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**State Assessment Scores Reflect Growth, Establish Benchmarks**

EAST TROY, Wis. – The East Troy Community School District recently received the results of both the Forward and ACT exams for the 2017-18 school year. The data along with other sources will continue to help us on how we can continue to deliver the best possible learning experiences to each of our students.

Both these exams are part of the Wisconsin Student Assessment System, administered in grades three through eight, 10 and 11. Fourth- and eighth-grade students take the Forward Exams in English language arts (ELA), math, science and social studies, while those in grades three, five, six and seven take it in ELA and math only. At the high school level, 10th-grade students take the Forward social studies exam and 11th-grade students take a mandatory ACT exam.

In ELA, 40.8 percent of East Troy students scored proficient or advanced, placing us below the state average of 43.1 percent. It's worth noting, however, that these numbers may be skewed by the fact that 16 of our eighth-grade students opted out of the exam, and 13 of those students were at or above the grade-level mean in reading on our recent MAP assessment.

Therefore, it is reasonable to conclude that had those students opted in, it would have positively influenced our scores both at the eighth-grade level and throughout the district overall. Furthermore, 48.1 percent of students in grades three through five scored proficient or advanced in ELA.

In math, 48.8 percent of East Troy students scored proficient or advanced, above the state average of 44.5 percent. Again, the eighth-grade cohort had 16 students opt out of the exam, and 13 of those students scored at or above the grade-level mean on the MAP assessment. In grades 3-7, the district saw 52.4 percent of students score proficient or advanced.

The scores in these two areas reflected some notable year-to-year improvements. For example, the percentage of students in grades 3-8 scoring proficient or advanced in ELA moved from 40.3 percent in 2016-17 to 40.8 percent last school year. In addition, the percentage of students in grades 3 – 8 scoring proficient or advanced in math moved from 45.4 percent in 2016 – 2017 to 48.8 percent last school year.

From a cohort perspective, we have seen growth in our ELA scores in terms of the percentage of students scoring advanced or proficient from third grade of 2017 (41.1) to fourth grade of 2018 (51.1). Also, this cohort had a reduction in percent below basic from 17.6 to 9.3 percent below basic. Furthermore, the percentage of students advanced or proficient with our current sixth grade cohort from fourth grade of 2017 (35.6) to fifth grade of 2018 (44.4) along with the percent below basic from 20.0 to 15.7. Our current eighth-grade cohort went from 44.9 percent scoring proficient or advanced as sixth graders to 47.0 percent as seventh graders.

We've also seen growth in math, where the percentage of proficient or advanced scores increased from 45.4 in 2016-17 to 48.8 in 2017-18.

Again, from a cohort perspective, we have witnessed growth in the percentage of students scoring advanced or proficient from third grade of 2017 (53.0) to fourth grade of 2018 (54.6). The current sixth-grade cohort had 43.5 percent of students scoring advanced or proficient when they were in fourth grade, but 53.1 percent in fifth grade. Additionally, the cohort of current seventh-grade students went from 20.2 scoring below basic as fifth graders to just 16.5 as sixth graders.

The overall composite ACT scores for East Troy 11th-grade students was 19.9, slightly above the state average 19.8. Our students scored 20.0 in math (state - 20.0), 20.6 in science (state - 20.3), 19.6 in reading (state - 19.9) and 18.8 in English (state - 18.9). All four of those scores are roughly at the state average.

While this year's Forward and ACT results were solid, we are always looking to improve. However, more important than a test score is our focus on providing experiences to our learners that encompass creativity, critical thinking, collaboration, communication, curiosity and content. These experiences reflect the fact that each of our learners is unique and has a different readiness level. We always aim to place the student at the center of the learning process.

Test results are important, and we will continue to leverage them to help us achieve a year plus of learning growth for our students and make necessary updates to our learning targets and curriculum resources. However, we must also keep in mind that standardized test results do not measure nor recognize our emphasis on empowering learners toward increased engagement that support self-worth, self-confidence, motivation, and purpose. All of which recognizes the whole child and the whole learning experience.

The East Troy Community School District is committed to the learning of each and every child by embracing a growth mindset. We aim to provide learning experiences that align to our belief that we are not preparing students for something, but rather for anything.

For more information about the East Troy School District, visit [www.easttroy.k12.wi.us](http://www.easttroy.k12.wi.us).

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