

# Appleton Area School District

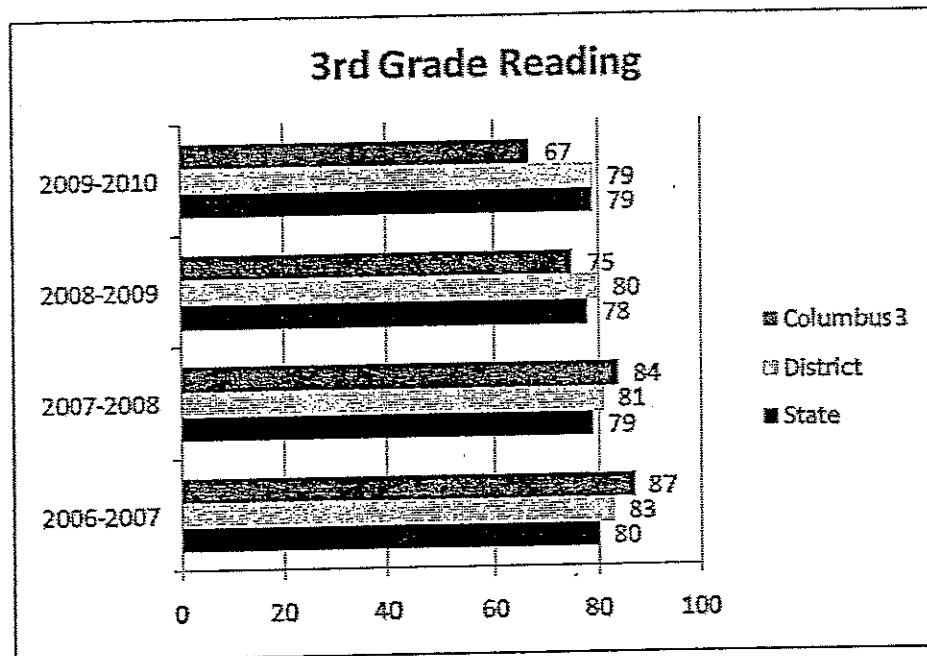
November, 2010

Dear Columbus School Parents/Guardians and Community Members:

Our school, like all Appleton Area School District schools, is engaged in a Continuous School Improvement Process (CSIP) to ensure high-quality educational programming for each student. Through this process, site staff analyze a variety of data in its pursuit of identifying a goal and action plan to support student learning at our school. Please visit our district website to learn more about the CSIP process and to gain access to our site plan; [www.aasd.k12.wi.us/ProgramsDept/CSIP/](http://www.aasd.k12.wi.us/ProgramsDept/CSIP/).

As part of our CSIP, we reviewed and analyzed reading and mathematics data collected via the Federally required *No Child Left Behind* legislation. The following summary comments have been created to provide you with an analysis of this data.

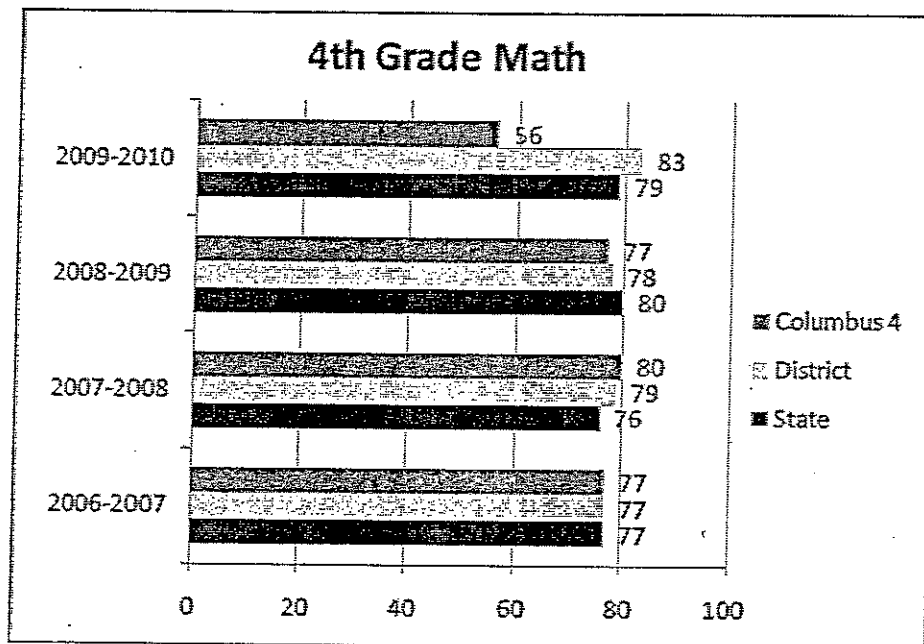
## 2009 Wisconsin Knowledge and Concepts Examination (WKCE) Percent Proficient and Advanced Proficient Data



### Summary comments:

As you can notice from the 3<sup>rd</sup> Grade Reading graphs above, our score was significantly lower than both the state and district average score. We, as a Columbus team, are working diligently to increase the proficiency of our students at all levels through our rigorous Continuous School Improvement Process.

**2009 Wisconsin Knowledge and Concepts Examination (WKCE)  
Percent Proficient and Advanced Proficient Data**



Summary comments:

As you look at the graph of our 4<sup>th</sup> Grade Math statistics, our scores are significantly below the state and district average. Through the Continuous School Improvement Process, Columbus School has pulled together a team of staff, including the principal, to take a closer look at mathematics and look at areas in need of improvement for our students.

Keep in mind that in addition to the Federal and State testing, staff members administer a variety of other assessments to students in its pursuit of ensuring high-quality educational programming. When viewed together, each of these measures provide valuable data that assist classroom teachers with making instructional decisions that maximizes student learning.

We hope you find value in the information highlighted within this document. Should you have questions pertaining to this data or wish to discuss this further, please contact Jennifer Dordel, 832-6232.

Sincerely,

Jennifer Dordel  
Principal, Columbus Elementary School