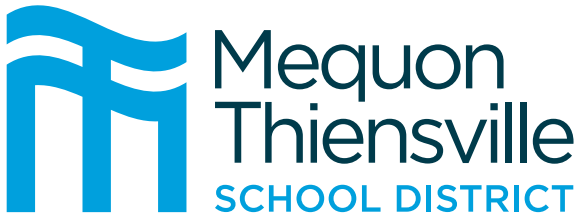


2013-2014
PERFORMANCE REPORT



District Office

Demond Means, Ed.D., Superintendent
Matthew Joynt, Assistant Superintendent
of Educational Services
Gail Grieger, Executive Director of
Business Services
Jeridon Clark, Executive Director of
Information & Technology
Sarah Zelazoski, Executive Director of
Human Resources
Rachel Fellenz, Executive Director of
Student Services
Melissa McCrady, Executive Director
of Communications
5000 W. Mequon Rd., Mequon, WI 53092
262.238.8500

Homestead High School

Brett Bowers, Principal
5000 W. Mequon Rd.
Mequon, WI 53092
262.238.5900

Lake Shore Middle School

Kate Dunning, Principal
11036 N. Range Line Rd.
Mequon, WI 53092
262.238.7600

Steffen Middle School

Deborah Anderson, Principal
6633 W. Steffen Dr.
Mequon, WI 53092
262.238.4700

Donges Bay Elementary

Allison Rudich, Principal
2401 W. Donges Bay Rd.
Mequon, WI 53092
262.238.7920

Oriole Lane Elementary

Mary Jo Tye, Principal
12850 N. Oriole Ln.
Mequon, WI 53092
262.238.4220

Wilson Elementary

Jocelyn Sulsberger, Principal
11001 N. Buntrock Rd.
Mequon, WI 53092
262.238.4600

M-T Recreation Dept.

Ryan Mangan, Director
11040 N. Range Line Rd.
Mequon, WI 53092
262.238.7535

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Public Notification of Nondiscrimination Policy

The Board of Education does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to race, color, age, sex, creed or religion, handicap or disability, marital status, citizenship status, veteran status, membership in the national guard, State defense or reserves, sexual orientation, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, or any other characteristic protected by law.

The District Administrator shall appoint and publicize the name of the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, Title VII, Title IX, Section 504, and the Age Act is provided to students, their parents, staff members, and the general public.

111.31, 118.20, Wis. Stats.

42 U.S.C. 2000e et seq., Civil Rights Act of 1964
42 U.S.C. 12112, Americans with Disabilities Act of 1990
29 U.S.C. 701 et seq., Rehabilitation Act of 1973
20 U.S.C. 1681 et seq., Title IX

Any questions concerning this policy should be directed to:

Dr. Demond Means, Superintendent
dmeans@mtsd.k12.wi.us
(262) 238-8502
Mequon-Thiensville School District
5000 W. Mequon Road
Mequon, WI 53092

WWW.MTSD.K12.WI.US



Superintendent, Dr. Demond Means

The Mequon-Thiensville School District's mission is to create a school system that allows students to reach their emotional, social and academic potential. We have focused our professional attention and assembled all available resources to ensure that support is provided to every student in MTSD, regardless of race, color, creed or socio-economic background.

Guided by our strategic plan, our district curriculum has been developed to meet the diverse interests and needs of our students. To effectively evaluate our curriculum, we have created a student assessment program that informs us on how to systemically address student learning needs.

To help ensure every child has a solid foundation in early literacy, the district has developed an aligned reading program at the elementary level to ensure instructional fidelity across the school district. At the middle school level, we leverage school-wide Advancement Via Individual

Determination (AVID) principles to properly prepare our middle school students for high school instruction. We have transformed the instructional delivery at Homestead High School to become more interactive, engaging and activity-based. In addition, we have increased access to online learning opportunities by initiating a "bring your own device" program and expanding Wi-Fi access in all of our schools.

Our transformational efforts have resulted in MTSD being rated the best K-12 school district in Wisconsin for a second consecutive year. In addition, all of the district's schools earned the top rating—"significantly exceeds expectations"—on the state Department of Public Instruction's accountability system. It's also worth noting that Newsweek named Homestead the best high school in Wisconsin and among the top 100 high schools in America. Homestead's class of 2014 recorded a composite ACT score of 26.0, the highest in the history of the school.

We have accomplished all of this while maintaining our budgetary focus on preserving classroom resources (e.g., staff, textbooks and instructional technology). The great academic results, however, have come at a cost. The district has frozen employee salaries, increased employees' contribution to their insurance costs and outsourced custodial services. We have deliberately shielded the classroom from budget reductions, while continuing to face shortfalls due to an ongoing decline in student enrollment.

To that end, we have initiated efforts to increase student enrollment (i.e., the implementation of a four-year-old kindergarten program in 2015-2016), generate additional revenue (i.e., the potential sale of vacant district-owned land) and address ongoing capital improvements (i.e., a facilities referendum).

Enclosed you will find statistics and facts showing how taxpayer dollars continue to be invested wisely. We have much to be proud of, but we refuse to rest on our laurels. In the coming months, we encourage you to remain informed and engaged as the district continues to develop initiatives that align with its strategic plan to help MTSD remain one of the best K-12 school districts in Wisconsin.

Public schools are the best investment in America's future. Based on the results of MTSD, our local and national future is brighter as a result of your ongoing support of our schools. Rest assured that we are committed to sustaining the district's quality and elevating our performance through our strong community-school district partnership.

Sincerely,

A handwritten signature in black ink that reads "Demond A. Means".

DEMOND A. MEANS, Ed.D.

Superintendent of Schools

In addition to ranking as the #1 K-12 school district in WI for the second consecutive year, MTSD is the only district in the state to have all of its schools receive an accountability rating of "Significantly Exceeds Expectations."



OUR ADMINISTRATORS



Assistant Superintendent of Educational Services, Matthew Joynt

Working for the Mequon-Thiensville School District provides exciting opportunities to engage in meaningful work to positively impact student learning. I am proud to share in the achievements of our teachers, staff members and students. Within these pages you will find student performance data that shows our students outperforming our neighbors at all levels. As assistant superintendent of educational services, I credit our teachers and parents for instilling a love of learning among our students that gives them the passion to excel.

Our rigorous curriculum prepares each and every student to be college and career ready. To maximize the academic achievement and personal growth of each student, we work to develop curriculum that builds on students' interests, challenges them based on their ability level, and correlates with their learning styles. We value diversity in the Mequon-Thiensville schools and tailor our instructional practices to meet the needs of all the students we serve.

We place an emphasis on literacy and numeracy and target our curriculum to the elementary, middle and high school levels. We use effective instructional models to facilitate learning including the readers and writers workshop at the elementary level, AVID (Advancement Via Individual Determination) college readiness system practices at the middle and high schools, and a wide variety of "pre-college" experiences at the secondary level including advanced placement (AP) and dual credit offerings. Additionally, MTSD strives to offer comprehensive and innovative programming outside the core curriculum designed to meet students' diverse needs and interests.

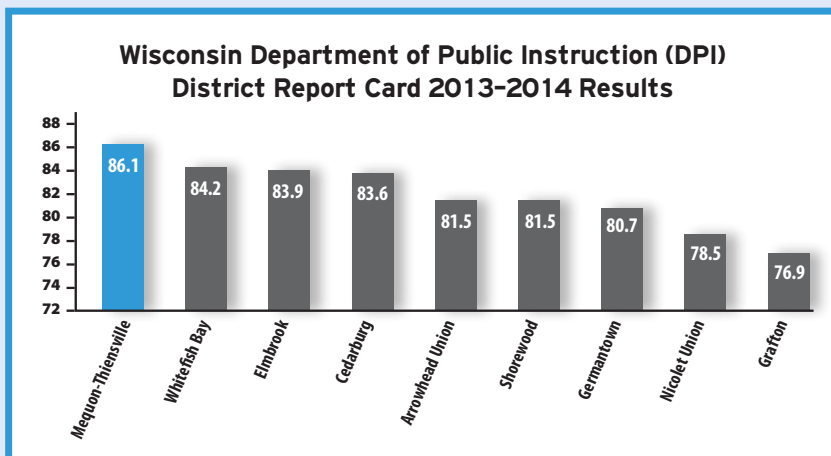
While I am proud of our achievements inside and outside the classroom, I am also proud to be a resident of the community and a parent of a MTSD student.

Sincerely,

MATTHEW JOYNT

Assistant Superintendent of Educational Services

How does MTSD compare to area schools?



SCHOOL DISTRICT	Overall Accountability Score
Mequon-Thiensville	86.1
Whitefish Bay	84.2
Elmbrook	83.9
Cedarburg	83.6
Arrowhead Union High School	81.5
Shorewood	81.5
Germantown	80.7
Nicolet Union High School	78.5
Grafton	76.9

Source:
 Wisconsin Department of Public Instruction
http://acct.dpi.wi.gov/acct_accountability

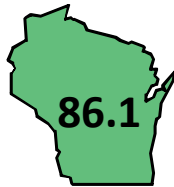
MEQUON-THIENSVILLE DISTRICT 2013-2014 PERFORMANCE

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Mequon-Thiensville District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



**Significantly Exceeds
Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	District Max Score	State Max Score
Student Achievement	93.2/100	66.4/100
Reading Achievement	43.2/50	29.8/50
Mathematics Achievement	50.0/50	36.7/50
Student Growth	79.9/100	62.4/100
Reading Growth	37.3/50	31.5/50
Mathematics Growth	42.6/50	30.9/50
Closing Gaps	76.9/100	66.3/100
Reading Achievement Gaps	17.0/25	17.0/25
Mathematics Achievement Gaps	18.8/25	16.3/25
Graduation Rate Gaps	41.1/50	33.0/50
On-Track and Postsecondary Readiness	94.4/100	85.3/100
Graduation Rate	39.4/40	36.0/40
Attendance Rate	37.8/40	37.2/40
3rd Grade Reading Achievement	4.3/5	2.8/5
8th Grade Mathematics Achievement	5.0/5	3.5/5
ACT Participation and Performance	7.9/10	5.8/10

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Total Deductions: 0

Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

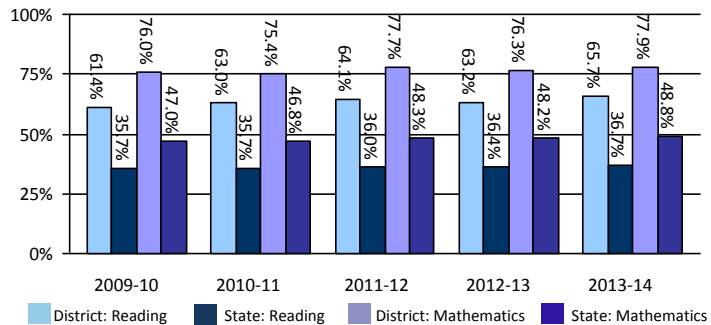
District Information

Grades	PK-12
Locale	Suburb
Enrollment	3,576
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.2%
Asian or Pacific Islander	7.5%
Black not Hispanic	7.0%
Hispanic	4.0%
White not Hispanic	81.3%
<i>Student Groups</i>	
Students with Disabilities	11.6%
Economically Disadvantaged	8.4%
Limited English Proficient	3.3%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

STRATEGIC PLAN

The Board of Education approved a three-year Strategic Plan for the Mequon-Thiensville School District on October 22, 2012. The Strategic Plan will assist the board and administrative team in making informed decisions about academic programming and resource allocation for the next three years.

The School District enlisted the consulting services of the ECRA Group, a national educational consulting firm that specializes in strategic planning for school districts. The ECRA Group started the planning process by conducting numerous focus groups with community members, parents and District staff to collect qualitative data. Surveys were also provided to community members, parents, District staff and students.

The data accumulated was used to develop a preliminary Strategic Plan, which was presented by the ECRA Group to the Board of Education. The Board of Education then refined the mission statement, vision statement, guiding principles and strategic goals to fit the aspirations board members have for our community's children.

The board and administration are committed to executing the Strategic Plan as it will ensure quality educational outcomes for the students of Mequon and Thiensville. The Board of Education has approved the following Strategic Plan, consisting of the mission statement, vision statement, guiding principles and strategic goals of the District:

Mission Statement

Maximize the academic achievement and personal growth of all students so they have the skills necessary to meet the challenges of a changing global environment.

Vision Statement

The Mequon-Thiensville School District is an exemplary educational leader that supports and challenges all students to achieve their full potential.

Guiding Principles

- All students can learn and be successful.
- District personnel are our most valuable assets.
- Education must address the whole child.
- Respect, responsibility, fairness, citizenship and embracing diversity are essential for a safe and successful learning environment.
- The quality of education is continually improving in the District.
- The District seeks innovation in all of its practices.
- The District uses research, assessment and measurement to drive decision-making and accountability.
- Fiscal stability is necessary for the strength of our schools and community.
- Communication is essential for the District's success.
- Public education is most effective when the School District has an active partnership with all stakeholders.

Goals and Objectives

Goal #1:

Maximize the academic achievement and personal growth of each M-T student.

OBJECTIVE A.

Guarantee a rigorous PK-12 curriculum that equips all students to achieve college and career goals.

OBJECTIVE B.

Guarantee a comprehensive and innovative K-12 program designed to meet students' diverse needs and interests.

OBJECTIVE C.

Guarantee delivery of high quality instruction to ensure the college and career readiness of all students.

OBJECTIVE D.

Ensure the instruction of positive social and emotional skills in order to develop growth in all students.

Goal #2:

Achieve more effective decision-making through improved systems and processes.

OBJECTIVE A.

Systemize the collection and analysis of multifaceted data to create greater accountability in the organization.

OBJECTIVE B.

Provide integrated information that allows district personnel to make informed decisions.

OBJECTIVE C.

Regularly monitor and report stakeholder input for transparency of management in the organization.

OBJECTIVE D.

Align program outcomes, classroom outcomes and student outcomes to ensure accountability at all levels of the school district.

OBJECTIVE E.

Consistently execute efficient systems thinking and decision-making processes to ensure organizational excellence.

Goal #3:

Ensure fiscal stability and appropriate resources for programming and facilities.

OBJECTIVE A.

Effectively manage district resources to maintain the fiscal health of the District.

OBJECTIVE B.

Prioritize the allocation of district resources in alignment with the strategic goals.

OBJECTIVE C.

Effectively manage district resources to ensure the quality, safety and most efficient use of district facilities.

OBJECTIVE D.

Promote strategies and the adoption of initiatives that have the potential to increase student enrollment.

OBJECTIVE E.

Secure additional sources of revenue.

Goal #4:

Ensure a climate and culture to sustain excellence.

OBJECTIVE A.

Advance exemplary performance from all faculty and staff through timely and relevant professional development.

OBJECTIVE B.

Continually promote a positive, safe and secure environment conducive to teaching and learning.

OBJECTIVE C.

Establish positive and collaborative relations between internal and external stakeholders.

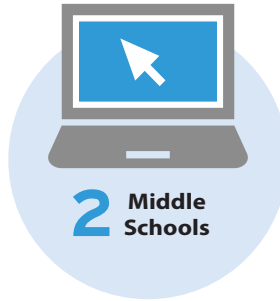
OBJECTIVE D.

Inspire community-wide confidence and pride in our schools through engagement, partnerships, communication and celebration of district accomplishments.

OBJECTIVE E.

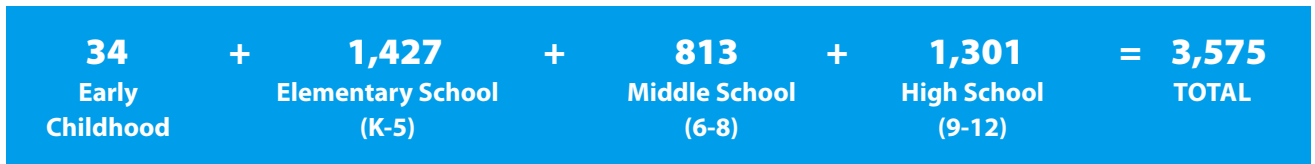
Attract and retain high performing staff.

OF BUILDINGS

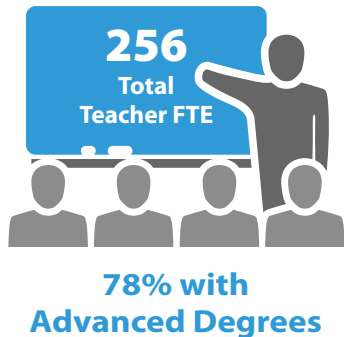


BUILDING	OPENED	UPDATED
Donges Bay Elementary School	1965	1989, 1993
Oriole Lane Elementary School	1963	1973, 1989, 1993
Wilson Elementary School	1957	1972, 1989, 1993
Lake Shore Middle School	1968	1989
Steffen Middle School	1965	1972, 1993
Homestead High School	1957	1962, 1968, 1978, 1999
Range Line School	1949	1956, 1958, 1993

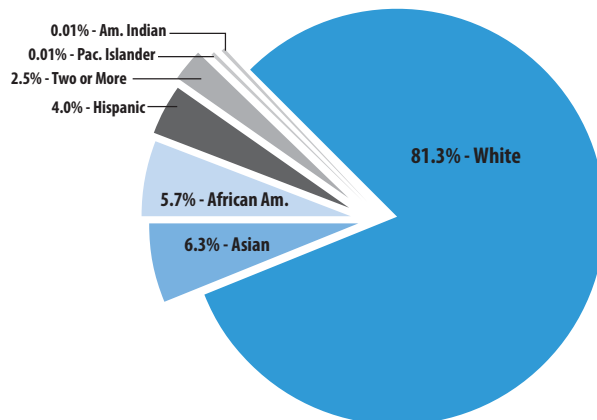
OF STUDENTS



OF TEACHERS



Enrollment by Ethnicity



MTSD ELEMENTARY SCHOOL CURRICULUM

Our three elementary schools build the foundation for children's pathways to lifelong success. We give our students the opportunity to examine and enrich the gifts they bring to our schools. The approach to implementing our curriculum is consistent across all three elementary schools.

Literacy

Our literacy programming is driven by instructional standards, focused on strategies and guided by student data. We offer students the tools for selecting and comprehending literature in a manner through which they learn to ask questions, make connections and explore different genres, authors and texts. Students work at their own level and make progress by learning to work in various formats. Our teachers have been trained to deliver high-quality, whole group instruction, tailored small group instruction and one-on-one support. In addition to our dedicated teachers, each elementary school provides a full-time literacy specialist to work with students and facilitate professional development for staff.

Children learn specific literacy strategies to help them become stronger readers and writers.

Numeracy

Our mathematics programming is built on challenging content and authentic problem solving that fosters perseverance and interest. Students work both individually and collaboratively to become successful math thinkers. Each elementary school provides a full-time math specialist to support our high-quality teachers and students.



Instructional Enrichment

All three elementary schools include a regularly scheduled 30-minute block dedicated to providing additional academic support and enrichment to students in the areas of reading and mathematics. During this time, students receive one-on-one, small group and focused instruction to strengthen their academic performance.



Each elementary school provides a full-time reading specialist, math specialist and IMC specialist.

Positive Behavioral Interventions & Supports (PBIS)

To help ensure the instruction of positive social and emotional skills for our students, each of our elementary schools has implemented Positive Behavioral Interventions and Supports (PBIS). This is a systemic approach to school-wide behavior that rewards students for making positive choices and contributes to a positive overall school community.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

DONGES BAY ELEMENTARY SCHOOL

Allison Rudich, Principal

2401 West Donges Bay Road
Mequon, Wisconsin 53092

(262) 238-7920

www.mtsd.k12.wi.us/dongesbay

2013-2014 Enrollment: 460

Teaching Staff: 35.1

Did you know?

- Donges Bay earned the top rating—“significantly exceeds expectations”—on the school report card.
- Donges Bay’s PTO raises more than \$40,000 annually, used to support teachers and students (including the funding of student field trips and the purchase of 40 additional Chromebooks).
- Donges Bay’s Instructional Media Center (IMC) houses approximately 26,000 books.
- Donges Bay has 270 student technology devices, or a 1-to-1.7 device-to-student ratio.
- Parents are welcome to volunteer in the library, classrooms and cafeteria—Donges Bay averages approximately 400 visitors a month!



Donges Bay Elementary School serves approximately 450 students through an individualized, hands-on approach. Teachers work hard to ensure each child is challenged at his or her appropriate academic level by using best practices. Each grade level classroom has a mounted Smart Board, document camera and classroom amplification system.

Donges Bay emphasizes academic achievement for all students as well as the development and strength of each child’s social-emotional growth. Staff members work daily to ensure each child is connected to the overall school community. Over the past year, Donges Bay has developed Eagle Teams, as well as buddy classrooms. Additionally, the development of a mentoring program for students is currently underway.

Donges Bay’s Student Council is dedicated to community service, raising more than \$5,000 for organizations that include Kids to Kids, Children’s Hospital of Wisconsin, Honor Flight and American Cancer Society. For the past several years, students have worked with several organizations, including Will’s Goodwill, to support students with school supplies.

For the next two years, Donges Bay staff members will focus their efforts on increasing the academic and social-emotional growth of all students as outlined in the school’s latest School Growth Plan. These areas will help increase the academic growth for all students, close achievement gaps and further the social-emotional wellness of students. Students will be monitored through identified state and district assessments to tailor instruction to all learners. Positive Behavioral Interventions and Supports (PBIS), combined with Responsive Classrooms will continue to be leveraged in order to build character and increase engagement with students and families.



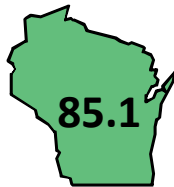
DONGES BAY ELEMENTARY SCHOOL 2013-2014 PERFORMANCE

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Donges Bay El | Mequon-Thiensville School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Significantly Exceeds
Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Few Expectations	63-72.9
Meets Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	91.0/100		66.8/100	
Reading Achievement	41.3/50		28.8/50	
Mathematics Achievement	49.7/50		38.1/50	
Student Growth	85.8/100		67.8/100	
Reading Growth	42.1/50		34.2/50	
Mathematics Growth	43.7/50		33.6/50	
Closing Gaps	73.0/100		66.9/100	
Reading Achievement Gaps	37.1/50		34.0/50	
Mathematics Achievement Gaps	35.9/50		32.9/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	90.6/100		86.9/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	75.0/80		75.4/80	
3rd Grade Reading Achievement	15.6/20		11.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

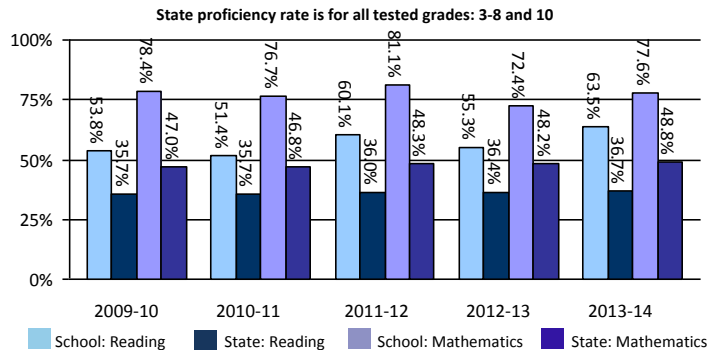
Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	PK-5
School Type	Elementary School
Enrollment	460
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.2%
Asian or Pacific Islander	6.1%
Black not Hispanic	5.9%
Hispanic	4.1%
White not Hispanic	83.7%
<i>Student Groups</i>	
Students with Disabilities	14.1%
Economically Disadvantaged	6.7%
Limited English Proficient	4.1%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

ORIOLE LANE ELEMENTARY SCHOOL

Mary Jo Tye, Principal
12850 North Oriole Lane
Mequon, Wisconsin 53097

(262) 238-4220
www.mtsd.k12.wi.us/oriolelane

2013-2014 Enrollment: 418
Teaching Staff: 28

Did you know?

- For the second consecutive year, Oriole Lane earned the top rating—“significantly exceeds expectations”—on the school report card.
- In 2013-14, Oriole Lane’s PTO donated approximately \$35,000 to the school for materials, events and programs that benefit students.
- Orchestra is offered in 4th & 5th grades. Band is offered in 5th grade. 53% of eligible Oriole Lane students participated in orchestra or band in 2013-14.
- Oriole Lane has 218 student technology devices, or a 1-to-1.8 device-to-student ratio.
- 96% of Oriole Lane students attended the Positive Behavioral Interventions and Supports (PBIS) celebration in fall 2014. To attend, students must have 0 office discipline referrals and no more than 2 behavior reminders for the quarter.
- Oriole Lane has a 97% attendance rate.



Oriole Lane instills a passion for learning in its students by implementing unique strategies and initiatives aligned to MTSD’s elementary school curriculum. It is the only elementary school in MTSD that provides students additional literacy instruction before and after school, as well as during the summer months. Additional instruction affords students the opportunity to maintain or increase their literacy understanding through individual and small group instruction. Oriole Lane is also the only MTSD elementary school that offers a family summer reading program. Once a week during the summer months, parents and their children can visit the Oriole Lane Instructional Media Center (library) to read, check out books, maintain engagement, meet other families and become acquainted with the school.

Outside the rigorous curriculum, students have the opportunity to participate in a variety of fun, educational opportunities. Students in fourth and fifth grades can apply for Student Council, which coordinates numerous community service projects. All students are encouraged to participate in community service to promote life-long interests in giving, leadership and volunteerism.

Additionally, Oriole Lane collaborates with Homestead High School’s Girls Exploring Math and Science (GEMS) Club. The goal is to expose elementary-age girls to the fun and wonder of math and science, providing a format for students to increase their self-esteem, leadership and communication skills.

For the next two years, Oriole Lane staff members will work toward increasing the academic growth and social-emotional well-being of students, as outlined in the School Growth Plan. The plan identifies action steps designed to address the key areas of literacy and mathematics by providing for differentiated instruction and continuous progress monitoring for students, as well as ongoing professional development for staff. Additionally, faculty and administration will continue to leverage Positive Behavioral Interventions and Supports (PBIS) efforts to address each student’s social-emotional wellness. Through these action steps and in collaboration with home and school, Oriole Lane is well positioned to perform at high levels.



ORIOLE LANE ELEMENTARY SCHOOL 2013-2014 PERFORMANCE

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Oriole Lane El | Mequon-Thiensville School Report Card | 2013-14 | Summary

**Overall Accountability
Score and Rating**

86.8

Significantly Exceeds
Expectations

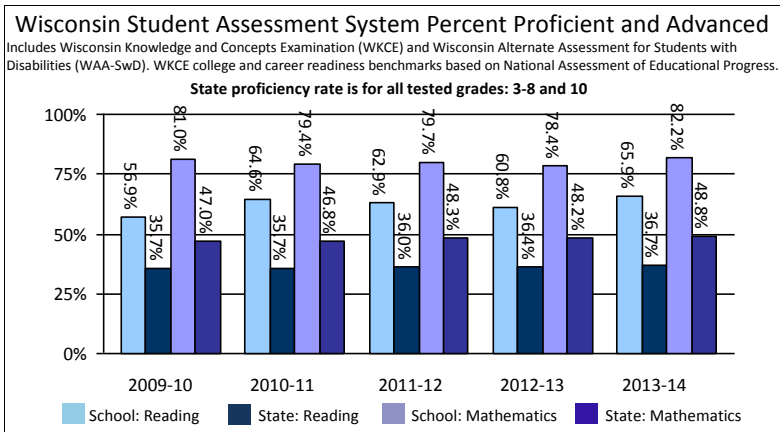
Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Max Score	Max Score	K-5 State Max	K-5 Max
Student Achievement	95.5/100		66.8/100	
Reading Achievement	45.5/50		28.8/50	
Mathematics Achievement	50.0/50		38.1/50	
Student Growth	84.2/100		67.8/100	
Reading Growth	41.3/50		34.2/50	
Mathematics Growth	42.9/50		33.6/50	
Closing Gaps	74.7/100		66.9/100	
Reading Achievement Gaps	48.9/50		34.0/50	
Mathematics Achievement Gaps	25.8/50		32.9/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	92.9/100		86.9/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	74.9/80		75.4/80	
3rd Grade Reading Achievement	18.0/20		11.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	KG-5
School Type	Elementary School
Enrollment	418
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.2%
Asian or Pacific Islander	7.2%
Black not Hispanic	5.7%
Hispanic	5.7%
White not Hispanic	81.1%
<i>Student Groups</i>	
Students with Disabilities	9.1%
Economically Disadvantaged	12.2%
Limited English Proficient	7.7%



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

WILSON ELEMENTARY SCHOOL

Jocelyn Sulsberger, Principal

11001 N. Buntrock Avenue
Mequon, Wisconsin 53092

(262) 238-4600

www.mtsd.k12.wi.us/wilson

2013-2014 Enrollment: 583

Teaching Staff: 39.65

Did you know?

- Wilson earned the top rating—“significantly exceeds expectations”—on the school report card.
- In 2013, Wilson students competed in their first “Battle of the Books” and placed 5th in the state!
- Wilson’s PTO raises more than \$30,000 annually. This money goes back to classrooms through enrichment grants that fund technology, books, furniture and supplies.
- 100% of Wilson’s classrooms have Smart Boards and document cameras.
- Wilson’s Instructional Media Center (IMC) houses approximately 17,850 books. Students and staff members can access an additional 2,000 books in the Wilson book room to use during instructional time.



Wilson faculty members leverage a variety of resources to support and enhance the district’s curriculum to provide a successful academic experience to all students. Wilson is the only school in MTSD to offer an interactive learning environment through an outdoor classroom. The Wilson School Nature Area has three parts: (1) Garvey Woods, an area that has been kept in its natural state for more than 150 years, (2) a prairie and (3) the Nature Nook, an outdoor natural playground. Wilson School believes successful learning occurs in an environment that is engaging, challenging and interactive.

Beyond the classroom, Wilson’s school culture is grounded in the reinforcement of positive behavior. Through Positive Behavioral Interventions and Supports (PBIS), Wilson expects all students to be respectful, responsible and ready to learn in all environments, acknowledging students who meet and exceed those expectations. Additionally, Wilson provides students in grades 3-5 the opportunity to learn leadership skills through student council. Students elected to the council collaboratively organize community service projects. Each year Wilson’s Student Council donates a \$1,000 Wilson Legacy Scholarship to a graduating Homestead High School senior and Wilson alumni.

For the next two years, Wilson staff members will focus their efforts on increasing the academic growth and social-emotional wellness of all students. The School Growth Plan identifies key areas of literacy and mathematics, which staff will target through differentiated instruction and progress monitoring. Through the use of these guiding actions and in collaboration between home and school, Wilson staff continues to maintain a welcoming and rigorous academic environment.



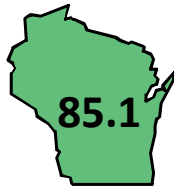
WILSON ELEMENTARY SCHOOL 2013-2014 PERFORMANCE

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Wilson El | Mequon-Thiensville School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Significantly Exceeds
Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	93.1/100		66.8/100	
Reading Achievement	43.1/50		28.8/50	
Mathematics Achievement	50.0/50		38.1/50	
Student Growth	84.5/100		67.8/100	
Reading Growth	40.9/50		34.2/50	
Mathematics Growth	43.6/50		33.6/50	
Closing Gaps	71.0/100		66.9/100	
Reading Achievement Gaps	43.5/50		34.0/50	
Mathematics Achievement Gaps	27.5/50		32.9/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	91.8/100		86.9/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	74.5/80		75.4/80	
3rd Grade Reading Achievement	17.3/20		11.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: 0

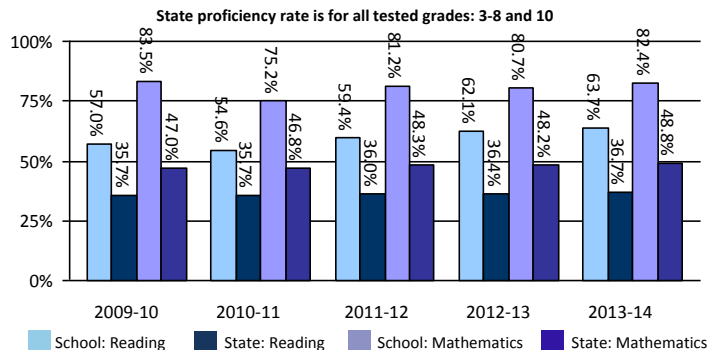
Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

School Information

Grades	PK-5
School Type	Elementary School
Enrollment	583
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.2%
Asian or Pacific Islander	11.1%
Black not Hispanic	8.9%
Hispanic	3.3%
White not Hispanic	76.5%
<i>Student Groups</i>	
Students with Disabilities	13.6%
Economically Disadvantaged	11.7%
Limited English Proficient	6.2%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

MOVING MTSD FORWARD – DISTRICT INITIATIVES

The Mequon-Thiensville School District is pleased to share two bold initiatives that will move MTSD forward and help preserve our standing as the #1 K-12 school district in Wisconsin.

Four-Year-Old Kindergarten

MTSD will begin offering four-year-old kindergarten (4K) in the 2015-2016 school year. The program will provide all young children with the opportunity to participate in a quality early learning program that provides a solid foundation for lifelong learning.

- Children will attend 4K five days per week, for 2 hours and 45 minutes each day
- MTSD will provide AM & PM sessions in all three elementary schools
- MTSD will provide extended childcare at all three elementary schools for PM sessions only
- MTSD has partnered with Range Line Preschool and Childcare for families who require all-day wraparound service
- Visit www.mtsd.k12.wi.us/parents/4K.cfm for more information



Facilities Referendum

The school district will place an \$18.2 million referendum question on the April 7, 2015 ballot to address significant large-scale facility needs and create advanced digital and collaborative learning spaces necessary for a modern curriculum.



The boilers in most of MTSD's school buildings are 30-50 years old



The ceiling structures in several MTSD school buildings are in need of repair

Although MTSD invests approximately \$700,000 of its annual budget toward capital improvements, the ongoing cost of addressing long-range facilities needs surpasses available revenue. The referendum projects include, but are not limited to, replacing deteriorating brick, aging boilers, and inefficient single-pane windows, some of which are 50 years old. Other efforts involve flooring, roofing, and upgrades to meet Americans with Disabilities Act (ADA) code compliance in the Homestead performing arts area, as well as repairs to gym floors and locker rooms currently accessed by community members and high school physical education students.

Additionally, the district will create advanced digital and collaborative learning spaces at the secondary level that facilitate a rigorous modern curriculum, support increased personalized learning, and prepare students for college and career work environments.

It is important to note that due to state funding formula constraints, it is difficult for schools to save money over time to address significant maintenance and large-scale improvements in the same way that a homeowner might. School districts generally are compelled to seek a referendum to cover the costs of such items.

**For more information on MTSD's referendum, please visit
www.mtsd.k12.wi.us/about/referendum.cfm**

Rigor and relevance are key components of our core curriculum at the middle school level, including acceleration in mathematics and differentiated instruction in all grades. Our middle school curriculum prepares students to transition successfully from middle school to high school and into an increasingly wide array of postsecondary options. We provide the development of quality tools and strategies, and promote models that successfully implement multiple pathways to postsecondary training or college.

Rigorous Curriculum in Preparation for High School

Each student experiences a core curriculum in English language arts, mathematics, science and social studies. The aligned curriculum ensures that every student in our middle schools has the opportunity for a rigorous education that leads to college and career readiness. Our goal is to provide all students with challenging and meaningful education in core subjects to help ensure high school success.

Middle schools utilize AVID, a college readiness system, to grow student interests & skill sets for college success.

Co-curricular and Extracurricular Opportunities

Our middle schools offer an extensive list of academic and athletic activities for students, ranging from cross-country and wrestling to forensics and technology club. Elective classes include art, music, business, technology, consumer science, wellness and world language. Successful students enrolled in two years of a world language in middle school have the option to enroll in the second level of language when they enter Homestead High School.

Students have the option to enroll in a course titled Project Lead the Way (PLTW). This program prepares students to be the next generation of problem solvers, critical thinkers and innovators for the global economy by incorporating a variety of projects in the fields of technology and engineering.



Lake Shore & Steffen rank in the top 10 of approximately 230 6th- 8th grade middle schools in Wisconsin.

College and Career Readiness

Our middle schools leverage Advancement Via Individual Determination (AVID), a system designed to increase the number of students who enroll in four-year colleges and universities. AVID equips students with the intellectual skills and habits of mind necessary for college entrance and success. It targets students “in the middle” who are often overlooked in the educational system and provides them with intensive, structured, and research-based teaching and support to improve their achievement.

LAKE SHORE MIDDLE SCHOOL

Kate Dunning, Principal

11036 North Range Line Road
Mequon, Wisconsin 53092

(262) 238-7600

www.mtsd.k12.wi.us/lakeshore

2013-2014 Enrollment: 411

Teaching Staff: 35.6

Did you know?

- Lake Shore earned the top rating—“significantly exceeds expectations”—on the school report card.
- Lake Shore ranks 5th of approximately 230 6th-8th grade middle schools in Wisconsin as measured by the 2013-2014 state report card.
- 100% of Lake Shore classrooms have Smart Boards and document cameras.
- 77% of Lake Shore families are PTO members.
- Thirty-seven music students received a 1st rating at Solo and Ensemble, and one student qualified for state. Eleven students participated in the UWM Honors Band Festival and 12 students in the Milwaukee Youth Symphony Orchestra.



Lake Shore focuses on a variety of educational strategies, aligned to the district curriculum, to encourage students to become lifelong learners. Classroom instruction is differentiated in order to meet the needs of all students. Additionally, teachers embrace real-life educational opportunities by way of field trips and speakers.



Technology is an important component to everyday learning at Lake Shore, to prepare students for the challenges of a changing global environment. Students have access to several technology devices and are encouraged to bring their own devices into the classroom. For the past several years, Lake Shore students have hosted technology classes for seniors in the community through the Mequon-Thiensville Recreation Department.



Lake Shore Middle School students are encouraged to participate in the many activities that exist outside the classroom. Athletics opportunities include cross-country, basketball, wrestling, dance team and track and field. Students may also join Forensics, Student Council or a variety of other clubs and activities. It is Lake Shore's goal that all students find activities of interest to complement their academic experience.

For the next two years, Lake Shore staff members will focus on improving the academic and social-emotional experience for all students through the school's latest School Growth Plan. The plan highlights how students will improve in the areas of reading and mathematics. Teachers will differentiate their instruction using best practices and intervening when necessary. Staff will also focus on the social-emotional well-being of students, as it is essential to helping students learn and grow. A focus will be placed on continuous improvement so that Lake Shore will continue to be an exceptional place to learn.

LAKE SHORE MIDDLE SCHOOL 2013-2014 PERFORMANCE

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Lake Shore Mid | Mequon-Thiensville School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



**Significantly Exceeds
Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	93.6/100		67.3/100	
Reading Achievement	43.6/50		30.5/50	
Mathematics Achievement	50.0/50		36.8/50	
Student Growth	74.2/100		55.7/100	
Reading Growth	31.3/50		28.0/50	
Mathematics Growth	42.9/50		27.7/50	
Closing Gaps	72.4/100		66.5/100	
Reading Achievement Gaps	32.2/50		34.0/50	
Mathematics Achievement Gaps	40.2/50		32.5/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	96.5/100		89.3/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	76.7/80		74.9/80	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	19.8/20		14.4/20	
ACT Participation and Performance	NA/NA		NA/NA	

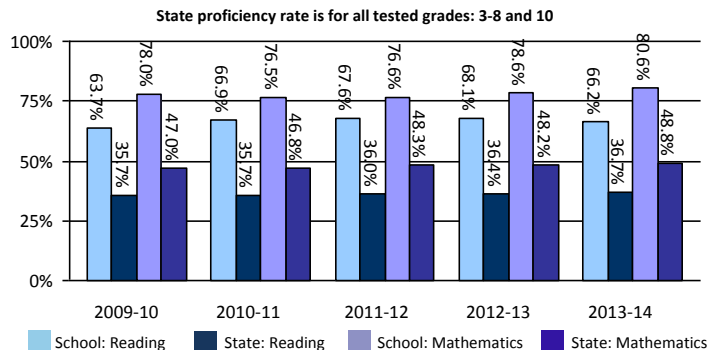
Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	6-8
School Type	Middle School
Enrollment	411
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.0%
Asian or Pacific Islander	9.2%
Black not Hispanic	5.6%
Hispanic	4.1%
White not Hispanic	81.0%
<i>Student Groups</i>	
Students with Disabilities	10.9%
Economically Disadvantaged	7.5%
Limited English Proficient	1.5%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

STEFFEN MIDDLE SCHOOL

Deborah Anderson, Principal

6633 West Steffen Drive
Mequon, Wisconsin 53092

(262) 238-4700

www.mtsd.k12.wi.us/steffen

2013-2014 Enrollment: 402

Teaching Staff: 26.5

Did you know?

- Steffen earned the top rating—“significantly exceeds expectations”—on the school report card.
- Steffen ranks 6th of approximately 230 6th-8th grade middle schools in Wisconsin as measured by the 2013-14 state report card.
- 54% of all students participate in band, chorus or orchestra.
- Steffen’s MathCounts Team placed first in the regional competition at MSOE.
- In 2013-14, Steffen’s PTO raised more than \$15,000 in its annual Spartan Fund unFundraiser, money that goes back to the classroom to benefit students.
- Since 2008-2009, the Spartan Fund unFundraiser has raised more than \$92,000.
- Steffen has 302 student technology devices, or a 1-to-1.4 device-to-student ratio.
- Steffen placed first in the 2011 and 2013 State Forensics Competition.



Steffen Middle School leverages best instructional practices in the delivery of district curriculum throughout all content areas. Academic programming balances strengthening the skills, knowledge and application of higher-level thinking and questioning in core content area courses, while broadening offerings for students as they transition through middle school.

Student choice increases between sixth and seventh grade, allowing students to explore personal interests such as fine arts, which includes band, chorus or orchestra. Related arts options include art, family and consumer science, and Project Lead the Way, a pre-engineering program. In addition, students may elect to enroll in a world language. All students participate in physical education to strengthen the mind and body. Specific opportunities toward college and career readiness include AVID, a college readiness system, and Achieve3000, a differentiated literacy experience.

Students are encouraged to be active participants in their middle school experience. There are a number of activities for students to consider at all grade levels, and athletic offerings begin in sixth grade and increase in seventh and eighth grades. Co-curricular activities include Forensics and MathCounts.

The Steffen Student Council is committed to service locally and globally, and specific fundraisers have included benefits for veterans, leukemia patients, Feeding America and Ozaukee Family Sharing. The student council provides opportunities to strengthen leadership skills and collaborate with others to positively impact school and community.

For the next two years, Steffen’s faculty will focus its continuous improvement efforts toward the attainment of the action steps supporting each of the three goals identified in the School Growth Plan. Goals one and two emphasize Steffen’s commitment to enhancing the academic experience for all students through accelerated growth in reading and mathematics. The action steps delineated under each are the blueprint to ensure all students are college and career ready. The third goal embraces student well-being specific to students’ social and emotional growth. The commitment of students, faculty and staff ensure that the school’s actions positively impact one another and the community through social responsibility.

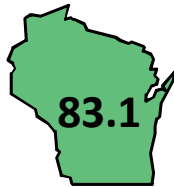
STEFFEN MIDDLE SCHOOL 2013-2014 PERFORMANCE

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Steffen Mid | Mequon-Thiensville School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



**Significantly Exceeds
Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	92.1/100		67.3/100	
Reading Achievement	42.1/50		30.5/50	
Mathematics Achievement	50.0/50		36.8/50	

Student Growth

	School Score	Max Score	6-8 State	6-8 Max
Student Growth	74.3/100		55.7/100	
Reading Growth	36.3/50		28.0/50	
Mathematics Growth	38.0/50		27.7/50	

Closing Gaps

	School Score	Max Score	6-8 State	6-8 Max
Closing Gaps	71.7/100		66.5/100	
Reading Achievement Gaps	36.5/50		34.0/50	
Mathematics Achievement Gaps	35.2/50		32.5/50	
Graduation Rate Gaps	NA/NA		NA/NA	

On-Track and Postsecondary Readiness

	School Score	Max Score	6-8 State	6-8 Max
On-Track and Postsecondary Readiness	94.4/100		89.3/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	74.7/80		74.9/80	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	19.7/20		14.4/20	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Total Deductions: 0

Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

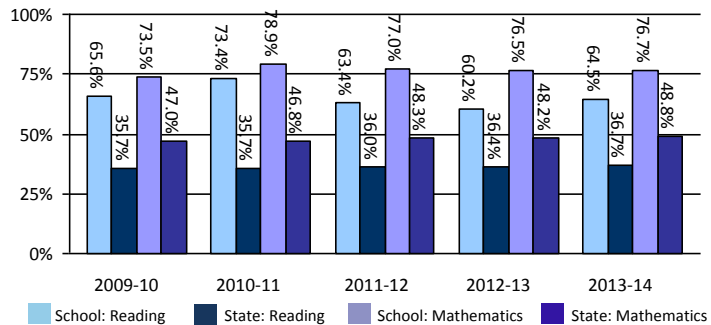
School Information

Grades	6-8
School Type	Middle School
Enrollment	402
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.0%
Asian or Pacific Islander	6.7%
Black not Hispanic	6.2%
Hispanic	5.0%
White not Hispanic	82.1%
<i>Student Groups</i>	
Students with Disabilities	10.2%
Economically Disadvantaged	8.7%
Limited English Proficient	3.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

HOMESTEAD HIGH SCHOOL

Brett Bowers, Principal
5000 West Mequon Road
Mequon, Wisconsin 53092

(262) 238-5900
www.mtsd.k12.wi.us/homestead

2013-2014 Enrollment: 1,302
Teaching Staff: 91.38

Did you know?

- Homestead is one of only two high schools in the state to earn the top rating —“significantly exceeds expectations”— on the school report card every year since its inception.
- Homestead seniors’ most recent ACT composite score of 26.0 was the second-highest of all public high schools in Wisconsin and a school record; 88% of students took the exam.
- For eight consecutive years, Homestead seniors have posted an average ACT composite score of 25 or higher.
- Homestead’s most recent graduation rate was over 99%.
- In 2014, Newsweek named Homestead Wisconsin’s top public high school. The magazine also ranked Homestead #10 in the Midwest and #98 in the nation.
- For two consecutive years, Homestead has been named to the College Board’s Advanced Placement Honor Roll for increasing AP participation while maintaining or improving exam scores.
- 90% of students who took Advanced Placement exams earned a qualifying score on at least one of those tests.
- More than 52% of students who graduated from Homestead in 2014 did so having earned a qualifying score on at least one Advanced Placement exam during their high school careers.



Homestead’s academic programming is broad and deep, offering students a range of curricular choices as well as the opportunity for focused, in-depth study. Students can choose from 22 Advanced Placement courses, five world languages, and dual credit courses across the curriculum. They have access to the Project Lead the Way pre-engineering program as well as robust offerings in computer science and multi-media. Course choices abound in the visual arts, and students interested in technical education can choose from offerings in automotive, construction, and printing. In performing arts, students can hone their craft and showcase their talents in drama as well as band, choir or orchestra. Physical education course work allows students to select classes that match their skill levels and interests.

Highlander athletes continue to earn individual and team honors at both the conference and state levels, adding to a storied history that includes more than 40 team state titles; in 2014, the boys golf team earned Homestead’s most recent state title. Nearly 100 musicians earned berths at the 2014 State Solo and Ensemble competition; 12 students were named “Exemplary Soloists” in that state-level contest. Homestead’s student newspaper, The Highlander, won the prestigious Pacesetter award at the 2014 National Scholastic Press Association conference. Homestead’s Rube Goldberg team earned a berth at the 2014 national competition. Homestead proudly offers several new activity options to students including a number of specialty clubs like G.E.M.S. (Girls Exploring Math and Science) in response to student interest and feedback.

For the next two years, Homestead’s faculty and administration will focus on the school’s latest School Growth Plan. That plan is founded on three guiding principles: (1) all students should experience academic rigor appropriate to them and learn intellectual persistence, (2) as students strive to reach their full academic potential, they must receive necessary support, and (3) all members of our school community should appreciate the value of social responsibility and demonstrate it regularly. Guided by these beliefs, students, parents, faculty and the community will continue to make Homestead an exceptional place to learn and grow.



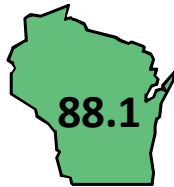
HOMESTEAD HIGH SCHOOL 2013-2014 PERFORMANCE

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Homestead Hi | Mequon-Thiensville School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



**Significantly Exceeds
Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

	School Score	Max Score	9-12 State Score	9-12 Max
Student Achievement	91.6/100		69.1/100	
Reading Achievement	44.3/50		33.3/50	
Mathematics Achievement	47.3/50		35.8/50	
Student Growth	NA/NA		NA/NA	
Reading Growth	NA/NA		NA/NA	
Mathematics Growth	NA/NA		NA/NA	
Closing Gaps	80.2/100		67.5/100	
Reading Achievement Gaps	21.2/25		17.5/25	
Mathematics Achievement Gaps	18.6/25		17.0/25	
Graduation Rate Gaps	40.4/50		33.0/50	
On-Track and Postsecondary Readiness	94.5/100		83.5/100	
Graduation Rate (when available)	78.7/80		71.9/80	
Attendance Rate (when graduation not available)	NA/NA		NA/NA	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	15.8/20		11.6/20	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: 0

Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

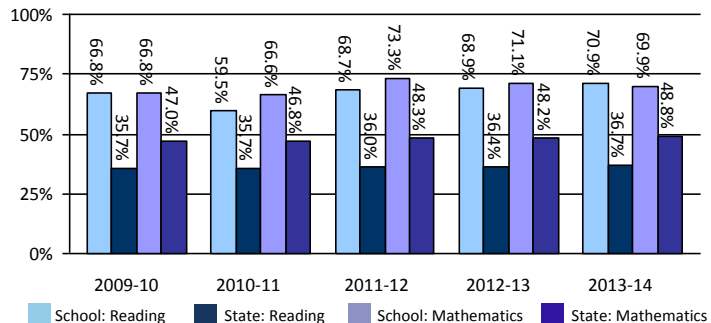
School Information

Grades	9-12
School Type	Public High School
Enrollment	1,302
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.2%
Asian or Pacific Islander	6.1%
Black not Hispanic	7.8%
Hispanic	3.3%
White not Hispanic	82.6%
<i>Student Groups</i>	
Students with Disabilities	11.2%
Economically Disadvantaged	6.6%
Limited English Proficient	1.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

COLLEGE BOARD ADVANCED PLACEMENT (AP) EXAMS AND ACT TEST RESULTS

The Advanced Placement program provides high school students with rigorous curriculum in preparation for college-level courses. The Advanced Placement (AP) Examinations are administered each year in May and represent the culmination of college-level work in a secondary school setting. Achievement on the AP Exam can lead to college credit, depending on the institution of higher education.

Advanced Placement Testing Longitudinal Data

Year	Enrollment	Number of Students Taking Exams	% Taking Exams	# Exams Taken	# Exams Passed w/Score of 3 or Greater	% w/Score of 3 or Greater
2000	1454	201	13.82	420	356	84.80
2001	1519	215	14.15	401	356	88.80
2002	1562	254	16.26	493	420	85.20
2003	1583	264	16.68	492	412	83.70
2004	1609	269	16.72	543	478	88.00
2005	1620	240	14.81	491	441	89.80
2006	1595	262	16.43	516	422	81.80
2007	1616	268	16.58	532	464	87.20
2008	1575	306	19.43	620	555	89.50
2009	1536	284	18.49	552	484	87.70
2010	1490	285	19.10	525	484	88.40
2011	1399	269	19.20	530	453	85.00
2012	1354	283	20.90	595	478	80.33
2013	1320	362	27.40	815	699	85.76
2014	1299	371	28.6	795	675	84.9

MTSD ACT Longitudinal Performance

Testing Area	National Benchmarks	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
English	18	24.5	24.9	26.0	25.8	26.3	26.2	25.8	25.0	26.6
Mathematics	22	25.1	24.9	25.8	25.0	25.7	25.2	24.9	24.5	25.2
Reading	22	24.6	25.4	25.7	25.5	26.0	25.5	25.0	25.1	26.2
Science	23	23.8	24.5	24.3	24.5	24.9	25.1	24.4	24.7	25.5
COMPOSITE	1 - 36	24.6	25.1	25.6	25.3	25.9	25.6	25.2	25.0	26.0

The ACT is a national college admission examination that consists of subject area tests in mathematics, reading and science. Students opt to take this test during their junior or senior year.

WISCONSIN KNOWLEDGE AND CONCEPTS EXAM WKCE RESULTS

The Wisconsin Student Assessment System Examinations are comprised of a battery of achievement tests that provide data on student performance in the areas of reading, language arts, mathematics, science and social studies for grades 4, 8, and 10 and reading and mathematics for grades 3, 5, 6, and 7. Student scores on these exams fall into one of four proficiency levels: advanced, proficient, basic, and minimal performance. The figures in the tables show the combined percentages of students enrolled for at least one Full Academic Year (FAY) in grades 4, 8, and 10.

LEGEND

- Advanced Performance
- Proficient Performance
- Basic Performance
- Minimal Performance

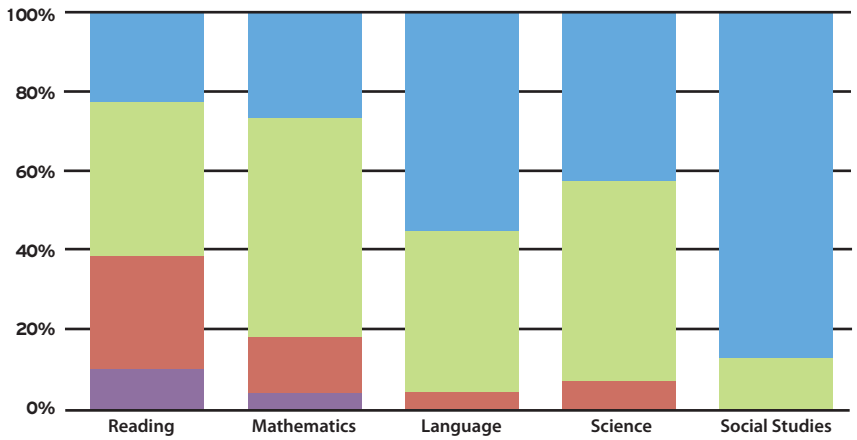
Understanding Proficiency Levels for Reading and Mathematics

The Wisconsin Department of Public Instruction established more rigorous performance standards (cut scores) for the WKCE reading and mathematics tests in the summer of 2013.

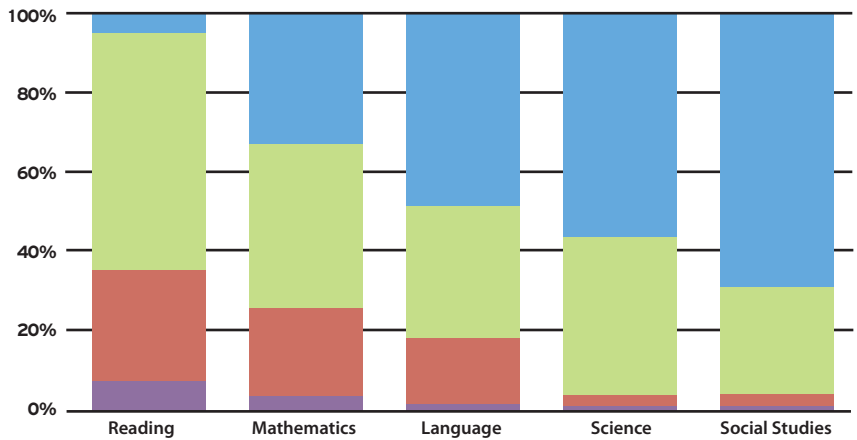
The new cut scores did not change the actual performance of students taking the test, only the bar against which they were measured. The revamped cut scores resulted in a smaller proportion of students scoring at proficient and advanced levels at the district and school levels and across the state.

The DPI did not revise the performance standards (cut scores) for social studies, language arts and science.

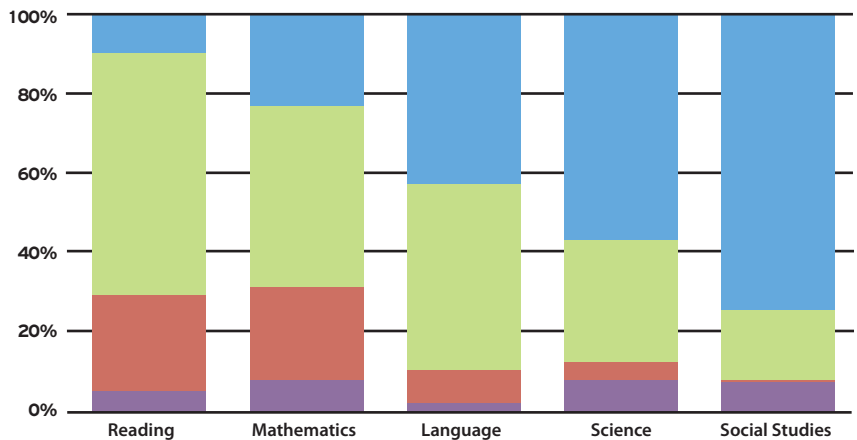
4TH GRADE WKCE



8TH GRADE WKCE



10TH GRADE WKCE



All percentages reflect the performance of students enrolled for at least one Full Academic Year (FAY).

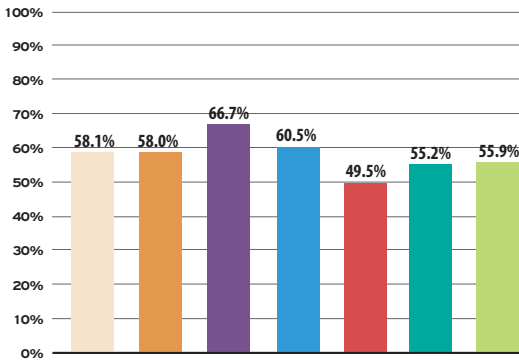
COMPARABLE DATA FOR WKCE PERFORMANCE

The information below represents a sampling of comparable data for area school districts' performance on WKCE-CRT for grades 4, 8, and 10 in reading and mathematics. The data represents the most recent reported state testing data. For a more complete listing of all testing data along with an interactive website that allows for additional comparison, visit <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

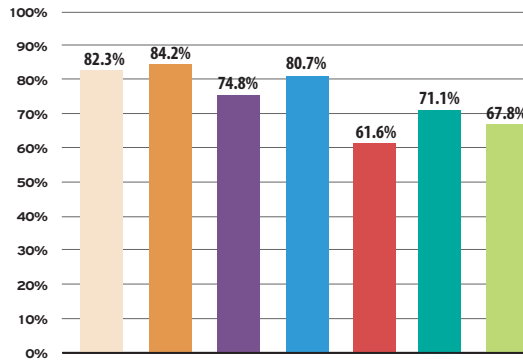
LEGEND

- Cedarburg
- Elmbrook
- Fox Point, K-8
- Mequon-Thiensville
- Nicolet High School, 9-12
- Whitefish Bay
- Arrowhead Union High School, 9-12
- Glendale-River Hills, K-8
- Maple Dale-Indian Hills, K-8

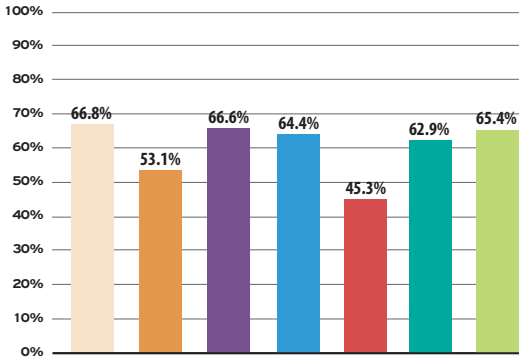
4TH GRADE WKCE - Reading



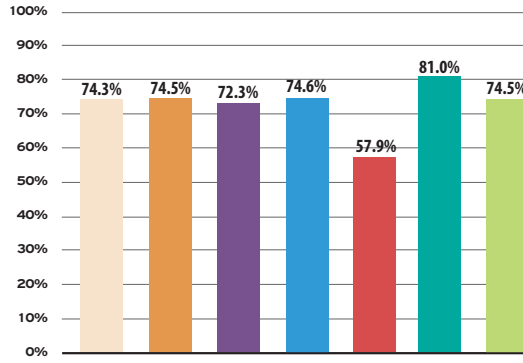
4TH GRADE WKCE - Mathematics



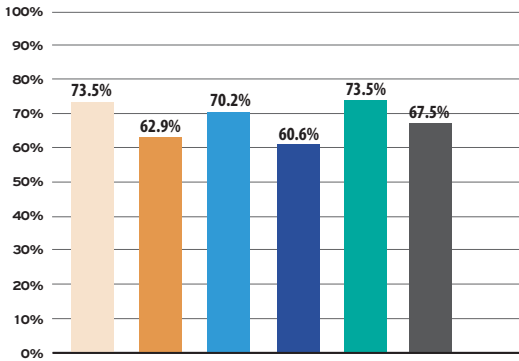
8TH GRADE WKCE - Reading



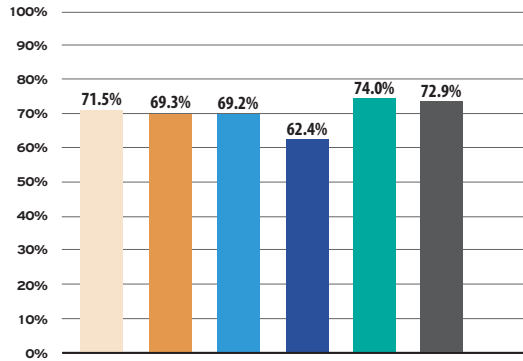
8TH GRADE WKCE - Mathematics



10TH GRADE WKCE - Reading



10TH GRADE WKCE - Mathematics



WKCE SCORES BY BUILDING

Percentages reflect students who scored at proficient or advanced levels

DONGES BAY						
	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Reading	63.4%	54.8%	59.4%	50.2%	52.9%	54.1%
Math	77.8%	72.1%	80.8%	76.1%	78.2%	74.0%

ORIOLE LANE						
	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Reading	65.4%	60.7%	63.2%	64.7%	56.7%	56.1%
Math	81.7%	78.3%	80.1%	79.7%	81.0%	74.1%

WILSON						
	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Reading	63.5%	62.0%	59.4%	54.5%	56.9%	56.3%
Math	82.3%	80.6%	81.2%	75.2%	83.5%	77.5%

STEFFEN						
	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Reading	64.3%	60.1%	63.1%	73.1%	65.0%	59.7%
Math	76.5%	76.4%	76.9%	78.7%	73.0%	69.3%

LAKE SHORE						
	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Reading	65.8%	67.4%	66.9%	66.4%	64.1%	64.5%
Math	80.3%	78.4%	76.1%	75.9%	78.2%	71.3%

HOMESTEAD						
	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Reading	70.2%	69.1%	68.7%	59.4%	66.3%	53.5%
Math	69.2%	71.2%	73.3%	66.2%	66.4%	63.6%

Resident
Mequon-Thiensville
53092 & 53097



BOARD OF EDUCATION

From Left to Right: Kathryn Houpt (Clerk), Stephanie Clark (Vice-President), Cheryle Rebholz, Paul Buzzell (Treasurer), Mary Cyrier (President), Wendy Francour and Gary Laev



DISTRICT DIRECTORS

(L to R) BACK: Matthew Joynt, Rachel Fellenz,
Demond Means, Gail Grieger
FRONT: Melissa McCrady, Jeridon Clark,
Sarah Zelazoski