<b>Total Expenditures</b>	<b>1,991,027</b>	<b>84,027</b>	<b>2,915</b>	<b>1,904,085</b>	<b>4.22</b>	<b>1,987,371</b>	<b>50,285</b>	<b>7,021</b>	<b>1,930,065</b>	<b>2.53</b>	<b>1,924,503</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-84,027</b>				<b>0</b>	<b>-50,285</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-84,027</b>				<b>0</b>	<b>-50,285</b>				<b>0</b>



**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 27 Special Education**

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	31,071,572	0		31,071,572	0.00	33,166,813	0		33,166,813	0.00	31,539,875
200 Local revenues	10,000	3,210		6,790	32.10	9,000	728		8,272	8.09	10,634
600 State aid	10,860,000	0		10,860,000	0.00	10,683,620	0		10,683,620	0.00	10,880,539
700 Federal aid	8,456,363	2,996		8,453,367	0.04	8,850,524	0		8,850,524	0.00	4,988,339
<b>Total Revenues</b>	<b>50,397,935</b>	<b>6,206</b>		<b>50,391,729</b>	<b>0.01</b>	<b>52,709,957</b>	<b>728</b>		<b>52,709,229</b>	<b>0.00</b>	<b>47,419,387</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	28,065,034	386,419		27,678,615	1.38	28,705,760	223,410		28,482,349	0.78	27,398,087
200 Benefits	15,049,911	213,152		14,836,758	1.42	16,282,794	39,738		16,243,056	0.24	16,203,131
300 Purchased Services	4,495,799	15,402	805,814	3,674,583	0.34	4,882,719	116,381	793,237	3,973,101	2.38	3,319,901
400 Supplies	2,205,317	25,733	33,031	2,146,552	1.17	2,216,610	58,109	17,829	2,140,672	2.62	349,871
500 Capital Outlay	1,875	0	1,360	515	0.00	42,075	0		42,075	0.00	3,553
800 Operating Transfers Out	0	0		0		0	0		0		131,231
900 Other objects	580,000	3,712	3,283	573,005	0.64	580,000	567	480	578,953	0.10	13,612
<b>Total Expenditures</b>	<b>50,397,935</b>	<b>644,418</b>	<b>843,488</b>	<b>48,910,029</b>	<b>1.28</b>	<b>52,709,957</b>	<b>438,204</b>	<b>811,547</b>	<b>51,460,206</b>	<b>0.83</b>	<b>47,419,387</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-638,212</b>				<b>0</b>	<b>-437,476</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-638,212</b>				<b>0</b>	<b>-437,476</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 30-39 Debt Services Fund**

----- 2017 -----					----- 2016 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	3,378,047	3,378,047			2,240,383	2,240,383			
100 Operating Transfers In	500,000	0	500,000	0.00	850,000	0	850,000	0.00	850,000
200 Local revenues	16,478,727	791	16,477,936	0.00	16,825,595	344	16,825,251	0.00	16,832,865
800 Debt proceeds	0	0	0		15,589,240	15,589,246	-6	100.00	15,589,246
900 Revenue adjustments	2,490,181	1,575,017	915,165	63.25	1,024,221	0	1,024,221	0.00	1,018,308
Total Revenues	19,468,908	1,575,808	17,893,101	8.09	34,289,056	15,589,591	18,699,465	45.47	34,290,419

----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	19,208,302	0		19,208,302	0.00	32,802,755	15,057,754		17,745,001	45.90	32,802,755
800 Operating Transfers Out	0	0		0		350,000	0		350,000	0.00	350,000
Total Expenditures	19,208,302	0		19,208,302	0.00	33,152,755	15,057,754		18,095,001	45.42	33,152,755
Net Revenue/Expenses	260,607	1,575,808				1,136,301	531,837				1,137,664
Fund Balance - Ending	3,638,654	4,953,855				3,376,684	2,772,220				3,378,047

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 40-49 Capital Project Fund**

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	10,811,862	10,811,862				3,464,984	3,464,984				
200 Local revenues	80,000	26,218	53,782	32.77		17,700	14,712	2,988	83.12	44,495	
800 Debt proceeds	28,495,000	28,495,000	0	100.00		16,700,000	16,700,000	0	100.00	16,700,000	
900 Revenue adjustments	0	0	0			0	0	0		138,281	
<b>Total Revenues</b>	<b>28,575,000</b>	<b>28,521,218</b>	<b>53,782</b>	<b>99.81</b>		<b>16,717,700</b>	<b>16,714,712</b>	<b>2,988</b>	<b>99.98</b>	<b>16,882,776</b>	
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	19,193,101	1,311,461	2,032,937	15,848,703	6.83	8,115,823	973,813	2,412,299	4,729,712	12.00	9,535,899
<b>Total Expenditures</b>	<b>19,193,101</b>	<b>1,311,461</b>	<b>2,032,937</b>	<b>15,848,703</b>	<b>6.83</b>	<b>8,115,823</b>	<b>973,813</b>	<b>2,412,299</b>	<b>4,729,712</b>	<b>12.00</b>	<b>9,535,899</b>
<b>Net Revenue/Expenses</b>	<b>9,381,900</b>	<b>27,209,757</b>				<b>8,601,877</b>	<b>15,740,899</b>				<b>7,346,878</b>
<b>Fund Balance - Ending</b>	<b>20,193,761</b>	<b>38,021,619</b>				<b>12,066,861</b>	<b>19,205,883</b>				<b>10,811,862</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 50 Food Service**

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,904,665	2,904,665				2,579,425	2,579,425				
200 Local revenues	2,029,500	11,424		2,018,076	0.56	2,647,201	4,539		2,642,662	0.17	1,944,144
600 State aid	141,000	0		141,000	0.00	140,000	0		140,000	0.00	138,452
700 Federal aid	6,612,000	38,042		6,573,958	0.58	5,723,376	38,746		5,684,630	0.68	6,573,801
<b>Total Revenues</b>	<b>8,782,500</b>	<b>49,467</b>		<b>8,733,033</b>	<b>0.56</b>	<b>8,510,577</b>	<b>43,285</b>		<b>8,467,292</b>	<b>0.51</b>	<b>8,656,397</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,140,346	87,584		2,052,762	4.09	2,146,898	75,926		2,070,973	3.54	2,224,548
200 Benefits	784,530	16,322		768,208	2.08	797,206	14,013		783,194	1.76	794,994
300 Purchased Services	268,275	15,796	105,882	146,597	5.89	268,275	-3,980	415,292	-143,037	-1.48	494,824
400 Supplies	5,484,349	151,024	3,418,530	1,914,794	2.75	5,074,087	78,687	3,576,008	1,419,392	1.55	4,416,406
500 Capital Outlay	30,000	17,279	0	12,721	57.60	104,000	9,763		94,237	9.39	331,443
900 Other objects	75,000	994		74,006	1.32	120,111	1,558	310	118,243	1.30	68,941
<b>Total Expenditures</b>	<b>8,782,500</b>	<b>289,000</b>	<b>3,524,413</b>	<b>4,969,088</b>	<b>3.29</b>	<b>8,510,577</b>	<b>175,965</b>	<b>3,991,610</b>	<b>4,343,002</b>	<b>2.07</b>	<b>8,331,157</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-239,533</b>				<b>0</b>	<b>-132,680</b>				<b>325,240</b>
<b>Fund Balance - Ending</b>	<b>2,904,665</b>	<b>2,665,132</b>				<b>2,579,425</b>	<b>2,446,745</b>				<b>2,904,665</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

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**Fund 60 Student Activity Fund**

----- 2017 -----						----- 2016 -----					
<b>Object</b>	<b>Budget</b>	<b>Actual</b>	<b>Encumbered</b>	<b>Balance</b>	<b>% Used</b>	<b>Budget</b>	<b>Actual</b>	<b>Encumbered</b>	<b>Balance</b>	<b>% Used</b>	<b>Fiscal</b>
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-221,103	8,343	212,760		0	-252,885	6,786	246,099		0
<b>Total Expenditures</b>	<b>0</b>	<b>-221,103</b>	<b>8,343</b>	<b>212,760</b>		<b>0</b>	<b>-252,885</b>	<b>6,786</b>	<b>246,099</b>		<b>0</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>221,103</b>				<b>0</b>	<b>252,885</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>221,103</b>				<b>0</b>	<b>252,885</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

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**Fund 70-79 Trust Funds**

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	17,597,603	17,597,603				14,666,374	14,666,374				
200 Local revenues	20,000	4,165		15,835	20.83	19,000	-364		19,364	-1.92	20,884
900 Revenue adjustments	10,280,000	60,686		10,219,314	0.59	9,981,000	47,005		9,933,995	0.47	12,531,738
<b>Total Revenues</b>	<b>10,300,000</b>	<b>64,851</b>		<b>10,235,149</b>	<b>0.63</b>	<b>10,000,000</b>	<b>46,641</b>		<b>9,953,359</b>	<b>0.47</b>	<b>12,552,622</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	771,690	14,700	-786,390		0	1,366,383		-1,366,383		0
300 Purchased Services	0	0		0		0	0		0		510
900 Other objects	9,600,000	0		9,600,000	0.00	9,500,000	0		9,500,000	0.00	9,621,471
<b>Total Expenditures</b>	<b>9,600,000</b>	<b>771,690</b>	<b>14,700</b>	<b>8,813,610</b>	<b>8.04</b>	<b>9,500,000</b>	<b>1,366,383</b>		<b>8,133,617</b>	<b>14.38</b>	<b>9,621,981</b>
<b>Net Revenue/Expenses</b>	<b>700,000</b>	<b>-706,839</b>				<b>500,000</b>	<b>-1,319,742</b>				<b>2,930,641</b>
<b>Fund Balance - Ending</b>	<b>18,297,603</b>	<b>16,890,764</b>				<b>15,166,374</b>	<b>13,346,632</b>				<b>17,597,015</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

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**Fund 81 Recreation Services Program**

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	104,934	104,934				52,711	52,711				
200 Local revenues	550,000	5,913		544,087	1.08	550,000	7,898		542,102	1.44	541,570
<b>Total Revenues</b>	<b>550,000</b>	<b>5,913</b>		<b>544,087</b>	<b>1.08</b>	<b>550,000</b>	<b>7,898</b>		<b>542,102</b>	<b>1.44</b>	<b>541,570</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	310,687	52,050		258,637	16.75	312,039	51,004		261,036	16.35	300,310
200 Benefits	125,541	7,337		118,204	5.84	146,216	6,847		139,369	4.68	137,905
300 Purchased Services	53,200	4,738	4,324	44,138	8.91	53,200	3,612	10,809	38,779	6.79	37,909
400 Supplies	23,839	781	801	22,258	3.28	23,839	1,076	213	22,551	4.51	11,150
500 Capital Outlay	0	0		0		0	673	0	-673		0
900 Other objects	4,000	80	0	3,920	2.00	4,000	75	0	3,925	1.88	2,073
<b>Total Expenditures</b>	<b>517,268</b>	<b>64,987</b>	<b>5,124</b>	<b>447,157</b>	<b>12.56</b>	<b>539,295</b>	<b>63,287</b>	<b>11,022</b>	<b>464,986</b>	<b>11.74</b>	<b>489,346</b>
<b>Net Revenue/Expenses</b>	<b>32,732</b>	<b>-59,074</b>				<b>10,705</b>	<b>-55,389</b>				<b>52,223</b>
<b>Fund Balance - Ending</b>	<b>137,666</b>	<b>45,860</b>				<b>63,416</b>	<b>-2,678</b>				<b>104,934</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

/Bitech-gl\_bs\_mgmt02\_rpt

**Fund 82 Athletic Venues**

----- 2017 -----					----- 2016 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	0	0		0	0	0		0		
Total Revenues	0	0	0		0	0	0		0		
----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	965		-965		0
200 Benefits	0	0		0		0	149		-149		0
300 Purchased Services	0	0		0		0	1,228		-1,228		0
400 Supplies	0	0		0		0	0		0		0
Total Expenditures	0	0		0		0	2,341		-2,341		0
Net Revenue/Expenses	0	0				0	-2,341				0
Fund Balance - Ending	0	0				0	-2,341				0



**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 83 Community Services Program**

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,579,073	2,579,073				2,275,477	2,275,477				
200 Local revenues	1,000,000	0		1,000,000	0.00	1,000,000	0		1,000,000	0.00	951,514
<b>Total Revenues</b>	<b>1,000,000</b>	<b>0</b>		<b>1,000,000</b>	<b>0.00</b>	<b>1,000,000</b>	<b>0</b>		<b>1,000,000</b>	<b>0.00</b>	<b>951,514</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	233,408	22,645		210,763	9.70	233,545	19,200		214,345	8.22	237,941
200 Benefits	86,088	4,564		81,524	5.30	88,820	3,513		85,307	3.96	91,503
300 Purchased Services	283,750	2,829	550	280,371	1.00	290,164	2,282	1,950	285,932	0.79	291,865
400 Supplies	33,320	2,294	12,329	18,697	6.89	27,810	5,136	17,495	5,179	18.47	26,610
500 Capital Outlay	396,932	0		396,932	0.00	396,932	0		396,932	0.00	0
900 Other objects	0	0		0		0	0		0		0
<b>Total Expenditures</b>	<b>1,033,499</b>	<b>32,332</b>	<b>12,879</b>	<b>988,288</b>	<b>3.13</b>	<b>1,037,271</b>	<b>30,132</b>	<b>19,445</b>	<b>987,694</b>	<b>2.90</b>	<b>647,918</b>
<b>Net Revenue/Expenses</b>	<b>-33,499</b>	<b>-32,332</b>				<b>-37,271</b>	<b>-30,132</b>				<b>303,596</b>
<b>Fund Balance - Ending</b>	<b>2,545,574</b>	<b>2,546,741</b>				<b>2,238,206</b>	<b>2,245,346</b>				<b>2,579,073</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

/Bitech-gl\_bs\_mgmt02\_rpt

**Fund 85 CLC After School Program**

----- 2017 -----						----- 2016 -----					
<b>Object</b>	<b>Budget</b>	<b>Actual</b>	<b>Encumbered</b>	<b>Balance</b>	<b>% Used</b>	<b>Budget</b>	<b>Actual</b>	<b>Encumbered</b>	<b>Balance</b>	<b>% Used</b>	<b>Fiscal</b>
300 Purchased Services	35,000	0		35,000	0.00	35,000	0		35,000	0.00	21,404
<b>Total Expenditures</b>	<b>35,000</b>	<b>0</b>		<b>35,000</b>	<b>0.00</b>	<b>35,000</b>	<b>0</b>		<b>35,000</b>	<b>0.00</b>	<b>21,404</b>
<b>Net Revenue/Expenses</b>	<b>-35,000</b>	<b>0</b>				<b>-35,000</b>	<b>0</b>				<b>-21,404</b>
<b>Fund Balance - Ending</b>	<b>-15,744</b>	<b>19,256</b>				<b>5,660</b>	<b>40,660</b>				<b>19,256</b>

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 86 KYPAC**

----- 2017 -----					----- 2016 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	15,870	-15,870		0	0	0		8,139		
Total Revenues	0	15,870	-15,870		0	0	0		8,139		
----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	36,460		-36,460		0	0		0		5,356
200 Benefits	0	4,309		-4,309		0	0		0		621
300 Purchased Services	0	4,082		-4,082		0	0		0		214
400 Supplies	0	6,975		-6,975		0	0		0		1,948
Total Expenditures	0	51,826		-51,826		0	0		0		8,139
Net Revenue/Expenses	0	-35,956				0	0				0
Fund Balance - Ending	0	-35,956				0	0				0

**Budget to Actual Comparison Report by Fund Groups****2016 - 2017 Fund Summary Budget**

For the Period Ended 8/31/2016

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**Fund 87 Marching Bands**

----- 2017 -----					----- 2016 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	67,760	-67,760		0	0	0		128,208		
<b>Total Revenues</b>	<b>0</b>	<b>67,760</b>	<b>-67,760</b>		<b>0</b>	<b>0</b>	<b>0</b>		<b>128,208</b>		
----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	8,637		-8,637		0	0		0		23,920
200 Benefits	0	980		-980		0	0		0		2,696
300 Purchased Services	0	89,758	0	-89,758		0	0		0		6,977
400 Supplies	0	30,534	-338	-30,196		0	0		0		38,908
500 Capital Outlay	0	0		0		0	0		0		55,707
900 Other objects	0	3,913		-3,913		0	0		0		0
<b>Total Expenditures</b>	<b>0</b>	<b>133,821</b>	<b>-338</b>	<b>-133,484</b>		<b>0</b>	<b>0</b>		<b>0</b>		<b>128,208</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-66,061</b>				<b>0</b>	<b>0</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-66,061</b>				<b>0</b>	<b>0</b>				<b>0</b>

# Kenosha Unified School District No 1

## Budget to Actual Comparison Report

2016 - 2017 District Summary Budget

For the Period Ended 8/31/2016

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### All Funds

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	82,218,905	82,218,905				67,552,554	67,552,554				
100 Operating Transfers In	31,571,572	0		31,571,572	0.00	34,016,813	0		34,016,813	0.00	32,521,106
200 Local revenues	90,805,022	822,235		89,982,787	0.91	94,466,021	808,286		93,657,736	0.86	94,049,571
300 Interdistrict revenues	485,000	0		485,000	0.00	400,000	0		400,000	0.00	487,716
500 Intermediate revenues	0	0		0		15,000	0		15,000	0.00	15,000
600 State aid	175,080,072	0		175,080,072	0.00	170,656,695	5,200		170,651,495	0.00	170,794,343
700 Federal aid	28,475,153	48,970		28,426,183	0.17	29,471,426	46,188		29,425,238	0.16	23,847,126
800 Debt proceeds	28,495,000	28,495,000		0	100.00	32,289,240	32,291,711		-2,471	100.01	32,362,626
900 Revenue adjustments	13,202,406	1,786,947		11,415,459	13.54	11,714,695	144,180		11,570,515	1.23	14,462,445
<b>Total Revenues</b>	<b>368,114,226</b>	<b>31,153,152</b>		<b>336,961,074</b>	<b>8.46</b>	<b>373,029,891</b>	<b>33,295,564</b>		<b>339,734,327</b>	<b>8.93</b>	<b>368,539,932</b>

----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	150,012,748	6,171,080		143,841,668	4.11	151,872,242	4,281,685		147,590,557	2.82	149,388,106
200 Benefits	71,784,825	2,531,564	19,700	69,233,561	3.53	77,780,417	2,201,898		75,578,519	2.83	78,077,332
300 Purchased Services	45,373,097	4,295,412	4,510,754	36,566,931	9.47	35,423,649	3,281,017	5,452,160	26,690,472	9.26	33,701,503
400 Supplies	19,317,635	3,238,601	5,689,519	10,389,516	16.76	17,018,728	1,490,789	4,998,561	10,529,378	8.76	13,681,158
500 Capital Outlay	2,742,237	387,656	298,076	2,056,505	14.14	2,826,076	378,093	163,217	2,284,766	13.38	2,424,368
600 Debt Services	19,480,917	36,740	826	19,443,351	0.19	33,075,370	15,080,968		17,994,402	45.60	33,017,697
700 Insurance	758,584	551,031		207,553	72.64	718,584	607,121		111,463	84.49	827,744
800 Operating Transfers Out	31,571,572	0		31,571,572	0.00	34,016,813	0		34,016,813	0.00	32,521,106
900 Other objects	17,032,023	69,351	13,631	16,949,041	0.41	10,574,036	64,848	1,448	10,507,740	0.61	10,235,155
<b>Total Expenditures</b>	<b>358,073,638</b>	<b>17,281,436</b>	<b>10,532,505</b>	<b>330,259,698</b>	<b>4.83</b>	<b>363,305,915</b>	<b>27,386,418</b>	<b>10,615,386</b>	<b>325,304,111</b>	<b>7.54</b>	<b>353,874,169</b>
<b>Net Revenue/Expenses</b>	<b>10,040,588</b>	<b>13,871,716</b>				<b>9,723,976</b>	<b>5,909,146</b>				<b>14,665,763</b>
<b>Fund Balance - Ending</b>	<b>92,259,492</b>	<b>96,090,621</b>				<b>77,276,530</b>	<b>73,461,700</b>				<b>82,218,317</b>

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**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT AUDIT/BUDGET/FINANCE AND**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
August 9, 2016  
**MINUTES**

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Kunich was called to order at 7:32 P.M. with the following committee members present: Ms. Stevens, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mr. Balk, Mrs. Snyder, Mr. Moore, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mr. Wade, Mr. Falkofske, Mrs. Dahl, and Mrs. Hamilton were excused and Mr. Leipski, Mr. Lawler, and Mrs. Stephens were absent.

**Policy 3420 - Purchasing**

Mr. Tarik Hamdan, Chief Financial Officer, presented Policy 3420 - Purchasing. He indicated that the district receives approximately \$23 million dollars in Federal grant reimbursements annually. As the recipient of significant Federal funds, the district is required to follow the new Federal Uniform Grant Guidance (OMB CFR Section 200) which became effective during the 2015-16 fiscal year. The guidance includes changes to procurement (purchasing) requirements. Non-Federal entities, such as the district, were provided with one year to adopt the new procurement standards. The required Federal standards will be effective for the District's 2016-17 fiscal year and will require the suggested revisions to Policy and Rule 3420 – Purchasing in order to reflect the new requirements and to ensure compliance.

Mr. Battle moved to forward Policy 3420 – Purchasing to the full Board for approval. Ms. Stevens seconded the motion. Unanimously approved

**Informational Items**

There were no informational items noted.

**Future Agenda Items**

There were no future agenda items noted.

Ms. Stevens moved to adjourn the meeting. Mr. Holdorf seconded the motion. Unanimously approved.

Meeting adjourned at 7:31 P.M.

Stacy Schroeder Busby  
School Board Secretary

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Kenosha Unified School District  
Kenosha, Wisconsin

October 11, 2016  
Joint Audit/Budget/Finance & Personnel/Policy Standing Committee

**OFFICIAL THIRD FRIDAY ENROLLMENT REPORT**

***(School Year 2016-17)***

**OVERVIEW**

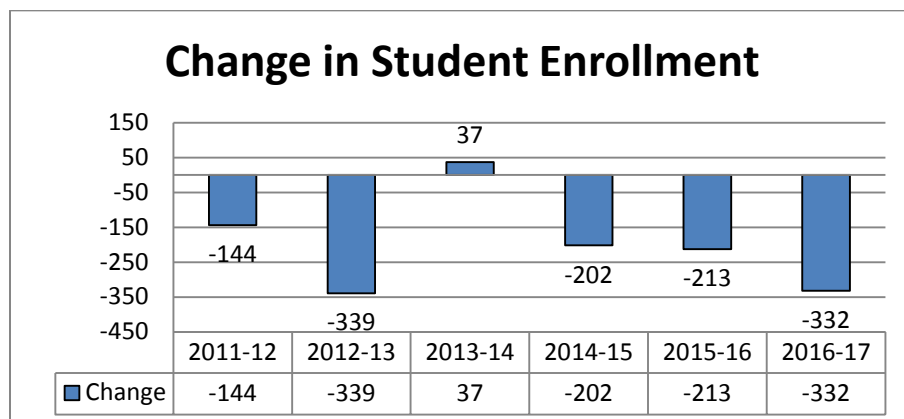
Annually, Administration provides the Kenosha Unified School Board with the District's *Official Third Friday Enrollment Report*. The data contained in this report are also reported to the Wisconsin Department of Public Instruction (DPI) in its designated format. The School Board should note that this report contains only *enrollment* data and does not contain student membership data that are used to develop revenue projections and budgetary planning documents.

**GENERAL FINDINGS**

1. District-wide, enrollment decreased -332 students, from 22,261 students in 2015-16 to 21,929 students in 2016-17. As noticed in 2009-10, Kenosha Unified continues to experience the effects of large declines in enrollments due to decline in birth rates. In both 2009 and 2010, over 200 less births were reported compared to previous years. This trend has impacted pre-kindergarten, kindergarten, and grade 1. The District's enrollment for the past six (6) years is shown below.

School Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment	22,978	22,639	22,676	22,474	22,261	21,929

2. The following chart illustrates the changes in overall student enrollment for School Years 2011-12 to 2016-17.



3. The District reported a decrease of -253 students in the elementary schools, but this decrease was mainly due to both the noticeable decline in birth rates and the continued KTEC growth. The growth at KTEC West represents the planned shift of students from KUSD boundary schools to the expanded grade levels. 2017-18 will be the final year for the KTEC West expansion into the middle school grade levels. Boundary middle school enrollment decreased by -156 students (also related to the grade 6 expansion for KTEC) and boundary high school enrollment decreased by -106 students.
4. The total enrollment for the Special Schools, which included all charter schools, Chavez Learning Station, Kenosha 4 Year Old Kindergarten, Hillcrest, and the Phoenix Project, reported an increase of +183 students. The number of community-based child care centers at Kenosha 4 Year Old Kindergarten was increased from 8 in 2016-16 to 9 in 2016-17, as these locations are also experiencing increased enrollments.
5. The following special schools reported increases in enrollment when compared to last year: KTEC increased by +147 students, Brompton by +1, Chavez Learning Station by +30, Kenosha 4 Year Old Kindergarten by +9, Hillcrest by +9, Phoenix Project by +1 respectively. Harborside and Dimensions of Learning reported decreases in student enrollment by -13 and -1 respectively.
6. Kindergarten and grades 3, 5, 8, 10, and 12 exhibited increases in enrollment when compared to the previous year, with +26, +11, +12, +35, +15, and +92 students, respectively.
7. Pre-Kindergarten and grades 1, 6, 7, 9, and 11 reported decreases in student enrollment when compared to the previous school year, with -39, -170, -69, -33, -179, and -33 respectively. Grade 1 was due to the trickling effect of the declining birth rates. Also noticed, was a significant decrease at grade 9. This was mainly due to an unusually small 8<sup>th</sup> grade class size in 2015-16.
8. Elementary schools with increases in student enrollment included Grant, Grewenow, Harvey, Pleasant Prairie, Prairie Lane, Somers and Wilson with gains of +8, +8, +12, +13, +9, +2, and +7 students respectively.
9. All comprehensive middle schools experienced a decrease in enrollment. Bullen, Lance, Lincoln, Mahone, and Washington decreased by -48, -2, -32, -48, and -26 students, respectively. These decreases were primarily due to KTEC expansion of its West campus. KTEC had the greatest anticipated growth of +147 students compared to any other school over last year.
10. Bradford, LakeView, Reuther, and Tremper reported decreases of -41, -6, -20, and -45 students, respectively. Indian Trail experienced an increase in student enrollment with +6 students.

11. The percent of English Language Learners (ELLs) has remained steady in Kenosha Unified. There are 2,097 (9.6%) ELLs in 2016-17 and 2,137 (9.6%) students in 2015-16. The English Language Learners are reported out by those in Dual Language (Bilingual) and those in a traditional classroom (ESL). The number of Bilingual students slightly increased from 223 in 2015-16 to 234 in 2016-17. The ESL student count decreased from 1,914 in 2015-16 to 1,867 in 2016-17. *Please note that the Bilingual category includes only those students who are enrolled in the Dual Language Program at Edward Bain – Dual Language or Bullen **and** are **not** English proficient. All other students who are not English proficient are identified as ESL.*
12. The enrollment for “students with disabilities” (*as defined by NCLB-No Child Left Behind*) and *IDEA-Individuals with Disabilities Act*) once again remained steady, with 2,667 (12.2%) in 2016-17 compared to 2,663 (12.0%) in 2015-16. These students account for 12.2% of the overall KUSD population.
13. Overall, the percent of enrollment represented by Hispanic students continues to increase each year, while the percent represented by White students continues to decrease. 2016-17 is the first year that Kenosha Unified School District is a majority-minority district. The combined non-white race/ethnicities make up a majority of the student population at 50.2%. The enrollment distribution for Asian and Native Hawaiian/Pacific Islander remains comparatively constant. Enrollment for Black or African American has a slight decrease. In 2009-10, ethnic categories were expanded by the U.S. Department of Education/Wisconsin Department of Public Instruction to include “Native Hawaiian/Pacific Islander” and “Two or more Races”. An increase can be seen in the number of students identifying as having multiple races – the number in 2016-17 is more than double that reported in 2011-12.

The chart below reports the changes in the distribution of each ethnic category for the past six years.

<b>Race/Ethnicity</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Asian	382 (1.7%)	356 (1.6%)	335 (1.5%)	325 (1.4%)	313 (1.4%)	314 (1.4%)
Black or African American	3,599 (15.7%)	3,526 (15.5%)	3,508 (15.4%)	3,427 (15.2%)	3,350 (15.0%)	3,193 (14.6%)
Hispanic of any Race	5,347 (23.3%)	5,562 (24.5%)	5,819 (25.6%)	5,947 (26.5%)	6,048 (27.2%)	6,218 (28.4%)
American Indian or Alaska Native	63 (0.3%)	50 (0.2%)	57 (0.2%)	95 (0.4%)	50 (0.2%)	12 (0.2%)
White	12,933 (56.3%)	12,353 (54.7%)	12,056 (53.3%)	11,674 (51.9%)	11,351 (51.0%)	10,936 (49.8%)
Native Hawaiian/ Pacific Islander	20 (0.1%)	24 (0.1%)	24 (0.1%)	21 (0.1%)	17 (0.1%)	42 (0.1%)
Two or More Races	634 (2.8%)	768 (3.4%)	877 (3.9%)	985 (4.4%)	1,132 (5.1%)	1,214 (5.5%)
<b>DISTRICT</b>	<b>22,978</b>	<b>22,639</b>	<b>22,676</b>	<b>22,474</b>	<b>22,261</b>	<b>21,929</b>

## APPENDIX 1 – Official Enrollment School Year 2016-17

- District enrollment by grade span
- District enrollment by grade level
- Total enrollment by school

*Enrollment information for six (6) school years is included, beginning with School Year 2011-12.*

**The following reports are not available for the agenda print deadline, but are expected prior to the October 11 Standing Committee Meeting:**

## APPENDIX 2 – Total Enrollment by School

- Enrollment by building, category, and grade level, grouped by elementary, middle, high, and special schools
- Summary recapitulation by category and grade span, with six (6) years of data

## APPENDIX 3 – Class Size Averages by School

- Average class sizes for district schools and programs (middle and high school program averages are currently unavailable)
- Summary of average class sizes by elementary grade span and program, with six (6) years of data

The 2016-17 Official Third Friday Enrollment Report is an informational item and will be forwarded to the full school board on October 25, 2016.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Kristopher Keckler  
Executive Director  
Information and Accountability

Ms. Renee Blise  
Research Coordinator

Ms. Lorien Thomas  
Research Analyst

Ms. Erin Roethe  
Data Analyst

# APPENDIX 1

Official Enrollment  
School Year 2016-17

**Official Third Friday Enrollment Report for the 2016-17 School Year****I. DISTRICT ENROLLMENT**

<b>DISTRICT ENROLLMENT BY GRADE SPAN</b>							
	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2016-17 Difference</b>
<b>Elementary Schools</b>	9,998	9,729	9,998	9,553	9,287	9,034	-253
<b>Middle Schools</b>	4,734	4,521	4,338	4,217	4,001	3,845	-156
<b>High Schools</b>	6,309	6,246	6,269	6,380	6,535	6,429	-106
<b>Special Schools</b>	1,937	2,143	2,071	2,324	2,438	2,621	+183
<b>District Total</b>	<b>22,978</b>	<b>22,639</b>	<b>22,676</b>	<b>22,474</b>	<b>22,261</b>	<b>21,929</b>	<b>-332</b>

<b>DISTRICT ENROLLMENT BY GRADE LEVEL</b>							
<b>GRADE LEVEL</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2016-17 Difference</b>
<b>Pre-kindergarten</b>	1,151	1,172	1,502	1,407	1,338	1,299	-39
<b>Kindergarten</b>	1,612	1,600	1,586	1,581	1,417	1,443	+26
<b>1</b>	1,619	1,567	1,587	1,595	1,586	1,416	-170
<b>2</b>	1,606	1,584	1,535	1,567	1,583	1,583	+0
<b>3</b>	1,690	1,567	1,546	1,554	1,551	1,562	+11
<b>4</b>	1,608	1,685	1,530	1,535	1,541	1,541	+0
<b>5</b>	1,691	1,566	1,645	1,531	1,517	1,529	+12
<b>6</b>	1,688	1,630	1,517	1,601	1,527	1,458	-69
<b>7</b>	1,711	1,687	1,640	1,484	1,573	1,540	-33
<b>8</b>	1,645	1,694	1,686	1,638	1,503	1,538	+35
<b>9</b>	1,785	1,868	1,982	1,731	1,746	1,567	-179
<b>10</b>	1,735	1,571	1,576	1,739	1,730	1,745	+15
<b>11</b>	1,918	1,937	1,855	1,710	1,753	1,720	-33
<b>12</b>	1,519	1,511	1,489	1,801	1,896	1,988	+92
<b>District Total</b>	<b>22,978</b>	<b>22,639</b>	<b>22,676</b>	<b>22,474</b>	<b>22,261</b>	<b>21,929</b>	<b>-332</b>

## II. ENROLLMENT BY SCHOOL

ENROLLMENT BY ELEMENTARY SCHOOLS							
SCHOOL	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2016-17 Difference
Bose EL	410	419	381	368	325	309	-16
Brass Community	461	443	455	502	459	439	-20
Columbus EL	NA	NA	NA	NA	NA	NA	NA
Edward Bain School of Language & Art	877	NA	NA	NA	NA	NA	NA
Edward Bain - Creative Arts	NA	528	541	517	506	472	-34
Edward Bain - Dual Language	NA	348	338	328	331	320	-11
Forest Park EL	466	473	465	435	413	410	-3
Frank EL	457	472	510	436	431	386	-45
Grant EL	245	270	272	301	276	284	+8
Grewenow EL	392	384	411	377	361	369	+8
Harvey EL	358	311	283	280	271	283	+12
Jefferson EL	299	289	305	289	258	249	-9
Jeffery EL	344	336	343	329	339	322	-17
McKinley EL	344	331	367	342	330	311	-19
Nash EL	645	641	664	668	649	606	-43
Pleasant Prairie EL	622	595	665	609	597	610	+13
Prairie Lane EL	477	494	437	420	416	425	+9
Roosevelt EL	464	442	482	454	474	472	-2
Somers EL	497	448	480	463	489	491	+2
Southport EL	475	453	464	431	429	405	-24
Stocker EL	573	512	548	493	469	458	-11
Strange EL	512	503	569	537	500	467	-33
Vernon EL	388	381	357	338	319	311	-8
Whittier EL	482	445	461	433	451	434	-17
Wilson EL	210	211	200	203	194	201	+7

## II. ENROLLMENT BY SCHOOL

ENROLLMENT BY MIDDLE SCHOOLS							
SCHOOL	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2016-17 Difference
Bullen MS	830	874	847	816	745	697	-48
Lance MS	912	1,060	989	976	933	931	-2
Lincoln MS	661	779	765	720	654	622	-32
Mahone MS	1,070	1,188	1,149	1,145	1,121	1,073	-48
McKinley MS	656	NA	NA	NA	NA	NA	NA
Paideia Academy	74	NA	NA	NA	NA	NA	NA
Washington MS	605	620	588	560	548	522	-26

ENROLLMENT BY HIGH SCHOOLS							
SCHOOL	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2016-17 Difference
Bradford HS	1,720	1,645	1,476	1,551	1,661	1,620	-41
Indian Trail HS & Academy	1,581	1,911	2,167	2,224	2,297	2,303	+6
Indian Trail Academy	942	867	733	678	678	691	+13
Indian Trail HS	639	1,044	1,434	1,546	1,619	1,612	-7
Kenosha STEP	27	NA	NA	NA	NA	NA	NA
LakeView Technology Academy	391	421	427	435	438	432	-6
Reuther HS	534	450	428	393	402	382	-20
Tremper HS	2,083	1,819	1,771	1,777	1,737	1,692	-45

ENROLLMENT BY SPECIAL SCHOOLS							
SCHOOL	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2016-17 Difference
Brompton School	109	199	216	216	215	216	+1
Chavez Learning Station	164	166	171	162	117	147	+30
Dimensions of Learning Academy	217	226	226	225	220	219	-1
Kenosha 4 Year K	255	246	139	137	120	129	+9
KTEC	462	467	470	769	973	1120	+147
KTEC East	NA	NA	NA	431	435	435	+0
KTEC West	NA	NA	NA	338	538	685	+147
Harborside Academy	447	606	607	590	602	589	-13
Hillcrest School	69	57	58	67	55	64	+9
Kenosha eSchool	90	141	151	133	113	113	+0
Phoenix Project	23	35	33	25	23	24	+1
DISTRICT	22,978	22,639	22,676	22,474	22,261	21,929	-332





**KENOSHA UNIFIED SCHOOL BOARD**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
September 13, 2016  
**MINUTES**

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mrs. Snyder was called to order at 6:20 P.M. with the following committee members present: Mr. Falkofske, Mr. Kunich, Mrs. Marks, Mr. Moore, Mrs. Stephens, Mrs. Shane, Mr. Wojciechowicz, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mrs. Dahl was absent.

Mrs. Snyder welcomed Mrs. Marks, Mrs. Shane, and Mr. Wojciechowicz, the newly appointed community members to the committee.

**Approval of Minutes – July 12, 2016 and August 9, 2016 Personnel/Policy and August 9, 2016 Joint Audit/Budget/Finance and Personnel/Policy**

Mr. Falkofske moved to approve the minutes as contained in the agenda. Mr. Kunich seconded the motion. Unanimously approved.

**Informational Items**

There were no informational items.

**Future Agenda Items**

Dr. Savaglio-Jarvis indicated that the Official Third Friday Enrollment Report, Policy 5437 – Threats/Assaults, Policy 6700 – Extracurricular Activities/Programs, and the Graduation Committee Update would be presented in October.

Meeting adjourned at 6:23 P.M.

Stacy Schroeder Busby  
School Board Secretary

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## KENOSHA UNIFIED SCHOOL DISTRICT

October 11, 2016  
Personnel/Policy Standing Committee

### Policy 5437 Threats/Assaults

#### Rationale

During the 2015-2016 school year there were several bomb threats to school buildings in the Kenosha Unified School District. One of the grounds for suspension and expulsion is knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives. The District wants to ensure that Policy and Rule 5437, Threats/Assaults, references all forms of communication by which a threat or false information can be conveyed, in violation of the policy. Therefore, Policy and Rule 5437, Threats/Assaults, now includes language making it clear that students are prohibited from **knowingly conveying** (through verbal, written, electronic, or other forms of communication) **any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives.**

In addition, section 947.015 of the Wisconsin Statutes makes it a Class I felony to intentionally convey or cause to be conveyed any threat or false information, knowing such to be false, concerning an attempt being made or to be made to destroy any property by the means of explosives. An update to Rule 5437 also includes a reference to Wis. Stat. § 947.015. Based upon a review of Policy and Rule 5437, additional updates were suggested by legal counsel as noted therein.

#### Administrative Recommendation

Administration recommends Policy 5437 be forwarded to the School Board for a first reading on October 25, 2016, and a second reading on November 15, 2016

Sue Savaglio-Jarvis  
Superintendent

Susan Valeri  
Chief of Special Education/Student Support

**POLICY 5437**  
**THREATS/ASSAULTS**

Students are prohibited from engaging in any of the following actions:

1. fighting with, **physically** assaulting or threatening (**through verbal, written, electronic, or other forms of communication**) other students ~~while under the school's jurisdiction~~;
2. sexually assaulting (**as defined under state law**) other students or District employees (~~"Sexual assault" is defined by state law as sexual intercourse or sexual contact without the consent of the other person. "Sexual contact" means intentional touching of the intimate parts of a person, clothed or unclothed, if that intentional touching is for the purpose of sexual arousal or gratification or if it contains elements of actual or attempted battery~~);
3. **threatening (through verbal, written, electronic, or other forms of communication)** ~~verbally or physically threatening (including written or electronic communications)~~ students or District employees, including **but not limited to** the making of death threats;
4. physically assaulting ~~students or District employees~~;
5. **knowingly conveying (through telephoning or coCommunicating (including verbal, written, electronic and or other forms of electronic communication) a bomb any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives** ~~facility~~;
6. extortion of District employees or students.

Students violating this policy may be referred **to law enforcement** for prosecution under applicable laws and/or subject to school disciplinary action **as specified under Rule 5437**.

**LEGAL REF.:** Wisconsin Statutes ~~Sections~~ **Chapters 940, 943, and 948**

**Wisconsin Statutes Sections:**

48.981

120.13(1)

895.035

947.015

~~Federal Law: Chapters 940 and 948~~

<b>CROSS REF.</b>	5111	Bullying/Harassment/Hate
	5430	Student Conduct and Discipline
	5436	Weapons
	5436.1	Fires, Fire Alarms, Explosives, Firecrackers, and Spray Devices
	5473	Suspension
	5474	Student Expulsion
	5475	Students with Disabilities

**ADMINISTRATIVE REGULATIONS:** None

**REVISED:** May 25, 1999  
~~October~~ **November 15-25, 2016**

RULE 5437  
THREATS/ASSAULT

1. **Fighting With, Physically Assaulting or Threatening Other Students**  
Students involved in fighting, **physically** assaulting or threatening (**through verbal, written, electronic, or other forms of communication**) other students may face disciplinary action, suspension and/or **referral to the Administrative Review Committee for possible expulsion consideration**, depending upon the seriousness of the incident.
  - a. Student fights in any area of the school building or grounds ~~will~~**must** be reported immediately to the principal/designee. The student may be required to submit, in writing, the causes of the ~~problem~~**fight** and possible solutions. **If the fight was of a serious nature or if the fight is repeated, the student will be suspended and referral will be made to the Administrative Review Committee for expulsion consideration.**
  - b. ~~If the problem is of a serious nature, if the problem is repeated, or if it involves a verbal, written, or electronically communicated~~ **In the case of a death threat communicated verbally, in writing, electronically, or through other forms of communication,** the student will be suspended and ~~referral will be made~~**referred** to the Administrative Review Committee **for expulsion consideration and law enforcement officials will be notified.** ~~The parent/guardian will be notified and a conference with the parent/guardian, student, and principal/designee will be scheduled. In the case of a death threat, the student will be referred to the Administrative Review Committee.~~
  - c. Physical assault on another student will result in a suspension and/or possible referral to the Administrative Review Committee **for expulsion consideration.**
  - d. ~~In the case of bodily injury or property damage as a result of fighting, notification of~~ **Depending on the seriousness of the offense, law enforcement officials may be notified.** ~~or the settlement of a monetary reimbursement shall be left to the discretion of the offended.~~ **However, Prosecution under state law and/or the settlement of a monetary reimbursement will become** **is** the responsibility of the offended.
  - e. ~~In the case of a death threat, law enforcement officials will be notified.~~
2. **Sexual Assault on Another Student/ or District Employee**  
Students who sexually assault (**as defined under state law**) another student or **District** employee will be subject to disciplinary action, including immediate suspension; **and** referral to the Administrative Review Committee **for expulsion consideration.** ~~and notification to Children and Family Services~~ and law enforcement officials **will be notified.**
3. ~~Verbal or Physical Threats Toward dDistrict eEmployees Including Death Threats~~  
Students who ~~verbally or physically threaten District employees, including~~ (**through verbal, written, electronic, or electronically communicated death threats, other forms of communication**), **including but not limited to the making of death threats**, will be subject to immediate suspension and referral to the Administrative Review Committee **for expulsion consideration.** ~~The student's parent/guardian will be notified and, depending on the seriousness of the offense, law enforcement officials may be notified.~~ **In the case of a death threat communicated verbally, in writing, electronically, or through other forms of communication, law enforcement officials will be notified. In the case of a threat other than a death threat, law enforcement officials may be notified depending on the seriousness of the offense.**
4. **Physical Assault on District Employees**  
Students who physically assault a District employee will be subject to immediate suspension ~~from~~ school if such an assault was not provoked by prior physical assault on the student by the

RULE 5437  
THREATS/ASSAULT  
Page 2

~~employee. Law enforcement officials will be notified and referral will be made to the Administrative Review Committee for expulsion consideration. Law enforcement officials will be notified. Restraining a student physically and in a reasonable manner for enforcement of District policies by an employee will not be construed as assault. The student's parent/guardian will be notified and a conference with the parent/guardian, student and principal may be scheduled.~~ Criminal and/or civil action may also be taken by the school employee.

5. Bomb Threats/Scares

Students who **knowingly convey (through verbal, written, electronic, or other forms of communication) any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives** ~~telephone or in any other way communicate a bomb threat to any school facility~~ will be subject to disciplinary action ~~including immediate suspension, and referral to the Administrative Review Committee for expulsion consideration, and notification to~~ **Law enforcement officials will be notified (reference WI State Stat.ute §947.015 makes it a Class I Felony to intentionally convey or cause to be conveyed any threat or false information, knowing such to be false, concerning an attempt or alleged attempt being made or to be made to destroy any property by the means of explosives).** ~~The parent/guardian will be notified and a conference with the parent/guardian, student, and principal may be scheduled. The parent/guardian is expected to make restitution. Restitution will be expected from the parent/guardian and/or the student to the extent permitted under the law.~~

6. Extortion of District Employee or Another Student

A student practicing or attempting extortion **of a District employee or another student** will be subject to immediate suspension and referral to the Administrative Review Committee for expulsion consideration. ~~The parent/guardian will be notified of the offense and a conference with the parent/guardian, student, and principal may be scheduled.~~ Corrective action will be taken. Restitution will be expected **from the parent/guardian and/or the student to the extent permitted under the law.** ~~If the attempted extortion was accompanied by threats, violence or bodily injury, the principal will immediately contact law enforcement officials. Depending on the seriousness of the offense, law enforcement officials may be notified.~~

**Students may be disciplined as provided under this Rule only if doing so is consistent with state and federal laws and regulations and established District policies, rules, and regulations, including but not limited to those pertaining to student conduct and discipline, suspension, expulsion, and discipline of students with disabilities.**

**Kenosha Unified School District  
Kenosha, Wisconsin**

**October 11, 2016  
Personnel/Policy Standing Committee Meeting**

**POLICY 6700—EXTRACURRICULAR ACTIVITIES AND PROGRAMS**

**Background**

The U.S. Department of Education, Office of Civil Rights (OCR), filed a complaint against Kenosha Unified School District alleging discrimination on the basis of sex. More specifically the complainant alleges that the district discriminates against female students at Tremper and Bradford High Schools by denying them an equal opportunity to participate in interscholastic athletics. On October 24, 2012, the Kenosha Unified School District signed a Resolution Agreement to resolve the complaint filed.

Section III of the aforementioned agreement required the district to develop a process or procedure for students or other interested parties, such as coaches or parents, to use to request the addition of new sports or level of sports at Bradford or Tremper and to publish the procedure, including on the district's website.

In response to this finding, Policy 6700, which was last updated January 29, 2002, has been updated (Appendix A). This policy is 14 years old. The revisions to Policy 6700 are based on the recommendations made by legal counsel as follows:

- Include a detailed procedure for adding new extracurricular programs and activities.
- Add federal statutes related to the policy as well as review Wisconsin Statutes, Wisconsin Administrative Code, and cross references currently listed in the policy.

### **Recommendation**

Administration recommends that the Personnel/Policy Standing Committee forward the revised Kenosha Unified School District Policy 6700—Extracurricular Activities and Programs—to the board of education for approval as a first reading at the October 25, 2016, meeting and second reading on November 15, 2016.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mr. Bryan Mogensen  
Coordinator of Athletics, Physical Education, Health, Recreation, and Senior Center



## POLICY 6700

## EXTRACURRICULAR ACTIVITIES AND PROGRAMS

Extracurricular activities are recognized as an integral part of the educational program. The District will sponsor such activities which are beneficial to a student's development.

The School Board encourages the full participation of elementary, middle and high school students in extracurricular and recreational programs and activities offered in the District. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allows.

Persons attending any school activity shall conform to the rules and regulations of the school. Persons who refuse to honor these rules can be ejected from the building without monetary admission refunds, may be denied the privilege to attend future events and will be subject to other disciplinary measures as established by District policy.

The District shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. This policy does not, however, prohibit the District from placing a student in a program or activity based on objective standards or individual performance. Discrimination complaints shall be processed in accordance with established procedures.

~~New extracurricular activity programs shall require the written approval of the building principal prior to any implementation.~~ **New program requests shall be submitted in writing to the coordinator of athletics, physical education, health, and recreation by October 1 for new programs to be considered for the following school year. The coordinator will forward the request to a district team comprised of: the superintendent of schools or designee; the building principal; and the coordinator of athletics, physical education, health, and recreation. The team will review the request utilizing the following criteria: financial impact of proposal, availability of facilities, student interest, qualified coaching candidates, Title IX, impact on existing district-approved programs, and the availability of competition in the reasonable geographic area. Where such programs have current or future budgetary implications, written approval of the superintendent of schools or the board of education will be required.**

~~Where such programs have current or future budgetary implications, written approval of the Superintendent of Schools or the Board of Education shall also be required.~~

**LEGAL REF.: Federal Statutes**

<b>20 U.S.C. §§ 1681</b>	<b>[Prohibition on sex discrimination]</b>
<b>42 U.S.C. 2000d</b>	<b>[Prohibition on race, color, national origin discrimination]</b>
<b>29 U.S.C. § 794</b>	<b>[Prohibition on disability discrimination]</b>

**Federal Regulations**

<b>34 C.F.R. §§ 106.41</b>	<b>[Prohibition on sex discrimination]</b>
<b>34 C.F.R. § 100.3</b>	<b>[Prohibition on race, color, national origin discrimination]</b>
<b>34 C.F.R. Part 104</b>	<b>[Prohibition on disability discrimination]</b>

**Wisconsin Statutes**

<b>Sections 118.13</b>	<b>[Student discrimination prohibited]</b>
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**POLICY 6700**  
**EXTRACURRICULAR ACTIVITIES AND PROGRAMS**  
**Page 2**

- |              |   |
|--------------|---|
| 120.12(23)   | [Board duty; extracurricular activity policy required that encourages full participation of K-8 students] |
| 120.13       | [Board power to do all things reasonable for the cause of education]                                      |
| 120.13(1)(a) | [Board power to establish rules of conduct]   |

Wisconsin Administrative Code  
PI 9.03(1) [Extracurricular activity policy required to include nondiscrimination statement]

CROSS REF.: 5110, Equal Educational Opportunities/Discrimination Complaint  
5430, Student Conduct and Discipline  
6520, Field Trips/Co-Curricular Trips  
6710, Student Organizations  
6730, Student Social Events/Student Reward Trips  
6740, Student Fundraising Activities

**POLICY 6700**  
~~**EXTRACURRICULAR ACTIVITIES AND PROGRAMS**~~  
~~**Page 2**~~

6750, Student Contests  
6770, Interscholastic Athletics  
6780, Public Appearances by Students  
*Athletic Code of Conduct*

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: September 24, 1991  
January 29, 2002  
**August 23, 2016**



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT PERSONNEL/POLICY AND**  
**CURRICULUM/PROGRAM MEETING**  
Educational Support Center – Room 110  
September 13, 2016  
**MINUTES**

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mrs. Snyder was called to order at 6:26 P.M. with the following committee members present: Mr. Falkofske, Mr. Kunich, Mrs. Marks, Mr. Moore, Mrs. Stephens, Mrs. Shane, Mr. Wojciechowicz, Mr. Wade, Mr. Garcia, Dr. Evans, Mrs. Karabetsos, Dr. Werwie, Ms. Riese, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mrs. Hamilton was excused and Mrs. Dahl was absent.

**Policy and Rule 6456 – Graduation Requirements and Removal of Policy 5270 – Open Enrollment-Part Time**

Mr. Kristopher Keckler, Chief Information Officer, presented Policy and Rule 6456 – Graduation Requirements and Removal of Policy 5270 – Open Enrollment-Part Time. He noted that Policy and Rule 6456 – Graduation Requirements was last updated in July 2015. Since then, Wisconsin Act 212 has been enacted which requires students to pass (60% or high) a Civics Exam in order to receive a high school diploma from a public, charter, or choice school beginning in the 2016-2017 school year. In regards to special needs students, their IEP will govern the Civics Exam requirements. The IEP team must determine the appropriateness of administering the state Civics Exam, as well as whether it is appropriate to require that the student pass the Civics Exam in order to graduate.

The policy was also updated to note the district's requirements that a student obtain 23.5 credits for successful graduation, unless enrolled in a board-approved program, and complete a minimum of 10 hours of Community Service.

During the cross-reference validation process, it was discovered that the state statute related to part time open enrollment for students has since been updated to reflect the Wisconsin Course Options program which is aligned in Policy 6440 - Course Options Enrollment; therefore, existing Policy 5270 - Open Enrollment Part Time can be completely removed as it has not been addressed since 1998 and is now covered through the Course Options material.

Mr. Keckler answered questions from committee members.

Mr. Moore moved to forward the proposed revisions to Policy and Rule 6456 - Graduation Requirements and deletion of Policy 5270 - Open Enrollment Part-Time to the Board for approval. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Falkofske moved to adjourn the meeting. Mr. Moore seconded the motion. Unanimously approved.

Meeting adjourned at 6:37 P.M.

Stacy Schroeder Busby  
School Board Secretary

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**October 11, 2016  
Curriculum/Program & Personnel/Policy Committee**

**Graduation Committee Feedback**

**Background**

In the spring 2015, the family of a 2015 graduate brought forward concerns about the inequities within the way courses are transcribed, course offerings and the calculation of weighted grade point averages. Administration identified these concerns to be valid and requested the formation of a committee to review the graduation process. The recruitment for committee members began in September 2015.

The first committee meeting was September 28, 2015. The committee met ten times since then and has one meeting scheduled mid-October 2016 to process the feedback gathered from the October 11, 2016 committee meeting. The committee met on the following dates:

September 28, 2015	April 27, 2016
October 26, 2015	May 23, 2016
December 21, 2015	June 6, 2016
February 29, 2016	September 8, 2016
March 21, 2016	October 17, 2016 (Future Date)
April 18, 2016	

Committee members are represented below:

Bethany Ormseth	Jennifer Knight	Kris Keckler	Rachel Riese
Chris Pratt	Jill Eggert	Kurt Koesser	Robert Wolchuk
Cindy Willer	Julie Dawson	Kurt Sinclair	Scott Plank
Dawn Burford	Julie Housaman	Maria Lall	Steven Udry
Holly Graf	Karen Seagren-Rasmussen	Mary Castle	Tenisha Williams-Jelks
Jakelyn Karabetos	Shannon Robertson	Mary Snyder	

**Process**

The committee work began in September 2015 with exercises to create a deep understanding of how to calculate weighted grade point average followed by detailed examples of student schedules that demonstrate the inequity within the current structure. The student schedule examples presented were specific to the afterschool theater option and the waiver option for physical education. In efforts to establish a foundation for committee work, the committee members completed a survey. The questions and responses to the survey answered:

Survey Question	Agree	Disagree
I understand how to calculate a weighted GPA.	18	1
I understand the relationship between number of courses taken and GPA.	18	1
I believe current class rank procedures are fair for all students.	2	17
I believe class rank procedures should be fair.	17	2
I believe AP classes are more rigorous than honors classes.	16	3
I believe we want KUSD students to enroll in rigorous courses.	19	0

Results from survey revealed two questions for the committee to investigate:

1. Why is our current class rank procedure not fair to all students?
2. What are the obstacles to KUSD students taking the most rigorous schedules?

The committee identified concerns and obstacles. These identified concerns and obstacles became the foundation for the committee work. The recommendations generated by the committee evolved from discussion and research. There were four categories of recommendations:

1. Weighting of Grades
2. Graduation Recognition
3. Communication/Scheduling/Course Offerings
4. Afterschool Offerings

**1. Weighting of Grades** – With the expansion of advance placement courses and the existence of honors courses, the committee needed to understand the academic rigor of these different courses. The committee brought in classroom teachers who have taught traditional, honors and advanced placement courses. The teachers clearly articulated advanced placement courses are far more rigorous than honors and traditional courses.

The College Board website description of an AP course supports the teachers' report of far more academic rigor in AP courses as compared to honors or traditional courses. The College Board explains AP courses reflect college expectations. Committees of higher education faculty and high school AP teachers create a rigorous AP curriculum. These courses are data driven from universities and colleges. Highly qualified teachers with the expectation of regular professional development specific to the AP curriculum must teach AP courses. The College Board website ([www.collegeboard.org](http://www.collegeboard.org)) contains Specific AP course information and the rigor of the AP curriculum.

Committee created one recommendation in the category of weighing grades: AP courses will carry more weight in weighted GPA calculation.

Current weighted grade point average points and the proposed points for each course:

<b>AP</b>		
Grade	Current Points	Proposed Points
A+, A, A-	6	6
B+, B, B-	5	5
C+, C, C-	4	4
D+, D, D-	3	3

<b>Honors</b>		
Grade	Current Points	Proposed Points
A+, A, A-	6	5
B+, B, B-	5	4
C+, C, C-	4	3
D+, D, D-	3	2

<b>Traditional</b>		
Grade	Current Points	Proposed Points
A+, A, A-	5	4
B+, B, B-	4	3
C+, C, C-	3	2
D+, D, D-	2	1

**2. Graduation Recognition** – The committee articulated the desire to have a grade point calculation structure that is fair to all and one that acknowledges the hard work of our top students. The committee created one recommendation in the category of graduation recognition: Phase in Laude recognition system.

According to the *National Association for College Admission Counseling*, 55% of high schools do not report rank. Information on the laude system can be found at [www.cumlaude.org](http://www.cumlaude.org). The purpose of the Laude system is to recognize students for the rigor of their academic program as well as their success in that program. The laude structure recognizes academic levels of distinction. There are different ways laude systems are calculated. The committee analyzed different laude systems.

School districts are moving to a laude system:

<b>Districts using a Laude Recognition System</b>			
Plymouth	Jefferson City	Sheboygan Falls	Johnson Creek
Neenah	Riverdale	Waunakee	Campbellsport
Manawa	Deforest	Elkhorn	Fond du Lac
Baraboo	Mauston	Westosha	Rice Lake

The committee recommendation of weighted grade point average represented a desire to keep the process simple and easy to understand. Recognition levels based on only weighted grade point averages allows students to compete against themselves for recognition. Without competition with other students, the laude system allows for a fair structure for students.

The laude system is a tiered recognition system that recognizes students for the rigor of their academic program as well as their success in that program. A range of weighted grade point averages would determine the various tiers, summa cum laude, magna cum laude, and cum laude.

The grade point averages are yet to be determined. Before ranges can be recommended, recalculations need to happen on past cohorts to understand the impact of the potential increase in weight given to AP classes. The committee recommends the tiers include the top 20% of each graduating class.

**3. Communication/Scheduling/Course Offerings** – This category contains the analysis of communication between schools during scheduling, communication with parents, and how courses are offered to students each year. This section offers guidelines to schools for communication with each other and to parents.

Committee created six guidelines in the category of communication/scheduling/course offerings.

Schools will work collaboratively with the goal of scheduling singletons not in conflict.
If time allows between registration and the locking of the schedule, schools will do an all call to families for notification of schedule conflicts.
Schools will use blended honors courses as a last resort in scheduling.
Schools will attempt to run AP courses on a rotational basis to ensure students have maximum exposure.
Teaching and Learning will work with AP teachers to identify needs to increase scores and student participation on AP tests.
Each department within Teaching and Learning will explore expanding honors offerings.

**4. Afterschool Course Offerings** - Currently students have the ability to take multiple afterschool honors credits. This ability to add additional weighted credits outside the school day does create an unfair environment for students.

Committee created one recommendation in the category of afterschool offerings: Allow students to designate one class a year that will not calculate in the grade point average.

The ability for one course not to count in the calculation of grade point average would encourage students to take any class that interested them without damage to a grade point average. This course would still be graded, attendance taken and the course would be transcribed. The course number would not show as an audited course, the only difference would be the grade would not calculate in the weighted grade point average.



### **Implementation Timeline**

<b>Recommendations</b>	<b>Timeline</b>
AP Courses will carry more weight in weighted GPA calculation	Infinite Campus – Spring 2017/Fall 2017 Live – Fall 2018 = Class of 2022 (Current 7 <sup>th</sup> Grade)
Phase in Laude recognition system	Infinite Campus – Spring 2017/Fall 2017 Live – Fall 2018 = Class of 2022 (Current 7 <sup>th</sup> Grade)
Schools will work collaboratively with the goal of scheduling singletons not in conflict.	Full Implementation Summer 2017
If time allows between registration and the locking of the schedule, schools will do an all call to families for notification of schedule conflicts.	Full Implementation Summer 2017
Schools will use blended honors courses as a last resort in scheduling.	Full Implementation Summer 2017
Schools will attempt to run AP courses on a rotational basis to ensure students have maximum exposure.	Full Implementation Summer 2017
Teaching and Learning will work with AP teachers to identify needs to increase scores and student participation on AP tests.	Spring 2017 Fall 2017
Teaching and Learning will explore expanding honors offerings.	2017-2018 School Year Course Request to Board
Allow students to designate one class a year that will not calculate in the grade point average.	Feedback Gathered at October 11, 2016 committee meetings to determine possible implementation schedule.

### **Committee Process**

The committee operated from the following two guiding questions:

1. Why is our current class rank procedure not fair to all students?
2. What are the obstacles to KUSD students taking the most rigorous schedules?

Each recommendation aligns to one of the two guiding questions. The committee is seeking feedback on recommendations. The final committee survey revealed the following results:

<b>Question</b>	<b>Answer "Yes"</b>
Does the committee 100% support the recommendations for weighting of grades?	14/14
Does the committee 100% support the recommendations for graduation recognition?	14/14
Does the committee 100% support the recommendations for communication/scheduling/course options?	14/14
Do the above recommendations make it fair for all students?	4 members undecided 10/14
Should the graduation committee solicit feedback on: Student ability to identify one course not to calculate in the grade point average per year?	14/14

### **Feedback Sought**

The graduation committee has a meeting scheduled on October 17, 2016, to process feedback gathered from the October 11, 2016, committee meeting. The graduation committee is soliciting feedback from the four areas outlined within this report.

Dr. Sue Savaglio-Jarvis  
Superintendent

Dr. Bethany Ormseth  
Chief of School Leadership



**KENOSHA UNIFIED SCHOOL BOARD**  
**CURRICULUM/PROGRAM MEETING**  
Educational Support Center – Room 110  
September 13, 2016  
**MINUTES**

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Wade was called to order at 6:38 P.M. with the following committee members present: Mr. Garcia, Mrs. Snyder, Dr. Evans, Mrs. Karabetsos, Dr. Werwie, Ms. Riese, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mrs. Hamilton was excused.

Mrs. Snyder welcomed Dr. Evans and Dr. Werwie, the newly appointed community members to the committee.

**Approval of Minutes – June 14, 2016 Curriculum/Program**

Mrs. Snyder moved to approve the minutes as contained in the agenda. Mrs. Karabetsos seconded the motion. Unanimously approved.

**Informational Item**

Ms. Luanne Rohde, Director of Early Education, presented the Head Start Semi Annual Report. She noted that in order to ensure that 389 students are enrolled in Head Start for the 2016-17 school year the decision was made to expand Head Start to two additional locations- Grewenow and Vernon Elementary Schools. Compliance of the program is assessed through a monitoring system that is aligned with a comprehensive five year continuous oversight plan. Three review findings have been received thus far and the district participated in one monitoring review during the past six months. The Environmental Health and Safety review findings identified one non-compliance in which five employees hired within the past 12 months did not complete a criminal background check prior to employment. The district has since taken action and the review concerns have since been closed and no further corrective action is required at this time. Ms. Rohde answered questions from committee members.

Mrs. Heather Connolly, Principal at Frank Elementary, presented the Academic Parent-Teacher School Grant Update. She explained that the Academic Parent-Teacher Teams (APTTs) is an intentional and systematic means of increasing student academic achievement by improving the quality and quantity of parent-teacher communication and interaction. Teachers coach parents to become engaged, knowledgeable members of the academic team in three classroom APTTs meetings and one in-depth individual conference each year. She noted that in addition to APTT, there are multiple initiatives at Frank Elementary School to bolster student achievement in numeracy and literacy. These include Leveled Literacy Intervention (LLI), Fountas & Pinnell (guided reading), EL Education, Reading and Writing Workshop, Reading Workshop 2.0, Number Talks, Frayer Model for math vocabulary, Mental Math strategy teaching, Fact Masters, Accelerated Reader, Moby Max, expeditions and case studies, Journeys and EM3 curricula. Data collection at Frank Elementary has been on-going to measure the academic gains of students in pre-kindergarten through first-grade; however, it can become challenging to know which intervention to accredit gains to. Therefore, the leadership team at Frank Elementary has opted not to expand APTT to grades 2-5 for the 2016-2017 school year so that the primary grades are able to focus on the current implementation process. Mrs. Connolly answered questions from committee members and noted that an update will be given in another year.

**Future Agenda Items**

Mr. Wade indicated that the Advanced Placement Update, the Boys & Girls Club Gang Prevention Contract, and the Building Lifelong Trust (BLT) Reactor Group will be presented at the next committee meeting.

Meeting adjourned at 6:57 P.M.

Stacy Schroeder Busby  
School Board Secretary

**Kenosha Unified School District  
Kenosha, Wisconsin**

**Curriculum/Program Standing Committee Meeting  
October 11, 2016**

**ADVANCED PLACEMENT UPDATE**

In past years an annual report has been presented to the school board to review the Advanced Placement (AP) program in Kenosha Unified School District. This report is intended to provide an overview of the program, to summarize the 2015-16 action steps and performance, present future action steps, and recognize AP Scholars.

**Program Overview**

**EXAMINATION DATES**

The AP examinations are administered the first two weeks in May. The 2016 AP examinations were administered beginning on Monday, May 2, 2016, and ending on Friday, May 13, 2016. Late exams were given between May 17 and 19, 2016.

The 2017 AP examinations will be administered beginning Monday, May 1, 2017, and ending Friday, May 12, 2017 (Appendix A).

**EXAMINATION SITE LOCATIONS**

To accommodate the increase in the number of AP exams being administered and to stay compliant with AP exam regulations, a change was made to **where** the exams would be administered. Tremper and Indian Trail administered the exams at their respective schools. Bradford administered the exam at the United Auto Workers facilities due to the lack of necessary space at Bradford High School. Harborside Academy, LakeView Technology Academy, and Kenosha e-School combined to form a “multischool exam center” and administered exams in the St. James gymnasium.

**EXAMINATION FEES**

Students and their parents continue to pay for the cost of AP examinations, with the exception of those students who qualify for free/reduced lunch status. Per state statute, the district pays for these exams at a reduced rate. The cost of an examination for students increased from \$91 to \$92 in 2015-16. College Board provides districts with a reduced rate of \$61 per examination for students that qualify for the fee reduction. The district is also provided with a \$9 rebate per examination to help offset the costs of proctors, testing site rentals, test materials and supplies, and other associated costs. The cost per examination for the 2016-17 school year will increase to \$93 per examination. This will be an increase of \$1 per exam from the previous year.

## **ADVANCED PLACEMENT COORDINATOR**

High school building administrators designate an AP coordinator(s) (Appendix B). The designated coordinator(s) must be identified on the school's AP Participation Form and must not have a conflict of interest according to the College Board-stated requirements. The primary responsibilities of the AP coordinator are:

- Order AP exams.
- Manage the receipt, storage, and distribution of AP materials and exams.
- Oversee the administration of AP exams.
- Return AP exams.
- Along with the coordinator of talent development, assign AP proctors.
- Meet and communicate with the coordinator of talent development as needed.

## **COLLEGE BOARD UPDATES FOR 2016-17**

- Digital recording and online submission of audio responses for AP Music Theory and AP World Language and Culture exams (French and Spanish) will replace the submission of cassette tapes and compact discs.
- AP Calculus AB and AP Calculus BC have been updated with a new framework that follows an Understanding by Design model. This model presents the subject matter of the updated courses in a table format, organized around big ideas, enduring understandings, learning objectives, and essential knowledge statements.\*
- The AP World History course has been revised to further strengthen the focus on mastering essential concepts and developing historical thinking skills.\*

### **Advanced Placement Program Action Steps**

## **COLLEGE BOARD COMPLIANCE**

Schools wishing to use the AP designation on their courses must participate yearly in the AP Course Audit. Teachers who are new to AP as well as those whose course has undergone a revision are required to submit their syllabi to the College Board to receive authorization to teach the course. College Board adheres to strict guidelines, and all of the district's teachers and courses must be approved by College Board prior to appearing on the AP Course Ledger. Only courses that appear on the AP Course Ledger are recorded as AP on a student's transcript.

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\* The Office of Teaching and Learning has purchased new resources for AP Calculus AB, AP Calculus BC, and AP World History.

## **PROFESSIONAL LEARNING OPPORTUNITIES**

College Board sponsors week-long summer institutes and one-day refresher workshops for AP teachers to attend. All Kenosha Unified School District AP teachers are required to attend the summer institute prior to teaching an AP course.

These workshops are content specific and provide networking opportunities as well as professional learning on best instructional practices and strategies. The one-day workshops are typically held at the start of the school year and are within driving distance of Kenosha. College Board has also initiated AP teacher communities, in which AP teachers can communicate and network with other AP teachers in their content area.

College Board has a variety of resources on their website for teachers to refer to. The following are some examples of the available resources:

- Instructional Planning Reports (with specific exam data)
- Free-response questions from previous exams (to enhance writing skills)
- Previously released AP exams (for review of exam structure and content)
- Practice AP exams (for student practice and exposure to structure and content of exams)
- Free study skills and test-taking tips specific to content areas (to assist students in preparing for AP exams and other exams such as ACT, SAT, etc.).

## **ADVANCED PLACEMENT COURSE PARTICIPATION**

The number of students taking AP courses continues to grow. In 2015-16, Kenosha Unified School District students occupied 2,330 seats in AP courses. This was an increase of 9 percent, or 160 seats, from the previous year. More specifically:

- 1,302 students enrolled in an AP course;
- 710 students, or 54.5 percent, were enrolled in more than one AP course;
- 265 students, or 20.4 percent, were enrolled in two or more AP courses; and
- 56 students, or 4.3 percent, were enrolled in three or more AP courses.

A variety of options are offered by Kenosha Unified School District high schools to encourage student participation in AP courses:

- Bradford—A presentation is given at the Freshman Parent Night, and AP explanations and descriptions are on the school website.

- Tremper—An Evening with the Counselors is held before registration to explain the variety of AP course offerings. The school website and newsletter also provide information regarding AP courses.
- Indian Trail—A presentation by the counselors is held during the school day for parents and students to attend. After the presentation a panel of current and/or former AP students and teachers are available to answer questions. AP information is also available on the school website.
- LakeView—Individual student conferences are held to assist students in the course selection process, including an explanation of AP courses. An Evening with the Counselors is also held for parents and students to attend.
- Harborside—During registration in March, individual student conferences are held; and AP course options are discussed at this time. Parents and students are able to find AP course offerings and information on the school website.

Appendix C provides the AP course enrollments for the district as well as each high school.

## **ADVANCED PLACEMENT EXAMINATION PARTICIPATION**

The number of students taking the AP examination continues to grow. In 2015-16 1,438 examinations were administered. This number equates to 61.7 percent of the students taking AP courses participating in the exam. Over 100 more exams were administered in 2015-16 from the previous year (2014-15), in which 1,325 examinations were administered (or 60.9 percent of the students took the exam [Appendix C]).

## **ADVANCED PLACEMENT EXAMINATION RESULTS**

Students passed 879 of the 1,464 exams taken in May 2016, receiving a score of 3, 4, or 5. This was an increase of 139 exams from the previous year. The percentage of students passing the examination also increased from 55.5 percent in 2015 to 60 percent in 2016 (Appendix D).

Kenosha Unified School District students passing AP exams in 2015-16 matches or exceeds global averages in the following AP courses:

- English Literature and Composition,
- English Language and Composition,
- Statistics,
- Biology,
- Environmental Science,
- Human Geography,



- Macroeconomics,
- Microeconomics,
- Psychology,
- U.S. Government and Politics,
- U.S. History,
- Chinese Language and Culture, and
- Studio Art.

Conversely, there are AP exams in which the district's performance is not competitive with the global results, including:

- Calculus AB,
- Chemistry,
- Physics I,
- Physics II,
- Physics C,
- Mechanics,
- World History, and
- Music Theory (Appendix E).

Appendix F illustrates a comparison between the district, state, and global mean scores on each exam. The mean score on the following AP exams is higher than the mean score at the state level: English Literature and Composition, Studio Art 2D and 3D, Statistics, Biology, Macroeconomics, Microeconomics, and Chinese Language Culture. In AP U.S. History and AP Studio Art and Drawing, the district mean scores were fewer than five points from meeting the state mean score. The district performed lower than the state in at least one AP exam in each content area based on the mean score.

**English/Language Arts.** College Board recognizes AP English Language and Composition as the largest of all AP subjects. In Kenosha Unified School District, this course is the third largest with an enrollment of 246 students. District students passed the AP English Language and Composition exam at a 1.5 percent higher rate than the global passing rate. It should be noted that the passing rate for this course increased by 10 percent from 46.9 percent in 2014-15 to 56.6 percent in 2015-16. College Board also noted that the AP English Literature and Composition course performance was the lowest it had been in the past five years. The district also saw a slight decline from 62 percent passing in 2015 to 59 percent passing in 2016. Nonetheless, the district's passing rate is 4.4 percent higher than the global passing rate for this course. The district mean score of 2.92 in AP English Literature and Composition was equal to that of the Wisconsin mean score on this exam. In English Language and Composition, the district mean score of 2.77 was compared to the Wisconsin mean score of 2.97.

**Computer Science.** AP Computer Science A is noted as being one of the fastest growing courses for the 2015-16 school year. LakeView Technology Academy offered this course for the first time in the district in 2015-16. Although the district passing rate of 50 percent is

14.5 percent lower than the global passing average, it is noted that results are anticipated to rise as experience with teaching this course increases. This AP course will be offered at the comprehensive high schools in the 2017-18 school year.

**Mathematics.** AP Calculus AB and AP Calculus BC have been rewritten, and updated textbooks were purchased for all high schools offering these courses. All AP teachers participated in the AP Summer Institute in July 2016. The percent of students obtaining a passing score in AP Calculus BC is only 2.5 percent lower than the global passing rates, and the district overall mean score of 3.48 was close to the state mean rate of 3.75. The AP Calculus AB district rate was 40.5 percent as compared to the global passing rate of 59.5 percent. Similarly, the district mean score of 2.3 was lower than the state mean score of 2.96.

**Science.** AP Biology and AP Physics I are large enrollment courses for the district with respective enrollments of 141 students and 184 students. AP Biology students exceeded the global passing rate by 17.1 percent; however, AP Physics I students did not outperform the global passing rate. The AP Physics I course content is the same as Physics Honors, resulting in a significant number of students seeking the additional rigor of AP Physics I as compared to Physics Honors. AP Physics I enrollment is significantly larger than the AP Physics II enrollment of 16. College Board notes that while AP Physics exams are challenging, an increase was seen in the three courses offered in the district. District students passed at a rate of 7.7 percent higher than the global percent for AP Environmental Science. When comparing the mean scores in science exams between the district and the state, the district mean score of 3.15 in Biology exceeds the Wisconsin mean score of 3.04. In other science exams the district mean score is lower than the state. In summer 2014 the board adopted the Next Generation Science Standards (NGSS). NGSS define specific course pathways that include content in life science, physical science, and earth science. In the current system students may not receive content in each area depending on the course selections that they make. As the district's courses become fully aligned to the NGSS, student performance on AP Chemistry and AP Physics exams is anticipated to increase.

**Social Studies.** Overall the district outperformed the global percent passed in all social studies courses offered, with the exception of World History. This course has been rewritten by College Board, and all Kenosha Unified School District teachers attended the AP Summer Institute in July 2016. Additionally, updated textbooks were purchased as recommended by College Board for this course. Document-Based-Questions is an instructional strategy that has been added to all social studies courses, and this instructional strategy is a component of the exam. College Board noted that the average score on this section was 2.96 out of 9 possible points. Mean scores in AP Macroeconomics and AP Microeconomics exceed the mean score in both exams at the state level. AP U.S. History continues to be an underperforming course. In Kenosha Unified School District the majority of students enrolled in U.S. History or Honors U.S. History are freshmen. As a result there are a reduced number of students electing to take this course *again* as a junior or a senior. In order to increase the opportunity for students to participate in all AP courses offered, adjustments to existing course pathways in social studies are being explored.

**World Language.** District students demonstrated positive results in AP Chinese, AP French, and AP Spanish Language and Culture courses. Over 100 students participated in AP Spanish Language and Culture with lower course enrollments in both AP French and AP Chinese. One of six AP Chinese Language and Culture students took the AP exam for this course, earning a score of 5. AP French and AP Spanish results were slightly lower than the global passing percent.

**Fine Arts.** Students participating in AP Drawing courses passed at higher rates than the global percent of passing. In AP Music Theory the global passing rate was 15.2 percent higher than the district passing rate. College Board has noted that lower levels of mastery were demonstrated in the AP Music Theory course for 2015-16.

Appendix G provides data from 2012 to 2015 for each school and for each content area within a school. This data provides the number of exams administered as well as the mean exam score for each course for the district, the state, and the global results.

A comparison of course grades to exam scores is included in Appendix H. This data is used to review the alignment of course grades with AP passing rates.

### **Next Steps**

- The coordinator of talent development will provide building administration and AP coordinators with a yearly calendar of AP deadlines.
- Fall meetings will take place at each school between the principal, the building AP coordinator(s), and the coordinator of talent development to monitor compliance with AP guidelines. At these meetings AP courses in need of additional support will be identified. A plan to address the areas of concern will be developed by the AP coordinator and principal. Follow-up meetings will be scheduled at each school to monitor progress.
- Content coordinators along with building administrators will conduct informal classroom visits to ensure that AP course content is being followed at an appropriate pace and rigor.
- Content coordinators will hold at least two half-day meetings with AP teachers. Meeting outcomes will include: the development of common course syllabi and pacing guides, reviewing exam data, sharing teaching strategies, and researching best practices.
- An opportunity will be provided for AP teachers to participate in peer-to-peer observation and collaboration.
- The coordinator of talent development will work with administrators, counselors, teachers, and parents to expand the opportunities for all students to participate and be successful in AP courses, particularly students of color and those in other underrepresented groups.
- Content coordinators and building principals will work collaboratively to develop course pathways for students to take AP courses.

- AP presentations will be developed and conducted for middle school parents/students in spring 2017.
- The coordinator of gifted and talented education and summer school will work with building administrators, AP coordinators, counselors, and teachers to:
  - Research the implementation of an AP summer boot camp to prepare students for AP classes.
  - Increase opportunities for students to take AP practice exams.
  - Explore opportunities for an AP tutoring program.

### **Advanced Placement Scholars**

Each August through the AP Scholar Awards, the College Board recognizes high school students who have demonstrated exemplary college-level achievement on AP exams. In 2016 Kenosha Unified School District increased the number of AP scholars from 155 in 2015 to 162. Appendix I shows the breakdown of the scholars by level and school. There are three levels of the AP Scholar Award. The AP Scholar Award was granted to 91 students who received scores of 3 or higher on three or more AP exams. There were 32 AP Scholar with Honors Awards which were granted to students who received an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on four or more of these exams. The AP Scholar with Distinction Award was granted to 39 students who received an average score of at least 3.5 on all AP exams taken and scores of 3 or higher on five or more of these exams.

This is an information report only.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Patricia Clements  
Coordinator of Talent Development

## 2017 AP Exam Dates

The 2017 AP Exams will be administered over two weeks in May: May 1 through 5 and May 8 through 12. Coordinators are responsible for notifying students when and where to report for the exams. Early testing or testing at times other than those published by the College Board is not permitted under any circumstances.

Week 1	Morning 8 a.m.	Afternoon 12 p.m.
Monday, May 1, 2017	Chemistry Environmental Science	Psychology
Tuesday, May 2, 2017	Computer Science A Spanish Language and Culture	Art History Physics 1: Algebra-Based
Wednesday, May 3, 2017	English Literature and Composition	Japanese Language and Culture Physics 2: Algebra-Based
Thursday, May 4, 2017	United States Government and Politics	Chinese Language and Culture Seminar
Friday, May 5, 2017	German Language and Culture United States History	Computer Science Principles
	Studio Art — last day for Coordinators to submit digital portfolios (by 8 p.m. EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly. Teachers should have forwarded students' completed digital portfolios to Coordinators before this date.	

<b>Week 2</b>	<b>Morning 8 a.m.</b>	<b>Afternoon 12 p.m.</b>	<b>Afternoon 2 p.m.</b>
Monday, May 8, 2017	Biology Music Theory	Physics C: Mechanics	Physics C: Electricity and Magnetism
Tuesday, May 9, 2017	Calculus AB Calculus BC	French Language and Culture Spanish Literature and Culture	
Wednesday, May 10, 2017	English Language and Composition	Italian Language and Culture Macroeconomics	
Thursday, May 11, 2017	Comparative Government and Politics World History	Statistics	
Friday, May 12, 2017	Human Geography Microeconomics	Latin European History	

**Please note:**

Coordinators are responsible for notifying students when and where to report for the exams. Early testing or testing at times other than those published by the College Board is not permitted under any circumstances.

Coordinators should order late-testing exams for students who would like to take exams that are scheduled for the same time.

2016-2017

## AP COORDINATORS

School	AP Coordinators	Title
Bradford	Adam Sulko	Assistant Principal
	Robin Mars	Counselor
Indian Trail	Amy Riedlinger	Assistant Principal
	Elizabeth Ekstrom	Counselor
	Andrea Baumgart	Instructional Coach
Kenosha eSchool	Kim Gorman	Counselor
Lakeview	Jason Creel	Academic Dean
Tremper	Holly Graf	Assistant Principal
	Therese Hujik	Counselor
Harborside	Trent Barnhart	Assistant Principal
	Julie A. Mulligan	Counselor

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Advanced Placement Test Participation by District**  
**2015-16**

<u>AP Course Name</u>	<u>Course Enrollment</u>	<u>AP Test Participation</u>	
		<u>Number</u>	<u>Percent</u>
AP Biology	141	78	55.3%
AP Calculus AB	102	79	77.5%
AP Calculus BC	81	56	69.1%
AP Chemistry	55	30	54.5%
AP Chinese Language & Culture	6	0	0.0%
AP Computer Science A	34	16	47.1%
AP Environmental Science	30	15	50.0%
AP French Language and Culture	40	6	15.0%
AP Human Geography	34	15	44.1%
AP Language/Composition	246	171	69.5%
AP Literature /Composition	141	98	69.5%
AP Macroeconomics	5	2	40.0%
AP Microeconomics	34	23	67.6%
AP Music Theory	12	9	75.0%
AP Physics 1	184	80	43.5%
AP Physics 2	16	13	81.3%
AP Physics C: Mechanics	14	2	14.3%
AP Psychology	430	309	71.9%
AP Spanish Language & Culture	111	59	53.2%
AP Statistics	93	36	38.7%
AP Studio Art: 2D Design	38	21	55.3%
AP Studio Art: 3D Design	7	2	28.6%
AP Studio Art: Drawing	26	11	42.3%
AP U.S. Government & Pol	271	193	71.2%
AP United States History	38	18	47.4%
AP World History	141	96	68.1%
	<b>2,330</b>	<b>1,438</b>	<b>61.7%</b>



**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Advanced Placement Exam Results by District**  
**2015-16**

<u>AP Exam Name</u>	<u>Number Tested</u>	<u>Mean Score</u>	<u>AP Exam Score - Percent of Students Tested</u>					<u>Passed Exam</u>	
			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Number</u>	<u>Percent</u>
AP Biology	78	3.15	1.3%	20.5%	44.9%	28.2%	5.1%	61	78.2%
AP Calculus AB	79	2.30	44.3%	15.2%	19.0%	8.9%	12.7%	32	40.5%
AP Calculus BC	56	3.48	12.5%	8.9%	25.0%	25.0%	28.6%	44	78.6%
AP Chemistry	31	2.16	22.6%	48.4%	22.6%	3.2%	3.2%	9	29.0%
AP Chinese Language and Culture	1	5.00	0.0%	0.0%	0.0%	0.0%	100.0%	1	100.0%
AP Computer Science A	16	2.69	6.3%	43.8%	31.3%	12.5%	6.3%	8	50.0%
AP English Language/Composition	182	2.77	5.5%	37.9%	35.2%	16.5%	4.9%	103	56.6%
AP English Literature/Composition	100	2.92	2.0%	39.0%	30.0%	23.0%	6.0%	59	59.0%
AP Environmental Science	15	2.67	26.7%	20.0%	20.0%	26.7%	6.7%	8	53.3%
AP French Language and Culture	6	2.67	0.0%	33.3%	66.7%	0.0%	0.0%	4	66.7%
AP Human Geography	15	2.60	33.3%	6.7%	26.7%	33.3%	0.0%	9	60.0%
AP Macroeconomics	2	4.50	0.0%	0.0%	0.0%	50.0%	50.0%	2	100.0%
AP Microeconomics	25	3.36	4.0%	24.0%	28.0%	20.0%	24.0%	18	72.0%
AP Music Theory	9	2.67	0.0%	55.6%	33.3%	0.0%	11.1%	4	44.4%
AP Physics 1	80	2.11	27.5%	43.8%	20.0%	7.5%	1.3%	23	28.8%
AP Physics 2	13	2.46	15.4%	38.5%	30.8%	15.4%	0.0%	6	46.2%
AP Physics C: Mechanics	2	1.50	50.0%	50.0%	0.0%	0.0%	0.0%	0	0.0%
AP Psychology	311	3.07	14.5%	16.7%	27.3%	30.5%	10.9%	214	68.8%
AP Spanish Language & Culture	62	3.44	3.2%	17.7%	29.0%	32.3%	17.7%	49	79.0%
AP Statistics	37	3.22	8.1%	18.9%	27.0%	35.1%	10.8%	27	73.0%
AP Studio Art: 2D Design	22	3.41	0.0%	4.5%	50.0%	45.5%	0.0%	21	95.5%
AP Studio Art: 3D Design	2	3.50	0.0%	0.0%	50.0%	50.0%	0.0%	2	100.0%
AP Studio Art: Drawing	12	3.42	8.3%	0.0%	50.0%	25.0%	16.7%	11	91.7%
AP U.S. Government & Pol	194	2.69	14.9%	29.4%	37.1%	9.3%	9.3%	108	55.7%
AP United States History	18	2.83	22.2%	11.1%	38.9%	16.7%	11.1%	12	66.7%
AP World History	96	2.49	11.5%	42.7%	35.4%	6.3%	4.2%	44	45.8%
<b>All Exams*</b>	<b>1,464</b>	<b>2.85</b>	<b>13.2%</b>	<b>26.8%</b>	<b>31.1%</b>	<b>19.9%</b>	<b>9.1%</b>	<b>879</b>	<b>60.0%</b>

\*NOTE: Calculus AB Subscore and Music Theory Subscores are not included in totals.

2015-2016

## KUSD AP Results Compared to Wisconsin and Global AP Results

*(Percent passed = percent of students with a 3 or higher on the exam)*

## English

Course	Number Enrolled	Number Tested	KUSD Percent Passed	Global Percent Passed
English Language and Composition	246	182	56.6%	55.4%
English Literature and Composition	141	100	59%	54.6%

## Fine Arts

Course	Number Enrolled	Number Tested	KUSD Percent Passed	Global Percent Passed
Music Theory	12	9	44.4%	59.6%
Studio Art 2-D Design Portfolio	38	22	95.5%	82.4%
Studio Art 3-D Design Portfolio	7	2	100%	74.8%
Studio Art Drawing Portfolio	26	12	91.7%	82.9%

## Math

Course	Number Enrolled	Number Tested	KUSD Percent Passed	Global Percent Passed
Calculus AB*	102	79	40.5%	59.4%
Calculus BC*	81	56	78.6%	81.1%
Computer Science A**	34	16	50%	64.5%
Statistics	93	37	73%	60.9%

### Science

Course	Number Enrolled	Number Tested	KUSD Percent Passed	Global Percent Passed
Biology	141	78	78.2%	61.1%
Chemistry	55	31	29%	53.6%
Environmental Science	30	15	53.3%	45.6%
Physics I	184	80	28.8%	39.8%
Physics II	16	13	46.2%	61.3%
Physics C: Mechanics	14	2	0%	77.4%

### Social Studies

Course	Number Enrolled	Number Tested	KUSD Percent Passed	Global Percent Passed
Human Geography	34	15	60%	51.8%
Macroeconomics	5	2	100%	57.0%
Microeconomics	34	25	72%	67.3%
Psychology	430	311	68.8%	64.2%
US Government and Politics	271	194	55.7%	50.8%
US History	38	18	66.7%	52.4%
World History	141	96	45.8%	51.6%

### World Language

Course	Number Enrolled	Number Tested	Percent Passed	Global Percent Passed*
Chinese Language and Culture	6	1	100%	93.7%
French Language and Culture	40	6	66.7%	76.5%
Spanish Language and Culture	111	62	79%	89.4%

### KEY

	Kenosha Unified School District passing rates exceed global passing rates
	Enroll 100 or more students
	Potential concern

## APPENDIX F

2015-2016

### KUSD AP Mean Score Compared to Wisconsin and Global Mean Score

*(Mean score = average of potential AP scores from 1-5)*

#### English

Course	Number Tested	District Mean Score	WI Mean Score	Global Mean Score
English Language and Composition	182	2.77	2.97	2.82
English Literature and Composition	100	2.92	2.92	2.75

#### Fine Arts

Course	Number Tested	District Mean Score	WI Mean Score	Global Mean Score
Music Theory	9	2.67	3.09	2.98
Studio Art 2-D Design Portfolio	22	3.41	3.35	3.41
Studio Art 3-D Design Portfolio	2	3.50	3.41	3.24
Studio Art Drawing Portfolio	12	3.42	3.44	3.41

#### Math

Course	Number Tested	District Mean Score	WI Mean Score	Global Mean Score
Calculus AB	79	2.30	2.96	2.96
Calculus BC	56	3.48	3.75	3.80
Computer Science A	16	2.69	3.11	3.04
Statistics	37	3.22	3.12	2.88

### Science

Course	Number Tested	District Mean Score	WI Mean Score	Global Mean Score
Biology	78	3.15	3.04	2.85
Chemistry	31	2.16	2.74	2.69
Environmental Science	15	2.67	3.04	2.55
Physics I	80	2.11	2.55	2.33
Physics II	13	2.46	2.82	2.89
Physics C: Mechanics	2	2.46	2.82	2.89

### Social Studies

Course	Number Tested	District Mean Score	WI Mean Score	Global Mean Score
Human Geography	15	2.60	2.93	2.67
Macroeconomics	2	4.50	3.40	2.90
Microeconomics	25	3.36	3.24	3.11
Psychology	311	3.07	3.39	3.07
US Government and Politics	194	2.69	2.95	2.64
US History	18	2.83	2.89	2.70
World History	96	2.49	2.68	2.61

### World Language

Course	Number Tested	District Mean Score	WI Mean Score	Global Mean Score
Chinese Language and Culture	1	5.00	4.0	4.31
French Language and Culture	6	2.67	3.21	3.32
Spanish Language and Culture	62	3.44	3.63	3.77

### KEY

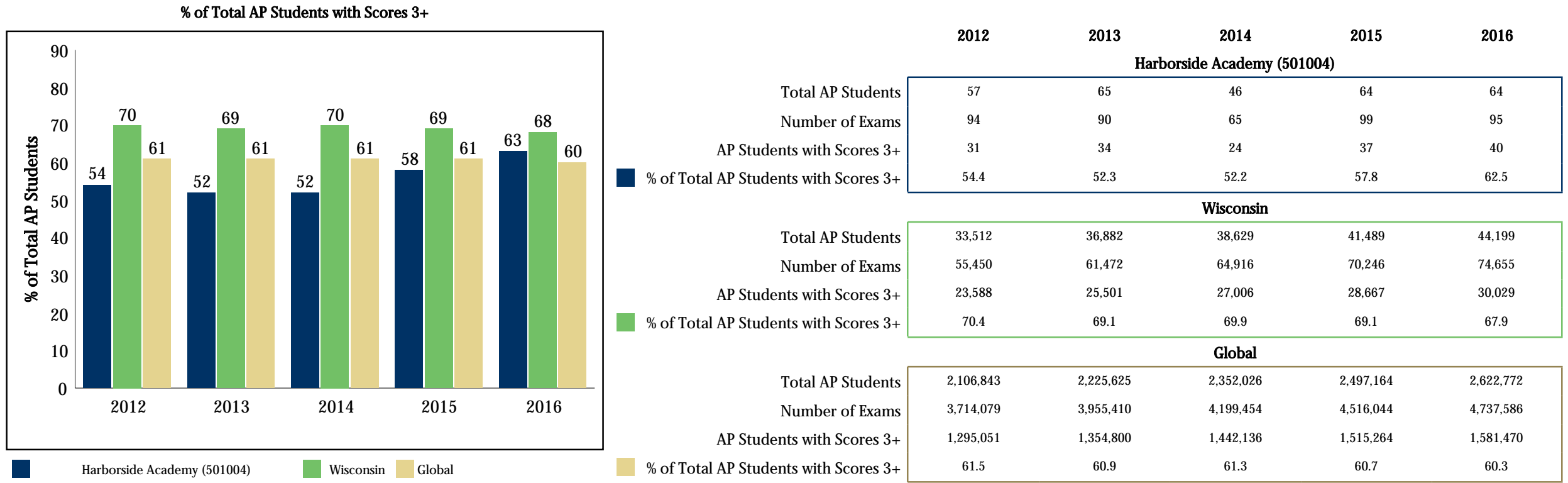
	Met or Exceeded WI Mean Score
	< 5 points from meeting WI Mean Score
	Potential concern

# AP<sup>®</sup> Five-Year School Score Summary (2016)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Harborside Academy (501004)



“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.



# AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Harborside Academy (501004)

Harborside Academy (501004)						Wisconsin					Global				
Biology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						587	206	221	260	257	37,875	11,188	14,169	14,351	15,732
4						658	881	932	1,070	990	32,512	44,035	47,989	49,708	50,149
3						626	1,532	1,558	1,734	1,657	27,513	73,865	75,312	80,744	80,189
2						616	979	881	886	1,047	27,896	59,665	58,024	61,741	68,635
1						863	132	141	127	147	66,153	15,149	18,770	18,384	24,140
Total Exams	1					3,350	3,730	3,733	4,077	4,098	191,949	203,902	214,264	224,928	238,845
Mean Score	3.00					2.85	3.01	3.06	3.11	3.04	2.73	2.88	2.91	2.91	2.85
Calculus AB	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2	3	3	3	2	1,297	1,293	1,400	1,257	1,389	67,630	67,783	72,511	66,411	76,842
4	1	3	2			984	1,126	1,095	1,158	1,102	45,705	51,440	48,984	51,769	53,674
3	2	2	1	3	2	1,075	1,131	1,287	1,337	1,282	46,711	49,101	52,076	56,482	53,728
2	1		1		2	525	719	724	660	723	27,309	31,833	31,360	31,371	30,103
1	7	3	2	3	1	1,088	1,271	1,383	1,409	1,536	80,731	83,261	89,775	98,285	95,104
Total Exams	13	11	9	9	7	4,969	5,540	5,889	5,821	6,032	268,086	283,418	294,706	304,318	309,451
Mean Score	2.23	3.27	3.33	3.00	3.00	3.18	3.08	3.07	3.03	3.01	2.97	2.96	2.94	2.86	2.96
Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	3	1		1	2	587	739	670	714	694	48,795	48,927	48,497	52,434	58,627
4	1	4	3	1	1	1,278	1,231	1,485	1,696	1,511	90,100	77,548	90,548	97,172	96,591
3	8	4	3	6	1	1,904	2,129	2,255	2,356	2,439	128,834	136,438	143,859	144,613	149,086
2	8	6	6	1	3	1,212	1,596	1,699	1,885	2,349	124,286	142,270	152,507	157,552	176,175
1		1	1	1		205	378	391	457	400	53,157	72,552	71,713	78,604	69,404
Total Exams	20	16	13	10	7	5,186	6,073	6,500	7,108	7,393	445,172	477,735	507,124	530,375	549,883
Mean Score	2.95	2.88	2.62	3.00	3.29	3.16	3.06	3.05	3.05	2.97	2.90	2.77	2.79	2.79	2.82



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Harborside Academy (501004)

Harborside Academy (501004)						Wisconsin					Global				
English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						494	452	470	410	460	31,628	29,387	30,531	30,460	30,216
4	1	1				1,251	1,376	1,366	1,369	1,410	68,478	72,663	70,802	73,125	72,381
3	1					2,397	2,607	2,399	2,577	2,497	115,711	121,601	118,081	122,631	119,580
2						1,927	2,105	2,140	2,133	2,203	122,977	122,374	131,572	131,534	135,806
1						268	299	280	269	348	42,279	40,506	47,745	45,004	48,894
Total Exams	1	1	1			6,337	6,839	6,655	6,758	6,918	381,073	386,531	398,731	402,754	406,877
Mean Score	4.00	4.00	3.00			2.96	2.94	2.94	2.93	2.92	2.80	2.81	2.76	2.78	2.75

Environmental Science	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	2				123	122	156	155	172	9,726	9,456	10,883	10,771	11,377
4	4	6	5	4	4	379	375	420	486	510	27,139	27,715	30,922	33,717	34,708
3	6	1	2	3	3	220	228	221	282	293	18,073	19,934	20,079	21,001	22,050
2	7	2	3	7	3	253	307	309	322	379	26,416	30,016	33,383	35,374	38,576
1	4	5	6			144	179	189	182	205	27,600	31,362	35,563	38,583	42,855
Total Exams	22	16	10	20	15	1,119	1,211	1,295	1,427	1,559	108,954	118,483	130,830	139,446	149,566
Mean Score	2.59	2.88	3.20	2.25	2.67	3.08	2.96	3.03	3.08	3.04	2.68	2.61	2.60	2.59	2.55

French Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						17	29	23	15	30	3,811	4,141	4,044	3,899	4,103
4						51	50	40	44	48	5,546	5,580	5,770	5,972	6,206
3	1					59	83	82	84	83	6,773	6,997	7,457	7,916	7,542
2						45	44	41	50	51	3,573	3,775	3,871	4,468	4,345
1						5	12	8	7	6	1,130	1,051	1,162	1,309	1,289
Total Exams	1					177	218	194	200	218	20,833	21,544	22,304	23,564	23,485
Mean Score	3.00					3.17	3.18	3.15	3.05	3.21	3.35	3.37	3.34	3.28	3.32





AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Harborside Academy (501004)

	Harborside Academy (501004)					Wisconsin					Global				
Psychology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1			2	6	1,828	2,103	1,936	2,246	2,297	45,811	50,833	48,766	56,123	56,157
4				5	5	2,379	2,537	2,818	2,827	3,139	57,351	63,606	69,937	73,009	76,710
3	1			5	8	1,798	1,841	1,988	1,952	2,063	42,944	46,778	51,953	55,148	56,174
2				3	6	1,032	1,019	1,142	1,083	1,334	29,832	31,026	35,206	36,423	41,703
1	1			4	3	913	998	1,132	1,183	1,238	44,942	47,277	54,608	57,657	63,850
Total Exams	3			19	28	7,950	8,498	9,016	9,291	10,071	220,880	239,520	260,470	278,360	294,594
Mean Score	3.00			2.89	3.18	3.40	3.44	3.36	3.42	3.39	3.13	3.17	3.09	3.12	3.07

Spanish Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2	1	1	1		188	196	249	262	296	33,232	34,686	34,303	41,066	45,150
4	1		3	2		249	238	411	432	480	35,106	35,573	48,729	53,023	56,789
3			1	1	3	255	229	381	438	448	28,791	27,617	42,264	41,934	44,624
2						198	201	112	145	150	20,133	22,818	13,306	13,548	15,671
1						181	168	16	16	17	17,170	19,014	2,382	2,075	2,487
Total Exams	3	1	5	4	3	1,071	1,032	1,169	1,293	1,391	134,432	139,708	140,984	151,646	164,721
Mean Score	4.67	5.00	4.00	4.00	3.00	3.06	3.09	3.65	3.60	3.64	3.35	3.32	3.70	3.77	3.77

Studio Art: 2-D Design Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						38	37	47	53	58	3,391	3,411	3,795	4,892	4,534
4	1					70	90	113	114	123	6,776	7,931	8,055	8,177	10,397
3	2					78	143	149	142	189	7,681	8,757	9,646	9,200	11,082
2			2			53	75	77	65	77	5,134	4,553	5,039	5,077	4,925
1						4	6	6	8	3	1,062	893	969	1,385	742
Total Exams	3		2			243	351	392	382	450	24,044	25,545	27,504	28,731	31,680
Mean Score	3.33		2.00			3.35	3.22	3.30	3.36	3.35	3.26	3.33	3.32	3.35	3.41



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Harborside Academy (501004)

Harborside Academy (501004)						Wisconsin					Global				
United States Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	5	2	1	3	1	404	446	505	452	627	30,048	28,845	32,336	27,546	36,522
4	3	6	2	1	4	531	568	553	651	630	35,792	36,550	33,898	38,345	40,177
3	2	12	7	11	11	906	1,054	1,183	1,099	1,116	59,352	66,864	71,829	70,019	73,976
2	16	14	7	8	9	698	862	903	892	969	58,820	63,612	67,126	70,847	71,269
1	2	9	9	13	9	307	447	465	545	551	55,892	60,346	66,996	76,566	74,937
Total Exams	28	43	26	36	34	2,846	3,377	3,609	3,639	3,893	239,904	256,217	272,185	283,323	296,881
Mean Score	2.75	2.49	2.19	2.25	2.38	3.01	2.91	2.93	2.88	2.95	2.69	2.65	2.62	2.54	2.64

World History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						88	89	125	114	111	14,596	13,506	16,430	17,460	18,980
4	1					283	259	354	344	422	33,269	31,504	39,498	37,745	44,477
3						537	539	722	806	895	64,469	67,735	78,640	83,601	83,934
2						453	584	535	646	780	62,239	69,756	68,632	79,600	82,005
1	1					163	302	192	160	336	37,055	48,159	43,733	47,968	56,455
Total Exams	1	1				1,524	1,773	1,928	2,070	2,544	211,628	230,660	246,933	266,374	285,851
Mean Score	4.00	1.00				2.79	2.58	2.84	2.81	2.68	2.65	2.53	2.66	2.61	2.61



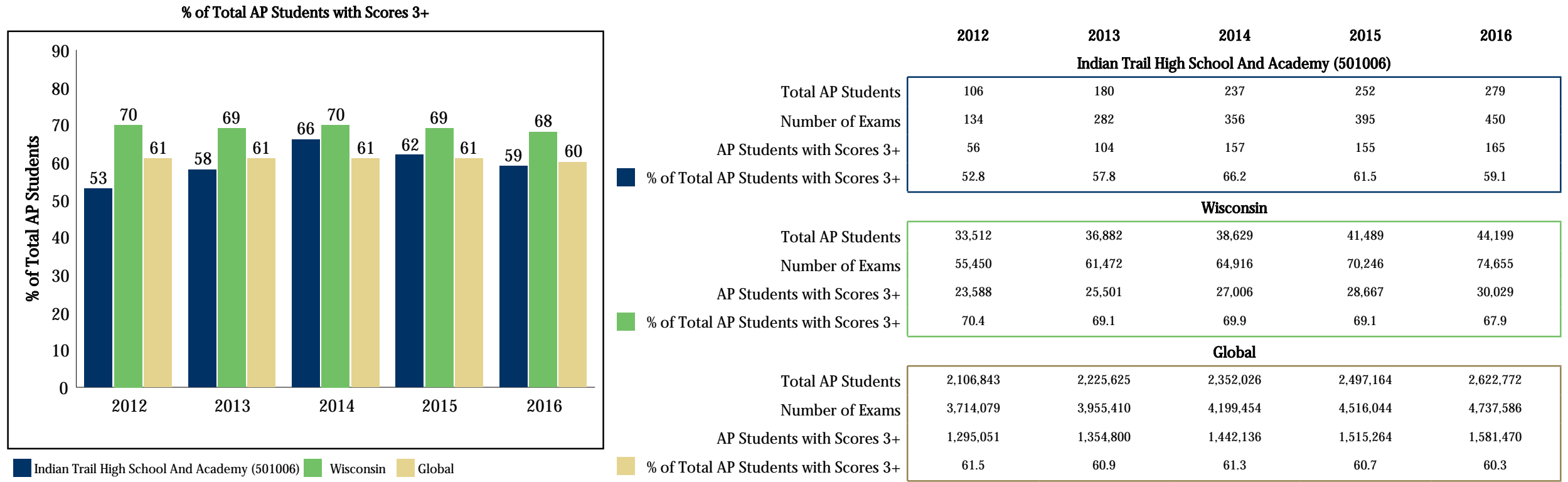
# AP<sup>®</sup> Five-Year School Score Summary (2016)

Print / Download Options

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Indian Trail High School And Academy (501006)



“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.



# AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Indian Trail High School And Academy (501006)

Indian Trail High School And Academy (501006)						Wisconsin					Global				
Biology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2	1			1	587	206	221	260	257	37,875	11,188	14,169	14,351	15,732
4	3	3	1	5	8	658	881	932	1,070	990	32,512	44,035	47,989	49,708	50,149
3		4	6	15	11	626	1,532	1,558	1,734	1,657	27,513	73,865	75,312	80,744	80,189
2	2	2	5	8	6	616	979	881	886	1,047	27,896	59,665	58,024	61,741	68,635
1	1			1		863	132	141	127	147	66,153	15,149	18,770	18,384	24,140
Total Exams	8	10	12	29	26	3,350	3,730	3,733	4,077	4,098	191,949	203,902	214,264	224,928	238,845
Mean Score	3.38	3.30	2.67	2.83	3.15	2.85	3.01	3.06	3.11	3.04	2.73	2.88	2.91	2.91	2.85

Calculus AB	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5				3	8	1,297	1,293	1,400	1,257	1,389	67,630	67,783	72,511	66,411	76,842
4			1	6	5	984	1,126	1,095	1,158	1,102	45,705	51,440	48,984	51,769	53,674
3				6	11	1,075	1,131	1,287	1,337	1,282	46,711	49,101	52,076	56,482	53,728
2			1	8	8	525	719	724	660	723	27,309	31,833	31,360	31,371	30,103
1				9	31	1,088	1,271	1,383	1,409	1,536	80,731	83,261	89,775	98,285	95,104
Total Exams			2	32	63	4,969	5,540	5,889	5,821	6,032	268,086	283,418	294,706	304,318	309,451
Mean Score			3.00	2.56	2.22	3.18	3.08	3.07	3.03	3.01	2.97	2.96	2.94	2.86	2.96

Calculus BC	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		2	5	1		734	703	832	787	958	47,708	47,972	54,335	54,148	60,878
4			1	3		351	359	385	381	381	15,287	16,896	18,525	19,551	19,243
3		2	10	3		292	395	406	496	492	15,004	18,762	18,200	21,482	21,499
2		2	1	1		98	147	123	159	154	5,080	5,950	5,966	6,505	7,224
1		8	10	1		198	250	269	312	240	11,570	15,018	15,259	17,725	16,479
Total Exams		14	27	9		1,673	1,854	2,015	2,135	2,225	94,649	104,598	112,285	119,411	125,323
Mean Score		2.00	2.63	3.22		3.79	3.60	3.69	3.55	3.75	3.87	3.73	3.81	3.72	3.80



# AP Five-Year School Score Summary (2016)

✔ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Indian Trail High School And Academy (501006)

Indian Trail High School And Academy (501006)						Wisconsin					Global				
Calculus BC: AB Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		2	6	2		938	942	988	1,089	1,021	56,165	58,790	61,853	66,942	64,052
4		1	5	1		317	427	409	389	567	15,964	20,792	18,826	19,481	26,211
3		4	5	5		186	270	307	356	320	9,179	11,725	14,440	15,234	16,396
2		1	3	1		107	101	134	128	123	5,492	5,640	7,040	6,555	5,777
1		6	8			123	114	177	173	194	7,843	7,645	10,121	11,194	12,883
Total Exams		14	27	9		1,671	1,854	2,015	2,135	2,225	94,643	104,592	112,280	119,406	125,319
Mean Score		2.43	2.93	3.44		4.10	4.07	3.94	3.98	3.94	4.13	4.12	4.03	4.04	3.98

Chemistry	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1			316	385	225	181	195	21,735	26,535	15,047	14,178	16,199
4		2	5	1	1	530	600	530	477	473	25,674	30,081	25,155	24,703	23,989
3			2	1	1	614	643	849	1,010	905	26,714	26,318	38,533	43,084	42,337
2		3	2	2	2	504	457	863	838	799	19,874	20,841	38,359	38,033	38,082
1			2	3	2	643	581	503	423	386	38,786	36,403	31,946	33,277	33,359
Total Exams		5	12	7	6	2,607	2,666	2,970	2,929	2,758	132,783	140,178	149,040	153,275	153,966
Mean Score		2.80	3.08	2.00	2.17	2.76	2.91	2.70	2.71	2.74	2.79	2.93	2.68	2.66	2.69

English Language and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		6	3	7	3	587	739	670	714	694	48,795	48,927	48,497	52,434	58,627
4		14	12	16	11	1,278	1,231	1,485	1,696	1,511	90,100	77,548	90,548	97,172	96,591
3		28	19	17	26	1,904	2,129	2,255	2,356	2,439	128,834	136,438	143,859	144,613	149,086
2		15	13	28	24	1,212	1,596	1,699	1,885	2,349	124,286	142,270	152,507	157,552	176,175
1		3	1		4	205	378	391	457	400	53,157	72,552	71,713	78,604	69,404
Total Exams		66	48	68	68	5,186	6,073	6,500	7,108	7,393	445,172	477,735	507,124	530,375	549,883
Mean Score		3.08	3.06	3.03	2.78	3.16	3.06	3.05	3.05	2.97	2.90	2.77	2.79	2.79	2.82



# AP Five-Year School Score Summary (2016)

✔ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Indian Trail High School And Academy (501006)

Indian Trail High School And Academy (501006)						Wisconsin					Global				
English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1		3	1	2	494	452	470	410	460	31,628	29,387	30,531	30,460	30,216
4	9		10	9	8	1,251	1,376	1,366	1,369	1,410	68,478	72,663	70,802	73,125	72,381
3	12		28	17	15	2,397	2,607	2,399	2,577	2,497	115,711	121,601	118,081	122,631	119,580
2	9	2	10	13	15	1,927	2,105	2,140	2,133	2,203	122,977	122,374	131,572	131,534	135,806
1	1			1		268	299	280	269	348	42,279	40,506	47,745	45,004	48,894
Total Exams	32	2	51	41	40	6,337	6,839	6,655	6,758	6,918	381,073	386,531	398,731	402,754	406,877
Mean Score	3.00	2.00	3.12	2.90	2.93	2.96	2.94	2.94	2.93	2.92	2.80	2.81	2.76	2.78	2.75

Environmental Science	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						123	122	156	155	172	9,726	9,456	10,883	10,771	11,377
4						379	375	420	486	510	27,139	27,715	30,922	33,717	34,708
3		1				220	228	221	282	293	18,073	19,934	20,079	21,001	22,050
2						253	307	309	322	379	26,416	30,016	33,383	35,374	38,576
1						144	179	189	182	205	27,600	31,362	35,563	38,583	42,855
Total Exams		1				1,119	1,211	1,295	1,427	1,559	108,954	118,483	130,830	139,446	149,566
Mean Score		3.00				3.08	2.96	3.03	3.08	3.04	2.68	2.61	2.60	2.59	2.55

French Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						17	29	23	15	30	3,811	4,141	4,044	3,899	4,103
4						51	50	40	44	48	5,546	5,580	5,770	5,972	6,206
3				1	2	59	83	82	84	83	6,773	6,997	7,457	7,916	7,542
2				2	1	45	44	41	50	51	3,573	3,775	3,871	4,468	4,345
1						5	12	8	7	6	1,130	1,051	1,162	1,309	1,289
Total Exams				3	3	177	218	194	200	218	20,833	21,544	22,304	23,564	23,485
Mean Score				2.33	2.67	3.17	3.18	3.15	3.05	3.21	3.35	3.37	3.34	3.28	3.32



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Indian Trail High School And Academy (501006)

Indian Trail High School And Academy (501006)						Wisconsin					Global				
Macroeconomics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					182	227	284	385	433	13,927	15,878	18,908	19,390	23,683
4						343	352	434	530	569	23,954	25,298	27,343	28,223	31,764
3						260	265	292	319	345	17,974	18,072	21,758	21,685	21,843
2						175	241	232	253	300	17,815	20,745	20,497	21,579	22,962
1	1					111	152	144	165	200	26,358	28,919	29,036	36,195	35,113
Total Exams	1					1,071	1,237	1,386	1,652	1,847	100,028	108,912	117,542	127,072	135,365
Mean Score	1.00					3.29	3.21	3.35	3.43	3.40	2.81	2.80	2.89	2.79	2.90

Microeconomics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	6					169	198	205	257	266	10,418	12,268	11,847	15,129	14,678
4	1					380	375	516	526	563	17,647	19,330	21,527	22,617	22,786
3	7					296	279	361	328	482	13,076	13,524	15,404	15,282	18,204
2	3					222	190	228	221	258	9,870	10,079	11,546	10,822	11,297
1						80	96	121	118	210	11,573	12,457	14,168	15,048	15,707
Total Exams	1					1,147	1,138	1,431	1,450	1,779	62,584	67,658	74,492	78,898	82,672
Mean Score	4.00					3.29	3.34	3.32	3.40	3.23	3.09	3.13	3.07	3.15	3.11

Music Theory	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					40	43	47	51	29	3,556	3,469	3,559	3,609	3,500
4	2					33	42	53	39	49	3,216	3,068	3,160	3,267	3,310
3	1					66	80	82	84	56	4,584	4,709	4,601	4,681	4,670
2	1					68	68	64	79	64	4,624	4,605	4,370	4,713	5,024
1						22	23	23	21	12	2,476	2,578	2,395	2,706	2,795
Total Exams	4					229	256	269	274	210	18,456	18,429	18,085	18,976	19,299
Mean Score	4.00					3.00	3.05	3.14	3.07	3.09	3.04	3.01	3.06	3.02	2.98



AP Five-Year School Score Summary (2016)

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Indian Trail High School And Academy (501006)

Indian Trail High School And Academy (501006)						Wisconsin					Global				
Music Aural Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					41	41	55	47	31	3,498	3,429	3,631	3,602	3,493
4	3					44	42	50	51	37	3,346	2,974	3,064	3,378	3,246
3						67	78	70	81	59	4,538	5,035	4,732	4,532	4,506
2	1					52	75	73	72	70	4,387	4,296	4,387	4,820	5,390
1						25	19	21	23	13	2,598	2,692	2,271	2,643	2,664
Total Exams	4					229	255	269	274	210	18,367	18,426	18,085	18,975	19,299
Mean Score	4.25					3.10	3.04	3.17	3.10	3.01	3.04	3.01	3.08	3.03	2.97

Music Non-Aural Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						29	41	45	40	30	3,446	3,466	3,423	3,551	3,584
4	1					42	46	47	58	48	3,271	2,884	3,278	3,355	3,374
3	2					66	76	97	80	59	4,552	4,704	4,673	4,659	4,394
2	1					66	63	52	76	54	4,615	4,704	4,396	4,759	5,085
1						26	29	28	20	19	2,564	2,668	2,315	2,651	2,862
Total Exams	4					229	255	269	274	210	18,448	18,426	18,085	18,975	19,299
Mean Score	3.00					2.92	3.03	3.11	3.08	3.08	3.02	2.99	3.06	3.02	2.99

Physics 1	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1														
4	2														
3	7														
2	12														
1	6														
Total Exams	28														
Mean Score	2.29														





AP Five-Year School Score Summary (2016)

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Indian Trail High School And Academy (501006)

Indian Trail High School And Academy (501006)						Wisconsin					Global				
Psychology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		4	11	9	8	1,828	2,103	1,936	2,246	2,297	45,811	50,833	48,766	56,123	56,157
4		13	20	10	16	2,379	2,537	2,818	2,827	3,139	57,351	63,606	69,937	73,009	76,710
3		11	10	14	19	1,798	1,841	1,988	1,952	2,063	42,944	46,778	51,953	55,148	56,174
2		9	12	12	5	1,032	1,019	1,142	1,083	1,334	29,832	31,026	35,206	36,423	41,703
1		12	10	21	10	913	998	1,132	1,183	1,238	44,942	47,277	54,608	57,657	63,850
Total Exams		49	63	66	58	7,950	8,498	9,016	9,291	10,071	220,880	239,520	260,470	278,360	294,594
Mean Score		2.76	3.16	2.61	3.12	3.40	3.44	3.36	3.42	3.39	3.13	3.17	3.09	3.12	3.07

Spanish Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			3	2	5	188	196	249	262	296	33,232	34,686	34,303	41,066	45,150
4			5	7	4	249	238	411	432	480	35,106	35,573	48,729	53,023	56,789
3			3	5	4	255	229	381	438	448	28,791	27,617	42,264	41,934	44,624
2			1	2	3	198	201	112	145	150	20,133	22,818	13,306	13,548	15,671
1						181	168	16	16	17	17,170	19,014	2,382	2,075	2,487
Total Exams			12	16	16	1,071	1,032	1,169	1,293	1,391	134,432	139,708	140,984	151,646	164,721
Mean Score			3.83	3.56	3.69	3.06	3.09	3.65	3.60	3.64	3.35	3.32	3.70	3.77	3.77

Statistics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5					2	348	397	470	477	554	19,293	21,678	26,333	26,390	29,662
4	1		1	2	3	740	755	840	844	1,067	32,574	34,573	38,613	37,489	44,946
3	1	1	5	6	1	968	889	1,050	1,133	1,130	39,402	42,148	45,137	49,495	51,456
2	3	3	7	2	3	542	644	663	669	622	27,701	31,879	32,794	36,556	32,197
1			8	1	1	300	354	424	453	550	35,182	39,757	41,746	46,435	48,848
Total Exams	5	4	21	11	10	2,898	3,039	3,447	3,576	3,923	154,152	170,035	184,623	196,365	207,109
Mean Score	2.60	2.25	1.95	2.82	3.20	3.10	3.06	3.08	3.06	3.12	2.83	2.80	2.86	2.80	2.88



AP Five-Year School Score Summary (2016)

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Indian Trail High School And Academy (501006)

Indian Trail High School And Academy (501006)						Wisconsin					Global				
Studio Art: 2-D Design Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						38	37	47	53	58	3,391	3,411	3,795	4,892	4,534
4						70	90	113	114	123	6,776	7,931	8,055	8,177	10,397
3						78	143	149	142	189	7,681	8,757	9,646	9,200	11,082
2						53	75	77	65	77	5,134	4,553	5,039	5,077	4,925
1						4	6	6	8	3	1,062	893	969	1,385	742
Total Exams						243	351	392	382	450	24,044	25,545	27,504	28,731	31,680
Mean Score						3.35	3.22	3.30	3.36	3.35	3.26	3.33	3.32	3.35	3.41

Studio Art: 3-D Design Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						7	7	11	16	14	396	459	471	567	669
4						2	13	12	13	19	787	813	837	1,087	1,305
3						13	28	22	31	30	1,331	1,574	1,569	1,657	1,817
2						6	18	19	17	15	1,096	1,093	1,199	1,136	1,132
1						2	4	1			234	246	204	151	156
Total Exams						30	70	65	77	78	3,844	4,185	4,280	4,598	5,079
Mean Score						3.20	3.01	3.20	3.36	3.41	3.00	3.03	3.04	3.17	3.24

Studio Art: Drawing Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						33	36	39	41	40	2,277	2,576	2,749	2,872	3,192
4						56	41	47	52	91	3,412	3,451	3,611	4,100	5,093
3						76	104	106	113	130	6,313	7,242	7,007	7,470	7,298
2						36	40	50	46	30	3,663	3,226	3,316	3,466	2,772
1						2	1	6	1	5	788	518	679	732	509
Total Exams						203	222	248	253	296	16,453	17,013	17,362	18,640	18,864
Mean Score						3.40	3.32	3.25	3.34	3.44	3.17	3.26	3.26	3.26	3.41



# AP Five-Year School Score Summary (2016)

✔ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Indian Trail High School And Academy (501006)

Indian Trail High School And Academy (501006)						Wisconsin					Global				
United States Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	3	9	1	4	7	404	446	505	452	627	30,048	28,845	32,336	27,546	36,522
4	3	10	4	6	3	531	568	553	651	630	35,792	36,550	33,898	38,345	40,177
3	6	18	5	9	12	906	1,054	1,183	1,099	1,116	59,352	66,864	71,829	70,019	73,976
2	1	13	3	2	5	698	862	903	892	969	58,820	63,612	67,126	70,847	71,269
1	1	8	1	2	1	307	447	465	545	551	55,892	60,346	66,996	76,566	74,937
Total Exams	14	58	14	23	28	2,846	3,377	3,609	3,639	3,893	239,904	256,217	272,185	283,323	296,881
Mean Score	3.43	2.98	3.07	3.35	3.36	3.01	2.91	2.93	2.88	2.95	2.69	2.65	2.62	2.54	2.64

United States History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	2	4	4	2	771	734	761	677	899	50,106	47,306	50,976	44,897	58,952
4	3	7	10	1	2	1,548	1,785	1,740	1,498	1,463	91,098	95,758	98,927	85,806	88,583
3	5	5	6	6	4	1,582	1,687	1,635	1,839	1,790	92,766	96,020	93,548	112,701	111,273
2	6	7	5	8	1	1,607	1,750	1,758	1,635	1,704	114,111	120,095	130,143	118,045	114,830
1	1	1		6	1	486	671	718	1,079	1,172	80,636	85,449	91,384	115,077	120,233
Total Exams	16	22	25	25	10	5,994	6,627	6,612	6,728	7,028	428,717	444,628	464,978	476,526	493,871
Mean Score	2.81	3.09	3.52	2.56	3.30	3.09	3.02	3.01	2.86	2.89	2.80	2.77	2.76	2.64	2.70

World History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1			88	89	125	114	111	14,596	13,506	16,430	17,460	18,980
4	4	3	6	4		283	259	354	344	422	33,269	31,504	39,498	37,745	44,477
3	20	12	18	16	19	537	539	722	806	895	64,469	67,735	78,640	83,601	83,934
2	28	22	26	20	32	453	584	535	646	780	62,239	69,756	68,632	79,600	82,005
1	7	10	9	2	10	163	302	192	160	336	37,055	48,159	43,733	47,968	56,455
Total Exams	59	47	60	42	61	1,524	1,773	1,928	2,070	2,544	211,628	230,660	246,933	266,374	285,851
Mean Score	2.36	2.17	2.40	2.52	2.15	2.79	2.58	2.84	2.81	2.68	2.65	2.53	2.66	2.61	2.61

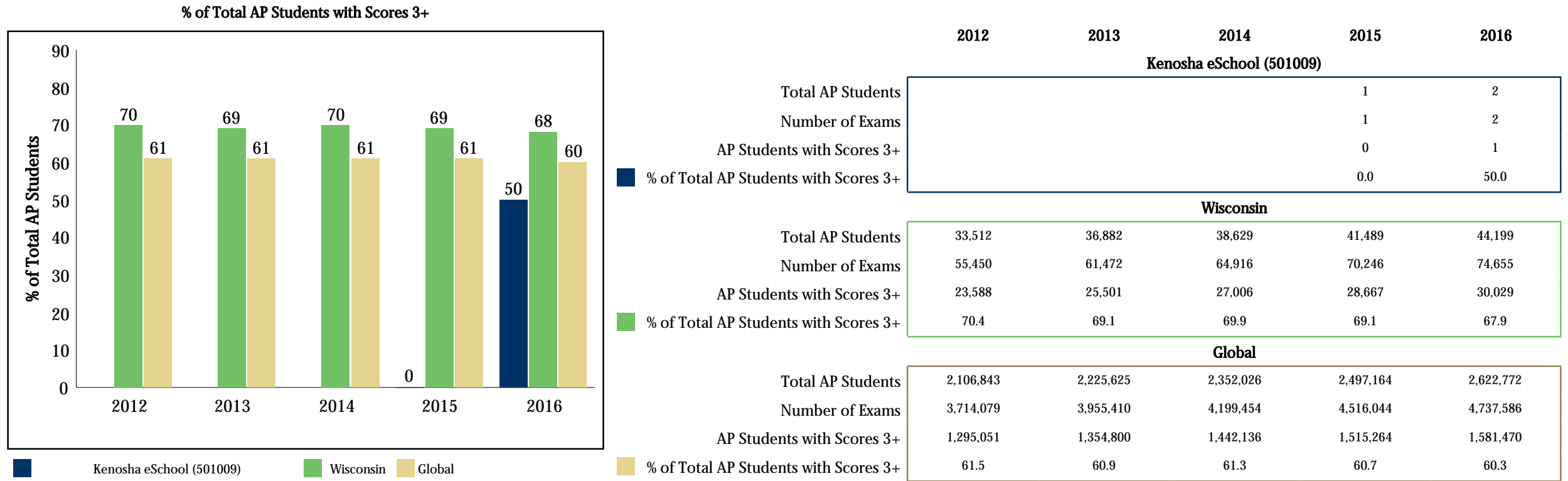


# AP<sup>®</sup> Five-Year School Score Summary (2016)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Kenosha eSchool (501009)



“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Kenosha eSchool (501009)

Kenosha eSchool (501009)						Wisconsin					Global				
English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						494	452	470	410	460	31,628	29,387	30,531	30,460	30,216
4						1,251	1,376	1,366	1,369	1,410	68,478	72,663	70,802	73,125	72,381
3						2,397	2,607	2,399	2,577	2,497	115,711	121,601	118,081	122,631	119,580
2	1					1,927	2,105	2,140	2,133	2,203	122,977	122,374	131,572	131,534	135,806
1						268	299	280	269	348	42,279	40,506	47,745	45,004	48,894
Total Exams	1					6,337	6,839	6,655	6,758	6,918	381,073	386,531	398,731	402,754	406,877
Mean Score	2.00					2.96	2.94	2.94	2.93	2.92	2.80	2.81	2.76	2.78	2.75
Psychology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						1,828	2,103	1,936	2,246	2,297	45,811	50,833	48,766	56,123	56,157
4						2,379	2,537	2,818	2,827	3,139	57,351	63,606	69,937	73,009	76,710
3						1,798	1,841	1,988	1,952	2,063	42,944	46,778	51,953	55,148	56,174
2						1,032	1,019	1,142	1,083	1,334	29,832	31,026	35,206	36,423	41,703
1	1					913	998	1,132	1,183	1,238	44,942	47,277	54,608	57,657	63,850
Total Exams	1					7,950	8,498	9,016	9,291	10,071	220,880	239,520	260,470	278,360	294,594
Mean Score	1.00					3.40	3.44	3.36	3.42	3.39	3.13	3.17	3.09	3.12	3.07
Spanish Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						188	196	249	262	296	33,232	34,686	34,303	41,066	45,150
4	1					249	238	411	432	480	35,106	35,573	48,729	53,023	56,789
3						255	229	381	438	448	28,791	27,617	42,264	41,934	44,624
2						198	201	112	145	150	20,133	22,818	13,306	13,548	15,671
1						181	168	16	16	17	17,170	19,014	2,382	2,075	2,487
Total Exams	1					1,071	1,032	1,169	1,293	1,391	134,432	139,708	140,984	151,646	164,721
Mean Score	4.00					3.06	3.09	3.65	3.60	3.64	3.35	3.32	3.70	3.77	3.77

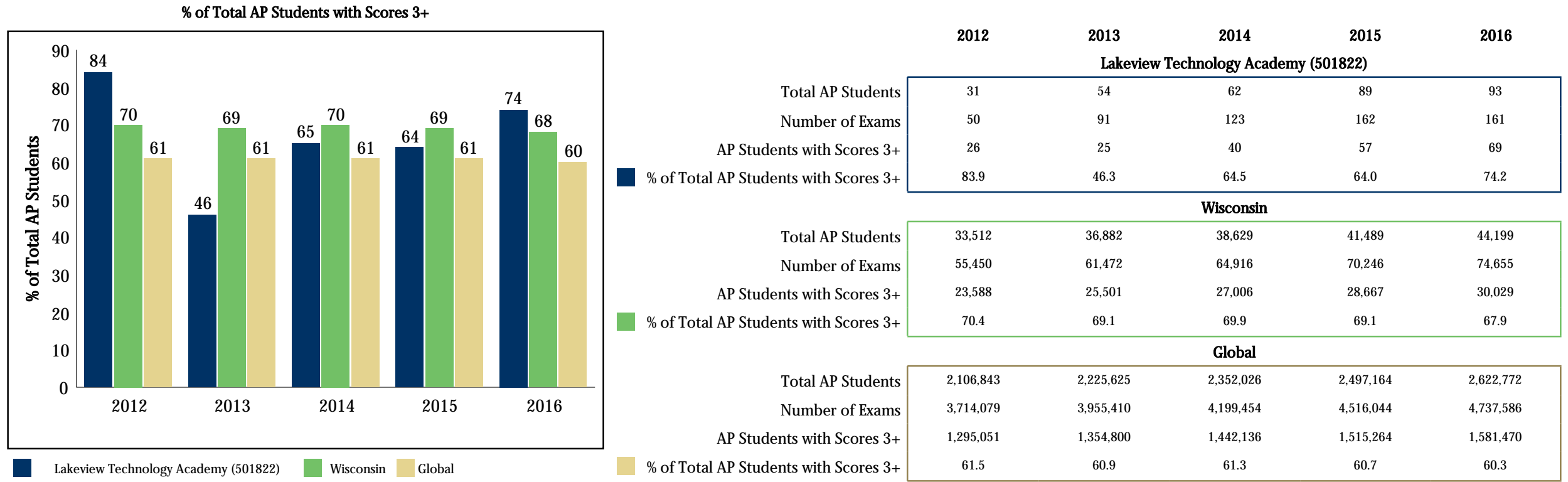


# AP<sup>®</sup> Five-Year School Score Summary (2016)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Lakeview Technology Academy (501822)



“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Lakeview Technology Academy (501822)

Lakeview Technology Academy (501822)						Wisconsin					Global				
Biology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						587	206	221	260	257	37,875	11,188	14,169	14,351	15,732
4	4					658	881	932	1,070	990	32,512	44,035	47,989	49,708	50,149
3	6					626	1,532	1,558	1,734	1,657	27,513	73,865	75,312	80,744	80,189
2	3					616	979	881	886	1,047	27,896	59,665	58,024	61,741	68,635
1	1					863	132	141	127	147	66,153	15,149	18,770	18,384	24,140
Total Exams	14					3,350	3,730	3,733	4,077	4,098	191,949	203,902	214,264	224,928	238,845
Mean Score	2.93					2.85	3.01	3.06	3.11	3.04	2.73	2.88	2.91	2.91	2.85
Calculus AB	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	4					1,297	1,293	1,400	1,257	1,389	67,630	67,783	72,511	66,411	76,842
4	2					984	1,126	1,095	1,158	1,102	45,705	51,440	48,984	51,769	53,674
3	1	3	6	7	2	1,075	1,131	1,287	1,337	1,282	46,711	49,101	52,076	56,482	53,728
2	3					525	719	724	660	723	27,309	31,833	31,360	31,371	30,103
1	7					1,088	1,271	1,383	1,409	1,536	80,731	83,261	89,775	98,285	95,104
Total Exams	1	19	17	21	9	4,969	5,540	5,889	5,821	6,032	268,086	283,418	294,706	304,318	309,451
Mean Score	3.00	2.63	3.18	2.71	2.33	3.18	3.08	3.07	3.03	3.01	2.97	2.96	2.94	2.86	2.96
Calculus BC	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	3	1				734	703	832	787	958	47,708	47,972	54,335	54,148	60,878
4	4	4				351	359	385	381	381	15,287	16,896	18,525	19,551	19,243
3	1	3				292	395	406	496	492	15,004	18,762	18,200	21,482	21,499
2	2					98	147	123	159	154	5,080	5,950	5,966	6,505	7,224
1	1					198	250	269	312	240	11,570	15,018	15,259	17,725	16,479
Total Exams	8	1	1	18		1,673	1,854	2,015	2,135	2,225	94,649	104,598	112,285	119,411	125,323
Mean Score	4.25	1.00	5.00	4.11		3.79	3.60	3.69	3.55	3.75	3.87	3.73	3.81	3.72	3.80



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Lakeview Technology Academy (501822)

Lakeview Technology Academy (501822)						Wisconsin					Global				
Calculus BC: AB Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	6		1		9	938	942	988	1,089	1,021	56,165	58,790	61,853	66,942	64,052
4	2				6	317	427	409	389	567	15,964	20,792	18,826	19,481	26,211
3		1			3	186	270	307	356	320	9,179	11,725	14,440	15,234	16,396
2						107	101	134	128	123	5,492	5,640	7,040	6,555	5,777
1						123	114	177	173	194	7,843	7,645	10,121	11,194	12,883
Total Exams	8	1	1		18	1,671	1,854	2,015	2,135	2,225	94,643	104,592	112,280	119,406	125,319
Mean Score	4.75	3.00	5.00		4.33	4.10	4.07	3.94	3.98	3.94	4.13	4.12	4.03	4.04	3.98

Chemistry	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						316	385	225	181	195	21,735	26,535	15,047	14,178	16,199
4						530	600	530	477	473	25,674	30,081	25,155	24,703	23,989
3					4	614	643	849	1,010	905	26,714	26,318	38,533	43,084	42,337
2					3	504	457	863	838	799	19,874	20,841	38,359	38,033	38,082
1					3	643	581	503	423	386	38,786	36,403	31,946	33,277	33,359
Total Exams					10	2,607	2,666	2,970	2,929	2,758	132,783	140,178	149,040	153,275	153,966
Mean Score					2.10	2.76	2.91	2.70	2.71	2.74	2.79	2.93	2.68	2.66	2.69

Chinese Language and Culture	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5					1	13	39	41	35	28	6,956	7,462	7,655	8,041	8,195
4						3	5	10	9	7	1,282	1,577	1,634	1,982	2,154
3						2	5	2	4	11	1,074	1,154	1,356	1,477	1,901
2									1	1	227	245	324	384	348
1							3	4	3	5	267	321	329	524	504
Total Exams					1	18	52	57	52	52	9,806	10,759	11,298	12,408	13,102
Mean Score					5.00	4.61	4.48	4.47	4.38	4.00	4.47	4.45	4.41	4.34	4.31





AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Lakeview Technology Academy (501822)

Lakeview Technology Academy (501822)						Wisconsin					Global				
Computer Science A	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5					1	71	78	66	96	113	6,220	8,285	8,397	12,015	12,111
4					2	76	99	96	147	127	6,396	8,295	9,122	12,135	11,947
3	1				5	61	51	78	90	169	4,099	4,353	6,588	7,505	13,447
2					7	24	23	23	39	76	2,005	2,160	3,007	3,529	7,223
1					1	55	58	80	94	106	7,497	8,042	12,205	14,018	13,428
Total Exams	1				16	287	309	343	466	591	26,217	31,135	39,319	49,202	58,156
Mean Score	3.00				2.69	3.29	3.38	3.13	3.24	3.11	3.07	3.21	2.96	3.09	3.04

English Language and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2			2		587	739	670	714	694	48,795	48,927	48,497	52,434	58,627
4	8			7	3	1,278	1,231	1,485	1,696	1,511	90,100	77,548	90,548	97,172	96,591
3	10			22	9	1,904	2,129	2,255	2,356	2,439	128,834	136,438	143,859	144,613	149,086
2	6	1	16	16	4	1,212	1,596	1,699	1,885	2,349	124,286	142,270	152,507	157,552	176,175
1			2	8		205	378	391	457	400	53,157	72,552	71,713	78,604	69,404
Total Exams	26	1	49	47	16	5,186	6,073	6,500	7,108	7,393	445,172	477,735	507,124	530,375	549,883
Mean Score	3.23	2.00	2.82	2.47	2.94	3.16	3.06	3.05	3.05	2.97	2.90	2.77	2.79	2.79	2.82

English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5				2		494	452	470	410	460	31,628	29,387	30,531	30,460	30,216
4				3	6	1,251	1,376	1,366	1,369	1,410	68,478	72,663	70,802	73,125	72,381
3				5	3	2,397	2,607	2,399	2,577	2,497	115,711	121,601	118,081	122,631	119,580
2				24	3	1,927	2,105	2,140	2,133	2,203	122,977	122,374	131,572	131,534	135,806
1				4	1	268	299	280	269	348	42,279	40,506	47,745	45,004	48,894
Total Exams				42	13	6,337	6,839	6,655	6,758	6,918	381,073	386,531	398,731	402,754	406,877
Mean Score				2.29	3.31	2.96	2.94	2.94	2.93	2.92	2.80	2.81	2.76	2.78	2.75



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Lakeview Technology Academy (501822)

Lakeview Technology Academy (501822)						Wisconsin					Global				
French Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						17	29	23	15	30	3,811	4,141	4,044	3,899	4,103
4						51	50	40	44	48	5,546	5,580	5,770	5,972	6,206
3	1					59	83	82	84	83	6,773	6,997	7,457	7,916	7,542
2						45	44	41	50	51	3,573	3,775	3,871	4,468	4,345
1	1					5	12	8	7	6	1,130	1,051	1,162	1,309	1,289
Total Exams	1					177	218	194	200	218	20,833	21,544	22,304	23,564	23,485
Mean Score	1.00					3.17	3.18	3.15	3.05	3.21	3.35	3.37	3.34	3.28	3.32

Macroeconomics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2					182	227	284	385	433	13,927	15,878	18,908	19,390	23,683
4	1					343	352	434	530	569	23,954	25,298	27,343	28,223	31,764
3						260	265	292	319	345	17,974	18,072	21,758	21,685	21,843
2						175	241	232	253	300	17,815	20,745	20,497	21,579	22,962
1						111	152	144	165	200	26,358	28,919	29,036	36,195	35,113
Total Exams	3					1,071	1,237	1,386	1,652	1,847	100,028	108,912	117,542	127,072	135,365
Mean Score	4.67					3.29	3.21	3.35	3.43	3.40	2.81	2.80	2.89	2.79	2.90

Microeconomics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						169	198	205	257	266	10,418	12,268	11,847	15,129	14,678
4	2					380	375	516	526	563	17,647	19,330	21,527	22,617	22,786
3						296	279	361	328	482	13,076	13,524	15,404	15,282	18,204
2						222	190	228	221	258	9,870	10,079	11,546	10,822	11,297
1	1					80	96	121	118	210	11,573	12,457	14,168	15,048	15,707
Total Exams	2					1,147	1,138	1,431	1,450	1,779	62,584	67,658	74,492	78,898	82,672
Mean Score	4.00					3.29	3.34	3.32	3.40	3.23	3.09	3.13	3.07	3.15	3.11



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Lakeview Technology Academy (501822)

Physics C: Mechanics	Lakeview Technology Academy (501822)					Wisconsin					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					130	125	162	153	136	12,524	12,230	15,297	15,910	17,183
4	1					121	126	194	197	157	10,199	11,145	12,055	14,754	14,368
3	42					81	100	141	161	102	7,200	8,648	8,782	10,582	9,596
2	11					54	85	65	66	64	4,843	6,081	5,960	6,138	6,975
1	41					34	46	27	29	30	3,879	4,793	4,995	5,530	5,054
Total Exams	96					420	482	589	606	489	38,645	42,897	47,089	52,914	53,176
Mean Score	2.00					3.62	3.41	3.68	3.63	3.62	3.59	3.46	3.57	3.56	3.60

Psychology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	52					1,828	2,103	1,936	2,246	2,297	45,811	50,833	48,766	56,123	56,157
4	65					2,379	2,537	2,818	2,827	3,139	57,351	63,606	69,937	73,009	76,710
3	44					1,798	1,841	1,988	1,952	2,063	42,944	46,778	51,953	55,148	56,174
2	68					1,032	1,019	1,142	1,083	1,334	29,832	31,026	35,206	36,423	41,703
1	410					913	998	1,132	1,183	1,238	44,942	47,277	54,608	57,657	63,850
Total Exams	2032					7,950	8,498	9,016	9,291	10,071	220,880	239,520	260,470	278,360	294,594
Mean Score	2.60					3.40	3.44	3.36	3.42	3.39	3.13	3.17	3.09	3.12	3.07

Spanish Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					188	196	249	262	296	33,232	34,686	34,303	41,066	45,150
4	1					249	238	411	432	480	35,106	35,573	48,729	53,023	56,789
3						255	229	381	438	448	28,791	27,617	42,264	41,934	44,624
2						198	201	112	145	150	20,133	22,818	13,306	13,548	15,671
1						181	168	16	16	17	17,170	19,014	2,382	2,075	2,487
Total Exams	1					1,071	1,032	1,169	1,293	1,391	134,432	139,708	140,984	151,646	164,721
Mean Score	5.00					3.06	3.09	3.65	3.60	3.64	3.35	3.32	3.70	3.77	3.77



# AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Lakeview Technology Academy (501822)

Lakeview Technology Academy (501822)						Wisconsin					Global				
Statistics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						348	397	470	477	554	19,293	21,678	26,333	26,390	29,662
4	5					740	755	840	844	1,067	32,574	34,573	38,613	37,489	44,946
3	1					968	889	1,050	1,133	1,130	39,402	42,148	45,137	49,495	51,456
2						542	644	663	669	622	27,701	31,879	32,794	36,556	32,197
1						300	354	424	453	550	35,182	39,757	41,746	46,435	48,848
Total Exams	6					2,898	3,039	3,447	3,576	3,923	154,152	170,035	184,623	196,365	207,109
Mean Score	3.83					3.10	3.06	3.08	3.06	3.12	2.83	2.80	2.86	2.80	2.88

United States Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	1	2	5	1	404	446	505	452	627	30,048	28,845	32,336	27,546	36,522
4		1	4	2	3	531	568	553	651	630	35,792	36,550	33,898	38,345	40,177
3	7	7	5	3	7	906	1,054	1,183	1,099	1,116	59,352	66,864	71,829	70,019	73,976
2	5	12	10	5	7	698	862	903	892	969	58,820	63,612	67,126	70,847	71,269
1		6	6	4	1	307	447	465	545	551	55,892	60,346	66,996	76,566	74,937
Total Exams	13	27	27	19	19	2,846	3,377	3,609	3,639	3,893	239,904	256,217	272,185	283,323	296,881
Mean Score	2.77	2.22	2.48	2.95	2.79	3.01	2.91	2.93	2.88	2.95	2.69	2.65	2.62	2.54	2.64

World History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1				2	88	89	125	114	111	14,596	13,506	16,430	17,460	18,980
4	3				4	283	259	354	344	422	33,269	31,504	39,498	37,745	44,477
3	12				4	537	539	722	806	895	64,469	67,735	78,640	83,601	83,934
2	3				2	453	584	535	646	780	62,239	69,756	68,632	79,600	82,005
1						163	302	192	160	336	37,055	48,159	43,733	47,968	56,455
Total Exams	19				12	1,524	1,773	1,928	2,070	2,544	211,628	230,660	246,933	266,374	285,851
Mean Score	3.11				3.50	2.79	2.58	2.84	2.81	2.68	2.65	2.53	2.66	2.61	2.61

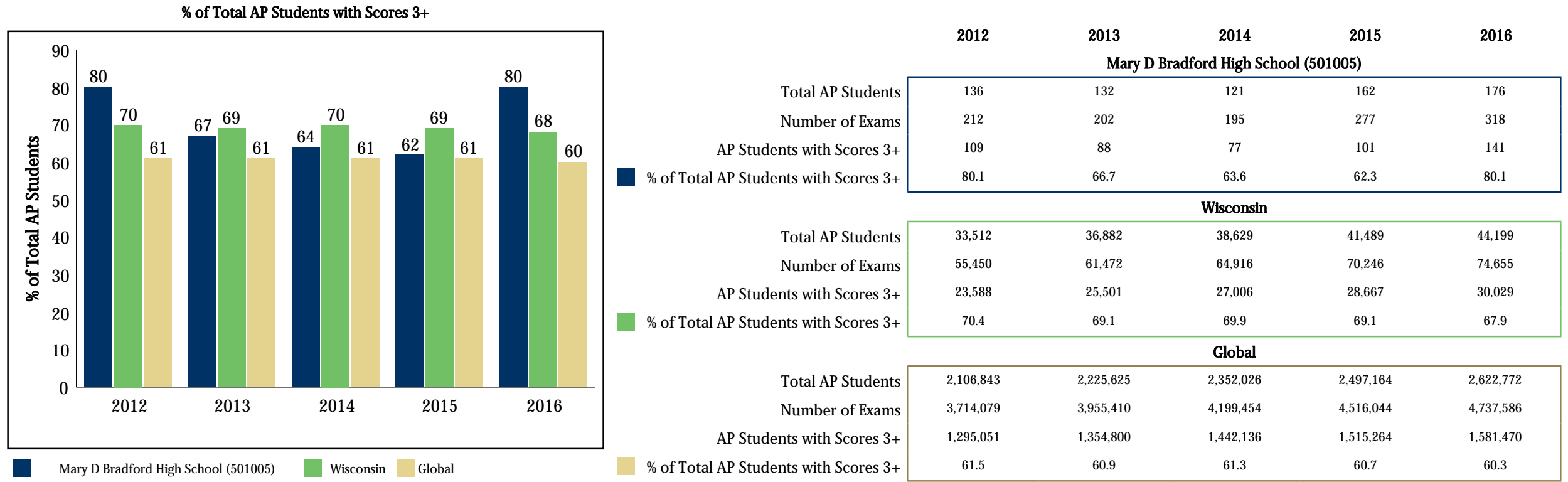


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✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Mary D Bradford High School (501005)



“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

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AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Mary D Bradford High School (501005)

Mary D Bradford High School (501005)						Wisconsin					Global				
Biology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	4	2			1	587	206	221	260	257	37,875	11,188	14,169	14,351	15,732
4	6	9	6	4	4	658	881	932	1,070	990	32,512	44,035	47,989	49,708	50,149
3	8	17	13	6	11	626	1,532	1,558	1,734	1,657	27,513	73,865	75,312	80,744	80,189
2	6	1	6	3	5	616	979	881	886	1,047	27,896	59,665	58,024	61,741	68,635
1	5					863	132	141	127	147	66,153	15,149	18,770	18,384	24,140
Total Exams	29	29	25	13	21	3,350	3,730	3,733	4,077	4,098	191,949	203,902	214,264	224,928	238,845
Mean Score	2.93	3.41	3.00	3.08	3.05	2.85	3.01	3.06	3.11	3.04	2.73	2.88	2.91	2.91	2.85

Calculus BC	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	11	1	4	2	2	734	703	832	787	958	47,708	47,972	54,335	54,148	60,878
4	1	4	1		4	351	359	385	381	381	15,287	16,896	18,525	19,551	19,243
3	2	6	4	5	6	292	395	406	496	492	15,004	18,762	18,200	21,482	21,499
2		3	1		2	98	147	123	159	154	5,080	5,950	5,966	6,505	7,224
1		16	4	13	6	198	250	269	312	240	11,570	15,018	15,259	17,725	16,479
Total Exams	14	30	14	20	20	1,673	1,854	2,015	2,135	2,225	94,649	104,598	112,285	119,411	125,323
Mean Score	4.64	2.03	3.00	1.90	2.70	3.79	3.60	3.69	3.55	3.75	3.87	3.73	3.81	3.72	3.80

Calculus BC: AB Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	12	3	5	2	4	938	942	988	1,089	1,021	56,165	58,790	61,853	66,942	64,052
4	1	7	2	3	5	317	427	409	389	567	15,964	20,792	18,826	19,481	26,211
3	1	6	3	3	4	186	270	307	356	320	9,179	11,725	14,440	15,234	16,396
2		4	1	2	4	107	101	134	128	123	5,492	5,640	7,040	6,555	5,777
1		10	3	10	3	123	114	177	173	194	7,843	7,645	10,121	11,194	12,883
Total Exams	14	30	14	20	20	1,671	1,854	2,015	2,135	2,225	94,643	104,592	112,280	119,406	125,319
Mean Score	4.79	2.63	3.36	2.25	3.15	4.10	4.07	3.94	3.98	3.94	4.13	4.12	4.03	4.04	3.98



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Mary D Bradford High School (501005)

Mary D Bradford High School (501005)						Wisconsin					Global				
Chemistry	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					316	385	225	181	195	21,735	26,535	15,047	14,178	16,199
4	2					530	600	530	477	473	25,674	30,081	25,155	24,703	23,989
3	1					614	643	849	1,010	905	26,714	26,318	38,533	43,084	42,337
2	1					504	457	863	838	799	19,874	20,841	38,359	38,033	38,082
1						643	581	503	423	386	38,786	36,403	31,946	33,277	33,359
Total Exams	2					2,607	2,666	2,970	2,929	2,758	132,783	140,178	149,040	153,275	153,966
Mean Score	4.00					2.76	2.91	2.70	2.71	2.74	2.79	2.93	2.68	2.66	2.69

Comparative Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					22	39	61	59	99	3,571	3,847	4,018	3,239	4,534
4						37	41	63	69	76	4,411	4,315	4,841	4,262	4,674
3	1					43	40	42	66	45	3,424	4,011	3,822	4,666	4,499
2						42	53	41	59	35	3,828	4,648	4,502	4,892	4,733
1						21	21	15	32	14	3,224	3,550	3,304	4,395	3,610
Total Exams	1					165	194	222	285	269	18,458	20,371	20,487	21,454	22,050
Mean Score	3.00					2.98	3.12	3.51	3.22	3.78	3.07	3.01	3.09	2.86	3.08

English Language and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2	8	1			587	739	670	714	694	48,795	48,927	48,497	52,434	58,627
4	9		4	5	6	1,278	1,231	1,485	1,696	1,511	90,100	77,548	90,548	97,172	96,591
3	5	16	3	7	7	1,904	2,129	2,255	2,356	2,439	128,834	136,438	143,859	144,613	149,086
2	3	8	2	5	7	1,212	1,596	1,699	1,885	2,349	124,286	142,270	152,507	157,552	176,175
1	1					205	378	391	457	400	53,157	72,552	71,713	78,604	69,404
Total Exams	10	42	9	18	22	5,186	6,073	6,500	7,108	7,393	445,172	477,735	507,124	530,375	549,883
Mean Score	3.10	3.36	3.22	3.11	3.14	3.16	3.06	3.05	3.05	2.97	2.90	2.77	2.79	2.79	2.82



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Mary D Bradford High School (501005)

Mary D Bradford High School (501005)						Wisconsin					Global				
English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1		2		1	494	452	470	410	460	31,628	29,387	30,531	30,460	30,216
4	4		4	4	2	1,251	1,376	1,366	1,369	1,410	68,478	72,663	70,802	73,125	72,381
3	16		15	7	8	2,397	2,607	2,399	2,577	2,497	115,711	121,601	118,081	122,631	119,580
2	8		12	19	9	1,927	2,105	2,140	2,133	2,203	122,977	122,374	131,572	131,534	135,806
1					1	268	299	280	269	348	42,279	40,506	47,745	45,004	48,894
Total Exams	29		33	30	21	6,337	6,839	6,655	6,758	6,918	381,073	386,531	398,731	402,754	406,877
Mean Score	2.93		2.88	2.50	2.67	2.96	2.94	2.94	2.93	2.92	2.80	2.81	2.76	2.78	2.75

European History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						190	183	156	164	130	11,488	11,439	9,557	11,177	8,082
4						366	410	353	336	330	20,936	20,678	18,661	18,770	17,543
3						677	697	633	667	586	39,289	38,307	37,602	38,484	31,985
2						147	170	199	150	466	11,717	12,116	13,011	11,535	38,535
1			1			193	198	270	239	79	25,553	27,564	31,877	28,363	13,484
Total Exams			1			1,573	1,658	1,611	1,556	1,591	108,983	110,104	110,708	108,329	109,629
Mean Score			1.00			3.14	3.13	2.95	3.02	2.98	2.83	2.78	2.65	2.75	2.71

Italian Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						3	2	3		3	425	414	500	544	635
4						1				3	444	424	496	526	532
3						1	1	1		1	534	582	687	732	880
2		2				1	2			1	384	472	551	625	577
1											129	150	224	270	248
Total Exams		2				6	5	4		8	1,916	2,042	2,458	2,697	2,872
Mean Score		2.00				4.00	3.40	4.50		4.00	3.34	3.24	3.20	3.17	3.25





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Mary D Bradford High School (501005)

Mary D Bradford High School (501005)						Wisconsin					Global				
Macroeconomics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					182	227	284	385	433	13,927	15,878	18,908	19,390	23,683
4	1					343	352	434	530	569	23,954	25,298	27,343	28,223	31,764
3						260	265	292	319	345	17,974	18,072	21,758	21,685	21,843
2						175	241	232	253	300	17,815	20,745	20,497	21,579	22,962
1						111	152	144	165	200	26,358	28,919	29,036	36,195	35,113
Total Exams	1					1,071	1,237	1,386	1,652	1,847	100,028	108,912	117,542	127,072	135,365
Mean Score	5.00					3.29	3.21	3.35	3.43	3.40	2.81	2.80	2.89	2.79	2.90

Microeconomics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						169	198	205	257	266	10,418	12,268	11,847	15,129	14,678
4	1					380	375	516	526	563	17,647	19,330	21,527	22,617	22,786
3	1					296	279	361	328	482	13,076	13,524	15,404	15,282	18,204
2	1					222	190	228	221	258	9,870	10,079	11,546	10,822	11,297
1						80	96	121	118	210	11,573	12,457	14,168	15,048	15,707
Total Exams	2					1,147	1,138	1,431	1,450	1,779	62,584	67,658	74,492	78,898	82,672
Mean Score	3.50					3.29	3.34	3.32	3.40	3.23	3.09	3.13	3.07	3.15	3.11

Music Theory	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					40	43	47	51	29	3,556	3,469	3,559	3,609	3,500
4						33	42	53	39	49	3,216	3,068	3,160	3,267	3,310
3	2					66	80	82	84	56	4,584	4,709	4,601	4,681	4,670
2	2					68	68	64	79	64	4,624	4,605	4,370	4,713	5,024
1						22	23	23	21	12	2,476	2,578	2,395	2,706	2,795
Total Exams	1					229	256	269	274	210	18,456	18,429	18,085	18,976	19,299
Mean Score	5.00					3.00	3.05	3.14	3.07	3.09	3.04	3.01	3.06	3.02	2.98



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Mary D Bradford High School (501005)

Mary D Bradford High School (501005)						Wisconsin					Global				
Music Aural Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1			1		41	41	55	47	31	3,498	3,429	3,631	3,602	3,493
4				2		44	42	50	51	37	3,346	2,974	3,064	3,378	3,246
3				1		67	78	70	81	59	4,538	5,035	4,732	4,532	4,506
2				1		52	75	73	72	70	4,387	4,296	4,387	4,820	5,390
1						25	19	21	23	13	2,598	2,692	2,271	2,643	2,664
Total Exams	1			5		229	255	269	274	210	18,367	18,426	18,085	18,975	19,299
Mean Score	5.00			3.60		3.10	3.04	3.17	3.10	3.01	3.04	3.01	3.08	3.03	2.97

Music Non-Aural Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					29	41	45	40	30	3,446	3,466	3,423	3,551	3,584
4				1		42	46	47	58	48	3,271	2,884	3,278	3,355	3,374
3				1		66	76	97	80	59	4,552	4,704	4,673	4,659	4,394
2				3		66	63	52	76	54	4,615	4,704	4,396	4,759	5,085
1						26	29	28	20	19	2,564	2,668	2,315	2,651	2,862
Total Exams	1			5		229	255	269	274	210	18,448	18,426	18,085	18,975	19,299
Mean Score	5.00			2.60		2.92	3.03	3.11	3.08	3.08	3.02	2.99	3.06	3.02	2.99

Physics 1	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5									112	122				8,619	7,785
4				3	2				529	483				23,632	23,878
3				4	4				742	764				35,691	36,024
2				2	10				1,037	926				51,239	51,346
1				6	6				543	540				53,337	51,234
Total Exams				15	22				2,963	2,835				172,518	170,267
Mean Score				2.27	2.09				2.54	2.55				2.32	2.33



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Mary D Bradford High School (501005)

Mary D Bradford High School (501005)						Wisconsin					Global					
Physics 2	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	
5											20	30				
4	1					2						66	104	1,767		
3	10					4						182	285	2,513		
2	6					5						180	213	2,836		
1						2						24	34	4,507		
Total Exams	17					13						472	666	6,938		
Mean Score	2.71					2.46						2.74	2.82	9,250		
Physics B *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	
5	2	2				179	292	250			13,129	14,830	14,828			
4	6	8	6			296	384	326			15,612	17,781	17,363			
3	3	6	1			397	497	508			21,316	23,358	24,823			
2	1	2	2			258	275	274			13,512	14,524	15,917			
1						115	154	164			17,161	18,881	20,939			
Total Exams	12	18	9			1,245	1,602	1,522			80,730	89,374	93,870			
Mean Score	3.75	3.56	3.44			3.13	3.24	3.15			2.93	2.95	2.89			
Psychology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	
5	13	2		2	8	1,828	2,103	1,936	2,246	2,297	45,811	50,833	48,766	56,123	56,157	
4	16	1	1	11	35	2,379	2,537	2,818	2,827	3,139	57,351	63,606	69,937	73,009	76,710	
3	5	2	21		18	1,798	1,841	1,988	1,952	2,063	42,944	46,778	51,953	55,148	56,174	
2	2	2	6	11	7	1,032	1,019	1,142	1,083	1,334	29,832	31,026	35,206	36,423	41,703	
1	2	4	6	21	8	913	998	1,132	1,183	1,238	44,942	47,277	54,608	57,657	63,850	
Total Exams	38	9	15	66	76	7,950	8,498	9,016	9,291	10,071	220,880	239,520	260,470	278,360	294,594	
Mean Score	3.95	2.00	2.13	2.42	3.37	3.40	3.44	3.36	3.42	3.39	3.13	3.17	3.09	3.12	3.07	



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Mary D Bradford High School (501005)

Mary D Bradford High School (501005)						Wisconsin					Global				
Spanish Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	3	1	3		4	188	196	249	262	296	33,232	34,686	34,303	41,066	45,150
4	2	1	3	1	12	249	238	411	432	480	35,106	35,573	48,729	53,023	56,789
3	2	1	1		7	255	229	381	438	448	28,791	27,617	42,264	41,934	44,624
2	1					198	201	112	145	150	20,133	22,818	13,306	13,548	15,671
1						181	168	16	16	17	17,170	19,014	2,382	2,075	2,487
Total Exams	8	3	7	1	23	1,071	1,032	1,169	1,293	1,391	134,432	139,708	140,984	151,646	164,721
Mean Score	3.88	4.00	4.29	4.00	3.87	3.06	3.09	3.65	3.60	3.64	3.35	3.32	3.70	3.77	3.77

Statistics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		1				348	397	470	477	554	19,293	21,678	26,333	26,390	29,662
4					2	740	755	840	844	1,067	32,574	34,573	38,613	37,489	44,946
3	7	4		1	8	968	889	1,050	1,133	1,130	39,402	42,148	45,137	49,495	51,456
2	1		1	3	4	542	644	663	669	622	27,701	31,879	32,794	36,556	32,197
1	4		3	3	2	300	354	424	453	550	35,182	39,757	41,746	46,435	48,848
Total Exams	12	5	4	7	16	2,898	3,039	3,447	3,576	3,923	154,152	170,035	184,623	196,365	207,109
Mean Score	2.25	3.40	1.25	1.71	2.63	3.10	3.06	3.08	3.06	3.12	2.83	2.80	2.86	2.80	2.88

Studio Art: 2-D Design Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	3	2	1		38	37	47	53	58	3,391	3,411	3,795	4,892	4,534
4	2	4	2	5	6	70	90	113	114	123	6,776	7,931	8,055	8,177	10,397
3		8	1	3	5	78	143	149	142	189	7,681	8,757	9,646	9,200	11,082
2		1		2		53	75	77	65	77	5,134	4,553	5,039	5,077	4,925
1						4	6	6	8	3	1,062	893	969	1,385	742
Total Exams	3	16	5	11	11	243	351	392	382	450	24,044	25,545	27,504	28,731	31,680
Mean Score	4.33	3.56	4.20	3.45	3.55	3.35	3.22	3.30	3.36	3.35	3.26	3.33	3.32	3.35	3.41



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Mary D Bradford High School (501005)

Mary D Bradford High School (501005)						Wisconsin					Global				
Studio Art: Drawing Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1			1		33	36	39	41	40	2,277	2,576	2,749	2,872	3,192
4	1			1		56	41	47	52	91	3,412	3,451	3,611	4,100	5,093
3	3		1			76	104	106	113	130	6,313	7,242	7,007	7,470	7,298
2						36	40	50	46	30	3,663	3,226	3,316	3,466	2,772
1						2	1	6	1	5	788	518	679	732	509
Total Exams	5		1	2		203	222	248	253	296	16,453	17,013	17,362	18,640	18,864
Mean Score	3.60		3.00	4.50		3.40	3.32	3.25	3.34	3.44	3.17	3.26	3.26	3.26	3.41

United States Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	5	1	5	5	6	404	446	505	452	627	30,048	28,845	32,336	27,546	36,522
4	5	3	5	9	3	531	568	553	651	630	35,792	36,550	33,898	38,345	40,177
3	17	5	21	19	31	906	1,054	1,183	1,099	1,116	59,352	66,864	71,829	70,019	73,976
2	10	14	18	22	13	698	862	903	892	969	58,820	63,612	67,126	70,847	71,269
1	7	18	11	8	7	307	447	465	545	551	55,892	60,346	66,996	76,566	74,937
Total Exams	44	41	60	63	60	2,846	3,377	3,609	3,639	3,893	239,904	256,217	272,185	283,323	296,881
Mean Score	2.80	1.90	2.58	2.70	2.80	3.01	2.91	2.93	2.88	2.95	2.69	2.65	2.62	2.54	2.64

United States History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						771	734	761	677	899	50,106	47,306	50,976	44,897	58,952
4	4	1	2	1	1	1,548	1,785	1,740	1,498	1,463	91,098	95,758	98,927	85,806	88,583
3	3	2	1		3	1,582	1,687	1,635	1,839	1,790	92,766	96,020	93,548	112,701	111,273
2	1	1	3	3	1	1,607	1,750	1,758	1,635	1,704	114,111	120,095	130,143	118,045	114,830
1		1		1	3	486	671	718	1,079	1,172	80,636	85,449	91,384	115,077	120,233
Total Exams	8	5	6	5	8	5,994	6,627	6,612	6,728	7,028	428,717	444,628	464,978	476,526	493,871
Mean Score	3.38	2.60	2.83	2.20	2.25	3.09	3.02	3.01	2.86	2.89	2.80	2.77	2.76	2.64	2.70



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Mary D Bradford High School (501005)

World History	Mary D Bradford High School (501005)					Wisconsin					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						88	89	125	114	111	14,596	13,506	16,430	17,460	18,980
4						283	259	354	344	422	33,269	31,504	39,498	37,745	44,477
3	1					537	539	722	806	895	64,469	67,735	78,640	83,601	83,934
2						453	584	535	646	780	62,239	69,756	68,632	79,600	82,005
1						163	302	192	160	336	37,055	48,159	43,733	47,968	56,455
Total Exams	1					1,524	1,773	1,928	2,070	2,544	211,628	230,660	246,933	266,374	285,851
Mean Score	3.00					2.79	2.58	2.84	2.81	2.68	2.65	2.53	2.66	2.61	2.61

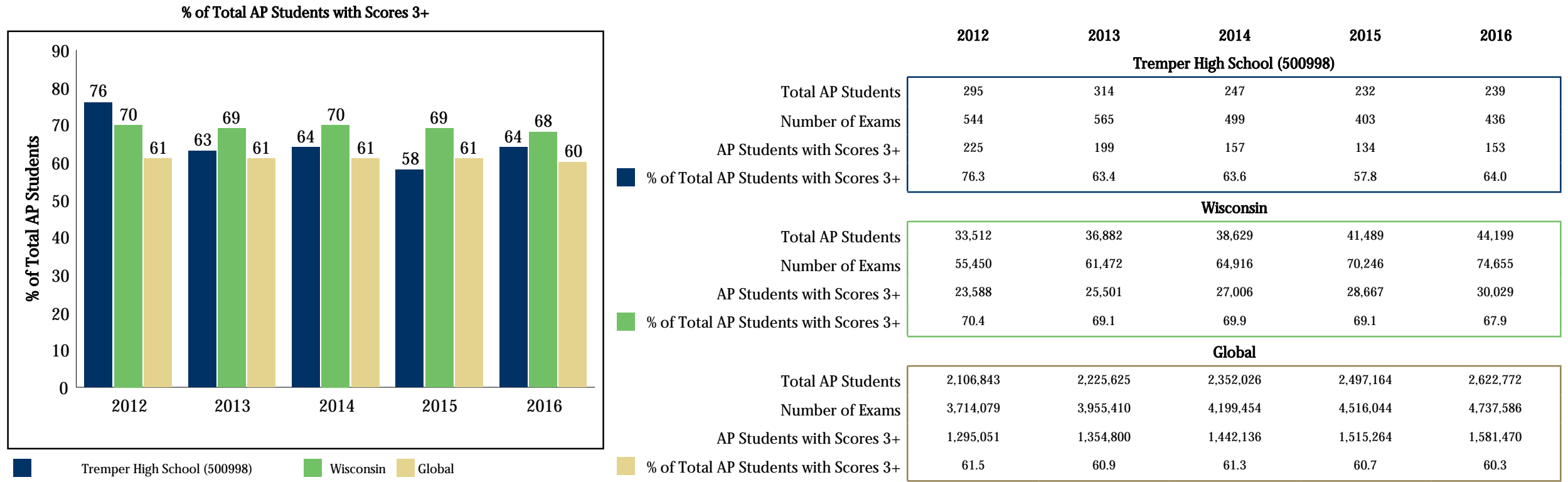


# AP<sup>®</sup> Five-Year School Score Summary (2016)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

## Tremper High School (500998)



“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Tremper High School (500998)

	Tremper High School (500998)					Wisconsin					Global				
Biology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	15	3	2	1	2	587	206	221	260	257	37,875	11,188	14,169	14,351	15,732
4	15	11	11	1	6	658	881	932	1,070	990	32,512	44,035	47,989	49,708	50,149
3	6	2	4	10	7	626	1,532	1,558	1,734	1,657	27,513	73,865	75,312	80,744	80,189
2	4	1	2		2	616	979	881	886	1,047	27,896	59,665	58,024	61,741	68,635
1	2					863	132	141	127	147	66,153	15,149	18,770	18,384	24,140
Total Exams	42	17	19	12	17	3,350	3,730	3,733	4,077	4,098	191,949	203,902	214,264	224,928	238,845
Mean Score	3.88	3.94	3.68	3.25	3.47	2.85	3.01	3.06	3.11	3.04	2.73	2.88	2.91	2.91	2.85

Calculus AB	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5					1	1,297	1,293	1,400	1,257	1,389	67,630	67,783	72,511	66,411	76,842
4		1				984	1,126	1,095	1,158	1,102	45,705	51,440	48,984	51,769	53,674
3						1,075	1,131	1,287	1,337	1,282	46,711	49,101	52,076	56,482	53,728
2	1					525	719	724	660	723	27,309	31,833	31,360	31,371	30,103
1						1,088	1,271	1,383	1,409	1,536	80,731	83,261	89,775	98,285	95,104
Total Exams	1	1			1	4,969	5,540	5,889	5,821	6,032	268,086	283,418	294,706	304,318	309,451
Mean Score	2.00	4.00			5.00	3.18	3.08	3.07	3.03	3.01	2.97	2.96	2.94	2.86	2.96

Calculus BC	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	22	14	14	16	5	734	703	832	787	958	47,708	47,972	54,335	54,148	60,878
4	7	14	17	8	6	351	359	385	381	381	15,287	16,896	18,525	19,551	19,243
3	9	10	10	10	5	292	395	406	496	492	15,004	18,762	18,200	21,482	21,499
2	1	4	5	4	1	98	147	123	159	154	5,080	5,950	5,966	6,505	7,224
1	6	7	1	2	1	198	250	269	312	240	11,570	15,018	15,259	17,725	16,479
Total Exams	45	49	47	40	18	1,673	1,854	2,015	2,135	2,225	94,649	104,598	112,285	119,411	125,323
Mean Score	3.84	3.49	3.81	3.80	3.72	3.79	3.60	3.69	3.55	3.75	3.87	3.73	3.81	3.72	3.80





AP Five-Year School Score Summary (2016)

✔ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Tremper High School (500998)

Tremper High School (500998)						Wisconsin					Global				
Calculus BC: AB Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	26	25	20	18	8	938	942	988	1,089	1,021	56,165	58,790	61,853	66,942	64,052
4	6	10	15	7	6	317	427	409	389	567	15,964	20,792	18,826	19,481	26,211
3	6	10	11	11	3	186	270	307	356	320	9,179	11,725	14,440	15,234	16,396
2	1	3	1	3		107	101	134	128	123	5,492	5,640	7,040	6,555	5,777
1	6	1		1	1	123	114	177	173	194	7,843	7,645	10,121	11,194	12,883
Total Exams	45	49	47	40	18	1,671	1,854	2,015	2,135	2,225	94,643	104,592	112,280	119,406	125,319
Mean Score	4.00	4.12	4.15	3.95	4.11	4.10	4.07	3.94	3.98	3.94	4.13	4.12	4.03	4.04	3.98

Chemistry	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	4	2	1			316	385	225	181	195	21,735	26,535	15,047	14,178	16,199
4	2	3	3	1		530	600	530	477	473	25,674	30,081	25,155	24,703	23,989
3	4	6	11	6	2	614	643	849	1,010	905	26,714	26,318	38,533	43,084	42,337
2	2	3	19	7	10	504	457	863	838	799	19,874	20,841	38,359	38,033	38,082
1	3	8	5	3	2	643	581	503	423	386	38,786	36,403	31,946	33,277	33,359
Total Exams	15	22	39	17	14	2,607	2,666	2,970	2,929	2,758	132,783	140,178	149,040	153,275	153,966
Mean Score	3.13	2.45	2.38	2.29	2.00	2.76	2.91	2.70	2.71	2.74	2.79	2.93	2.68	2.66	2.69

Comparative Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						22	39	61	59	99	3,571	3,847	4,018	3,239	4,534
4						37	41	63	69	76	4,411	4,315	4,841	4,262	4,674
3				1		43	40	42	66	45	3,424	4,011	3,822	4,666	4,499
2						42	53	41	59	35	3,828	4,648	4,502	4,892	4,733
1						21	21	15	32	14	3,224	3,550	3,304	4,395	3,610
Total Exams				1		165	194	222	285	269	18,458	20,371	20,487	21,454	22,050
Mean Score				3.00		2.98	3.12	3.51	3.22	3.78	3.07	3.01	3.09	2.86	3.08



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Tremper High School (500998)

Tremper High School (500998)						Wisconsin					Global				
Computer Science A	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					71	78	66	96	113	6,220	8,285	8,397	12,015	12,111
4						76	99	96	147	127	6,396	8,295	9,122	12,135	11,947
3						61	51	78	90	169	4,099	4,353	6,588	7,505	13,447
2						24	23	23	39	76	2,005	2,160	3,007	3,529	7,223
1						55	58	80	94	106	7,497	8,042	12,205	14,018	13,428
Total Exams	1					287	309	343	466	591	26,217	31,135	39,319	49,202	58,156
Mean Score	5.00					3.29	3.38	3.13	3.24	3.11	3.07	3.21	2.96	3.09	3.04

English Language and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	7	6	5	1	2	587	739	670	714	694	48,795	48,927	48,497	52,434	58,627
4	10	8	14	9	9	1,278	1,231	1,485	1,696	1,511	90,100	77,548	90,548	97,172	96,591
3	26	35	21	21	21	1,904	2,129	2,255	2,356	2,439	128,834	136,438	143,859	144,613	149,086
2	10	47	30	42	30	1,212	1,596	1,699	1,885	2,349	124,286	142,270	152,507	157,552	176,175
1		2	4	8	6	205	378	391	457	400	53,157	72,552	71,713	78,604	69,404
Total Exams	53	98	74	81	68	5,186	6,073	6,500	7,108	7,393	445,172	477,735	507,124	530,375	549,883
Mean Score	3.26	2.68	2.81	2.42	2.57	3.16	3.06	3.05	3.05	2.97	2.90	2.77	2.79	2.79	2.82

English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	6	4			3	494	452	470	410	460	31,628	29,387	30,531	30,460	30,216
4	22	15	8	7	7	1,251	1,376	1,366	1,369	1,410	68,478	72,663	70,802	73,125	72,381
3	22	19	23	12	4	2,397	2,607	2,399	2,577	2,497	115,711	121,601	118,081	122,631	119,580
2	10	11	18	9	3	1,927	2,105	2,140	2,133	2,203	122,977	122,374	131,572	131,534	135,806
1						268	299	280	269	348	42,279	40,506	47,745	45,004	48,894
Total Exams	60	49	49	28	17	6,337	6,839	6,655	6,758	6,918	381,073	386,531	398,731	402,754	406,877
Mean Score	3.40	3.24	2.80	2.93	3.59	2.96	2.94	2.94	2.93	2.92	2.80	2.81	2.76	2.78	2.75



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Tremper High School (500998)

Tremper High School (500998)						Wisconsin					Global				
French Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						17	29	23	15	30	3,811	4,141	4,044	3,899	4,103
4	1					51	50	40	44	48	5,546	5,580	5,770	5,972	6,206
3	2					59	83	82	84	83	6,773	6,997	7,457	7,916	7,542
2	2				1	1	45	44	41	50	51	3,573	3,775	3,871	4,468
1			1			5	12	8	7	6	1,130	1,051	1,162	1,309	1,289
Total Exams	5			1	1	1	177	218	194	200	218	20,833	21,544	22,304	23,564
Mean Score	2.80			1.00	2.00	2.00	3.17	3.18	3.15	3.05	3.21	3.35	3.37	3.34	3.28

German Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	
5						14	27	24	14	17	1,311	1,313	1,203	1,296	1,133	
4	1					39	32	29	40	34	1,266	1,193	1,201	1,267	1,197	
3	1						40	56	57	51	60	1,367	1,445	1,425	1,494	1,412
2						25	35	49	36	43	697	836	976	884	1,082	
1						3	3	19	7	3	369	319	449	359	463	
Total Exams	1	2	1				121	153	178	148	157	5,010	5,106	5,254	5,300	5,287
Mean Score	3.00	4.50	5.00				3.30	3.29	2.94	3.12	3.12	3.49	3.46	3.33	3.43	3.28

Human Geography	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5				3			123	155	159	338	384	12,413	13,750	15,033	22,196
4				5	5			163	274	312	522	711	19,284	23,284	37,295
3	1				3	4	122	238	307	458	609	20,118	23,736	33,768	36,639
2				3	1			94	124	198	340	472	17,607	21,338	35,420
1				3	5			62	85	184	489	606	29,441	32,467	53,738
Total Exams	1				17	15	564	876	1,160	2,147	2,782	98,863	114,575	137,026	185,288
Mean Score	3.00				3.12	2.60	3.34	3.33	3.06	2.94	2.93	2.67	2.69	2.64	2.67



AP Five-Year School Score Summary (2016)

✔ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Tremper High School (500998)

Tremper High School (500998)						Wisconsin					Global									
Italian Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016					
5						3	2	3		3	425	414	500	544	635					
4						1				3	444	424	496	526	532					
3						1	1	1		1	534	582	687	732	880					
2						1	2			1	384	472	551	625	577					
1											129	150	224	270	248					
Total Exams	1					6	5	4		8	1,916	2,042	2,458	2,697	2,872					
Mean Score	3.00					4.00	3.40	4.50		4.00	3.34	3.24	3.20	3.17	3.25					
Macroeconomics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016					
5						182	227	284	385	433	13,927	15,878	18,908	19,390	23,683					
4						1					343	352	434	530	569	23,954	25,298	27,343	28,223	31,764
3											260	265	292	319	345	17,974	18,072	21,758	21,685	21,843
2											175	241	232	253	300	17,815	20,745	20,497	21,579	22,962
1							1				111	152	144	165	200	26,358	28,919	29,036	36,195	35,113
Total Exams	1	1				1,071	1,237	1,386	1,652	1,847	100,028	108,912	117,542	127,072	135,365					
Mean Score	4.00	1.00				3.29	3.21	3.35	3.43	3.40	2.81	2.80	2.89	2.79	2.90					
Microeconomics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016					
5						169	198	205	257	266	10,418	12,268	11,847	15,129	14,678					
4											380	375	516	526	563	17,647	19,330	21,527	22,617	22,786
3											296	279	361	328	482	13,076	13,524	15,404	15,282	18,204
2							1			1	222	190	228	221	258	9,870	10,079	11,546	10,822	11,297
1							1				80	96	121	118	210	11,573	12,457	14,168	15,048	15,707
Total Exams		2			1	1,147	1,138	1,431	1,450	1,779	62,584	67,658	74,492	78,898	82,672					
Mean Score		1.50			2.00	3.29	3.34	3.32	3.40	3.23	3.09	3.13	3.07	3.15	3.11					



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Tremper High School (500998)

Tremper High School (500998)						Wisconsin					Global				
Music Theory	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	1		1	1	40	43	47	51	29	3,556	3,469	3,559	3,609	3,500
4	2	3	2	1		33	42	53	39	49	3,216	3,068	3,160	3,267	3,310
3	1	4	3	3	3	66	80	82	84	56	4,584	4,709	4,601	4,681	4,670
2	1	13	3		4	68	68	64	79	64	4,624	4,605	4,370	4,713	5,024
1		5				22	23	23	21	12	2,476	2,578	2,395	2,706	2,795
Total Exams	5	26	8	5	8	229	256	269	274	210	18,456	18,429	18,085	18,976	19,299
Mean Score	3.60	2.31	2.88	3.60	2.75	3.00	3.05	3.14	3.07	3.09	3.04	3.01	3.06	3.02	2.98

Music Aural Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2	2		1		41	41	55	47	31	3,498	3,429	3,631	3,602	3,493
4	1	4	4	1	1	44	42	50	51	37	3,346	2,974	3,064	3,378	3,246
3	2	7	1	3	1	67	78	70	81	59	4,538	5,035	4,732	4,532	4,506
2		12	2		5	52	75	73	72	70	4,387	4,296	4,387	4,820	5,390
1		1	1		1	25	19	21	23	13	2,598	2,692	2,271	2,643	2,664
Total Exams	5	26	8	5	8	229	255	269	274	210	18,367	18,426	18,085	18,975	19,299
Mean Score	4.00	2.77	3.00	3.60	2.25	3.10	3.04	3.17	3.10	3.01	3.04	3.01	3.08	3.03	2.97

Music Non-Aural Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5				1		29	41	45	40	30	3,446	3,466	3,423	3,551	3,584
4	3	3		2	2	42	46	47	58	48	3,271	2,884	3,278	3,355	3,374
3	1	5	4	2	4	66	76	97	80	59	4,552	4,704	4,673	4,659	4,394
2	1	11	4		2	66	63	52	76	54	4,615	4,704	4,396	4,759	5,085
1		7				26	29	28	20	19	2,564	2,668	2,315	2,651	2,862
Total Exams	5	26	8	5	8	229	255	269	274	210	18,448	18,426	18,085	18,975	19,299
Mean Score	3.40	2.15	2.50	3.80	3.00	2.92	3.03	3.11	3.08	3.08	3.02	2.99	3.06	3.02	2.99



AP Five-Year School Score Summary (2016)

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Tremper High School (500998)

Tremper High School (500998)						Wisconsin					Global				
Physics 1	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5															
4															
3															
2															
1															
Total Exams															
Mean Score															

Psychology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	14	14	7	11	10	1,828	2,103	1,936	2,246	2,297	45,811	50,833	48,766	56,123	56,157
4	48	35	27	14	34	2,379	2,537	2,818	2,827	3,139	57,351	63,606	69,937	73,009	76,710
3	34	27	25	16	35	1,798	1,841	1,988	1,952	2,063	42,944	46,778	51,953	55,148	56,174
2	28	22	17	11	32	1,032	1,019	1,142	1,083	1,334	29,832	31,026	35,206	36,423	41,703
1	16	28	25	9	23	913	998	1,132	1,183	1,238	44,942	47,277	54,608	57,657	63,850
Total Exams	140	126	101	61	134	7,950	8,498	9,016	9,291	10,071	220,880	239,520	260,470	278,360	294,594
Mean Score	3.11	2.88	2.74	3.11	2.82	3.40	3.44	3.36	3.42	3.39	3.13	3.17	3.09	3.12	3.07

Spanish Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1			3	2	188	196	249	262	296	33,232	34,686	34,303	41,066	45,150
4	2		1	3	2	249	238	411	432	480	35,106	35,573	48,729	53,023	56,789
3	4		4	5	4	255	229	381	438	448	28,791	27,617	42,264	41,934	44,624
2	3	2	5	4	9	198	201	112	145	150	20,133	22,818	13,306	13,548	15,671
1	3				3	181	168	16	16	17	17,170	19,014	2,382	2,075	2,487
Total Exams	13	2	10	15	20	1,071	1,032	1,169	1,293	1,391	134,432	139,708	140,984	151,646	164,721
Mean Score	2.62	2.00	2.60	3.33	2.55	3.06	3.09	3.65	3.60	3.64	3.35	3.32	3.70	3.77	3.77



AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Tremper High School (500998)

	Tremper High School (500998)					Wisconsin					Global				
Statistics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5					2	348	397	470	477	554	19,293	21,678	26,333	26,390	29,662
4	6	4			3	740	755	840	844	1,067	32,574	34,573	38,613	37,489	44,946
3	5	3				968	889	1,050	1,133	1,130	39,402	42,148	45,137	49,495	51,456
2	4	3				542	644	663	669	622	27,701	31,879	32,794	36,556	32,197
1	3					300	354	424	453	550	35,182	39,757	41,746	46,435	48,848
Total Exams	18	10			5	2,898	3,039	3,447	3,576	3,923	154,152	170,035	184,623	196,365	207,109
Mean Score	2.78	3.10			4.40	3.10	3.06	3.08	3.06	3.12	2.83	2.80	2.86	2.80	2.88

Studio Art: 2-D Design Portfolio

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						38	37	47	53	58	3,391	3,411	3,795	4,892	4,534
4	1	1	2	1	3	70	90	113	114	123	6,776	7,931	8,055	8,177	10,397
3	2	1	2	1	4	78	143	149	142	189	7,681	8,757	9,646	9,200	11,082
2			1			53	75	77	65	77	5,134	4,553	5,039	5,077	4,925
1						4	6	6	8	3	1,062	893	969	1,385	742
Total Exams	3	2	5	2	7	243	351	392	382	450	24,044	25,545	27,504	28,731	31,680
Mean Score	3.33	3.50	3.20	3.50	3.43	3.35	3.22	3.30	3.36	3.35	3.26	3.33	3.32	3.35	3.41

Studio Art: 3-D Design Portfolio

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1			7	7	11	16	14	396	459	471	567	669
4		1		1		2	13	12	13	19	787	813	837	1,087	1,305
3	1		1	3		13	28	22	31	30	1,331	1,574	1,569	1,657	1,817
2		1		1		6	18	19	17	15	1,096	1,093	1,199	1,136	1,132
1						2	4	1			234	246	204	151	156
Total Exams	1	2	2	5		30	70	65	77	78	3,844	4,185	4,280	4,598	5,079
Mean Score	3.00	3.00	4.00	3.00		3.20	3.01	3.20	3.36	3.41	3.00	3.03	3.04	3.17	3.24



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Tremper High School (500998)

Tremper High School (500998)						Wisconsin					Global				
Studio Art: Drawing Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5				2	1	33	36	39	41	40	2,277	2,576	2,749	2,872	3,192
4	4	2	1		2	56	41	47	52	91	3,412	3,451	3,611	4,100	5,093
3	2	3	3	2	4	76	104	106	113	130	6,313	7,242	7,007	7,470	7,298
2		1				36	40	50	46	30	3,663	3,226	3,316	3,466	2,772
1					1	2	1	6	1	5	788	518	679	732	509
Total Exams	6	6	4	4	8	203	222	248	253	296	16,453	17,013	17,362	18,640	18,864
Mean Score	3.67	3.17	3.25	4.00	3.25	3.40	3.32	3.25	3.34	3.44	3.17	3.26	3.26	3.26	3.41

United States Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	9	5	7	3	3	404	446	505	452	627	30,048	28,845	32,336	27,546	36,522
4	9	7	11	6	5	531	568	553	651	630	35,792	36,550	33,898	38,345	40,177
3	34	20	25	7	11	906	1,054	1,183	1,099	1,116	59,352	66,864	71,829	70,019	73,976
2	36	26	22	16	22	698	862	903	892	969	58,820	63,612	67,126	70,847	71,269
1	14	23	19	9	11	307	447	465	545	551	55,892	60,346	66,996	76,566	74,937
Total Exams	102	81	84	41	52	2,846	3,377	3,609	3,639	3,893	239,904	256,217	272,185	283,323	296,881
Mean Score	2.64	2.32	2.58	2.46	2.37	3.01	2.91	2.93	2.88	2.95	2.69	2.65	2.62	2.54	2.64

United States History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	5	3	1	1		771	734	761	677	899	50,106	47,306	50,976	44,897	58,952
4	2	13	2			1,548	1,785	1,740	1,498	1,463	91,098	95,758	98,927	85,806	88,583
3	3	7	7	1		1,582	1,687	1,635	1,839	1,790	92,766	96,020	93,548	112,701	111,273
2	7	8	16	16		1,607	1,750	1,758	1,635	1,704	114,111	120,095	130,143	118,045	114,830
1	2	6	8	10		486	671	718	1,079	1,172	80,636	85,449	91,384	115,077	120,233
Total Exams	19	37	34	28		5,994	6,627	6,612	6,728	7,028	428,717	444,628	464,978	476,526	493,871
Mean Score	3.05	2.97	2.18	1.79		3.09	3.02	3.01	2.86	2.89	2.80	2.77	2.76	2.64	2.70





# AP Five-Year School Score Summary (2016)

✓ Data Updated Sep 1, 2016, Report Run Sep 6, 2016

Tremper High School (500998)

World History	Tremper High School (500998)					Wisconsin					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1		1	1	2	88	89	125	114	111	14,596	13,506	16,430	17,460	18,980
4	1	1	5	1	2	283	259	354	344	422	33,269	31,504	39,498	37,745	44,477
3	6	15	11	8	8	537	539	722	806	895	64,469	67,735	78,640	83,601	83,934
2	1	14	3	10	7	453	584	535	646	780	62,239	69,756	68,632	79,600	82,005
1	2	2	1	1	1	163	302	192	160	336	37,055	48,159	43,733	47,968	56,455
Total Exams	11	32	21	21	20	1,524	1,773	1,928	2,070	2,544	211,628	230,660	246,933	266,374	285,851
Mean Score	2.82	2.47	3.10	2.57	2.85	2.79	2.58	2.84	2.81	2.68	2.65	2.53	2.66	2.61	2.61

- \* In 2011-12, the AP French Language course and exam title was changed to AP French Language and Culture.
- \* The AP Italian Language and Culture Exam was discontinued following the 2009 AP Exam administration and was reinstated in the 2011-12 school year.
- \* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.
- \* In 2011-12, the AP German Language course and exam title was changed to AP German Language and Culture.
- \* The AP Physics B Exam was discontinued following the 2014 AP Exam administration.

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Comparison of Advanced Placement Course Grade to Exam Score by School**  
**2015-16**

**School: Bradford High**

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP Biology	A	33	3.61	0.0%	12.1%	27.3%	48.5%	12.1%	29	87.9%
AP Biology	B	38	2.74	0.0%	26.3%	73.7%	0.0%	0.0%	28	73.7%
AP Biology	C	8	2.50	0.0%	50.0%	50.0%	0.0%	0.0%	4	50.0%
AP Biology	D	5	2.60	0.0%	40.0%	60.0%	0.0%	0.0%	3	60.0%
AP Calculus BC	A	41	3.27	7.3%	7.3%	46.3%	29.3%	9.8%	35	85.4%
AP Calculus BC	B	29	1.93	51.7%	17.2%	17.2%	13.8%	0.0%	9	31.0%
AP Calculus BC	C	6	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Language/Composition	A	12	3.67	0.0%	16.7%	16.7%	50.0%	16.7%	10	83.3%
AP Language/Composition	B	6	2.33	0.0%	66.7%	33.3%	0.0%	0.0%	2	33.3%
AP Language/Composition	C	4	2.75	0.0%	25.0%	75.0%	0.0%	0.0%	3	75.0%
AP Language/Composition	D	2	2.50	0.0%	50.0%	50.0%	0.0%	0.0%	1	50.0%
AP Language/Composition	F	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Literature /Composition	A	5	4.00	0.0%	20.0%	0.0%	40.0%	40.0%	4	80.0%
AP Literature /Composition	B	19	2.74	0.0%	31.6%	63.2%	5.3%	0.0%	13	68.4%
AP Literature /Composition	C	10	2.20	0.0%	80.0%	20.0%	0.0%	0.0%	2	20.0%
AP Literature /Composition	D	2	1.50	50.0%	50.0%	0.0%	0.0%	0.0%	0	0.0%
AP Literature /Composition	F	3	1.67	33.3%	66.7%	0.0%	0.0%	0.0%	0	0.0%
AP Physics 1	A	19	2.47	10.5%	42.1%	36.8%	10.5%	0.0%	9	47.4%
AP Physics 1	B	20	1.90	35.0%	50.0%	5.0%	10.0%	0.0%	3	15.0%
AP Physics 1	C	3	1.67	33.3%	66.7%	0.0%	0.0%	0.0%	0	0.0%
AP Physics 1	D	2	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Physics 2	A	16	2.88	6.3%	25.0%	43.8%	25.0%	0.0%	11	68.8%
AP Physics 2	B	8	1.88	25.0%	62.5%	12.5%	0.0%	0.0%	1	12.5%
AP Physics 2	C	2	1.50	50.0%	50.0%	0.0%	0.0%	0.0%	0	0.0%
AP Psychology	A	38	4.34	0.0%	0.0%	2.6%	60.5%	36.8%	38	100.0%
AP Psychology	B	60	3.48	1.7%	10.0%	30.0%	55.0%	3.3%	53	88.3%
AP Psychology	C	40	2.80	20.0%	12.5%	35.0%	32.5%	0.0%	27	67.5%
AP Psychology	D	12	1.75	58.3%	16.7%	16.7%	8.3%	0.0%	3	25.0%
AP Psychology	F	1	3.00	0.0%	0.0%	100.0%	0.0%	0.0%	1	100.0%
AP Spanish Language & Culture	A	8	4.38	0.0%	0.0%	25.0%	12.5%	62.5%	8	100.0%
AP Spanish Language & Culture	B	17	4.00	0.0%	0.0%	17.6%	64.7%	17.6%	17	100.0%
AP Spanish Language & Culture	C	17	3.59	0.0%	0.0%	41.2%	58.8%	0.0%	17	100.0%
AP Spanish Language & Culture	D	4	3.50	0.0%	0.0%	50.0%	50.0%	0.0%	4	100.0%
AP Statistics	A	2	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	2	100.0%
AP Statistics	B	13	2.92	7.7%	7.7%	69.2%	15.4%	0.0%	11	84.6%
AP Statistics	C	15	2.27	20.0%	33.3%	46.7%	0.0%	0.0%	7	46.7%
AP Statistics	D	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Studio Art: 2D Design	A	11	3.64	0.0%	0.0%	36.4%	63.6%	0.0%	11	100.0%
AP Studio Art: 2D Design	B	5	3.60	0.0%	0.0%	40.0%	60.0%	0.0%	5	100.0%
AP Studio Art: 2D Design	C	4	3.50	0.0%	0.0%	50.0%	50.0%	0.0%	4	100.0%
AP U.S. Government & Pol	A	44	3.61	0.0%	4.5%	56.8%	11.4%	27.3%	42	95.5%
AP U.S. Government & Pol	B	45	2.76	0.0%	26.7%	71.1%	2.2%	0.0%	33	73.3%
AP U.S. Government & Pol	C	21	1.95	28.6%	47.6%	23.8%	0.0%	0.0%	5	23.8%
AP U.S. Government & Pol	D	10	1.20	80.0%	20.0%	0.0%	0.0%	0.0%	0	0.0%

KENOSHA UNIFIED SCHOOL DISTRICT

Comparison of Advanced Placement Course Grade to Exam Score by School

2015-16

School: Bradford High

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP United States History	A	9	2.67	11.1%	22.2%	55.6%	11.1%	0.0%	6	66.7%
AP United States History	B	3	1.67	66.7%	0.0%	33.3%	0.0%	0.0%	1	33.3%
AP United States History	C	3	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Comparison of Advanced Placement Course Grade to Exam Score by School**  
**2015-16**

**School: Harborside Academy**

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP Calculus AB	A	7	4.14	0.0%	0.0%	42.9%	0.0%	57.1%	7	100.0%
AP Calculus AB	B	5	1.80	40.0%	40.0%	20.0%	0.0%	0.0%	1	20.0%
AP Calculus AB	C	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Calculus AB	F	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Environmental Science	A	12	3.00	16.7%	16.7%	16.7%	50.0%	0.0%	8	66.7%
AP Environmental Science	B	11	2.45	36.4%	18.2%	27.3%	0.0%	18.2%	5	45.5%
AP Environmental Science	C	7	2.43	28.6%	28.6%	14.3%	28.6%	0.0%	3	42.9%
AP Language/Composition	A	12	3.33	0.0%	41.7%	16.7%	8.3%	33.3%	7	58.3%
AP Language/Composition	B	1	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	1	100.0%
AP Language/Composition	C	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Psychology	A	31	3.74	0.0%	16.1%	32.3%	12.9%	38.7%	26	83.9%
AP Psychology	B	20	2.20	30.0%	30.0%	30.0%	10.0%	0.0%	8	40.0%
AP Psychology	C	5	3.60	0.0%	20.0%	0.0%	80.0%	0.0%	4	80.0%
AP Spanish Language & Culture	A	5	3.20	0.0%	0.0%	80.0%	20.0%	0.0%	5	100.0%
AP Spanish Language & Culture	B	3	3.33	0.0%	0.0%	66.7%	33.3%	0.0%	3	100.0%
AP U.S. Government & Pol	A	38	2.92	7.9%	23.7%	42.1%	21.1%	5.3%	26	68.4%
AP U.S. Government & Pol	B	24	1.79	45.8%	29.2%	25.0%	0.0%	0.0%	6	25.0%
AP U.S. Government & Pol	C	4	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Comparison of Advanced Placement Course Grade to Exam Score by School**  
**2015-16**

**School: Indian Trail H.S. & Academy**

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP Biology	A	43	3.74	0.0%	7.0%	20.9%	62.8%	9.3%	40	93.0%
AP Biology	B	42	2.83	0.0%	28.6%	59.5%	11.9%	0.0%	30	71.4%
AP Biology	C	12	2.58	0.0%	41.7%	58.3%	0.0%	0.0%	7	58.3%
AP Biology	D	6	2.50	0.0%	50.0%	50.0%	0.0%	0.0%	3	50.0%
AP Biology	F	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Calculus AB	A	64	2.97	28.1%	12.5%	18.8%	15.6%	25.0%	38	59.4%
AP Calculus AB	B	42	1.48	66.7%	19.0%	14.3%	0.0%	0.0%	6	14.3%
AP Calculus AB	C	16	1.38	81.3%	0.0%	18.8%	0.0%	0.0%	3	18.8%
AP Calculus AB	D	4	1.50	75.0%	0.0%	25.0%	0.0%	0.0%	1	25.0%
AP Chemistry	A	5	3.80	0.0%	0.0%	20.0%	80.0%	0.0%	5	100.0%
AP Chemistry	B	10	2.30	0.0%	70.0%	30.0%	0.0%	0.0%	3	30.0%
AP Chemistry	C	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Chemistry	D	2	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Chemistry	F	2	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP French Language and Culture	A	9	2.89	0.0%	11.1%	88.9%	0.0%	0.0%	8	88.9%
AP French Language and Culture	B	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Language/Composition	A	63	3.05	0.0%	27.0%	50.8%	12.7%	9.5%	46	73.0%
AP Language/Composition	B	52	2.62	9.6%	38.5%	32.7%	19.2%	0.0%	27	51.9%
AP Language/Composition	C	12	2.25	8.3%	66.7%	16.7%	8.3%	0.0%	3	25.0%
AP Language/Composition	D	4	3.25	0.0%	25.0%	25.0%	50.0%	0.0%	3	75.0%
AP Language/Composition	F	1	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	1	100.0%
AP Literature /Composition	A	33	3.48	0.0%	12.1%	36.4%	42.4%	9.1%	29	87.9%
AP Literature /Composition	B	33	2.61	0.0%	51.5%	39.4%	6.1%	3.0%	16	48.5%
AP Literature /Composition	C	9	2.33	0.0%	66.7%	33.3%	0.0%	0.0%	3	33.3%
AP Literature /Composition	D	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Microeconomics	A	16	4.63	0.0%	0.0%	6.3%	25.0%	68.8%	16	100.0%
AP Microeconomics	B	19	3.11	0.0%	21.1%	52.6%	21.1%	5.3%	15	78.9%
AP Microeconomics	C	7	3.00	0.0%	28.6%	42.9%	28.6%	0.0%	5	71.4%
AP Physics 1	A	20	2.80	10.0%	35.0%	30.0%	15.0%	10.0%	11	55.0%
AP Physics 1	B	18	2.17	11.1%	66.7%	16.7%	5.6%	0.0%	4	22.2%
AP Physics 1	C	14	2.00	35.7%	28.6%	35.7%	0.0%	0.0%	5	35.7%
AP Physics 1	D	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Physics 1	F	3	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Psychology	A	32	4.13	0.0%	6.3%	15.6%	37.5%	40.6%	30	93.8%
AP Psychology	B	56	3.04	8.9%	12.5%	46.4%	30.4%	1.8%	44	78.6%
AP Psychology	C	18	2.33	38.9%	5.6%	38.9%	16.7%	0.0%	10	55.6%
AP Psychology	D	6	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Spanish Language & Culture	A	8	4.50	0.0%	0.0%	25.0%	0.0%	75.0%	8	100.0%
AP Spanish Language & Culture	B	10	3.50	0.0%	20.0%	40.0%	10.0%	30.0%	8	80.0%
AP Spanish Language & Culture	C	8	3.38	0.0%	25.0%	25.0%	37.5%	12.5%	6	75.0%
AP Spanish Language & Culture	D	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Statistics	A	8	4.50	0.0%	0.0%	0.0%	50.0%	50.0%	8	100.0%
AP Statistics	B	5	3.00	0.0%	40.0%	20.0%	40.0%	0.0%	3	60.0%
AP Statistics	C	5	2.20	0.0%	80.0%	20.0%	0.0%	0.0%	1	20.0%

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Comparison of Advanced Placement Course Grade to Exam Score by School**  
**2015-16**

**School: Indian Trail H.S. & Academy**

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP Studio Art: 2D Design	A	7	2.86	0.0%	28.6%	57.1%	14.3%	0.0%	5	71.4%
AP Studio Art: 2D Design	B	1	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	1	100.0%
AP Studio Art: 3D Design	A	2	3.00	0.0%	0.0%	100.0%	0.0%	0.0%	2	100.0%
AP Studio Art: 3D Design	B	1	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	1	100.0%
AP Studio Art: 3D Design	C	1	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	1	100.0%
AP Studio Art: Drawing	A	5	3.40	0.0%	0.0%	60.0%	40.0%	0.0%	5	100.0%
AP Studio Art: Drawing	B	1	3.00	0.0%	0.0%	100.0%	0.0%	0.0%	1	100.0%
AP U.S. Government & Pol	A	19	4.32	0.0%	0.0%	26.3%	15.8%	57.9%	19	100.0%
AP U.S. Government & Pol	B	16	3.19	0.0%	12.5%	62.5%	18.8%	6.3%	14	87.5%
AP U.S. Government & Pol	C	12	2.58	16.7%	25.0%	50.0%	0.0%	8.3%	7	58.3%
AP U.S. Government & Pol	D	9	2.67	0.0%	55.6%	33.3%	0.0%	11.1%	4	44.4%
AP United States History	A	7	3.86	0.0%	0.0%	42.9%	28.6%	28.6%	7	100.0%
AP United States History	B	5	3.00	0.0%	20.0%	60.0%	20.0%	0.0%	4	80.0%
AP United States History	C	3	1.33	66.7%	33.3%	0.0%	0.0%	0.0%	0	0.0%
AP United States History	D	4	3.75	0.0%	0.0%	50.0%	25.0%	25.0%	4	100.0%
AP United States History	F	1	5.00	0.0%	0.0%	0.0%	0.0%	100.0%	1	100.0%
AP World History	A	84	2.37	8.3%	46.4%	45.2%	0.0%	0.0%	38	45.2%
AP World History	B	40	1.80	32.5%	55.0%	12.5%	0.0%	0.0%	5	12.5%
AP World History	C	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP World History	D	3	2.67	0.0%	33.3%	66.7%	0.0%	0.0%	2	66.7%

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Comparison of Advanced Placement Course Grade to Exam Score by School**  
**2015-16**

**School: Kenosha eSchool**

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP Literature /Composition	A	4	3.00	0.0%	25.0%	50.0%	25.0%	0.0%	3	75.0%
AP Literature /Composition	B	3	2.67	0.0%	33.3%	66.7%	0.0%	0.0%	2	66.7%
AP Macroeconomics	A	1	5.00	0.0%	0.0%	0.0%	0.0%	100.0%	1	100.0%
AP Macroeconomics	B	1	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	1	100.0%
AP Microeconomics	B	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Spanish Language & Culture	A	2	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	2	100.0%
AP United States History	A	1	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	1	100.0%

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Comparison of Advanced Placement Course Grade to Exam Score by School**  
**2015-16**

**School: Lakeview Technology Academy**

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP Biology	A	33	3.21	3.0%	9.1%	51.5%	36.4%	0.0%	29	87.9%
AP Biology	B	16	2.19	18.8%	43.8%	37.5%	0.0%	0.0%	6	37.5%
AP Biology	C	6	3.17	0.0%	33.3%	16.7%	50.0%	0.0%	4	66.7%
AP Biology	D	1	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	1	100.0%
AP Calculus AB	A	8	3.38	0.0%	12.5%	37.5%	50.0%	0.0%	7	87.5%
AP Calculus AB	B	3	2.00	33.3%	33.3%	33.3%	0.0%	0.0%	1	33.3%
AP Calculus AB	C	7	1.29	71.4%	28.6%	0.0%	0.0%	0.0%	0	0.0%
AP Calculus BC	A	36	4.83	0.0%	0.0%	0.0%	16.7%	83.3%	36	100.0%
AP Calculus BC	B	19	4.26	0.0%	5.3%	15.8%	26.3%	52.6%	18	94.7%
AP Calculus BC	C	18	2.89	0.0%	33.3%	44.4%	22.2%	0.0%	12	66.7%
AP Calculus BC	D	3	3.00	0.0%	33.3%	33.3%	33.3%	0.0%	2	66.7%
AP Chemistry	A	28	2.89	10.7%	17.9%	57.1%	0.0%	14.3%	20	71.4%
AP Chemistry	B	6	1.67	33.3%	66.7%	0.0%	0.0%	0.0%	0	0.0%
AP Chemistry	C	7	1.29	71.4%	28.6%	0.0%	0.0%	0.0%	0	0.0%
AP Chemistry	D	3	1.33	66.7%	33.3%	0.0%	0.0%	0.0%	0	0.0%
AP Computer Science A	A	28	2.86	0.0%	42.9%	35.7%	14.3%	7.1%	16	57.1%
AP Computer Science A	B	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Computer Science A	C	1	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Computer Science A	F	1	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Language/Composition	A	14	2.93	0.0%	21.4%	64.3%	14.3%	0.0%	11	78.6%
AP Language/Composition	B	11	2.91	0.0%	27.3%	54.5%	18.2%	0.0%	8	72.7%
AP Language/Composition	C	7	3.00	0.0%	28.6%	42.9%	28.6%	0.0%	5	71.4%
AP Literature /Composition	A	38	2.68	5.3%	52.6%	10.5%	31.6%	0.0%	16	42.1%
AP Literature /Composition	B	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Physics C: Mechanics	A	1	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Physics C: Mechanics	B	3	1.67	33.3%	66.7%	0.0%	0.0%	0.0%	0	0.0%
AP Psychology	A	22	3.23	9.1%	18.2%	31.8%	22.7%	18.2%	16	72.7%
AP Psychology	B	6	3.50	0.0%	0.0%	50.0%	50.0%	0.0%	6	100.0%
AP Statistics	A	8	3.88	0.0%	0.0%	12.5%	87.5%	0.0%	8	100.0%
AP Statistics	B	4	3.75	0.0%	0.0%	25.0%	75.0%	0.0%	4	100.0%
AP U.S. Government & Pol	A	15	3.67	0.0%	0.0%	46.7%	40.0%	13.3%	15	100.0%
AP U.S. Government & Pol	B	11	2.55	0.0%	45.5%	54.5%	0.0%	0.0%	6	54.5%
AP U.S. Government & Pol	C	11	1.91	18.2%	72.7%	9.1%	0.0%	0.0%	1	9.1%
AP U.S. Government & Pol	D	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP World History	A	6	4.67	0.0%	0.0%	0.0%	33.3%	66.7%	6	100.0%
AP World History	B	11	3.27	0.0%	9.1%	54.5%	36.4%	0.0%	10	90.9%
AP World History	C	4	2.50	0.0%	75.0%	0.0%	25.0%	0.0%	1	25.0%
AP World History	D	2	3.50	0.0%	0.0%	50.0%	50.0%	0.0%	2	100.0%



**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Comparison of Advanced Placement Course Grade to Exam Score by School**  
**2015-16**

**School: Tremper High**

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP Biology	A	33	4.00	0.0%	0.0%	24.2%	51.5%	24.2%	33	100.0%
AP Biology	B	24	3.00	0.0%	16.7%	66.7%	16.7%	0.0%	20	83.3%
AP Biology	C	8	2.88	0.0%	37.5%	37.5%	25.0%	0.0%	5	62.5%
AP Biology	D	3	3.00	0.0%	33.3%	33.3%	33.3%	0.0%	2	66.7%
AP Calculus BC	A	12	4.50	0.0%	0.0%	8.3%	33.3%	58.3%	12	100.0%
AP Calculus BC	B	39	4.18	0.0%	0.0%	15.4%	51.3%	33.3%	39	100.0%
AP Calculus BC	C	11	2.64	18.2%	0.0%	81.8%	0.0%	0.0%	9	81.8%
AP Calculus BC	D	8	2.25	25.0%	25.0%	50.0%	0.0%	0.0%	4	50.0%
AP Calculus BC	F	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Chemistry	A	42	2.07	9.5%	73.8%	16.7%	0.0%	0.0%	7	16.7%
AP Chemistry	B	10	1.70	40.0%	50.0%	10.0%	0.0%	0.0%	1	10.0%
AP Chemistry	C	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP French Language and Culture	A	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP French Language and Culture	B	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Human Geography	A	17	2.59	35.3%	5.9%	23.5%	35.3%	0.0%	10	58.8%
AP Human Geography	B	13	2.62	30.8%	7.7%	30.8%	30.8%	0.0%	8	61.5%
AP Language/Composition	A	86	2.81	3.5%	36.0%	40.7%	15.1%	4.7%	52	60.5%
AP Language/Composition	B	38	2.13	18.4%	57.9%	15.8%	7.9%	0.0%	9	23.7%
AP Language/Composition	C	9	2.22	11.1%	66.7%	11.1%	11.1%	0.0%	2	22.2%
AP Language/Composition	D	3	2.33	33.3%	33.3%	0.0%	33.3%	0.0%	1	33.3%
AP Language/Composition	F	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Literature /Composition	A	7	4.14	0.0%	0.0%	0.0%	85.7%	14.3%	7	100.0%
AP Literature /Composition	B	13	3.38	0.0%	7.7%	46.2%	46.2%	0.0%	12	92.3%
AP Literature /Composition	C	10	3.40	0.0%	40.0%	10.0%	20.0%	30.0%	6	60.0%
AP Literature /Composition	D	4	3.75	0.0%	25.0%	25.0%	0.0%	50.0%	3	75.0%
AP Music Theory	A	12	3.00	0.0%	33.3%	50.0%	0.0%	16.7%	8	66.7%
AP Music Theory	B	4	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Music Theory	C	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Music Theory	D	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Physics 1	A	35	2.31	14.3%	51.4%	22.9%	11.4%	0.0%	12	34.3%
AP Physics 1	B	17	1.59	52.9%	35.3%	11.8%	0.0%	0.0%	2	11.8%
AP Physics 1	C	7	1.29	71.4%	28.6%	0.0%	0.0%	0.0%	0	0.0%
AP Physics 1	D	1	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP Psychology	A	104	3.62	8.7%	4.8%	20.2%	49.0%	17.3%	90	86.5%
AP Psychology	B	109	2.52	16.5%	33.9%	32.1%	15.6%	1.8%	54	49.5%
AP Psychology	C	42	2.12	28.6%	35.7%	31.0%	4.8%	0.0%	15	35.7%
AP Psychology	D	13	1.46	53.8%	46.2%	0.0%	0.0%	0.0%	0	0.0%
AP Spanish Language & Culture	A	31	2.65	12.9%	41.9%	25.8%	6.5%	12.9%	14	45.2%
AP Spanish Language & Culture	B	2	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Spanish Language & Culture	C	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%
AP Statistics	A	8	4.50	0.0%	0.0%	0.0%	50.0%	50.0%	8	100.0%
AP Statistics	B	2	4.00	0.0%	0.0%	0.0%	100.0%	0.0%	2	100.0%

**KENOSHA UNIFIED SCHOOL DISTRICT**

**Comparison of Advanced Placement Course Grade to Exam Score by School**

**2015-16**

**School: Tremper High**

<u>Course Name</u>	<u>Course Grade</u>	<u>Total Number</u>	<u>Mean Score</u>	<u>AP Exam Score - % of Students</u>					<u>Passed Exam</u>	
				<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N</u>	<u>%</u>
AP Studio Art: 2D Design	A	13	3.46	0.0%	0.0%	53.8%	46.2%	0.0%	13	100.0%
AP Studio Art: 2D Design	B	1	3.00	0.0%	0.0%	100.0%	0.0%	0.0%	1	100.0%
AP Studio Art: Drawing	A	12	3.67	0.0%	0.0%	50.0%	33.3%	16.7%	12	100.0%
AP Studio Art: Drawing	B	2	3.00	0.0%	0.0%	100.0%	0.0%	0.0%	2	100.0%
AP Studio Art: Drawing	C	2	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP U.S. Government & Pol	A	54	2.67	5.6%	46.3%	31.5%	9.3%	7.4%	26	48.1%
AP U.S. Government & Pol	B	28	2.29	21.4%	50.0%	14.3%	7.1%	7.1%	8	28.6%
AP U.S. Government & Pol	C	17	1.88	41.2%	41.2%	5.9%	11.8%	0.0%	3	17.6%
AP U.S. Government & Pol	D	4	1.00	100.0%	0.0%	0.0%	0.0%	0.0%	0	0.0%
AP U.S. Government & Pol	F	3	2.00	66.7%	0.0%	0.0%	33.3%	0.0%	1	33.3%
AP World History	A	26	2.92	7.7%	23.1%	50.0%	7.7%	11.5%	18	69.2%
AP World History	B	11	2.73	0.0%	63.6%	9.1%	18.2%	9.1%	4	36.4%
AP World History	C	2	3.00	0.0%	0.0%	100.0%	0.0%	0.0%	2	100.0%
AP World History	D	1	2.00	0.0%	100.0%	0.0%	0.0%	0.0%	0	0.0%

# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Harborside Academy (501004) Total Scholars: 8; Average Score: 3.97

	AP Scholar	AP Scholar with Honor
Number of Scholars	4	4
Average Score	3.73	4.19

## Harborside Academy (501004) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Eng Lang Comp	Psyc	US Gov Pol	Calc AB	Env Sci	Span Lang *	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score							
Cramer, Emalee A.	21877603/ 20032423	03/28/98	12th Grade	5.00	5	5	5				3
Heckner, Robert J.	21879011/ 20101655	03/26/98	12th Grade	3.50		5	4	2		3	4
Kruger, Emily J.	21890936/ 20032945	10/28/97	12th Grade	3.75		5	3	5	2		4
Myers, Alexander D.	21891053/ 20080093	05/20/98	12th Grade	3.00		3	2	3	4		4



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Harborside Academy (501004) - AP Scholar with Honor

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

					Eng Lang Comp	Psyc	US Gov Pol	Calc AB	Env Sci	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score						
Beyerbowden, Thomas E.	21892424/ 20032402	06/28/98	12th Grade	3.75	3	5	3		4	4
Kelley, Cameron M.	21890961/ 20102153	08/12/98	12th Grade	4.50	5	5	5	3		4
Knapp, Daniel J.	21890944/ 20023241	04/07/98	12th Grade	4.50	4	5	5		4	4
Lince, Kimberly C.	21890928/ 20122664	07/04/98	12th Grade	4.00		4	3	5	4	4

\* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Indian Trail High School And Academy (501006) Total Scholars: 58; Average Score: 3.55

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Number of Scholars	27	16	15
Average Score	2.96	3.63	4.13

## Indian Trail High School And Academy (501006) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Stat	Biol	Phys 1	Span Lang *	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score														
Amburn, Sarah I.	47455928/ 20032611	08/19/98	12th Grade	3.00		4	2		3						3			4
Benjamin, Cassidy N.	47455898/ 20043269	05/09/99	11th Grade	3.00		3			3			3						3
Cimiaskaite, Deimante	48075983/ 20083796	02/03/98	12th Grade	2.80		2	3		3			2					4	5
Clark, Madison P.	47835852/ 20050114	06/18/99	11th Grade	4.00		3			5			4						3
Cutler, Branden J.	39636395/ 20051411	08/02/99	11th Grade	3.67					5			3				3		3
French, Anthony A.	47456100/ 20040724	06/08/98	12th Grade	3.00						3			3			3		3
Grube, Jakob R.	40881808/ 	10/10/97	12th Grade	3.00				4			2		3			3		4



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✓ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Indian Trail High School And Academy (501006) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Stat	Biol	Phys 1	Span Lang *	Total Exams
Hollingsworth, Brooke N.	39636221/ 20030021	11/26/97	12th Grade	2.80			3		4			3	1		3			5
Jones, Megan N.	48331726/ 20040593	03/26/98	12th Grade	2.60		3			3		2	3	2					5
Jorgensen, Anna J.	48077609/ 20132638	12/27/98	11th Grade	3.67		4			4			3						3
Labatore, Jacob E.	40881816/ 	06/11/98	12th Grade	2.50						3		3	1			3		4
Larson, Michael E.	47837316/ 20012116	04/03/98	12th Grade	3.00				4		3	3	2						4
Lutz, Benjamin I.	47473632/ 20050489	05/13/98	12th Grade	3.25		4			4				3			2		4
Matson Y, Anna L.	47835747/ 20041493	05/17/98	12th Grade	2.60		2	3					3		2	3			5
Myers, Emily J.	47473845/ 20043063	06/25/99	11th Grade	3.50		2						3	5		4			4
Nance, Tyler M.	47835810/ 20043062	02/27/99	11th Grade	3.25		3			4			4				2		4
Paredes, Anicia M.	39636280/ 20040686	03/19/98	12th Grade	2.75	2	3	3					3						4
Raza, Mohammad	47837308/ 20033346	01/11/98	12th Grade	2.43		3	2	4	3			2	1		2			7



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Indian Trail High School And Academy (501006) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Stat	Biol	Phys 1	Span Lang *	Total Exams
Rellora, Angela Y.	47837448/ 20032786	11/07/97	12th Grade	2.80		3		3	4				1		3			5
Ruffolo, Amelia S.	47836450/ 20122941	10/27/98	12th Grade	3.00			4			4		3				1		4
Saiyed, Aseelah A.	47847541/ 20120948	11/05/98	11th Grade	3.33		3			4			3						3
Schaefer, Halee J.	47954657/ 20013187	05/28/98	12th Grade	3.00					3	3	3			3				4
Schine, Miranda	39636131/ 20040665	12/28/97	12th Grade	2.83		3	3		3			2	3		3			6
Schwandt, Blake M.	47837332/ 20063422	07/24/99	11th Grade	3.67		4			4			3						3
Smith, Kayli	47836441/ 20063043	06/30/99	11th Grade	3.67		4			4			3						3
Vazquez, Mason A.	40881760/ 20040771	02/27/98	12th Grade	2.40		3	3			3	2		1					5
Wildenberg, Ryan A.	48078567/ 20032993	12/02/97	12th Grade	2.50		3	3	3					1					4



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Indian Trail High School And Academy (501006) - AP Scholar with Honor

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

					Eng Lang Comp	Eng Lit Comp	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Biol	Chem	Phys 1	Span Lang *	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score													
Adamiec, Jacob S.	39636247/ 20042984	01/03/99	11th Grade	4.25	4				5		3				5		4
Dalton, Daniel S.	39636212/ 20043022	01/03/99	11th Grade	3.25	3			3		4	3						4
Dandan, Matthew P.	47837472/ 20032691	12/21/97	12th Grade	3.40		4			4		3	3		3			5
Finger, Evan T.	47837375/ 20032473	06/10/98	12th Grade	3.50	3	3			3	5							4
Gassie, Danielle R.	47837359/ 20032504	09/26/97	12th Grade	3.38	3	3		5	4		2	4		4	2		8
Hillstrom, Kathryn M.	39636387/ 20042228	05/09/99	11th Grade	4.50	5			5		5	3						4
Holloway, Sage S.	47456096/ 20060197	05/07/99	11th Grade	4.25	5			5			3	4					4
Lee, Joel M.	47455910/ 70060775	11/18/98	12th Grade	3.25	3	3		4				3					4
Murguia, Elisa A.	48077561/ 20033271	01/27/98	12th Grade	4.00	3	3		5								5	4





AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

Indian Trail High School And Academy (501006) - AP Scholar with Honor

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

					Eng Lang Comp	Eng Lit Comp	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Biol	Chem	Phys 1	Span Lang *	Total Exams
Ness, Leah E.	47837391/ 20072001	12/14/98	11th Grade	3.50	3			5			3				3		4
Patel, Anmol B.	47837341/ 20042206	02/26/98	12th Grade	3.43	3	3		5	4		3	4			2		7
Peterson, Catherine A.	47837464/	08/13/98	12th Grade	3.60	3		5				3	5			2		5
Rutherford, Vincent	47836492/ 20033348	03/31/98	12th Grade	4.00	4		3	5					4				4
Tennant, Amanda L.	47835755/ 20032820	05/13/98	12th Grade	3.43	2	4		4	5	5	3	1					7
Vignali, Michael	47455936/ 20032899	03/24/98	12th Grade	3.60	5	5			3	3	2						5
Zemenchik, Jenna M.	40881778/ 20084448	09/04/97	12th Grade	3.40	4	3		5			3	2					5

Indian Trail High School And Academy (501006) - AP Scholar with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

					Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys 1	Fren Lang *	Span Lang *	Total Exams
Name	AP Number/	Date of	Education	Average																			



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Indian Trail High School And Academy (501006) - AP Scholar with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

					Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Macr Econ	Micr Econ	Psys	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys 1	Fren Lang *	Span Lang *	Total Exams
	Student Identifier	Birth	Level	Score																			
Alam, Sameer M.	47846650/ 20032448	01/01/98	12th Grade	4.43			5	4		5	4				5			5		3			7
Carrillo, Rose	40881786/ 20081254	05/28/98	12th Grade	3.86			4	3			5	5	5	4	1								7
Clady, Jake	48076017/ 20032573	09/07/97	12th Grade	4.71						5	4	5		5		5	5		4				7
Erickson, Caleb	47837022/ 20032695	03/24/98	12th Grade	3.80			4	3							5			4				3	5
Greer, Abigail R.	48331793/ 20032667	08/31/98	12th Grade	4.25			5	3	5		5	5		4	4					3			8
Johnson, Rebecca M.	39636336/ 20041464	09/30/98	12th Grade	4.00				4			5		4	3	5					4	3		7
Kent, Paige E.	47973511/ 20030926	05/27/98	12th Grade	3.83			4	4		4	5			3	3								6
Kirkwood, Shomari A.	47837219/ 20022666	05/05/98	12th Grade	4.00	4	2	5	4			4	4	5	4									8
Mehta, Shyam C.	47836476/ 20110336	02/27/98	12th Grade	4.29			5	4		5	5				4		3	4					7
Palmen, Breanna A.	47837324/ 20032407	10/27/97	12th Grade	4.33			4	4			5			4	5			4					6



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Indian Trail High School And Academy (501006) - AP Scholar with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

					Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys 1	Fren Lang *	Span Lang *	Total Exams
Perkins, Thomas J.	47836603/ 20150522	04/27/98	12th Grade	4.50			5	5				5	5		3			4					6
Pham, Jaime A.	47837383/ 20062088	08/27/98	12th Grade	4.17				4			5			4	5			4			3		6
Sallese, Thomas	48331769/ 20101671	07/16/98	12th Grade	3.60			4				4	3		3				4					5
Shah, Saagar P.	40881832/ 20122545	08/07/98	12th Grade	3.89			4			5		4	4			5	4	3	4	2			9
Wang, Jing J.	47473829/ 20022869	04/30/97	12th Grade	4.20			5	4			4			4				4					5

\* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.

\* In 2011-12, the AP French Language course and exam title was changed to AP French Language and Culture.



AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

Lakeview Technology Academy (501822) Total Scholars: 21; Average Score: 3.76

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Number of Scholars	10	1	10
Average Score	3.21	3.60	4.16

Lakeview Technology Academy (501822) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Eng Lang Comp	Eng Lit Comp	Macr Econ	Psyc	US Gov Pol	Worl Hist	Calc AB	Calc BC	Comp Sci A	Biol	Chem	Phys C: Mech	Chin Lang	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score														
Barrera, Jordy	22284908/ 20051662	07/28/99	11th Grade	3.00	3					3		3						3
Chapman-Aldridg, Soren	22284959/ 20050569	02/27/99	12th Grade	3.00				2		3		4	3					4
Chen, Chang	40780726/ 20160461	02/23/99	11th Grade	3.50								5			3	1	5	4
Christensen, Jacob J.	40780734/	05/13/98	12th Grade	4.00	2					4		5	5					4
Collins, Ashley N.	40780742/ 20041009	07/12/98	12th Grade	3.00	2	3		3						4				4
Jones, Kendra	40779752/ 20012383	06/30/98	12th Grade	3.00	3	2		4						3				4
Pelli, Madison K.	40794972/ 20110272	04/28/98	12th Grade	3.00	4				3		4				1			4



# AP School Scholar Roster (2016)

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✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Lakeview Technology Academy (501822) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Eng Lang Comp	Eng Lit Comp	Macr Econ	Psyc	US Gov Pol	Worl Hist	Calc AB	Calc BC	Comp Sci A	Biol	Chem	Phys C: Mech	Chin Lang	Total Exams
Ryan, James M.	40795031/ 20032494	03/05/98	12th Grade	2.83	2	2		4	3			3		3				6
Tebbe, Dianne L.	40798447/ 20042593	11/07/98	11th Grade	4.00			5							4	3			3
Zapp, Jessica J.	40777717/ 20040265	12/21/98	11th Grade	3.00	3	3				3								3

## Lakeview Technology Academy (501822) - AP Scholar with Honor

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

					Macr Econ	Micr Econ	Psyc	US Gov Pol	Comp Sci A	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score						
Potineni, Rohit	40794981/ 20052524	03/06/99	11th Grade	3.60	5	4	4	3	2	5



# AP School Scholar Roster (2016)

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✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Lakeview Technology Academy (501822) - AP Scholar with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

					Eng Lang Comp	Eng Lit Comp	Hum Geog	Psyc	US Gov Pol	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys B *	Phys C: Mech	Fren Lang *	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score															
Bado, Maxwell N.	22284886/ 20032833	08/31/98	12th Grade	4.33	4	4		4	5			5		4					6
Garside, Emma R.	40779914/ 20032698	08/10/98	12th Grade	3.80	3				5			5			3			3	5
Ghouse, Adam	40779931/ 20150322	06/10/99	11th Grade	3.80			3			3		4	5			4			5
Harrison, Naomi T.	40779710/ 20040142	11/29/97	12th Grade	4.20	4	4		5	3			5							5
Jlter, Naomi J.	40779744/ 20053192	06/10/98	12th Grade	4.50	4	4			5	5		5		4					6
Larson, Adam J.	22292692/ 20083836	11/20/97	12th Grade	4.33	4	4			5	5	4		4						6
Lorenz, Ava R.	22292749/ 20032498	03/01/98	12th Grade	4.00	4	3		5				4	4						5
Lynch, Veronica I.	22292757/ 20122455	05/11/98	12th Grade	4.40	4	4		5	4			5							5
Smith, Jessica W.	40798421/ 20121735	02/11/98	12th Grade	4.43	5	5		5	5	5		4					2		7



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✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

Lakeview Technology Academy (501822) - AP Scholar with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

					Eng Lang Comp	Eng Lit Comp	Hum Geog	Psyc	US Gov Pol	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys B *	Phys C: Mech	Fren Lang *	Total Exams
Tsyganyuk, Tatyana	22284568/ 20050362	05/07/98	12th Grade	3.67	3	4		4	4		3		4						6

- \* The AP Physics B Exam was discontinued following the 2014 AP Exam administration.
- \* In 2011-12, the AP French Language course and exam title was changed to AP French Language and Culture.



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Mary D Bradford High School (501005) Total Scholars: 28; Average Score: 3.53

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Number of Scholars	17	6	5
Average Score	3.22	3.56	4.21

## Mary D Bradford High School (501005) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Eng Lang Comp	Eng Lit Comp	Micr Econ	Psyc	US Gov Pol	US Hist	Calc BC	Stat	Biol	Phys 1	Phys 2	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score												
Brown, Vincent S.	50921603/ 20043340	11/01/98	11th Grade	4.67		5			5			4				3
Capelli, Mitchell J.	50921301/ 20100148	05/04/98	12th Grade	3.75					5		4		4	2		4
Carlson, Connar E.	50921310/ 20070946	01/30/98	12th Grade	3.00				4	3	3		2				4
Griffith, Kandra M.	50159221/ 20040651	05/15/98	12th Grade	2.75	3	2		3				3				4
Grinis, Cecilia M.	50159230/	11/06/97	12th Grade	3.00	4	3			2	3			3			5
Haines, Makena M.	50922081/ 20032537	03/28/98	12th Grade	3.33					3			3	4			3
Jeanmaire, Brittany	50171612/ 20122309	05/28/98	12th Grade	3.00	4	2	2	4	3							5





# AP School Scholar Roster (2016)

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✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Mary D Bradford High School (501005) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Eng Lang Comp	Eng Lit Comp	Micr Econ	Psyc	US Gov Pol	US Hist	Calc BC	Stat	Biol	Phys 1	Phys 2	Total Exams
Kaplan, Benjamin M.	50171621/	01/15/98	12th Grade	4.00				4	4		4					3
Kentala, Jacob R.	50920488/ 20032541	04/08/98	12th Grade	3.25					5		3		4	1		4
Lucchetta, Kyra S.	50172171/ 20033075	10/31/97	12th Grade	3.67				3	5				3			3
Meeker, Alison K.	50171809/ 20122344	01/22/98	12th Grade	3.00	2	3		3	4	3		3				6
Oelke, Melissa J.	50919943/ 20072239	05/30/98	12th Grade	3.00				3			3			3		3
Olson, Sabrina M.	50919960/ 20032418	01/02/98	12th Grade	3.00				3				3	3			3
Schend, Mitchell W.	50162168/	09/01/98	12th Grade	3.50				5	4		3			2		4
Swift, Sydney J.	50162095/ 20032592	10/24/97	12th Grade	3.00		2			4		3				3	4
Swihart, Molly L.	50162109/ 20032432	06/23/98	12th Grade	2.60	3	3			3		1		3			5
Wehausen, Lauren N.	50171124/ 20043305	08/26/99	11th Grade	3.25		3		5	3					2		4



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Mary D Bradford High School (501005) - AP Scholar with Honor

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

					Eng Lang Comp	Eng Lit Comp	Psyc	US Gov Pol	Calc BC	Stat	Biol	Phys 1	Phys 2	Span Lang *	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score											
Frasheski, Alan M.	50162290/ 20032596	09/04/97	12th Grade	3.33	3	4		3	4			3	3		6
Kilmer, Jennifer J.	50920496/ 20032804	08/21/98	12th Grade	3.60		4	4	4	2		4				5
Massoglia, Samantha N.	50172236/ 20032552	01/11/98	12th Grade	3.25	4	3	3						3		4
Mutchler, Rachel	50919897/ 20030924	06/16/98	12th Grade	3.25				4	3		3			3	4
Prostko, Alexandria N.	50162508/ 20033196	09/19/98	11th Grade	3.75		4		3		4				4	4
Schnabel, Jordan T.	50162176/ 20042880	12/01/98	11th Grade	4.25			5	5	3			4			4



This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

Mary D Bradford High School (501005) - AP Scholar with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

					Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Psyc	US Gov Pol	US Hist	Calc BC	Biol	Chem	Phys 1	Phys 2	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score												
Antonacci, Thomas R.	50172074/ 20042777	11/16/98	11th Grade	4.20				5	3		5			4	4	5
Fellman, Jacob A.	50162257/ 20032529	12/25/97	12th Grade	3.67	5	3	3				4			4	3	6
Hrycay, Rianna L.	50171558/ 20052800	06/06/98	12th Grade	4.20		5	4	5	3	4						5
Tenuta, Samuel P.	50162338/	07/07/98	12th Grade	4.50		4			5		5		5	4	4	6
Trimark, Noah	50162346/ 20032594	06/17/98	12th Grade	4.43		5	4		5		5	5	4		3	7

\* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.



This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

Tremper High School (500998) Total Scholars: 47; Average Score: 3.44

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Number of Scholars	33	5	9
Average Score	3.17	3.68	4.06

Tremper High School (500998) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Hum Geog	Psyc	US Gov Pol	US Hist	Worl Hist	Calc BC	Stat	Biol	Chem	Phys 1	Span Lang *	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score															
Babel, Austin J.	51063601/ 20050666	03/29/99	11th Grade	3.00				4		4		3				2	2		5
Bailey, Aaron T.	51063619/	12/03/98	11th Grade	3.50		4					2	5					3		4
Barrette, Jordyn L.	51063635/ 20051472	04/05/99	11th Grade	3.33		3		3	4										3
Bosko, Bryana J.	51063678/ 20140227	03/05/99	11th Grade	3.50		4			5	3		2							4
Buratti, Madeleine E.	51062680/ 20042373	04/20/99	11th Grade	3.00		3		2	4	3									4
Cerim, Samra	51063015/ 20030306	07/31/98	12th Grade	2.57		3	3				2	2			3	2		3	7
Chambers, Carter L.	51063023/ 20050059	03/05/99	11th Grade	3.67		3			4	4									3



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Tremper High School (500998) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Hum Geog	Psyc	US Gov Pol	US Hist	Worl Hist	Calc BC	Stat	Biol	Chem	Phys 1	Span Lang *	Total Exams
Chase, Benjamin G.	51063031/ 20122946	05/15/98	12th Grade	3.50		2								5	3			4	4
Dabbs, Cassidy	51063473/ 20053206	11/09/99	11th Grade	3.00		3			4		2				3				4
De La Torre, Ryan P.	51052340/ 20020754	08/24/98	12th Grade	3.13		3			4	3	3	3	4				2	3	8
Doersch, Tessa E.	51052421/ 20102677	05/06/99	11th Grade	3.25		3			5	3							2		4
French, Hunter	51051459/ 20032629	05/17/98	12th Grade	2.67		3	2		3		3	3					2		6
Gallo, Samuel J.	51051475/ 20032941	07/02/98	12th Grade	4.00					4				5		3				3
Gemignani, Dominic M.	51051505/ 20032943	01/13/98	Unknown	2.80				4	3	2		4					1		5
Gilliam, Lauren L.	51066154/ 20031000	09/06/97	12th Grade	3.33		3			3	4									3
Haugstad, Martin N.	51066774/ 20043025	02/04/99	11th Grade	4.00		3				5					4				3
Hutson, Lauren R.	51447077/ 20140351	07/15/99	11th Grade	3.67		4				4						3			3



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Tremper High School (500998) - AP Scholar

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					Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Hum Geog	Psyc	US Gov Pol	US Hist	Worl Hist	Calc BC	Stat	Biol	Chem	Phys 1	Span Lang *	Total Exams
Janiak, Megan L.	51066693/ 20033230	02/16/98	12th Grade	3.00		2			4	4	2	3	4			2			7
Jung, Anastasia J.	51063333/ 20150035	04/20/98	12th Grade	3.00		2	4		4			3				2			5
Koepke, Joshua D.	51063546/ 20122432	01/24/98	12th Grade	2.71		2	4		3	4	3	2						1	7
Lauer, Paige L.	51062531/ 20030998	09/30/97	12th Grade	4.00	4	3			5										3
Mahant, Grant R.	51050746/ 20050056	06/10/98	12th Grade	3.00		3			3	4			3			2			5
Murray, Kevin P.	51052285/ 20021053	10/02/98	11th Grade	3.75		4			4					5			2		4
Peterson, Riley B.	51065271/ 20042699	03/02/99	11th Grade	3.50		3		5	4								2		4
Poore, Hannah G.	51051238/ 20033037	09/22/98	11th Grade	3.00		3		3		3									3
Rawley, Louis R.	51051297/ 20012785	07/15/98	11th Grade	4.00					4		5	3							3
Richards, Anna E.	51051327/ 20053221	02/04/98	12th Grade	3.25		4	4		3									2	4



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Tremper High School (500998) - AP Scholar

Granted to students who receive scores of 3 or higher on three or more AP Exams.

					Stu Art 2D	Eng Lang Comp	Eng Lit Comp	Hum Geog	Psyc	US Gov Pol	US Hist	Worl Hist	Calc BC	Stat	Biol	Chem	Phys 1	Span Lang *	Total Exams
Sachen, Michael P.	51433882/ 20033245	10/30/97	12th Grade	3.00			3						3		3				3
Smith, Mason R.	51433220/ 20022457	09/27/97	12th Grade	3.00					2	3	4	3							4
Steuck, Jeffrey A.	51063198/ 20032979	09/06/97	12th Grade	3.00		2		3	4				3						4
Vanguyse, Olivia M.	51066472/ 20033096	11/26/97	12th Grade	3.00		2			3	4			3						4
Wilson, Luke M.	51066243/ 20042439	05/19/99	11th Grade	3.00		4					3	3					2		4
Ziebell, Alyssa K.	51066324/ 20130498	07/27/98	12th Grade	3.00	3	3			4			2							4

Tremper High School (500998) - AP Scholar with Honor

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

					Eng Lang Comp	Eng Lit Comp	Hum Geog	Micr Econ	Psyc	US Gov Pol	Worl Hist	Calc BC	Biol	Chem	Phys 1	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score												



# AP School Scholar Roster (2016)

This roster shows all students who earned an AP Scholar Award in 2016. The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams.

✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Tremper High School (500998) - AP Scholar with Honor

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

					Eng Lang Comp	Eng Lit Comp	Hum Geog	Micr Econ	Psyc	US Gov Pol	Worl Hist	Calc BC	Biol	Chem	Phys 1	Total Exams
Burleson, Grace B.	51062922/ 20032976	03/11/98	12th Grade	3.50	3	3	4		4							4
Koesser, Kevin P.	51063562/ 20040561	09/08/98	11th Grade	4.75	5				5				5		4	4
Ogbuagu, Natalie N.	51052501/	03/15/98	12th Grade	3.38	4	3		2	5	3		4	4	2		8
Orth, Renata Z.	51065239/ 20043272	04/07/99	11th Grade	3.75	4					5	3				3	4
Shircel, Amy L.	51437462/ 20032830	03/17/98	12th Grade	3.40	4				3	3		4	3			5

## Tremper High School (500998) - AP Scholar with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

					Mus Theo	Eng Lang Comp	Eng Lit Comp	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys 1	Span Lang *	Total Exams
Name	AP Number/ Student Identifier	Date of Birth	Education Level	Average Score															
Goss, Jacob S.	51066171/ 20032352	12/22/97	12th Grade	4.38		5		5	5	5	5	5				2		3	8





# AP School Scholar Roster (2016)

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✔ Data Updated Sep 13, 2016, Report Run Sep 21, 2016

## Tremper High School (500998) - AP Scholar with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

					Mus Theo	Eng Lang Comp	Eng Lit Comp	Psyc	US Gov Pol	US Hist	Worl Hist	Calc AB	Calc BC	Stat	Biol	Chem	Phys 1	Span Lang *	Total Exams
Kascht, Kayla L.	51063341/ 20033339	10/30/97	12th Grade	4.00		3		5		3	4		5						5
Kloiber, Danielle R.	51063503/ 20040850	06/28/98	12th Grade	4.13		4	5	5	5	4	3		5				2		8
Leonard, Caleb J.	51062566/ 20130247	05/10/98	12th Grade	3.80		3	5	4					4				3		5
Miesbauer, Daniel J.	51050801/ 20033084	05/17/98	Unknown	3.80		4	4	4							4		3		5
Richards, Sara M.	51065930/ 20053222	02/04/98	12th Grade	4.00		4	4	5						4	4	3			6
Riese, Rachel E.	51065948/ 20042704	08/19/99	11th Grade	4.20	5	5		4							4			3	5
Robertson, Colin	51065972/ 20033221	07/25/98	12th Grade	4.40	4	4	4	5			5								5
Rummelhart, Cali N.	51433874/ 20032961	07/18/98	12th Grade	3.67		3	4	4					5		4		2		6

\* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.



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