

News Release

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Last year for WKCE math and reading; results improve over five years

MADISON — Statewide assessment results in mathematics and reading improved from five years ago for all racial and ethnic groups in the last year of Wisconsin Knowledge and Concepts Examinations (WKCE). Next year Wisconsin students will take online, adaptive assessments through the Smarter Balanced Assessment Consortium.

Overall, 48.6 percent of students scored proficient or advanced in mathematics on the WKCE.

Achievement was 1.8 percentage points higher than mathematics proficiency was five years ago. The assessment has college and career readiness proficiency levels that mirror the National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card. In reading, 36.6 percent of students scored proficient or advanced. Achievement in reading has shown a small, but steady increase over five years and is 1.1 percentage points higher than five years ago. Across all racial and ethnic groups, math and reading results on the WKCE have improved over five years. However, achievement gaps remain large.

WSAS Achievement — All Grades			
Percent Scoring Proficient or Advanced Using College and Career Readiness Expectations			
	2009-10	2013-14	Change in %
Mathematics			
American Indian	27.2	31.0	3.8
Asian	47.1	51.4	4.3
Black	17.0	18.3	1.3
Hispanic	26.6	28.0	1.4
White	53.4	56.2	2.8
All Students	46.8	48.6	1.8
Reading			
American Indian	20.2	23.5	3.3
Asian	28.3	34.5	6.2
Black	12.2	14.3	2.1
Hispanic	16.2	18.4	2.2
White	41.4	42.9	1.5
All Students	35.5	36.6	1.1

“It’s heartening to see overall progress in math and reading results on the WKCE,” said State Superintendent Tony Evers. “Our achievement gaps are no secret and are too large. That is why I have appointed a task force of teachers and principals to specifically address classroom-based practices that can impact Wisconsin’s achievement gap. The educators on my Promoting Excellence for All Task Force are from public, charter, and choice schools that are moving the needle on student achievement. We want them to tell us what works in their schools and help us apply these strategies in classrooms across the state.”

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Statewide 430,600 students in grades three through eight and grade 10 took Wisconsin Student Assessment System (WSAS) math and reading tests last fall, a 99.6 percent participation rate. Of those students, 1.3 percent took the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).

“Next year Wisconsin will administer college and career-ready assessments offered through Smarter Balanced and the ACT suite,” Evers said. “The new assessments will allow students to show more of what they know and provide information for parents and teachers to target timely instruction for those who need more challenges or additional help. The new assessments will support our Agenda 2017 goals to close achievement gaps and prepare all students to graduate college and career ready.”

During the 2013-14 testing cycle, 42.4 percent of the state’s students were identified as living in poverty based on eligibility for free or reduced-price school meals.

Percent Economically Disadvantaged taking WSAS		
	2012-13	2013-14
American Indian	68.0	68.1
Asian	50.8	50.3
Black	81.0	81.5
Hispanic	77.6	77.7
White	30.3	30.5
All Students	41.9	42.4

NOTE: Economically disadvantaged students are those who qualify for free or reduced-price school meals. For the 2013-14 school year, annual income must be at or below \$43,568 for a family of four.

This represents an increase of 0.5 percentage points from the prior year and 5 percentage points from the 2009-10 school year. Subsidized meal eligibility is 81.5 percent for black students, 77.7 percent for Hispanic students, 68.1 percent for American Indian students, 50.3 percent for Asian students, and 30.5 percent for white students. Poverty levels based on race or ethnicity increased from last year for all student groups except Asian students, which declined 0.5 percentage points. Asian students also have the largest gap closing of any racial or ethnic group across five years.

Student achievement by grade span also shows modest growth over five years. Elementary mathematics went from 50.7 percent proficient or advanced in the 2009-10 school year to 51.0 percent this year. At middle school, 47.3 percent of students are proficient or advanced compared to

Wisconsin Student Assessment System					
Performance for All Students — By Grade Span					
Percent Scoring Proficient or Advanced Using College and Career Readiness Expectations					
	2009-10	2010-11	2011-12	2012-13	2013-14
Mathematics					
Elementary	50.7	47.9	51.5	49.3	51.0
Middle	45.0	47.0	46.6	48.1	47.3
High School	41.0	42.2	43.8	44.4	45.5
Reading					
Elementary	33.6	34.6	33.8	34.2	34.9
Middle	35.7	37.0	35.7	37.3	36.2
High School	39.9	33.9	41.6	38.4	42.3

45.0 percent five years ago. High school students showed a 4.5 percentage point gain over five years, from 41.0 percent to 45.5 percent. Reading results at high school went from 39.9 percent proficient or advanced in the

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2009-10 school year to 42.3 percent this year. At middle school, reading achievement gained 0.5 percentage points from five years ago moving from 35.7 percent proficient or advanced to 36.2 percent. Elementary reading went from 33.6 percent proficient or advanced in 2009-10 to 34.9 percent this year.

Among students who are economically disadvantaged or who have a disability, achievement in mathematics and reading increased this year from five years ago, though achievement gaps are large. Math and reading achievement for English language learners is down from five years ago.

This is the fourth year that Milwaukee voucher students have taken the same statewide assessments as public school students. This is the third year for testing in the Racine voucher program and the first year for the Wisconsin Parental Choice Program. (Additional information about achievement results for Milwaukee, Racine, and statewide voucher students is available at http://news.dpi.wi.gov/files/eis/pdf/dpinr2014_48.pdf.)

“Wisconsin is setting higher expectations for all students,” Evers said. “Our new assessments in the 2014-15 school year will have better information to help all students graduate college and career ready.”

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ATTACHMENT: Tables with additional information about statewide performance on the Wisconsin Student Assessment System examinations follow.

NOTES: WSAS results at the school and district levels are reported for students who meet full academic year (FAY) requirements and are available on the Department of Public Instruction WISEdash website at <http://wisedash.dpi.wi.gov/>. This news release reports data for all students and is available electronically at http://news.dpi.wi.gov/files/eis/pdf/dpinr2014_47.pdf.

Information about new state assessments that will be administered beginning next year is available on the Office of Student Assessment website: http://oea.dpi.wi.gov/oea_wiassessmt.

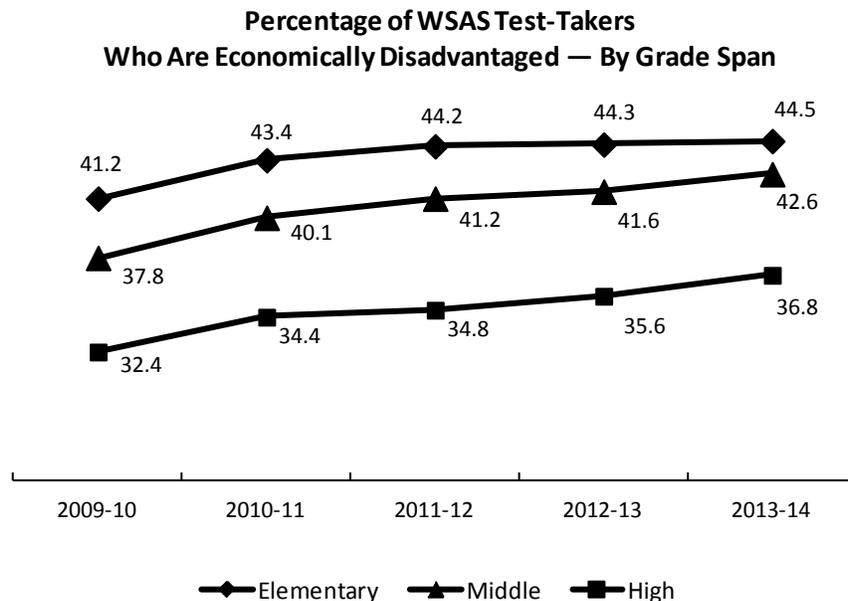
WSAS Achievement Gap Analysis — All Grades

Percent Scoring Proficient or Advanced Using College and Career Readiness Expectations

	2009-10 to 2013-14						
Mathematics	2009-10	2010-11	2011-12	2012-13	2013-14	Change in %	Gap Change
White	53.4	53.5	55.2	55.4	56.2	2.8	Reference
American Indian	27.2	29.7	31.5	31.4	31.0	3.8	-1.0
Asian	47.1	48.4	49.9	50.2	51.4	4.3	-1.5
Black	17.0	17.4	18.2	18.1	18.3	1.3	1.5
Hispanic	26.6	27.3	28.4	28.1	28.0	1.4	1.4
Not Disadvantaged	58.0	58.5	60.3	60.7	61.8	3.8	Reference
Economically Disadvantaged	28.9	29.4	30.9	30.5	30.6	1.7	2.1
English Proficient	48.4	48.4	49.8	49.8	50.4	2.0	Reference
English-Language Learners	21.2	19.9	20.5	18.2	17.6	-3.6	5.6
Nondisabled	51.0	50.9	52.4	52.4	52.9	1.9	Reference
Students with Disabilities	21.1	20.8	22.0	21.6	21.6	0.5	1.4

	2009-10 to 2013-14						
Reading	2009-10	2010-11	2011-12	2012-13	2013-14	Change in %	Gap Change
White	41.4	41.6	41.9	42.5	42.9	1.5	Reference
American Indian	20.2	22.1	22.5	23.6	23.5	3.3	-1.8
Asian	28.3	30.2	31.7	32.4	34.5	6.2	-4.7
Black	12.2	12.6	13.4	13.5	14.3	2.1	-0.6
Hispanic	16.2	17.0	17.6	17.7	18.4	2.2	-0.7
Not Disadvantaged	45.6	46.2	46.6	47.2	47.8	2.2	Reference
Economically Disadvantaged	19.2	19.8	20.5	20.9	21.3	2.1	0.1
English Proficient	37.3	37.4	37.7	38.0	38.3	1.0	Reference
English-Language Learners	6.7	6.0	6.0	5.5	6.2	-0.5	1.5
Nondisabled	39.0	39.0	39.3	39.7	40.1	1.1	Reference
Students with Disabilities	13.6	13.8	14.2	14.6	14.5	0.9	0.2

NOTE: The Gap Change refers to the change in the achievement gap from 2009-10 to 2013-14 between white students and students from other racial or ethnic groups and between students based on economic, English proficiency, or disability status. A negative number indicates a reduction in the gap.



**Wisconsin Knowledge and Concepts Examinations and Wisconsin Alternate Assessment Performance
Percent of Students Scoring Proficient and Advanced Using College and Career Ready Expectations**

Grade	Enrollment Counts								Reading								Mathematics							
	3rd	4th	5th	6th	7th	8th	10th	ALL	3rd	4th	5th	6th	7th	8th	10th	ALL	3rd	4th	5th	6th	7th	8th	10th	ALL
All Students																								
2009-10	60,609	61,253	60,424	60,665	60,831	61,789	67,767	433,338	32.7	35.5	32.7	35.2	39.0	32.9	39.9	35.5	51.4	51.3	49.5	45.1	47.5	42.5	41.0	46.8
2010-11	60,108	61,051	61,490	61,049	61,337	61,409	66,141	432,585	34.2	33.9	35.6	34.8	36.4	39.7	34.0	35.5	45.5	48.4	49.8	51.0	45.7	44.4	42.2	46.7
2011-12	60,264	60,131	60,986	61,854	61,489	61,459	65,161	431,344	33.1	35.2	33.0	35.7	38.5	32.9	41.6	35.8	51.2	51.8	51.6	46.2	48.0	44.5	43.8	48.1
2012-13	61,289	60,712	60,254	61,408	62,340	61,833	64,211	432,047	34.9	32.9	34.9	34.7	37.0	40.2	38.4	36.2	48.0	49.0	51.0	52.2	47.3	45.0	44.4	48.1
2013-14	60,725	61,426	60,808	60,514	61,865	62,737	64,519	432,594	34.6	36.3	33.8	36.5	38.2	33.9	42.3	36.6	50.2	52.0	50.8	47.2	48.2	46.4	45.5	48.6
American Indian																								
2009-10	885	905	920	918	885	882	1,009	6,404	19.9	19.6	16.7	19.3	24.7	17.9	23.0	20.2	34.8	29.7	28.9	26.1	29.3	22.3	19.8	27.2
2010-11	1,011	1,002	979	988	1,022	970	1,061	7,033	19.2	22.7	21.8	19.5	24.1	27.5	20.2	22.1	30.6	32.1	28.8	33.5	29.7	29.8	23.9	29.7
2011-12	1,007	1,031	1,002	997	1,000	1,028	1,041	7,106	22.1	21.5	20.5	20.9	25.7	19.8	26.9	22.5	36.2	36.1	37.1	25.7	31.4	28.5	25.5	31.5
2012-13	1,000	1,014	1,052	1,014	1,023	1,021	1,018	7,142	23.0	23.4	20.9	22.5	23.6	26.6	25.5	23.6	33.1	35.3	34.1	35.3	27.0	27.6	27.1	31.4
2013-14	1,024	1,030	1,021	1,050	1,008	1,009	1,070	7,212	21.7	22.4	22.0	20.7	27.5	22.5	27.9	23.5	33.7	34.3	34.3	29.1	32.4	24.9	28.5	31.0
Asian																								
2009-10	2,380	2,302	2,204	2,135	2,206	2,307	2,394	15,928	27.4	29.8	27.6	27.1	29.5	29.9	27.0	28.3	50.5	49.3	51.3	47.0	48.5	46.5	37.0	47.1
2010-11	2,420	2,509	2,456	2,332	2,249	2,326	2,535	16,827	30.2	30.1	30.4	29.7	29.7	35.0	26.6	30.2	47.5	50.2	52.2	55.1	46.9	46.5	40.5	48.4
2011-12	2,516	2,422	2,507	2,451	2,362	2,288	2,514	17,060	29.7	31.5	31.0	29.3	33.0	31.3	36.5	31.7	50.7	51.6	54.4	49.6	49.9	48.8	44.3	49.9
2012-13	2,639	2,546	2,440	2,543	2,496	2,382	2,462	17,508	31.6	31.0	31.9	31.2	32.3	36.5	32.6	32.4	49.7	51.6	54.1	55.8	49.1	46.4	44.2	50.2
2013-14	2,767	2,691	2,577	2,501	2,559	2,540	2,431	18,066	33.7	34.4	33.0	34.0	34.4	33.5	38.4	34.5	51.3	52.9	53.6	50.9	52.5	52.2	46.3	51.4
Black																								
2009-10	6,318	6,508	6,432	6,452	6,295	6,355	6,667	45,027	12.0	12.7	11.7	11.6	13.2	11.8	12.5	12.2	20.5	21.3	21.4	17.0	16.5	14.1	8.4	17.0
2010-11	6,695	6,578	6,743	6,660	6,633	6,579	6,544	46,432	12.8	13.0	12.6	12.2	13.1	14.6	10.2	12.6	19.1	20.8	20.6	20.6	16.4	14.3	10.0	17.4
2011-12	6,691	6,634	6,512	6,744	6,615	6,600	6,332	46,128	14.2	13.4	13.0	13.0	13.9	12.6	14.0	13.4	21.7	22.1	22.5	17.0	17.6	16.2	10.1	18.2
2012-13	6,854	6,669	6,564	6,452	6,672	6,600	6,293	46,104	13.9	12.7	13.7	11.8	13.7	15.1	13.1	13.5	20.3	20.4	22.5	21.0	16.5	14.6	11.3	18.1
2013-14	6,818	6,793	6,644	6,550	6,483	6,746	6,542	46,576	14.2	14.0	13.5	14.4	14.0	14.0	16.3	14.3	20.2	21.9	21.4	18.5	16.9	16.2	12.6	18.3
Hispanic																								
2009-10	5,964	5,529	5,403	5,025	4,808	4,613	4,508	35,850	14.0	15.0	15.0	15.5	19.0	16.0	19.6	16.2	29.7	31.7	30.5	25.5	27.2	21.8	16.7	26.6
2010-11	6,412	6,316	5,798	5,653	5,357	5,089	4,911	39,536	15.3	15.2	17.7	16.4	18.5	21.2	15.5	17.0	27.8	30.6	31.3	31.4	25.8	24.2	18.1	27.3
2011-12	6,518	6,392	6,345	5,903	5,712	5,467	5,047	41,384	16.1	16.2	16.1	16.8	19.9	17.0	22.3	17.6	32.0	32.5	32.1	26.9	28.5	24.8	19.9	28.4
2012-13	6,801	6,639	6,353	6,386	5,940	5,760	5,160	43,039	15.3	15.8	17.0	16.4	18.2	21.5	20.5	17.7	29.0	30.7	31.2	31.5	26.3	24.5	21.3	28.1
2013-14	6,964	6,880	6,629	6,363	6,438	6,030	5,652	44,956	17.4	17.0	16.9	18.0	18.3	18.0	24.1	18.4	30.4	32.2	29.8	26.8	27.3	25.1	23.1	28.0
White																								
2009-10	45,057	46,005	45,439	46,113	46,624	47,571	53,184	329,993	38.6	41.7	38.3	41.4	45.3	37.8	45.9	41.4	59.0	58.4	56.1	51.4	54.0	48.5	47.8	53.4
2010-11	43,565	44,646	45,511	45,414	46,071	46,441	51,084	322,732	40.9	40.1	41.8	41.0	42.4	45.8	39.4	41.6	52.4	55.3	56.9	58.1	52.5	51.0	49.1	53.5
2011-12	43,526	43,637	44,615	45,759	45,798	46,072	50,212	319,619	39.0	41.8	38.8	42.2	45.0	38.1	47.6	41.9	59.0	59.5	58.9	53.3	55.1	51.0	50.8	55.2
2012-13	43,987	43,838	43,840	45,010	46,207	46,066	49,264	318,212	41.7	38.9	41.1	41.0	43.4	46.6	44.1	42.5	55.4	56.3	58.3	59.7	54.8	52.2	51.4	55.4
2013-14	43,123	44,005	43,914	44,049	45,375	46,410	48,823	315,699	41.1	43.3	39.7	43.0	44.9	39.2	48.4	42.9	58.5	60.1	58.6	54.6	55.8	53.6	52.8	56.2

**Wisconsin Knowledge and Concepts Examinations and Wisconsin Alternate Assessment Performance
Percent of Students Scoring Proficient and Advanced Using College and Career Ready Expectations**

Grade	Enrollment Counts								Reading								Mathematics							
	3rd	4th	5th	6th	7th	8th	10th	ALL	3rd	4th	5th	6th	7th	8th	10th	ALL	3rd	4th	5th	6th	7th	8th	10th	ALL
ELL																								
2009-10	5,007	4,465	3,916	3,405	3,324	3,177	2,653	25,947	9.4	8.6	6.5	5.0	5.1	5.3	4.4	6.7	28.8	28.6	24.2	17.2	17.8	14.3	8.0	21.2
2010-11	4,822	4,676	3,978	3,457	3,230	3,129	2,566	25,858	8.3	7.3	6.5	4.3	5.0	5.6	2.5	6.0	26.7	26.4	23.0	19.9	14.2	13.0	6.2	19.9
2011-12	4,941	4,469	4,003	3,389	3,353	3,136	2,391	25,682	9.8	7.1	5.0	4.2	4.2	4.4	4.6	6.0	30.0	26.5	23.3	15.6	14.8	14.7	7.6	20.5
2012-13	4,996	4,426	3,337	3,188	3,260	3,191	1,870	24,268	8.0	6.1	5.0	3.8	4.3	4.6	4.5	5.5	25.7	24.9	18.8	16.1	12.5	11.3	6.4	18.2
2013-14	5,144	4,494	3,255	2,723	3,112	3,040	1,755	23,523	10.8	6.5	5.8	3.8	3.7	4.0	5.1	6.2	27.2	23.5	17.0	11.0	11.4	11.2	7.3	17.6
Not-ELL																								
2009-10	55,602	56,788	56,508	57,260	57,507	58,612	65,114	407,391	34.8	37.6	34.5	37.0	41.0	34.4	41.3	37.3	53.4	53.1	51.3	46.7	49.2	44.1	42.4	48.4
2010-11	55,286	56,375	57,512	57,592	58,107	58,280	63,575	406,727	36.5	36.1	37.6	36.6	38.2	41.5	35.2	37.4	47.2	50.3	51.7	52.9	47.4	46.1	43.7	48.4
2011-12	55,323	55,662	56,983	58,465	58,136	58,323	62,770	405,662	35.2	37.4	35.0	37.6	40.5	34.5	43.0	37.7	53.1	53.8	53.6	48.0	49.9	46.1	45.1	49.8
2012-13	56,293	56,286	56,917	58,220	59,080	58,642	62,341	407,779	37.3	35.0	36.6	36.4	38.8	42.1	39.4	38.0	49.9	50.9	52.9	54.1	49.2	46.8	45.5	49.8
2013-14	55,581	56,932	57,553	57,791	58,753	59,697	62,764	409,071	36.8	38.7	35.4	38.1	40.0	35.5	43.4	38.3	52.4	54.2	52.7	48.9	50.2	48.1	46.6	50.4
SwD																								
2009-10	8,527	8,770	8,761	8,538	8,320	8,657	9,109	60,682	16.0	16.4	13.4	11.9	14.2	11.3	12.2	13.6	31.9	28.8	24.5	18.9	17.8	14.8	11.4	21.1
2010-11	8,341	8,909	8,889	8,652	8,614	8,397	8,616	60,418	16.3	15.6	14.5	12.5	12.8	13.4	11.5	13.8	28.4	26.8	23.8	21.0	17.3	15.9	12.3	20.8
2011-12	8,247	8,666	8,982	8,820	8,684	8,659	8,531	60,589	17.0	16.6	14.4	13.3	13.5	11.0	14.0	14.2	31.4	29.7	26.1	19.8	18.2	15.8	13.2	22.0
2012-13	8,323	8,568	8,751	8,877	8,890	8,712	8,187	60,308	17.2	15.5	15.6	13.2	13.9	13.2	13.6	14.6	28.6	27.5	24.9	22.2	17.7	15.9	14.1	21.6
2013-14	8,147	8,533	8,597	8,532	8,791	8,818	8,479	59,897	17.8	16.6	14.5	13.1	13.8	12.1	13.5	14.5	30.2	28.6	25.0	20.2	18.7	16.4	13.0	21.6
Not-SwD																								
2009-10	52,082	52,483	51,663	52,127	52,511	53,132	58,658	372,656	35.4	38.6	36.0	39.0	43.0	36.4	44.2	39.0	54.6	55.1	53.7	49.4	52.1	47.0	45.6	51.0
2010-11	51,767	52,142	52,601	52,397	52,723	53,012	57,525	372,167	37.1	37.0	39.1	38.5	40.3	43.9	37.3	39.0	48.3	52.1	54.2	56.0	50.3	48.9	46.7	50.9
2011-12	52,017	51,465	52,004	53,034	52,805	52,800	56,630	370,755	35.6	38.3	36.3	39.5	42.6	36.5	45.8	39.3	54.3	55.5	56.0	50.6	52.9	49.2	48.4	52.4
2012-13	52,966	52,144	51,503	52,531	53,450	53,121	56,024	371,739	37.7	35.8	38.2	38.3	40.9	44.6	42.1	39.7	51.0	52.6	55.4	57.2	52.2	49.7	48.8	52.4
2013-14	52,578	52,893	52,211	51,982	53,074	53,919	56,040	372,697	37.2	39.5	36.9	40.4	42.3	37.5	46.7	40.1	53.3	55.8	55.0	51.6	53.1	51.3	50.4	52.9
EconDis																								
2009-10	25,575	25,217	24,342	23,941	22,856	22,453	21,978	166,362	18.5	19.2	17.1	18.9	21.5	17.9	21.6	19.2	33.6	34.0	32.1	27.3	28.7	24.0	20.8	28.9
2010-11	26,602	26,602	26,116	25,180	24,745	23,758	22,761	175,764	19.6	19.1	20.1	18.5	20.9	22.9	17.9	19.8	30.2	32.3	32.7	33.2	27.7	26.1	22.1	29.4
2011-12	26,866	26,721	26,582	26,134	25,314	24,687	22,697	179,001	19.9	20.5	18.2	19.8	22.5	18.8	24.2	20.5	34.7	35.5	34.5	28.9	30.1	27.0	23.8	30.9
2012-13	27,490	26,904	26,405	26,347	25,854	25,085	22,840	180,925	20.8	19.5	20.6	19.1	20.9	23.7	22.2	20.9	31.8	32.6	34.1	33.9	28.7	26.7	24.6	30.5
2013-14	27,556	27,320	26,613	26,196	26,155	25,675	23,751	183,266	20.9	21.5	18.9	21.0	22.3	19.3	25.4	21.3	33.2	34.9	33.2	29.4	29.8	27.5	25.4	30.6
Not-EconDis																								
2009-10	35,034	36,036	36,082	36,724	37,975	39,336	45,789	266,976	43.1	46.8	43.2	45.9	49.6	41.5	48.6	45.6	64.4	63.4	61.2	56.7	58.7	53.1	50.8	58.0
2010-11	33,506	34,449	35,374	35,869	36,592	37,651	43,380	256,821	45.8	45.4	47.0	46.2	46.9	50.4	42.4	46.2	57.7	60.8	62.5	63.5	57.8	55.9	52.8	58.5
2011-12	33,398	33,410	34,404	35,720	36,175	36,772	42,464	252,343	43.7	46.9	44.5	47.4	49.7	42.4	50.9	46.6	64.4	64.8	64.8	58.9	60.6	56.3	54.4	60.3
2012-13	33,799	33,808	33,849	35,061	36,486	36,748	41,371	251,122	46.4	43.6	46.0	46.4	48.4	51.4	47.4	47.2	61.1	62.1	64.1	65.9	60.5	57.4	55.3	60.7
2013-14	33,169	34,106	34,195	34,318	35,710	37,062	40,768	249,328	46.0	48.3	45.4	48.4	49.9	44.1	52.2	47.8	64.4	65.6	64.5	60.8	61.7	59.4	57.2	61.8

**Wisconsin Knowledge and Concepts Examinations and Wisconsin Alternate Assessment Performance
Percent of Students Scoring Proficient and Advanced**

	Enrollment Counts			Language Arts			Social Studies			Science		
	4th	8th	10th	4th	8th	10th	4th	8th	10th	4th	8th	10th
All Students												
2009-10	61,253	61,789	67,767	77.3	64.6	68.3	92.5	80.8	74.7	77.0	80.0	71.6
2010-11	61,051	61,409	66,141	75.9	61.9	71.6	91.4	81.7	79.1	77.6	77.4	74.1
2011-12	60,131	61,459	65,161	76.8	64.2	70.1	92.6	80.9	75.3	77.2	80.3	72.6
2012-13	60,712	61,833	64,211	75.2	60.5	72.9	91.1	81.7	80.2	77.4	77.3	75.5
2013-14	61,426	62,737	64,519	76.1	63.3	70.8	91.8	80.3	76.6	76.1	80.3	73.2
American Indian												
2009-10	905	882	1,009	62.7	45.2	47.0	89.1	70.0	59.2	64.3	67.9	54.5
2010-11	1,002	970	1,061	68.3	46.9	54.8	87.3	72.4	68.8	70.0	68.6	60.8
2011-12	1,031	1,028	1,041	68.0	49.1	52.8	88.2	71.3	64.6	67.9	70.8	60.1
2012-13	1,014	1,021	1,018	65.9	45.4	61.2	88.2	75.0	72.7	70.0	68.5	66.6
2013-14	1,030	1,009	1,070	63.6	46.7	55.0	89.1	68.8	65.0	65.0	70.0	60.7
Asian												
2009-10	2,302	2,307	2,394	72.1	59.3	60.3	90.7	77.2	68.8	71.9	72.9	64.4
2010-11	2,509	2,326	2,535	74.7	60.4	67.3	91.1	79.6	75.7	75.4	74.0	66.9
2011-12	2,422	2,288	2,514	74.4	60.7	67.7	92.5	79.1	71.9	75.6	74.5	67.3
2012-13	2,546	2,382	2,462	75.3	61.8	69.9	90.8	81.4	79.2	75.9	77.0	72.5
2013-14	2,691	2,540	2,431	74.8	62.6	70.6	91.8	80.9	76.0	76.8	77.8	71.3
Black												
2009-10	6,508	6,355	6,667	51.8	36.1	32.3	76.7	50.4	38.4	45.5	47.9	28.5
2010-11	6,578	6,579	6,544	50.4	36.6	34.8	74.8	52.4	47.6	49.0	44.6	34.4
2011-12	6,634	6,600	6,332	51.2	36.2	36.2	77.1	52.6	41.1	46.5	50.1	32.0
2012-13	6,669	6,600	6,293	50.0	35.2	38.0	73.7	54.3	49.7	48.6	46.2	37.4
2013-14	6,793	6,746	6,542	50.0	34.1	37.7	75.6	51.0	45.7	45.6	48.2	35.3
Hispanic												
2009-10	5,529	4,613	4,508	61.7	46.1	46.4	87.5	66.2	55.8	62.3	62.0	47.6
2010-11	6,316	5,089	4,911	64.6	44.8	51.1	85.8	69.2	61.2	63.9	60.8	50.3
2011-12	6,392	5,467	5,047	62.4	46.9	50.3	88.3	68.8	58.3	62.1	64.5	50.5
2012-13	6,639	5,760	5,160	63.2	43.4	56.2	86.0	68.2	66.2	63.8	61.1	55.3
2013-14	6,880	6,030	5,652	60.2	45.9	54.7	86.7	68.5	61.9	60.5	65.0	54.5
White												
2009-10	46,005	47,571	53,184	83.3	70.7	75.4	95.5	86.7	81.4	83.7	86.6	79.7
2010-11	44,646	46,441	51,084	81.5	67.8	78.8	94.7	87.5	85.2	84.1	84.2	82.1
2011-12	43,637	46,072	50,212	83.1	70.7	76.8	95.7	86.7	81.8	84.4	87.1	80.4
2012-13	43,838	46,066	49,264	81.1	66.5	79.5	94.7	87.4	85.8	84.1	84.0	82.9
2013-14	44,005	46,410	48,823	83.1	70.2	77.5	95.2	86.4	82.7	83.5	87.3	80.8

NOTE: Results for assessments in language arts, science, and social studies are reported on proficiency levels established in 2002.

Wisconsin Knowledge and Concepts Examinations and Wisconsin Alternate Assessment Performance
Percent of Students Scoring Proficient and Advanced

	Enrollment Counts			Language Arts			Social Studies			Science		
	4th	8th	10th	4th	8th	10th	4th	8th	10th	4th	8th	10th
ELL												
2009-10	4,465	3,177	2,653	56.5	29.5	27.2	85.7	53.2	38.7	57.1	46.7	30.8
2010-11	4,676	3,129	2,566	58.1	28.3	29.2	83.2	54.0	40.8	58.2	44.8	27.5
2011-12	4,469	3,136	2,391	54.8	27.8	25.4	85.9	54.8	32.0	56.2	47.7	25.8
2012-13	4,426	3,191	1,870	56.0	25.7	24.9	82.6	52.7	36.5	56.4	44.9	24.3
2013-14	4,494	3,040	1,755	51.4	22.1	20.9	83.0	50.7	29.5	51.9	43.2	23.2
Not-ELL												
2009-10	56,788	58,612	65,114	78.9	66.5	70.0	93.0	82.3	76.2	78.6	81.8	73.2
2010-11	56,375	58,280	63,575	77.4	63.7	73.3	92.0	83.2	80.6	79.2	79.1	76.0
2011-12	55,662	58,323	62,770	78.5	66.1	71.8	93.1	82.3	77.0	78.9	82.1	74.3
2012-13	56,286	58,642	62,341	76.7	62.3	74.4	91.8	83.2	81.5	79.0	79.1	77.1
2013-14	56,932	59,697	62,764	78.1	65.4	72.2	92.5	81.8	77.9	78.0	82.2	74.6
EconDis												
2009-10	25,217	22,453	21,978	64.3	46.6	48.1	87.0	66.1	56.6	62.9	64.5	51.7
2010-11	26,602	23,758	22,761	63.5	45.5	53.0	85.3	68.7	63.6	65.0	62.6	55.8
2011-12	26,721	24,687	22,697	64.6	48.0	51.5	87.3	68.0	58.4	64.4	67.0	54.0
2012-13	26,904	25,085	22,840	63.0	44.6	55.7	85.1	69.3	66.0	64.9	63.4	58.6
2013-14	27,320	25,675	23,751	63.2	46.5	53.6	86.2	66.6	61.0	62.6	66.3	56.0
Not-EconDis												
2009-10	36,036	39,336	45,789	86.4	74.8	77.9	96.4	89.3	83.4	86.9	88.8	81.1
2010-11	34,449	37,651	43,380	85.6	72.3	81.3	96.1	89.9	87.2	87.4	86.7	83.7
2011-12	33,410	36,772	42,464	86.5	75.0	80.0	96.8	89.5	84.4	87.5	89.3	82.5
2012-13	33,808	36,748	41,371	84.9	71.3	82.4	96.0	90.1	88.1	87.4	86.8	84.9
2013-14	34,106	37,062	40,768	86.4	74.9	80.9	96.3	89.8	85.6	86.9	90.0	83.3
SwD												
2009-10	8,770	8,657	9,109	54.4	27.1	26.1	82.1	47.1	37.0	58.5	48.4	36.7
2010-11	8,909	8,397	8,616	51.1	26.5	30.7	78.6	51.0	42.9	60.2	47.2	39.3
2011-12	8,666	8,659	8,531	52.0	25.7	27.8	79.9	45.3	36.7	57.9	48.5	36.9
2012-13	8,568	8,712	8,187	49.5	25.6	31.8	77.2	49.7	43.1	58.5	46.2	40.3
2013-14	8,533	8,818	8,479	48.6	25.4	27.6	77.3	44.5	36.5	53.7	47.9	35.9
Not-SwD												
2009-10	52,483	53,132	58,658	81.1	70.6	74.8	94.3	86.3	80.6	80.1	85.1	77.0
2010-11	52,142	53,012	57,525	80.2	67.5	77.7	93.5	86.6	84.5	80.6	82.1	79.3
2011-12	51,465	52,800	56,630	81.0	70.5	76.5	94.7	86.7	81.2	80.4	85.6	77.9
2012-13	52,144	53,121	56,024	79.4	66.2	78.9	93.4	86.9	85.6	80.5	82.4	80.7
2013-14	52,893	53,919	56,040	80.6	69.5	77.4	94.2	86.2	82.6	79.7	85.6	78.9

NOTE: Results for assessments in language arts, science, and social studies are reported on proficiency levels established in 2002.