

## Appleton Area School District Mathematics Goal

**Goal Statement: All students in the Appleton Area School District in grades four, eight, nine and ten will be performing mathematics at or above grade level.**

### **Goal Measurements:**

**Grade 4** – The formal assessments will be the mathematics portion of the Wisconsin Knowledge and Concepts Exam and the Measures of Academic Progress test. For a student to be evaluated as performing mathematics at or above grade level, the student must:

- **Wisconsin Knowledge and Concepts Exam (WKCE-CRT):** Score proficient or advanced proficient on the Mathematics portion of the exam
- **Measures of Academic Progress (MAP):** Obtain the Spring median RIT score or higher.

**Grade 8** – The formal assessments will be the mathematics portion of the Wisconsin Knowledge and Concepts Exam and the Measures of Academic Progress test. For a student to be evaluated as performing mathematics at or above grade level the student must:

- **Wisconsin Knowledge and Concepts Exam (WKCE-CRT):** score proficient or advanced proficient on the Mathematics portion of the exam
- **Measures of Academic Progress (MAP):** Obtain the Spring median RIT score or higher.

**Grade 9** – The formal assessment will be the mathematics portion of the Measures of Academic Progress test. For a student to be evaluated as performing mathematics at or above grade level the student must:

- **Measures of Academic Progress (MAP):** Obtain the Spring median RIT score or higher.

**Grade 10** – The formal assessments will be the mathematics portion of the Wisconsin Knowledge and Concepts Examination. For a student to be evaluated as performing mathematics at or above grade level the student must:

- **Wisconsin Knowledge and Concepts Exam (WKCE-CRT):** Score proficient or advanced proficient on the mathematics portion of the exam.

### **Progress Benchmarks:**

Performance levels and intervention strategies will be developed at each grade K-10 to support goal achievement at grades four, eight, nine and ten.

### **Ancillary Goals:**

- 40% of AASD students will successfully complete (earn a C- or higher for each quarter of a course) Algebra by the end of the eighth grade.
- 90% of AASD students will successfully complete (earn a C- or higher for each semester of a course) 3 credits of mathematics upon graduation
- 85% of AASD students will successfully complete (earn a C- or higher for each semester of a course) 3 credits of mathematics, including at least Algebra 2 or Advanced Algebra, upon graduation
- 35% of AASD students will successfully complete (earn a C- or higher for each semester of a course) Trigonometry/Analytic Geometry upon graduation.

- 25% of AASD students will successfully complete (earn a C- or higher for each semester of a course) Introduction to Calculus upon graduation.
- 10% of AASD students will successfully complete (earn a C- or higher for each semester of a course) an Advanced Placement mathematics course upon graduation. (Advanced Placement mathematics courses include AP Calculus, AP Statistics and AP Computer Science)
- AASD students one year or more behind grade level in mathematics will receive intervention programming to accelerate growth.

## **Reporting Process:**

Annually all sites and the district will develop the following report for the summer Board of Education Retreat:

### **WKCE RESULTS-**

- **Site Report:** Percentage of 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders performing proficient or advanced proficient on the mathematics exam, disaggregated by the following:
  - School sites will utilize disaggregated data for 4<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> graders by Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, Students with Disabilities and Excluded Students as part of their annual Continuous School Improvement Planning
- **District Report:** Percentage of 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders performing proficient or advanced proficient on the mathematics exam, disaggregated by the following:
  - Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, Students with Disabilities and Excluded Students

### **MAP RESULTS-**

- **Site Report:** Percentage of 4<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders as determined by spring MAP testing:
  - Meeting or exceeding the Spring grade level median RIT score
  - Reaching their growth target

School sites will utilize disaggregated data for grade 2-9 by Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, and Students with Disabilities as part of their annual Continuous School Improvement Planning.
- **District Report:** Percentage of 4<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders as determined by spring MAP testing:
  - Meeting or exceeding the Spring grade level median RIT score
  - Reaching their growth target

Data will be disaggregated for 4<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders by Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, and Students with Disabilities.

### **ENROLLMENT DATA-**

- **District and Site Reports:** Number of 8<sup>th</sup> graders who have successfully completed (earn a C- or higher for each quarter of a course) Algebra or above.
- **District and Site Reports:** Number of 8<sup>th</sup> graders who have successfully completed (earn a C- or higher for each quarter of a course) Algebra or above, disaggregated by Gender, Race/Ethnicity, Limited English Proficiency, Students with Disabilities, and Socioeconomic Status.
- **District and Site Reports:** Number of 9<sup>th</sup> graders who have successfully completed (earn a C- or higher for each semester of a course) Algebra or above.
- **District and Site Reports:** Number of 9<sup>th</sup> graders who have successfully completed (earn a C- or higher for each semester of a course) Algebra or above, disaggregated by Gender, Race/Ethnicity, Limited English Proficiency, Students with Disabilities, and Socioeconomic Status.

- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) at least 3 credits of mathematics upon graduation.
- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) at least 3 credits of mathematics upon graduation, disaggregated by Gender, Race/Ethnicity, Limited English Proficiency, Students with Disabilities, and Socioeconomic Status.
- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) at least 3 credits of mathematics, including Algebra 2 or Advanced Algebra, upon graduation.
- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) at least 3 credits of mathematics, including Algebra 2 or Advanced Algebra, upon graduation, disaggregated by Gender, Race/Ethnicity, Limited English Proficiency, Students with Disabilities, and Socioeconomic Status.
- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) Trigonometry/Analytic Geometry upon graduation.
- District Report and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) Trigonometry/Analytic Geometry upon graduation, disaggregated by Gender, Race/Ethnicity, Limited English Proficiency, Students with Disabilities, and Socioeconomic Status.
- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) Introduction to Calculus upon graduation.
- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) Introduction to Calculus upon graduation, disaggregated by Gender, Race/Ethnicity, Limited English Proficiency, Students with Disabilities, and Socioeconomic Status.
- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) an Advanced Placement mathematics course upon graduation.
- District and Site Reports: Number of students who have successfully completed (earn a C- or higher for each semester of a course) an Advanced Placement mathematics course upon graduation, disaggregated by Gender, Race/Ethnicity, Limited English Proficiency, Students with Disabilities, and Socioeconomic Status.

**Board Approved 06/12/2006**  
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