



**Continuous Improvement
Annual Report for
Middleton High School
December 6, 2010**

<p>Principal: Denise Herrmann Associate Principal – Teaching & Learning: Jill Gurtner Associate Principal – Teaching & Learning, Student Organizations: Laura Nyberg Associate Principal – Student Services: Scott Brown Associate Principal - Athletic Director: Lucas Francois Dean of Students: Mandi Maurice Dean of Students: Brian Morstad Dean of Students/Student Services Coordinator: Patrick Godar</p>	<p>Grades Served: 9-12</p>
--	---------------------------------------

Cardinal School Improvement Team Members:

Gust Athanas	Brian Morstad
Camille Cambell	Keith Rosenbuam
Jill Gurtner	Julie Schlatter
Denise Herrmann	Aaron Stutz
Mandi Maurice	Jessi Hensen

School Mission:

Middleton High School's mission statement emphasizes our learning community and the learner.
Middleton High School is a learning community that fosters intellectual growth and habits of commitment, reflection, wellness and wonderment, developing citizens who make a living, a life and a difference.

Core Values and Beliefs:

We at Middleton High School have fundamental convictions, values and beliefs.

We believe that . . .

- our focus is students and the work they do
- students should be self-managing learners
- each student needs to develop the capacity to think and reason
- all students should be challenged intellectually
- every student can and will learn if presented with the right opportunity to do so
- goals and expectations should apply to all students, but the means to these goals will vary
- program design should be shaped by the outcomes that students need
- the tone of our school should explicitly stress the values of integrity, trust, and decency
- family and community participation and support is essential
- each individual must accept personal and community responsibility.

Student Demographics			
Demographic Area:	2010-11 Data (Current Data)	2009-10 Data (1 Year change)	2005-06 Data (5 Year Change)
Overall Enrollment (3 rd Friday Count)	1,955	1,942	1,924
% Free/Reduced Lunch (Title I Count)	12.32%	9.01%	8.73%
% Students of Color (3 rd Friday Count)	16.70%	13.85%	12.71%
% Students with Disabilities (3 rd Friday Count)	10.86%	8.26%	12.46%
% English Language Learners (3 rd Friday Count ELP 1-5)	4.47%	3.28%	2.83%
<p>Analysis of Demographic Situation and Significant Changes:</p> <p>Although the enrollment numbers remained stable, there were noticeable increases in the percent of student on free/reduced lunch, students of color, and ELL learners.</p>			
Continuous Improvement Goals and Results			
<p>MHS School Improvement Goals Launched: Spring 2007 NCA Evaluation Date: Spring 2011</p>			
Ultimate Goal: Improve Student Learning			
Goal Areas	SMART Goals		
Create a collaborative culture	Increase number of staff collaborating within PLC's		
	Develop a system of interventions to coordinate services to students		
	Align K-12 curriculum		
Personalize the school environment for all students	At least 95% of students in each subgroup will be active participants in at least one co-curricular program during high school		
	Create and implement a flexible schedule that supports collaboration and personalized learning		
Eliminate gaps in student achievement related to race, s.e.s., disability, and English proficiency	By 2010 at least 75% of targeted groups will be proficient/advanced in reading on WKCE		
	By 2010 at least 75% of targeted groups will be proficient/advanced in writing on WKCE		
Improve literacy skills of all students	By 2010 at least 90% of <u>all</u> students will be proficient or advanced in reading on WKCE		
	By 2010 at least 90% of <u>all</u> student will be proficient or advanced on the writing rubric on WKCE		

Summary of MHS School Improvement Action Plans

**Ultimate Goal: High levels of learning for ALL;
every MHS student is an achiever**

Goal Areas	Create a collaborative culture 	Personalize the school environment for all 	Eliminate gaps in student achievement 	Improve literacy skills of all students 
------------	---	---	---	--

Literacy Action Plan

Action Plans	Restorative Practices Action Plan		
		Co-Curricular Action Plan - Athletics and Student Organizations	
		Graduation Requirement Implementation Plan	
		Minority Outreach Action Plan	
		Attendance Cohort Action Plan	
	Professional Learning Community Action Plan		
	Service Delivery: Integrated Comprehensive Services Action Plan		

Goal 1: By 2010 at least 75% of targeted groups will be proficient/advanced in reading on WKCE

Brief Summary of Progress on Goal 1:

WSAS - Grade 10 - Reading Advanced + Proficient WKCE and WAA Combined by Race/Ethnicity			
		Enrolled at Test Time	Advanced + Proficient Total
Nov. 2009	American Indian/Alaskan Native	2	*
	Asian/Pacific Islander	13	*
	Black Not Hispanic	28	53.6%
	Hispanic	17	35.3%
	White Not Hispanic	353	89.8%

The percent of students in our minority race groups did not meet the target goal of 75%.

WSAS - Grade 10 - Reading Advanced + Proficient WKCE and WAA Combined by Economic Status Middleton Hi FAY November 2009 Data Compared to Prior Years			
		Enrolled at Test Time	Advanced + Proficient Total
Nov. 2009	Economically Disadvantaged	43	39.5%
	Not Economically Disadvantaged or No Data	370	90.0%
Nov. 2008	Economically Disadvantaged	27	55.6%
	Not Economically Disadvantaged or No Data	411	89.3%
Nov. 2007	Economically Disadvantaged	29	51.7%
	Not Economically Disadvantaged or No Data	416	84.9%

The percent of students in our low SES sub group did not meet the target goal of 75 %.

Interventions we have put in place to improve reading skills of our low SES and minority students include:

- Content-area reading strategies taught to all teachers and used in every course
- Partnership with United Way / Schools of Hope Tutor Program – provide one on one tutoring to students in reading, math, and other subject
- Enhancements to READ 180 curriculum/course
- Strategic Reading course developed to support the development of reading fluency and comprehension
- Destination program integrates content-area literacy strategies and support
- 9th grade students practice reading and study skills in Advisory
- On-going staff development focused on literacy (Literacy Ladies, lunch workshops, moodle, etc...)

WSAS - Grade 10 - Reading Advanced + Proficient WKCE and WAA Combined by Disability November 2009 Data Compared to Prior Years			
		Enrolled at Test Time	Advanced + Proficient Total
Nov. 2009	Students with Disabilities	50	38.0%
	Students w/o Disabilities	363	91.2%
Nov. 2008	Students with Disabilities	43	46.5%
	Students w/o Disabilities	395	91.6%
Nov. 2007	Students with Disabilities	44	36.4%
	Students w/o Disabilities	401	87.8%

The percent of students with disability sub group did not meet the target of 75%. In addition to the interventions listed above, the following interventions have been put in place to improve the reading skills of our SWD students:

- Increase number of SWD students in supported regular education classes that are co-taught
- Use data to improve placement of incoming 9th grade students into READ 180 and other literacy support programs

Goal 2:

At least 95% of students in each subgroup will be active participants in at least one co-curricular program during high school

Brief Summary of Progress on Goal 2:

UPCOMING BOE REPORT

Goal 3:

By 2010 at least 90% of all students will be proficient or advanced in reading on WKCE. By 2010 at least 90% of all students will be proficient or advanced on the writing rubric on WKCE.

Brief Summary of Progress on Goal 3:

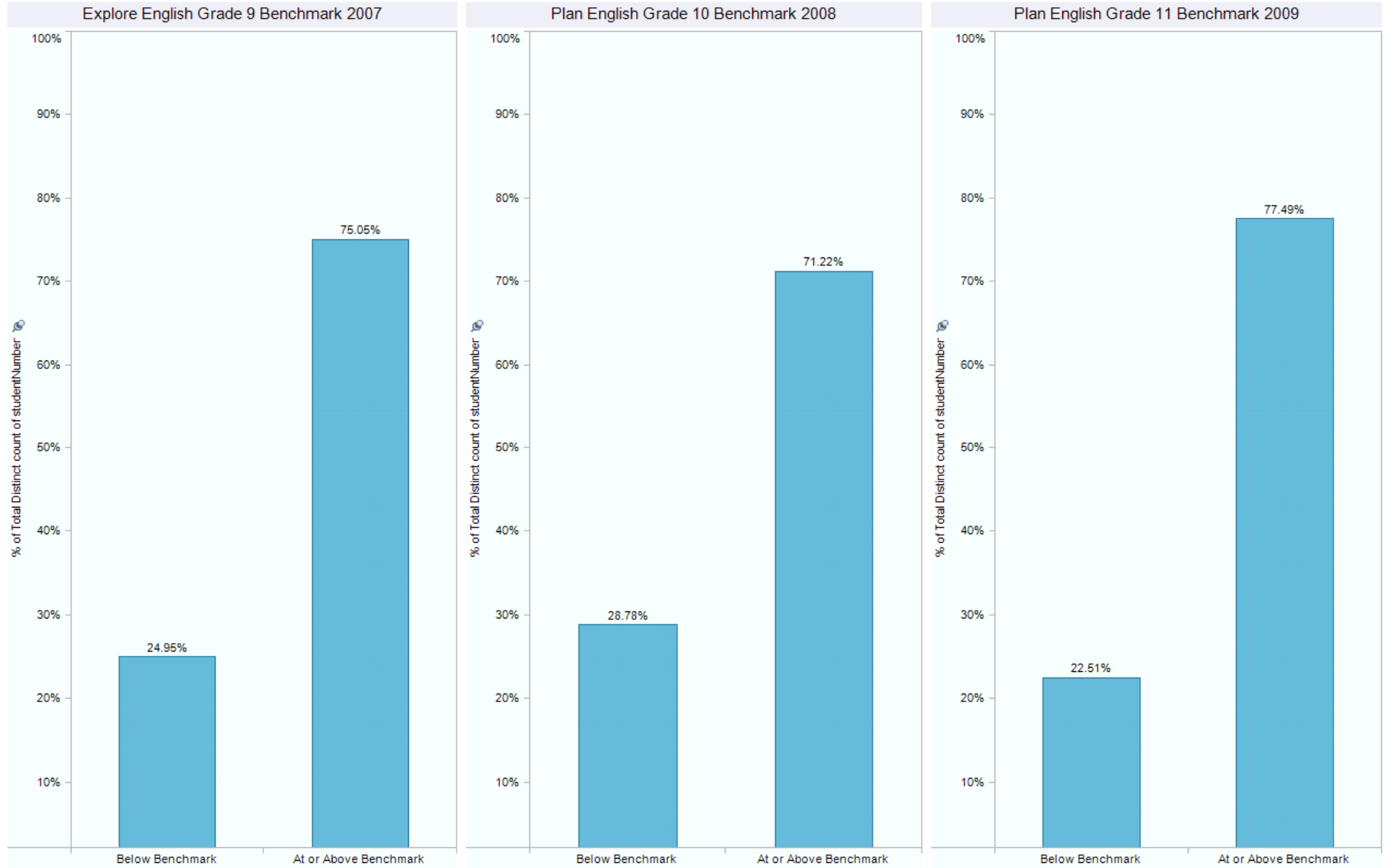
WSAS - Grade 10 - Reading Advanced + Proficient WKCE and WAA Combined - All Students November 2009 Data Compared to Prior Years		
	Enrolled at Test Time	Advanced + Proficient Total
Nov. 2009	413	84.7%
Nov. 2008	438	87.2%
Nov. 2007	445	82.7%

For the past three years the WKCE scores for all 10th grade students remain in the mid-eighty percent range and fall just short of the target of 90%. The reading interventions listed above in goal 1 apply to meeting this reading goal as well.

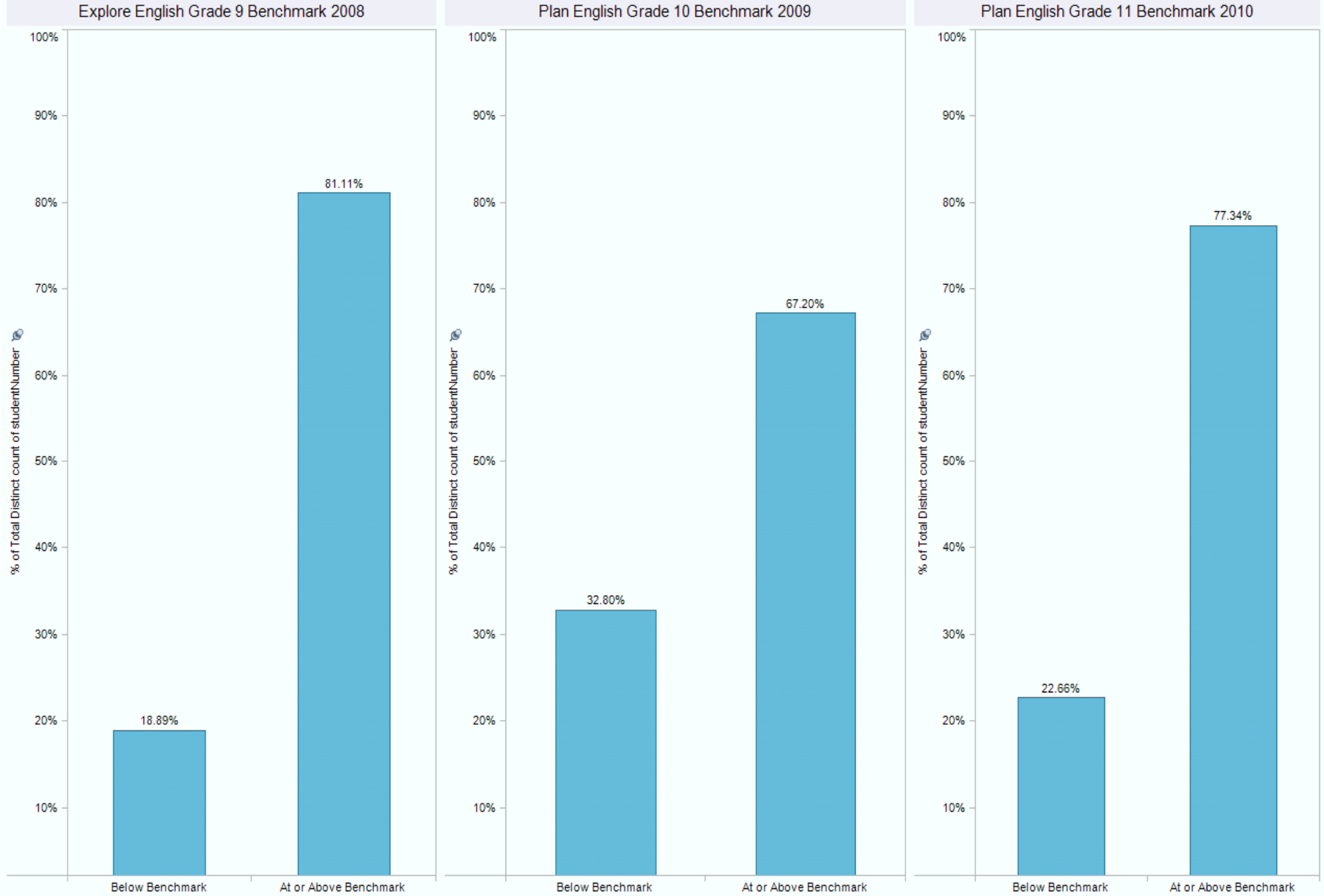
Student Achievement Data

Explore & Plan English

Class of 2011 English Benchmarks

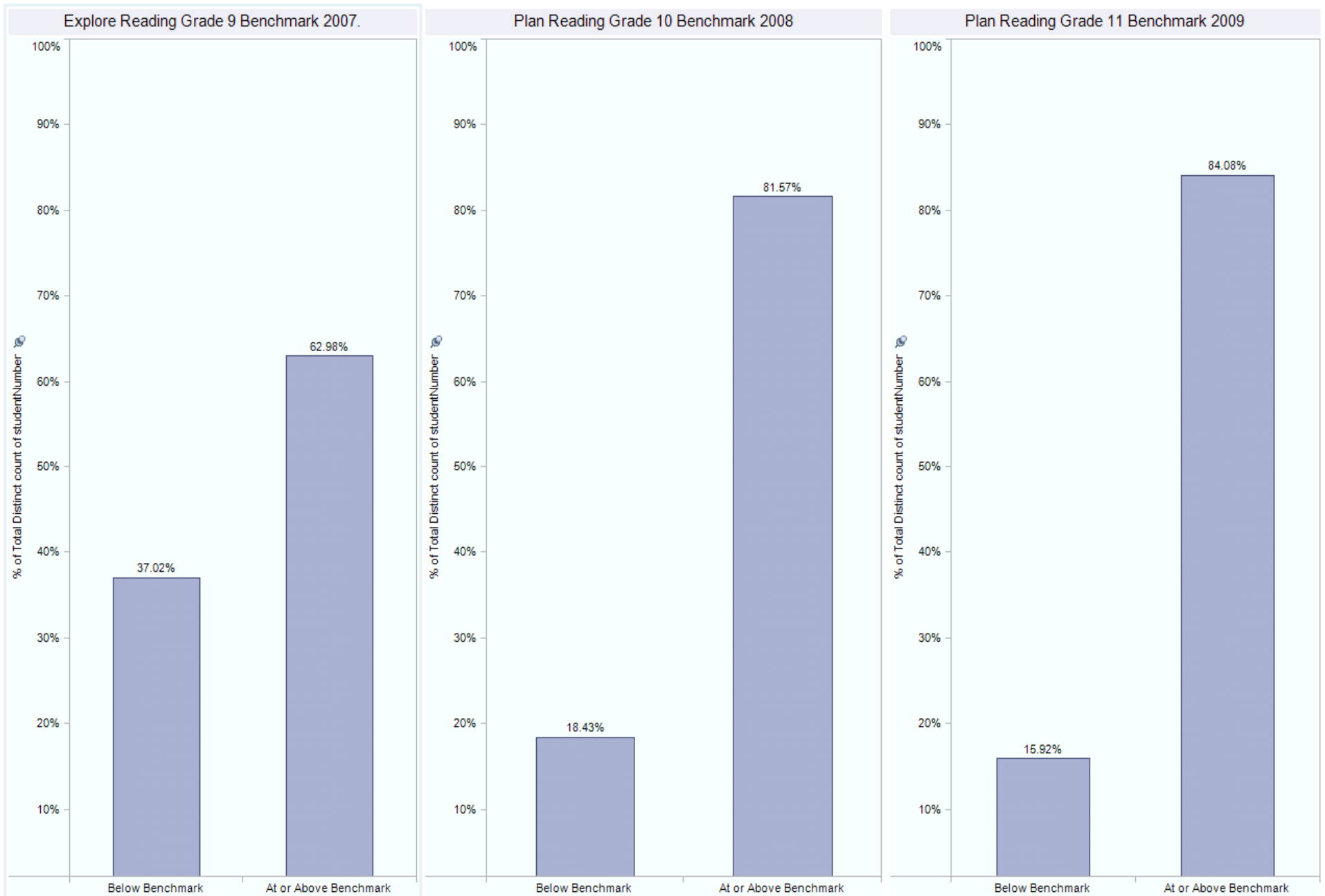


Class of 2012 English Benchmarks

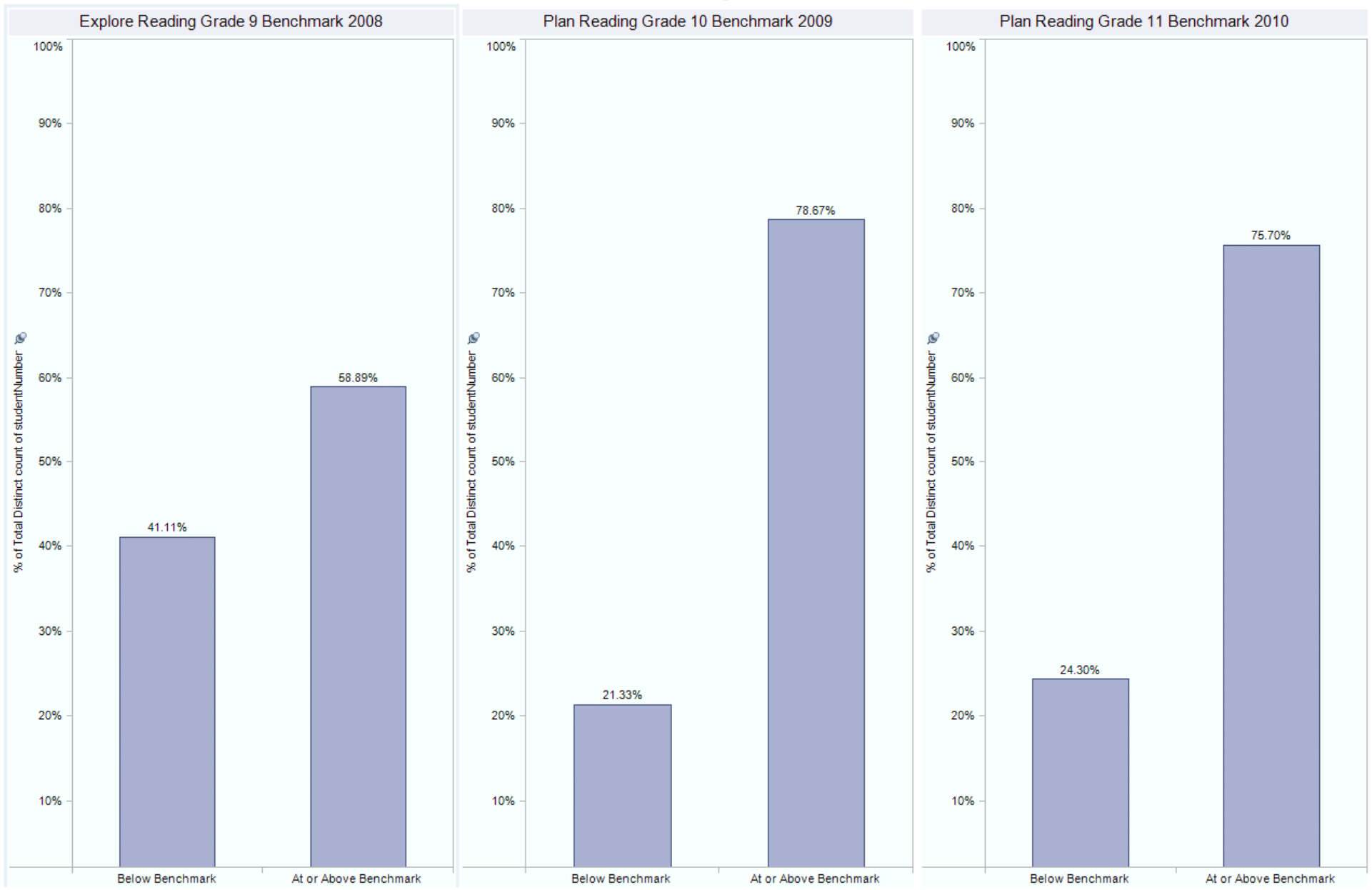


Explore & Plan Reading

Class of 2011 Reading Benchmarks

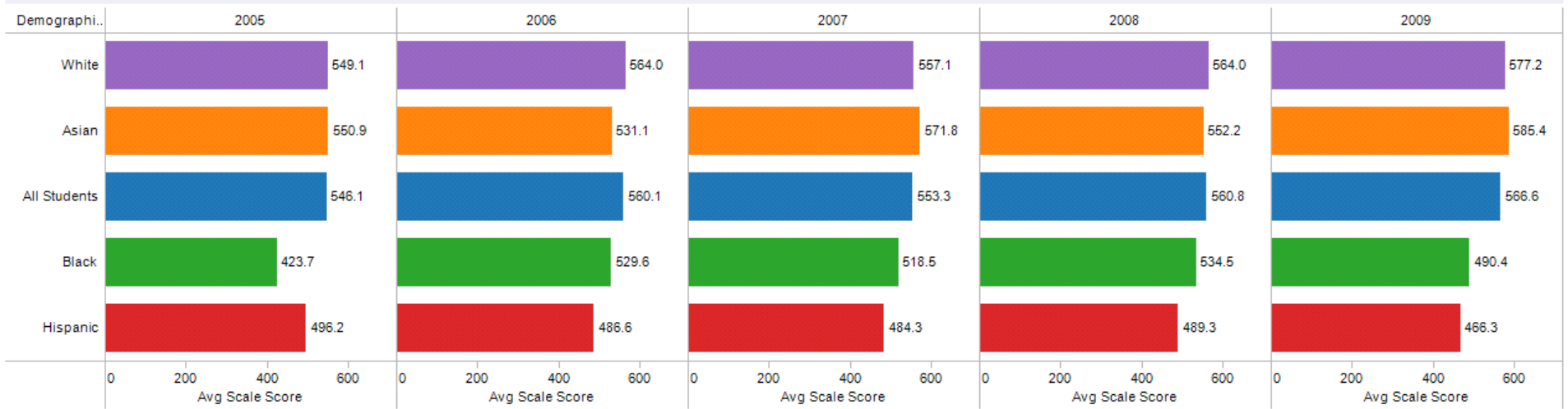


Class of 2012 Reading Benchmarks

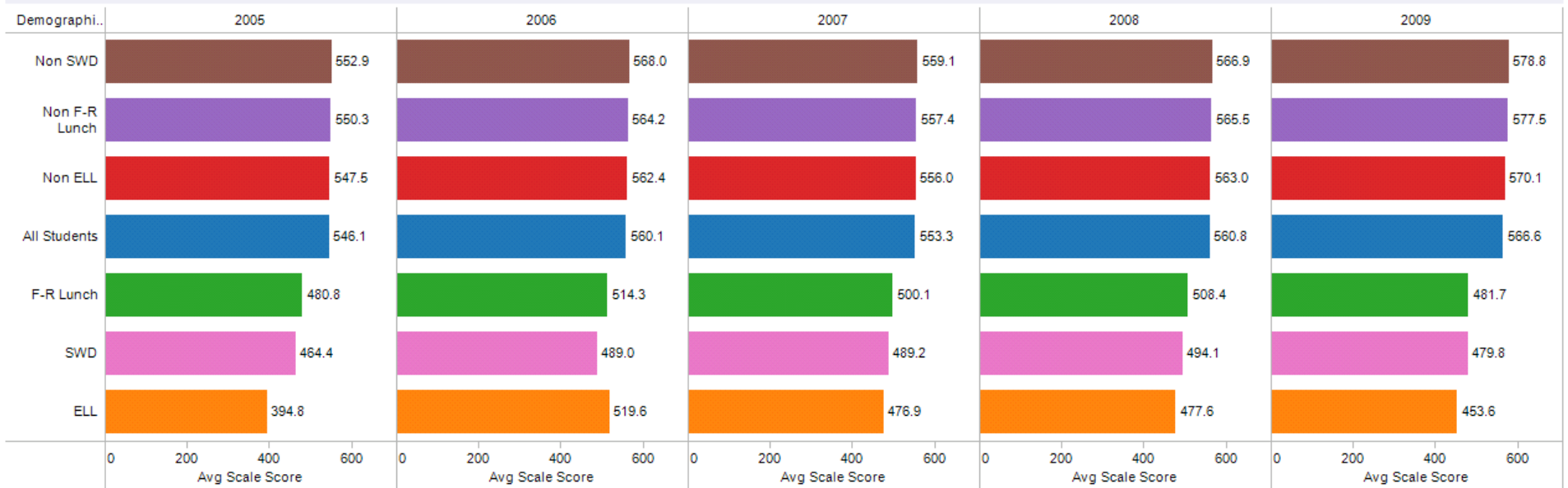


WKCE Reading

WKCE Reading Average Scale Score by Race

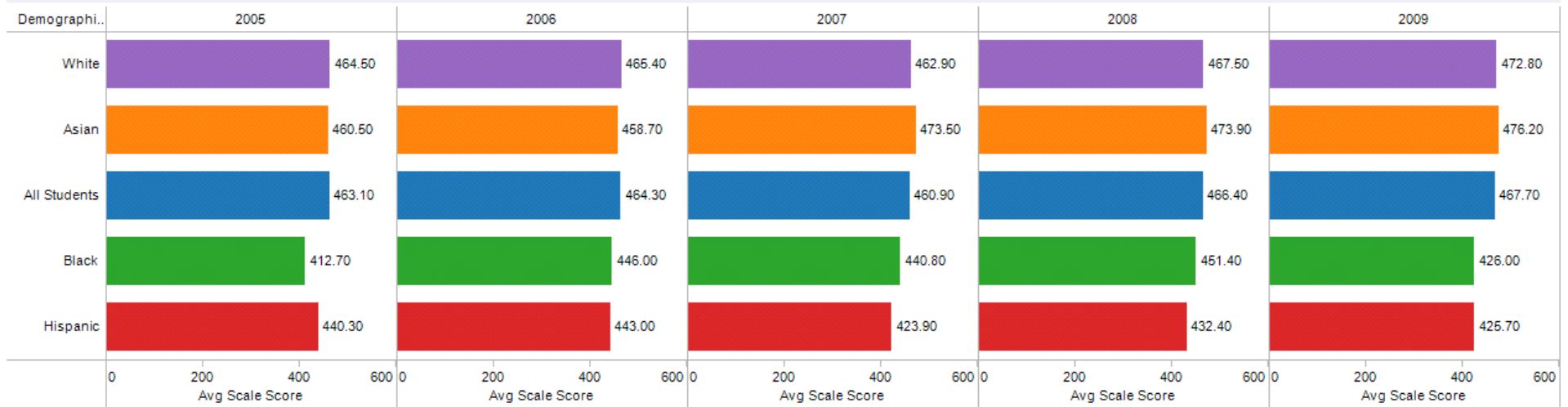


WKCE Reading Average Scale Score by SES, ELL, & Disability Status

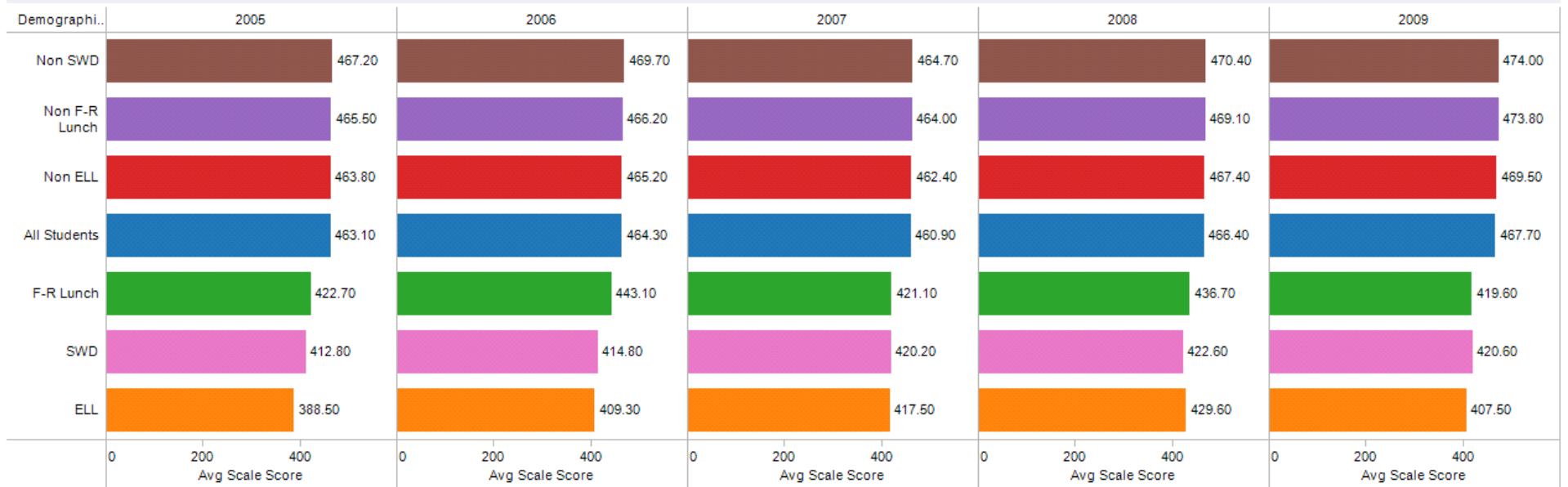


WKCE Language Arts

WKCE Language Arts Average Scale Score by Race



WKCE Language Arts Average Scale Score by SES, ELL, & Disability Status



Summary of Literacy Performance Data:

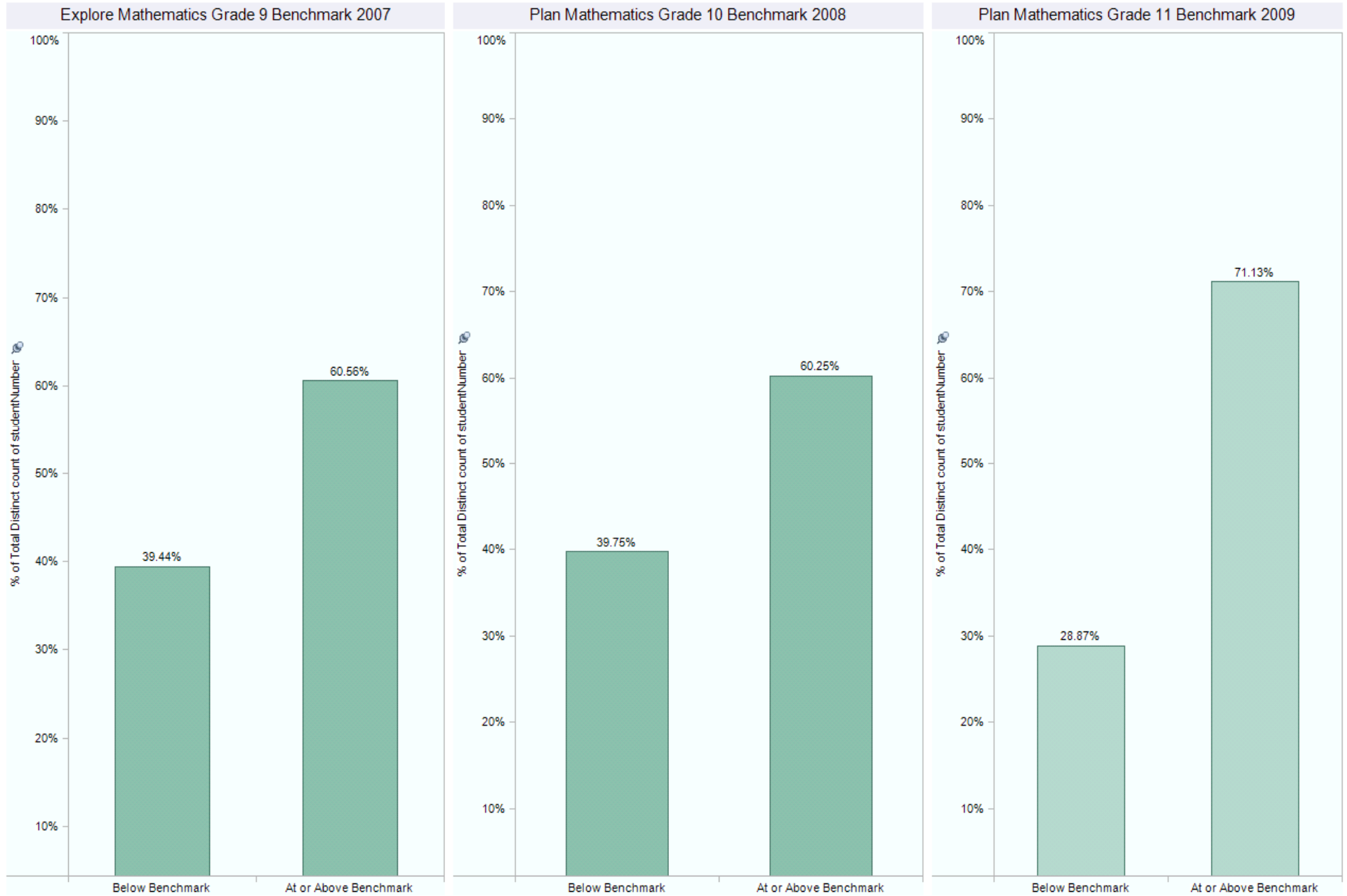
EPAS assessment data shows mixed performance and inconsistent growth over time in language arts. This will be an important area of study for our high school English/Language arts curriculum committee to review.

EPAS assessment data in reading shows a significant increase in the percentage (approximately 20%) of students meeting the college readiness standard between 9th and 10th grade. Improvement is inconsistent from the 10th to 11th grade.

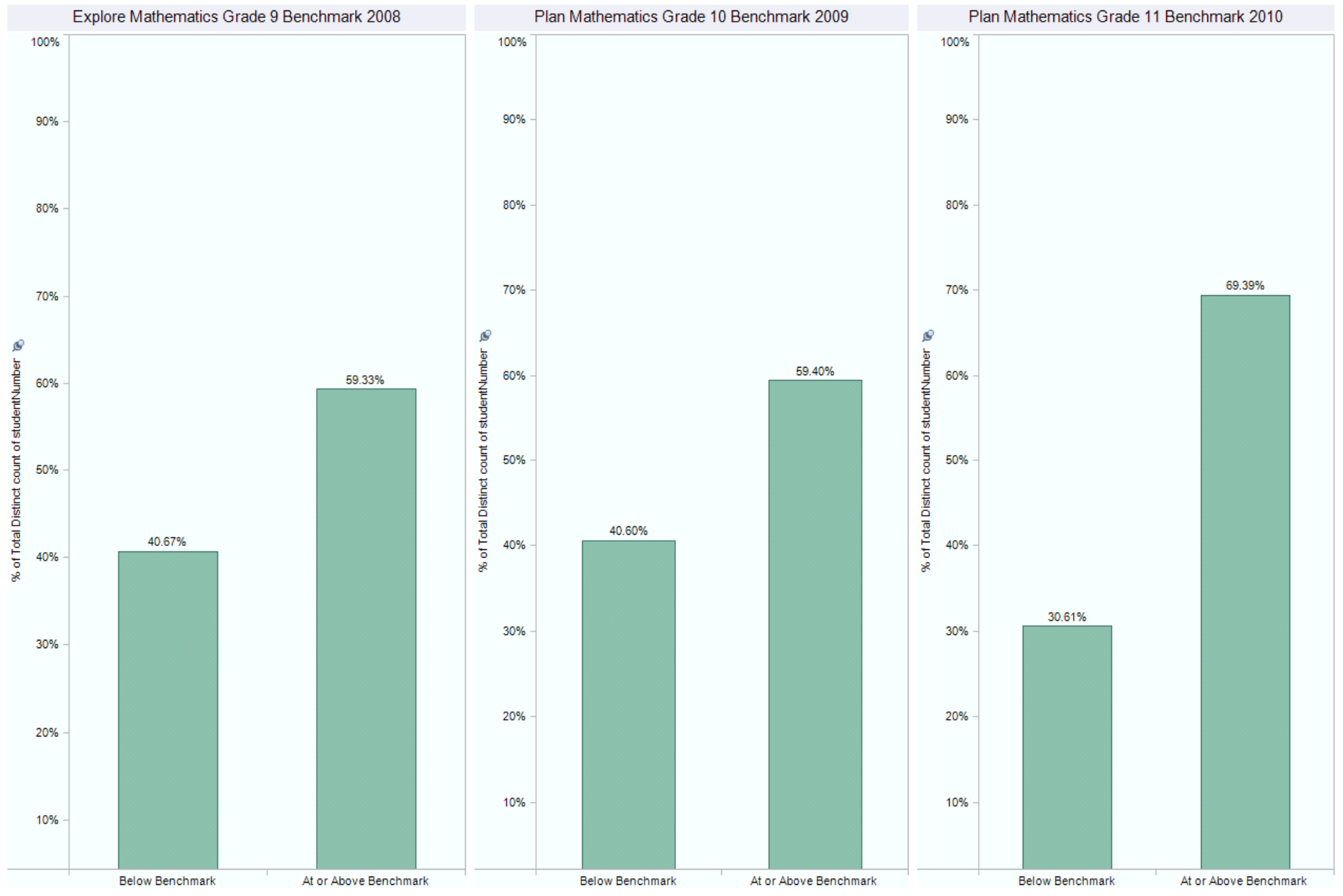
WKCE data in both areas indicates an achievement gap based on race, SES, disability status, and ESL.

Explore & Plan Mathematics

Class of 2011 Mathematics Benchmarks

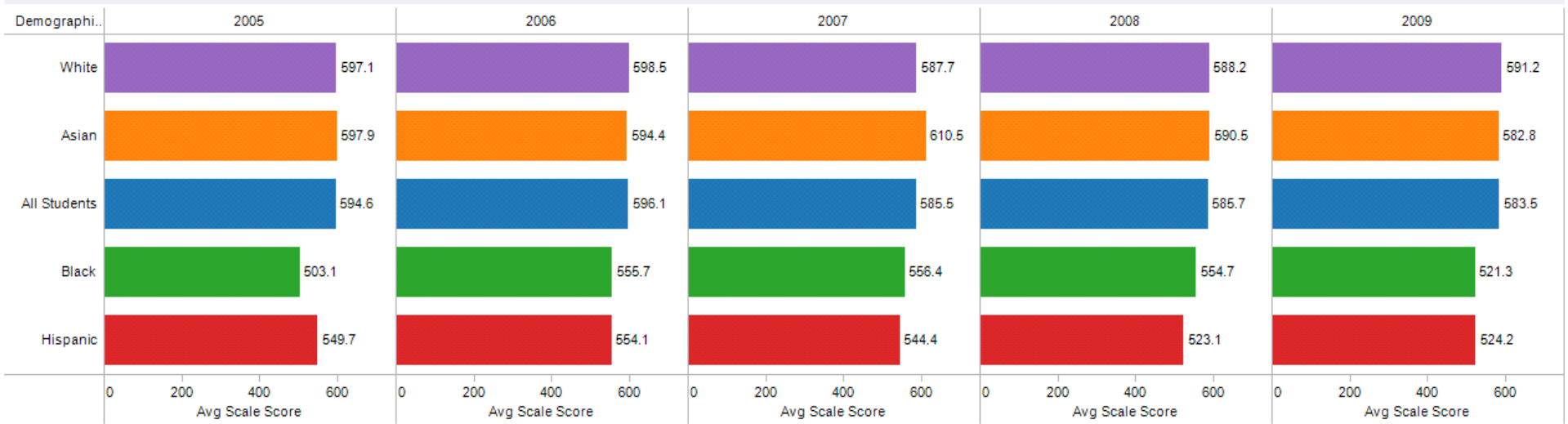


Class of 2012 Mathematics Benchmarks

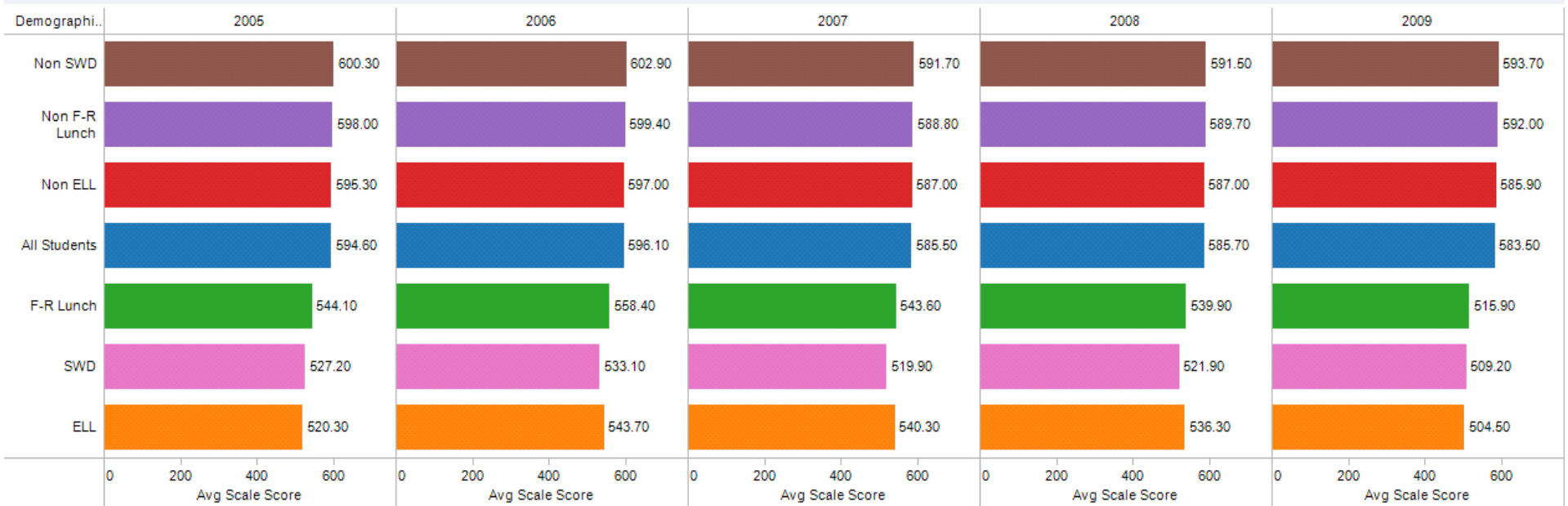


WKCE Mathematics

WKCE Mathematics Average Scale Score by Race



WKCE Mathematics Average Scale Score by SES, ELL, & Disability Status



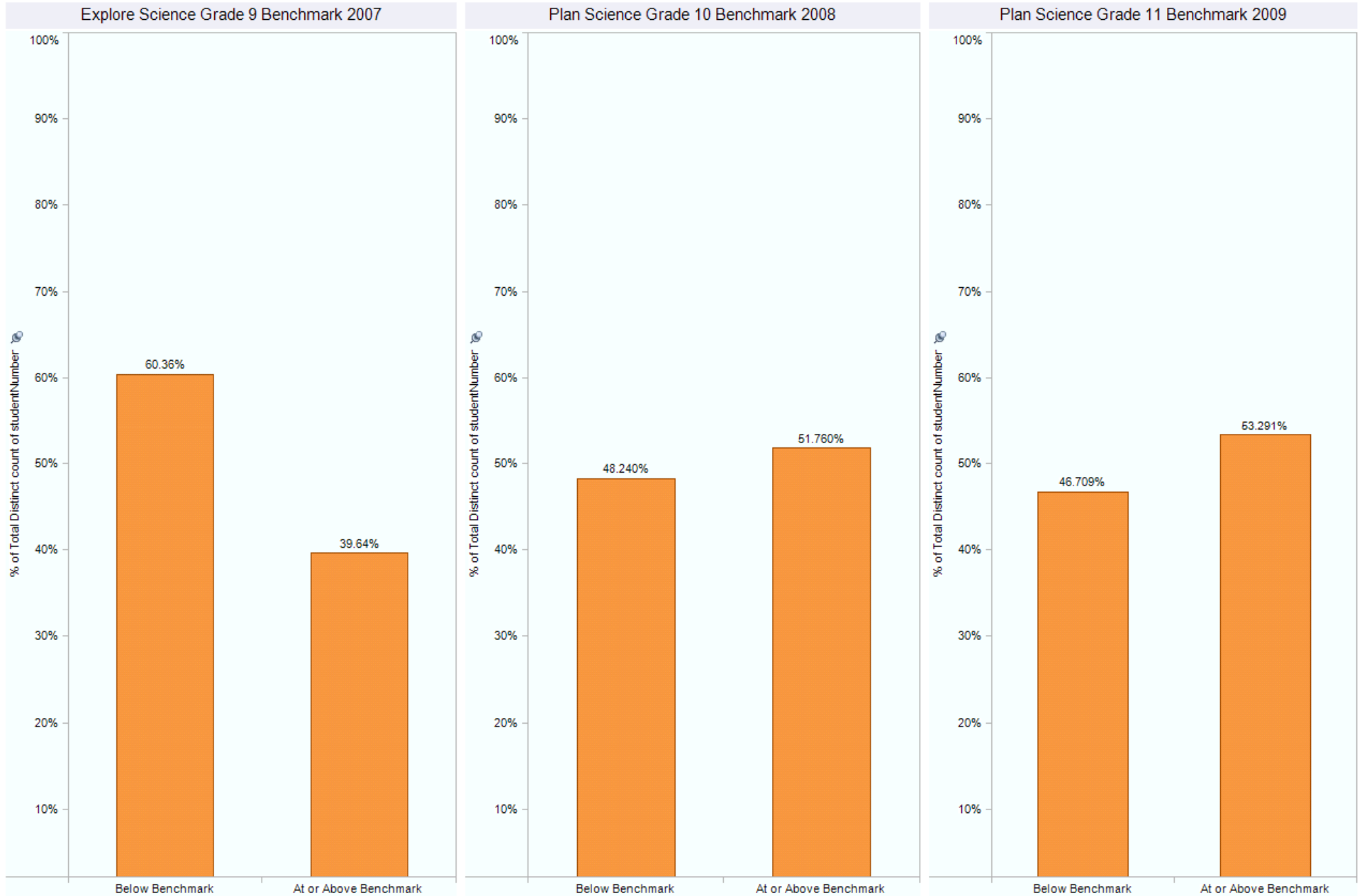
Summary of Mathematics Performance Data:

EPAS mathematics trends are consistent for both cohort groups (class of 2011 and 2012). The percent meeting benchmark is stable from 9th to 10th grade, but the test given changes from the EXPLORE to the PLAN, with increased difficulty and cut score for meeting benchmark. The percent of students meeting benchmark increases by 10% from 10th to 11th grade with the PLAN test being administered both years. By 11th grade, over 70 % of MHS students meet or exceed ACT college readiness benchmarks in mathematics. The national average for all students in mathematics is 43%.

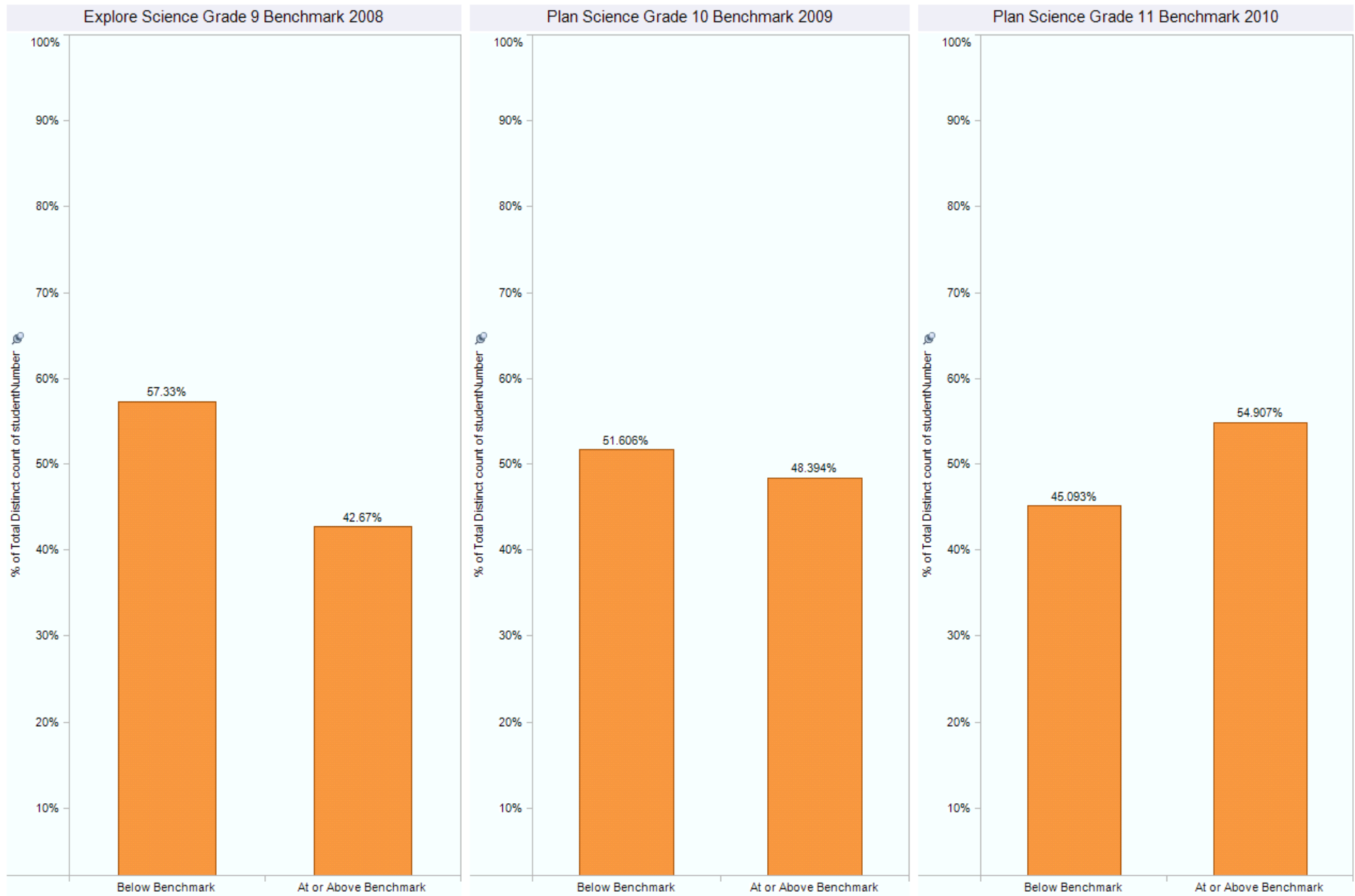
WKCE mathematics trend show a consistent achievement gap in race, SWD, ELL, and low SES subgroup scores

Explore & Plan Science

Class of 2011 Science Benchmarks

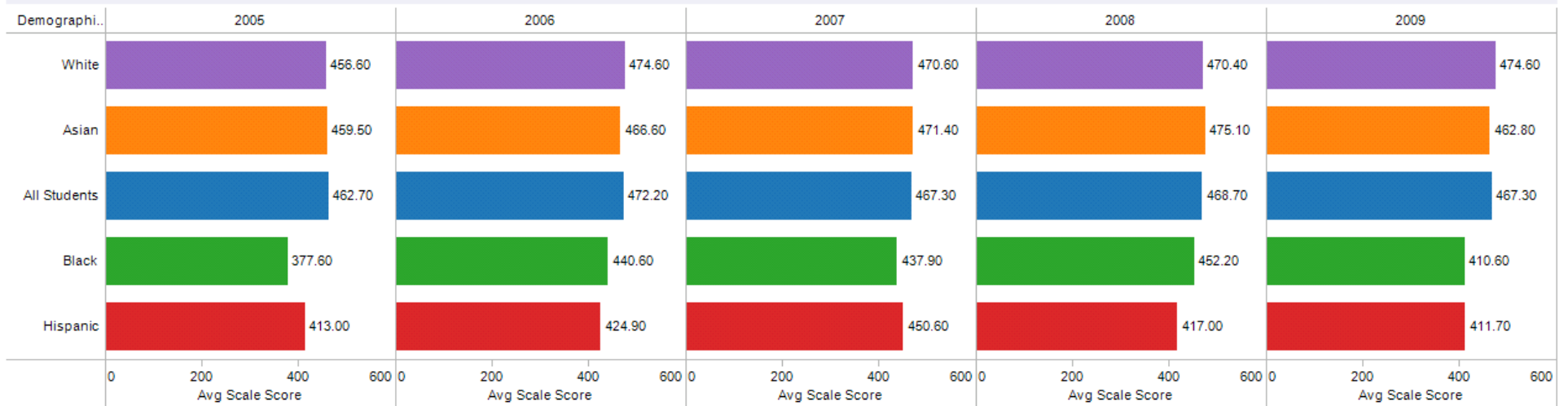


Class of 2012 Science Benchmarks

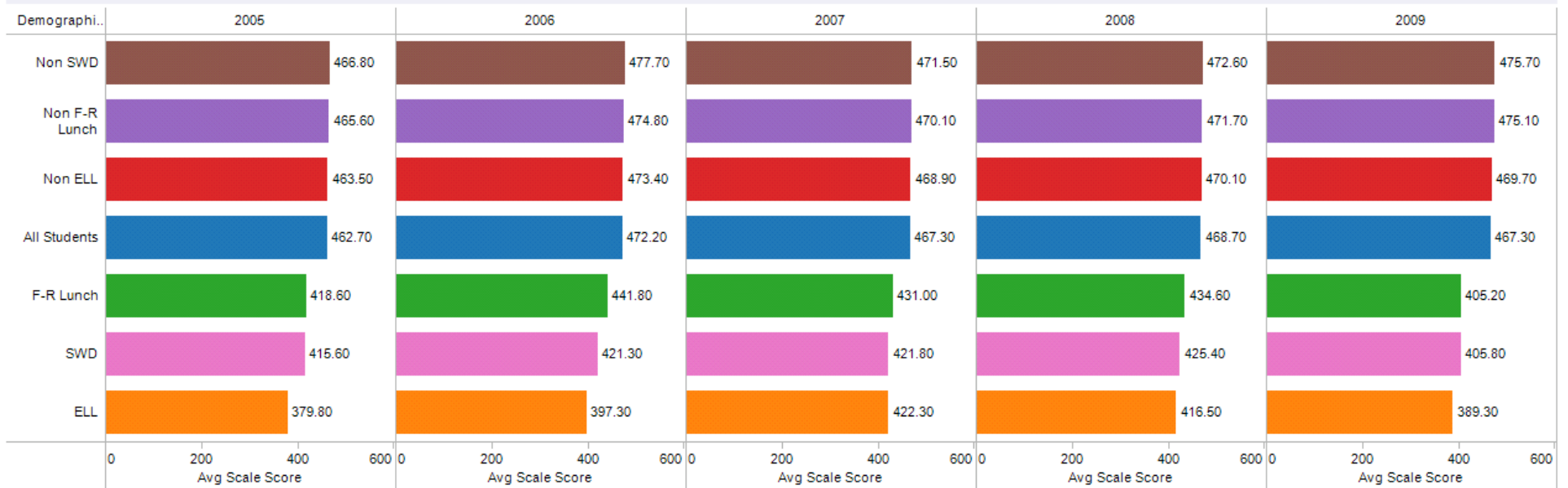


WKCE Science

WKCE Science Average Scale Score by Race

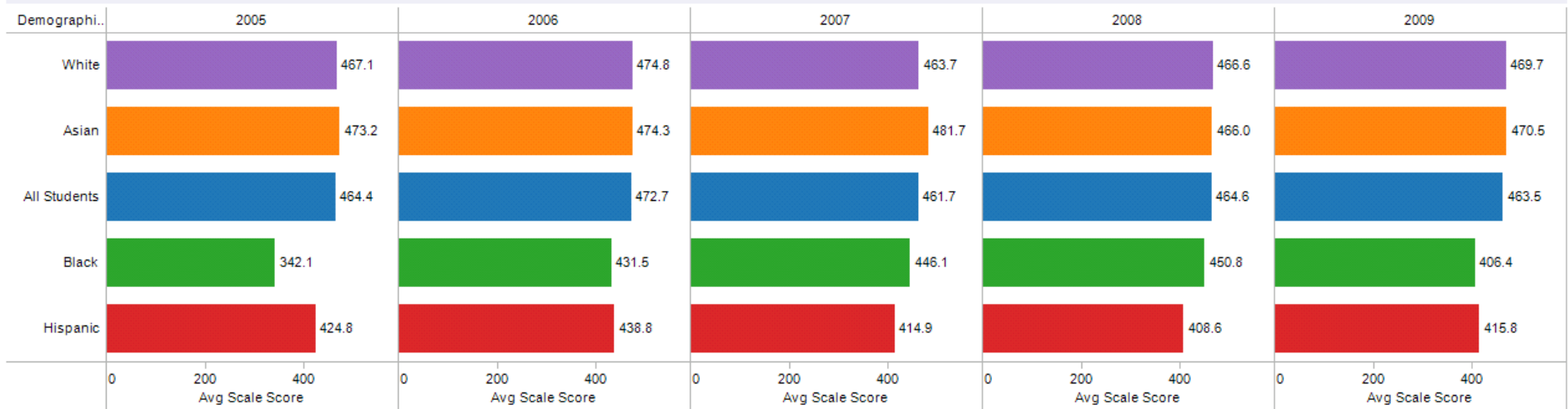


WKCE Science Average Scale Score by SES, ELL, & Disability Status

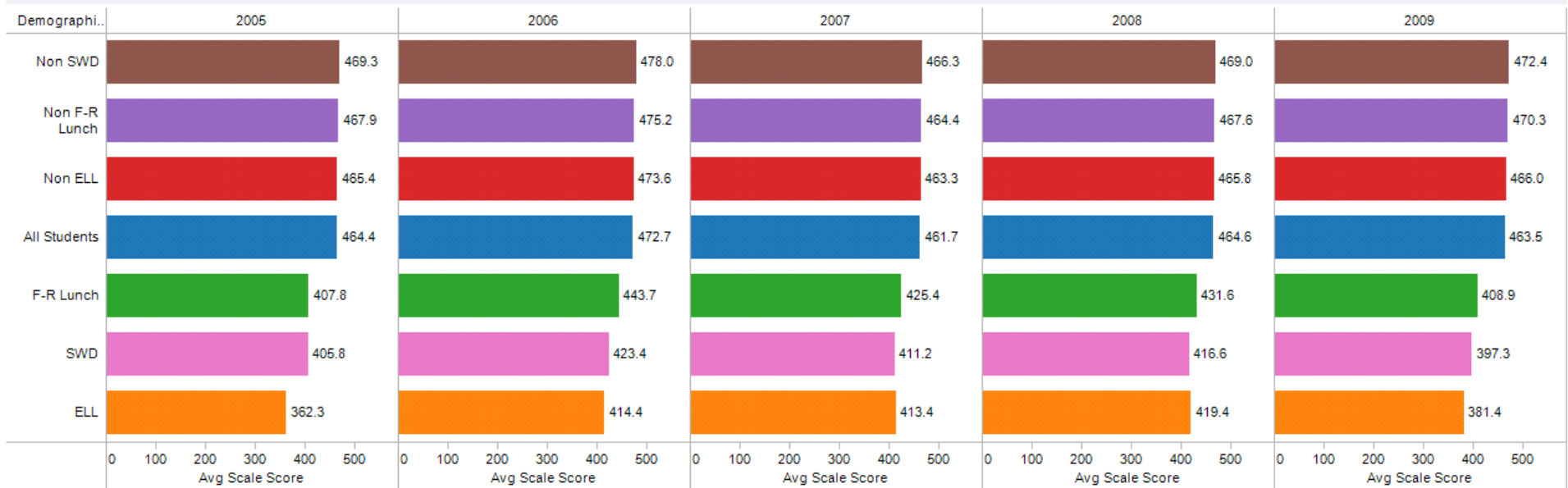


WKCE Social Studies

WKCE Social Studies Average Scale Score by Race



WKCE Social Studies Average Scale Score by SES, ELL, & Disability Status



Summary of Science & Social Studies Data:

EPAS Science score trends show an increase in percent of students meeting college readiness in science from 9th to 10th to 11th grade. By 11th grade 54% of all 11th grade students are meeting ACT college readiness benchmarks in science. This is the most difficult ACT college readiness benchmark to meet with the national average being 29%

WKCE science and social studies trends show a consistent achievement gap in race, SWD, ELL, and low SES subgroup scores.

Behavioral Data Summary 2009-10			
Average Daily Attendance: 93.96%		Average Days Absent per Student: 10.5	
# of Behavioral Events: 15,526		# of Students with a Behavioral Event: 787	
<u>Suspensions</u>			
<u>Type of Behavior Event</u>	<u># In-School</u>	<u># Out of School</u>	<u>Average Number of Days</u>
Alcohol Related	2	2	1.50
Attendance	1		1.00
Battery		1	7.00
Cheating/Plagiarism	2		2.50
Computer/Technology Misuse	1		2.00
Controlled Substance Related	12	36	5.00
Disorderly Conduct	2	2	2.33
Disrespect	9		1.78
Failure to Serve Consequence	2		1.00
Fighting	11	16	3.00
Insubordination	8	2	1.50
Physical Aggression	2	4	2.50
Pornography-Possession Of	1		1.00
Possession of Stolen Property	2	3	4.00
Profanity	5		1.00
Property Damage		1	1.00
Refusal to Follow School Rules	28	2	1.23
Student Misconduct	10	2	2.79
Theft	7	6	2.08
Threatening Behavior	1	5	4.13
Tobacco Possession		1	1.00
Tobacco Use	1		4.00
Truancy	3		1.00
Vandalism	1	1	1.00
Weapon Related	2	4	4.80
<u>Expulsions</u>			
<u>Type of Behavior Event</u>	<u>Number of Events</u>		<u>Average Number of Days</u>
Controlled Substances Related	3		1,449
Repeated Refusal to Follow School Rules	2		422

Implications When Intersected with Other Data:

The data table above is a summary of all students. However, when behavior data is broken down by sub-group, there is a disproportionate number of black males with offenses that result in suspension.

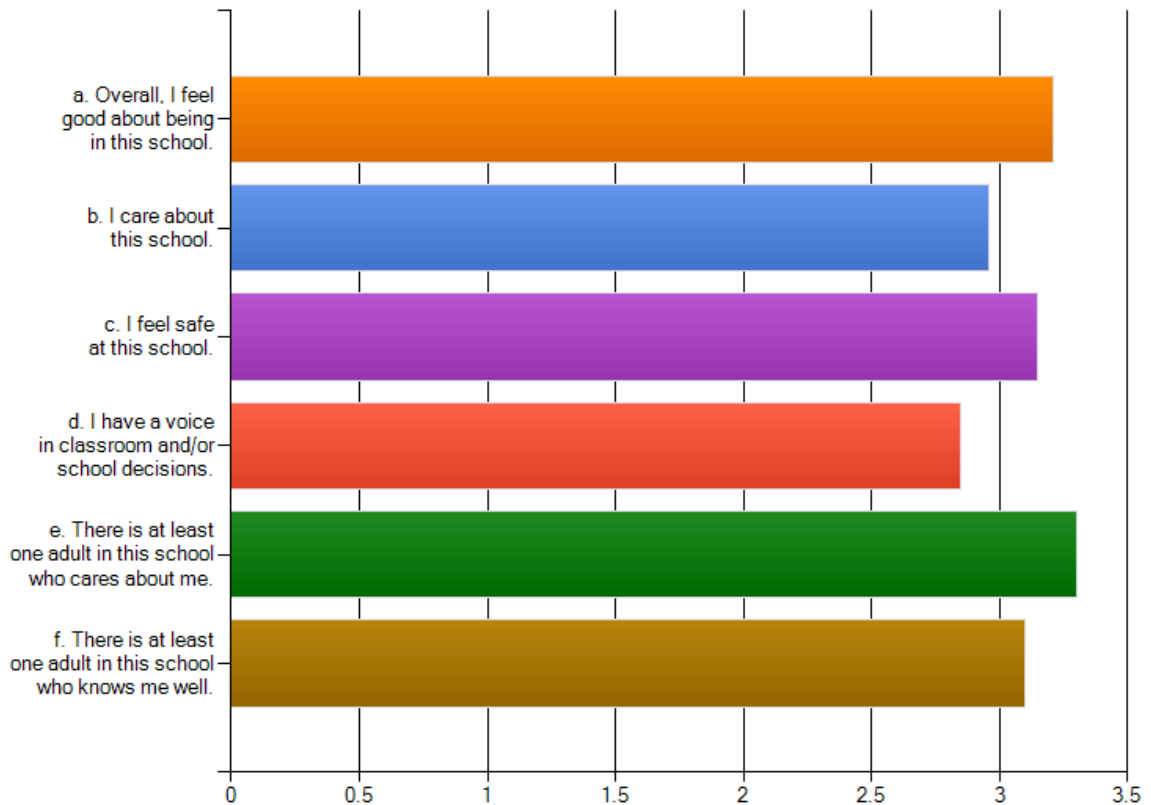
Perceptions Data Summary

Please click the links below to access full results from the following surveys.

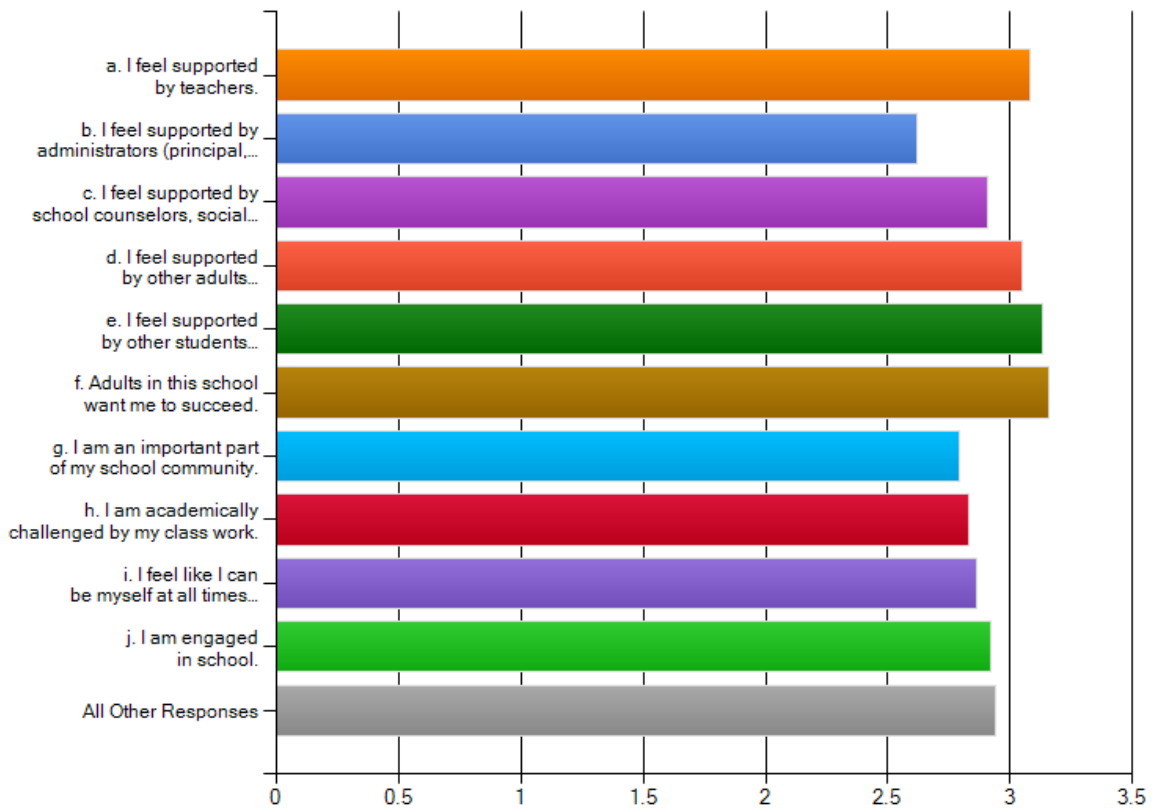
→ Results from the [2009-2010 MHS Student Engagement Survey](#)

→ Results from the [2008-2009 MHS Student Engagement Survey](#)

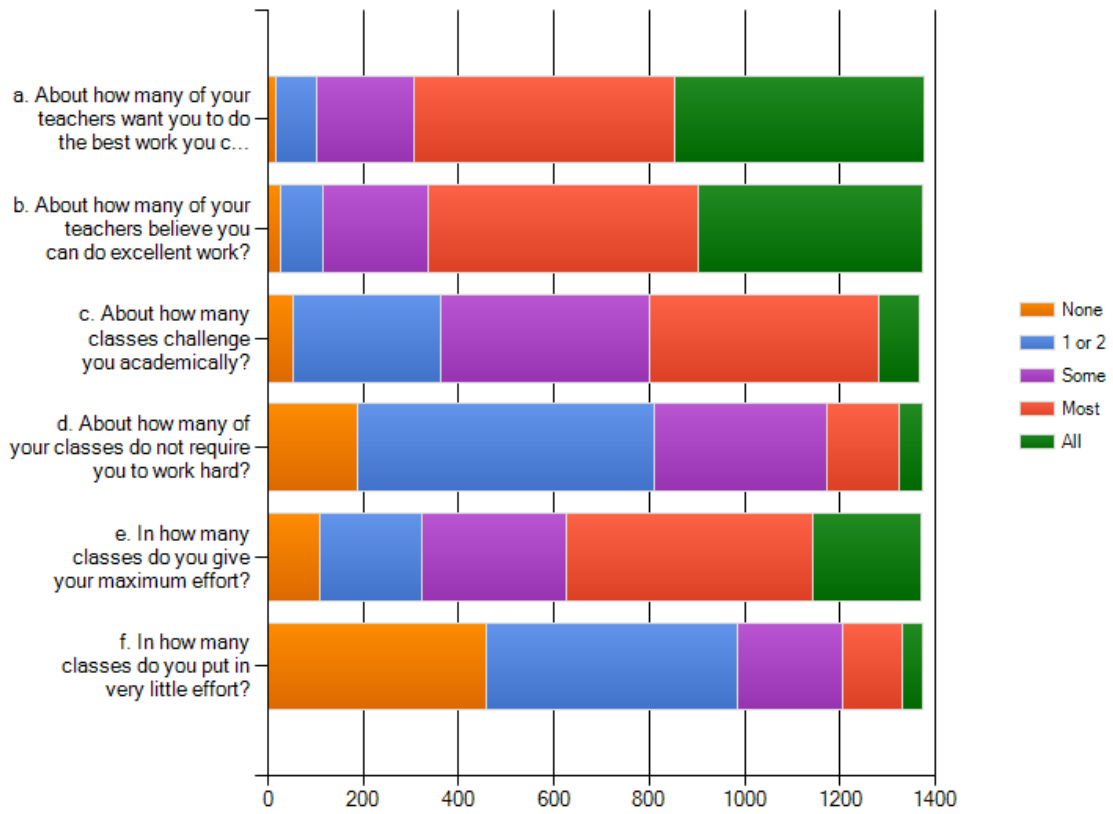
How do you feel about the following questions related to your high school?



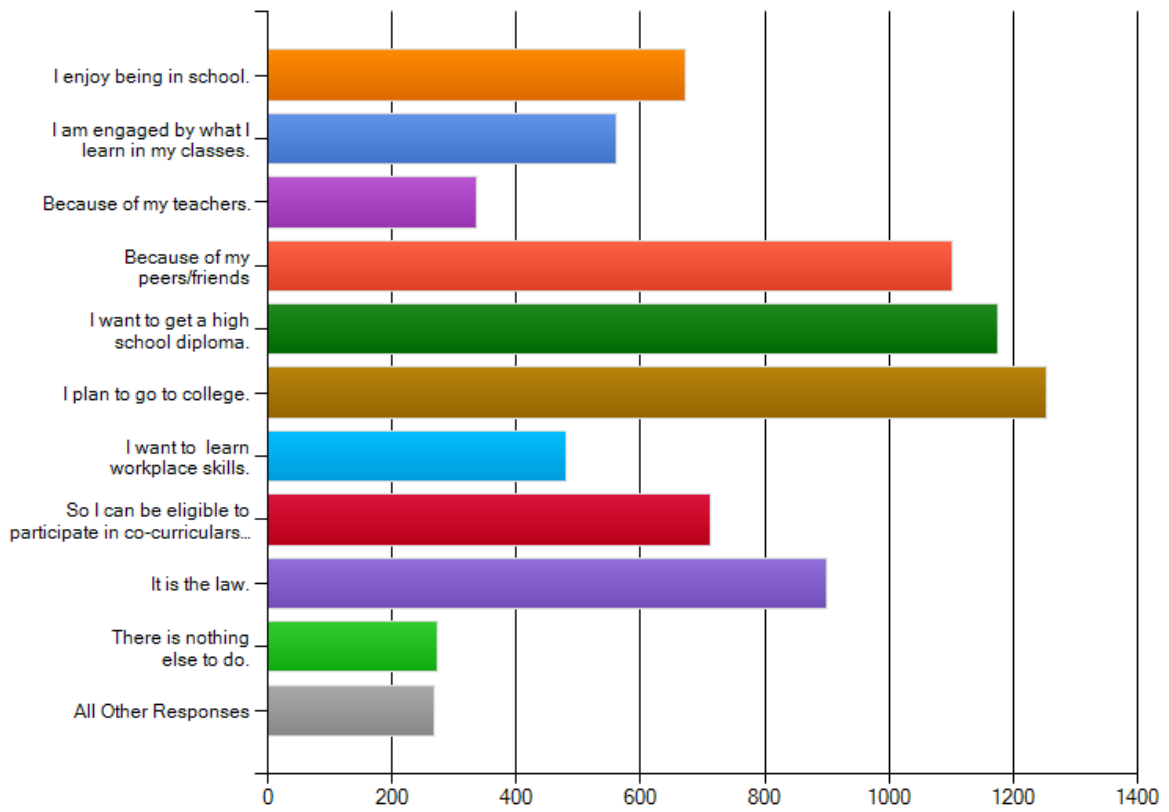
How often do you feel the following statements apply to your high school?



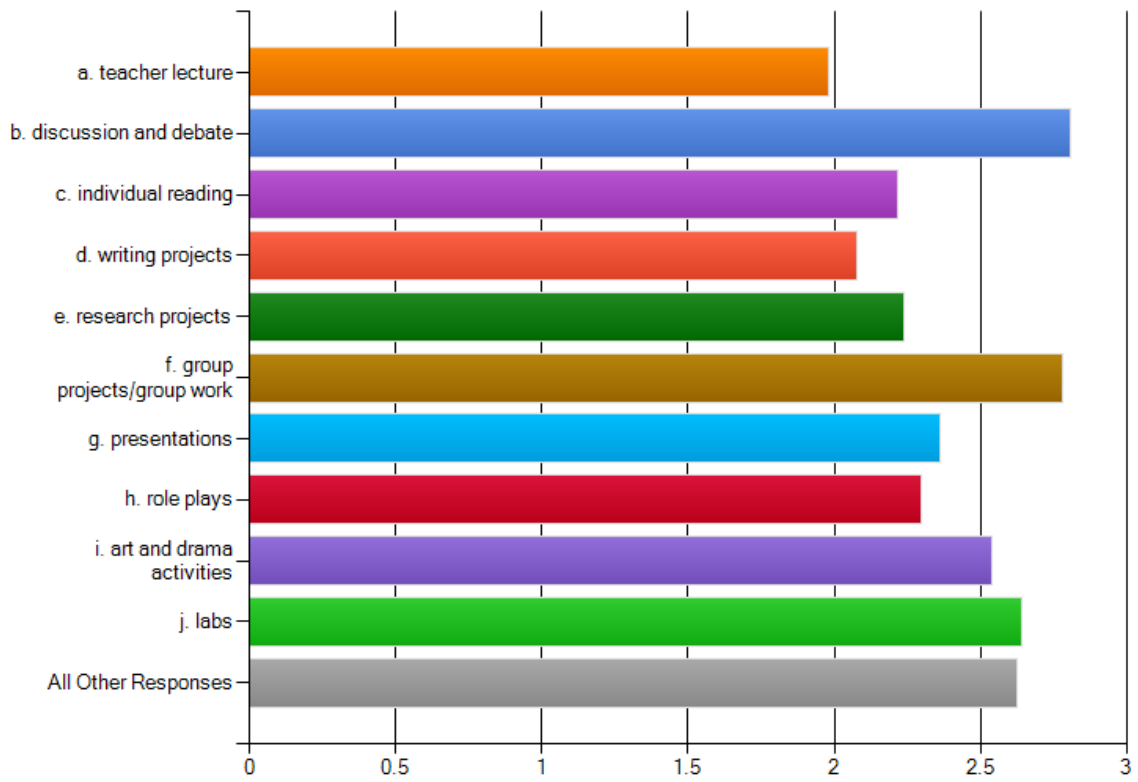
What do you believe about the following?



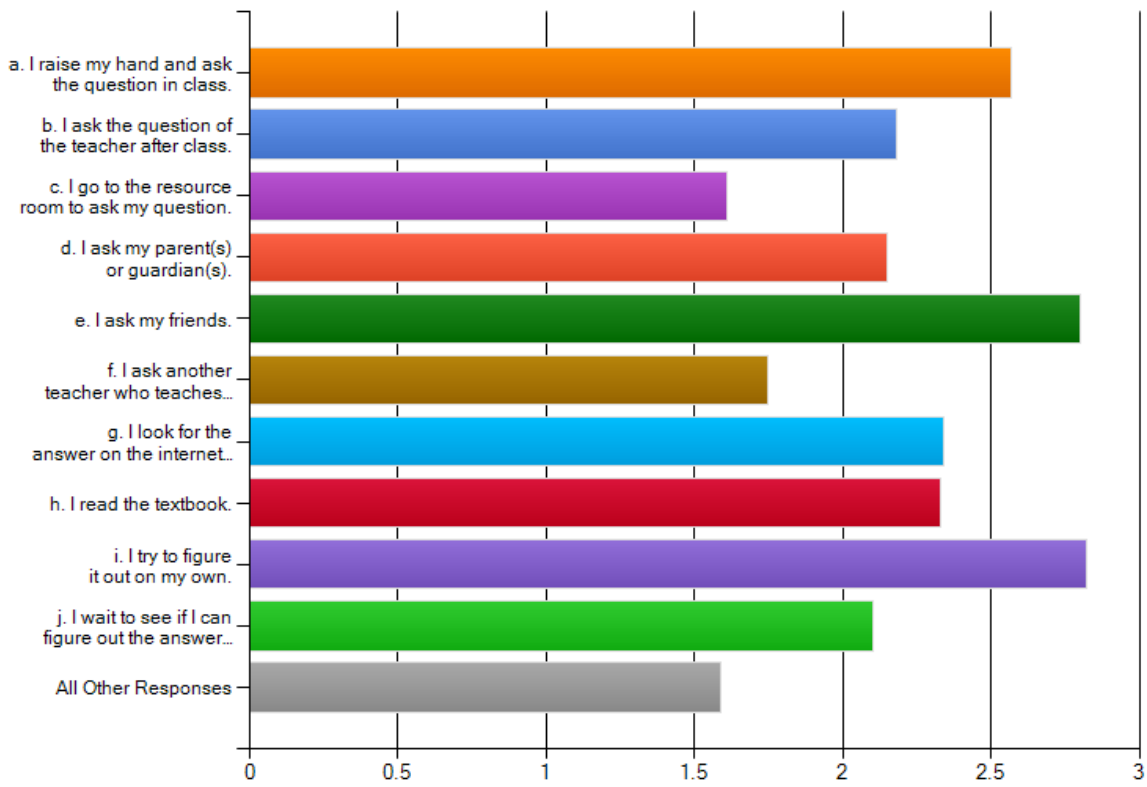
Why do you come to school? (Choose all that apply.)



To what degree does each of the following types of learning methods in class excite and/or engage you?



When you have a question or need help in class related to academic work, how often do you use the following strategies to get your answer?



Implications When Intersected with Other Data:

- Perception data continues to be very favorable. 90% of students agree or strongly agree with the statement, “Overall, I feel good about being in this school.”
- Over 90% of students report an important reason they come to school is because they plan to go to college.
- Over 80% of students report participating in clubs or sports at MHS