

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Lawrence Haarala
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name School District of Phelps – Phelps High School
(As it should appear in the official records)

School Mailing Address 4451 Old School Rd.
(If address is P.O. Box, also include street address)

Phelps Wisconsin 54554-9237
City State Zip Code+4 (9 digits total)

Tel. (715) 545-2724 Fax (715) 545-3728

Web site/URL http://www.phelps.k12.wi.us E-mail dnordine@phelps.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) (mailed) Date _____

Name of Superintendent* Ms. Dawn Nordine
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Phelps Tel. (715) 545-2724

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) (mailed) Date _____

Name of School Board
President/Chairperson Ms. Mary Rideout
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) (mailed) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

- (a) The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
- (b) The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
- (c) If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
- (d) The school has been in existence for five full years, that is, from at least September 1998.
- (e) The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- (f) The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
- (g) The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- (h) There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 1 High schools
 Other (Briefly explain)
 ** We are a K-12 District in one building.
 2- one K-12 building TOTAL
2. District Per Pupil Expenditure: \$11,006
- Average State Per Pupil Expenditure: \$8,126

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 30 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K							
1							
2				9	9	7	16
3				10	7	13	20
4				11	6	8	14
5				12	8	7	15
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							65
→(Phelps High School)							

6. Racial/ethnic composition of the students in the school: 92% White
1% Black or African American
3% Hispanic or Latino
3% Asian/Pacific Islander
1% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 1.515%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	66
(5)	Subtotal in row (3) divided by total in row (4)	.01515
(6)	Amount in row (5) multiplied by 100	1.515

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 29%

19 Total Number Students Who Qualify
(High School)

10. Students receiving special education services: 6.15%

4 Total Number of Students Served
(High School)

Number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment

2 Mental Retardation Traumatic Brain Injury
 Multiple Disabilities Visual Impairment Including Blindness

11. Number of full-time and part-time staff members in each of the categories below:

	Number of Staff in the Phelps High School	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	0	2
Classroom teachers	8	4
Special resource teachers/specialists	0	2
Paraprofessionals	2	0
Support staff	4	0
Total number	14	8

12. Average school “student-classroom teacher” ratio: 6.5
(Phelps High School)

13. Attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	90.03	91.03	91.34	92.83	88.24
Daily teacher attendance	97.10	96.80	96.55	97.37	97.15
Teacher turnover rate	16.67	0	7.69	30.77	7.69
Student dropout rate	0	3.125	0	0	1.136
Student drop-off rate	4.35	7.69	11.43	6.49	5.43

Phelps High School has small student population in grades 9-12. This significantly affects student dropout and drop-off rate. The current drop-off rate is higher due to students a low number of students who are in an alternative education setting such as early graduation and the High School Equivalency Diploma (HSED) program. Our small rural community also has a high mobility rate due primarily to seasonal employment.

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	11
Enrolled in a four-year university	27.2%
Enrolled in a community college	18.2%
Enrolled in vocational training	18.2%
Found employment	18.2%
Military service	0%
Other (travel, staying home, etc.)	18.2%
Unknown	<u>0%</u>
Total	100 %

PART III - SUMMARY

The School District of Phelps located near the headwaters of the Wisconsin River remains the **heart of its community**. Tiny in comparison to many schools in the state, Phelps has a current K-12 student population of 165 students. One of the smallest rural public schools in the state of Wisconsin with one of the highest per pupil cost consistently measures up to the definition of “high performing” to justify its existence. While 50% of Wisconsin school referendums are failing, the Phelps community supported a vote to continue the school district in the Phelps community by a 2:1 vote. The district currently employees 33 full and part time employees, making it the second largest employer in the Town of Phelps. Phelps School has 23 teachers, 3 teacher aides, and 7 support staff. Class size averages 13 per grade level.

Scores on state standardized tests are consistently above state and national averages. Phelps School’s average graduating class through the decades has been 14 students. It has been a long tradition at Phelps to have small classes using the many opportunities given to them to achieve excellence in education. Graduation rates at Phelps over the last six years have averaged 97%. The Phelps School average ACT score of 22.4 over the past six years is above both state and national levels. Our college bound students compete very well with other college bound students. Sixty-four percent of our 2003 graduates are attending 2-4 year colleges and eighteen percent are in the work force.

Students have a less than 2:1 ratio of computer access, a distance education classroom, on-line course availability, independent designed courses, college prep classes, small class sizes, Youth Options, and Youth Apprenticeships. A variety of academic and extracurricular activities are available which have high participation rates of 70% of the students in grades 7-12. Students are actively engaged in a standards based curriculum from a highly qualified professional staff that maintains high expectations for **all** students and one that values them as individuals.

The community of Phelps, the School Board of Phelps, and the staff has demonstrated its commitment to providing a first class education within their small community. Phelps is a school that continues to provide a positive, safe and friendly learning environment where parents are active partners in their child’s education. It provides an education characterized by individual student attention, small class size, high standards of achievement, intense community involvement, technology access for all students, and state of the art access to distance learning. Although Phelps is isolated in its setting, it is **not** isolated in its access to information and instructional opportunity. At Phelps; decisions are made that are reflective of the school’s beliefs and mission. Our vision is one of school and community partnership. The Phelps School’s mission is to create an environment of opportunity for our youth through excellence in education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

I. Phelps students in grades four, eight, and ten are tested every year. The School District of Phelps participates in the Wisconsin State Assessments for reading, mathematics, science, and social studies called the Wisconsin Concepts and Knowledge Examination (WKCE). The Phelps School strongly encourages testing of all students. The test is a criterion-referenced test, which means that it measures how well students perform on the Wisconsin’s standards for core areas at each of the three grade levels. This test does not measure how well students do against other test takers. All core areas have established local and state standards which schools and students are expected to meet. The state tests are also used to measure accountability of the school district through No Child Left Behind.

The No Child Left Behind (NCLB) Act has increased accountability in many areas for all schools throughout the country. State standardized test scores are a part of that accountability. NCLB requires 95% of all students be tested annually. Phelps School has a tradition of 100% of our students participating in testing. Students are scored advanced, proficient, basic, or minimal with advanced being the highest score and minimal being the lowest. Students who score as advanced or proficient are considered to have passed the standards for that particular core subject. Phelps School has consistently exceeded state and national scores in both reading and mathematics. This means that most Phelps’ students are found

proficient or advanced in the areas of reading and mathematics.

2. The Phelps School District participates in a “data retreat” each year in an effort to understand and improve student and school performance. Classroom teachers, education specialists, and administrators attend the retreat. The team uses a data retrieval process to examine assessment data. Local assessments are examined and an item analysis is also conducted. These items are compared to state level assessment data. Local assessment is examined closely for reliability, patterns and trends, and for the development of an action plan. Graphs and charts are created and archived for district level use. The action plan includes examining any curriculum changes that are needed such as a revision of grade level benchmarks and priorities. Changes are then implemented at the classroom level as well.

3. The School District of Phelps communicates how our students are performing through a variety of strategies. Classroom teachers and the guidance counselor individually review assessments with parents and students. Each year a state-required school performance report is completed and provided to all parents, students, school board members, and community members. The performance report includes state and local assessment results, ACT/SAT scores, attendance, drop out, graduation, and student activity participation rates as well as other indicators of performance. The school publishes a quarterly district newsletter that is mailed to all community members and parents in Phelps. The newsletter includes assessment data, district financial information, district initiatives, classroom news, and other school information. Students publish a monthly student and parent newsletter called *KNIGHT Lines* that includes upcoming events, academic and athletic awards, and other school news. The Phelps School Board receives monthly updates on school performance from the administrator. The district displays academic achievement results including local comparisons to state and national results on two bulletin boards for parents, community members, and visitors to access. Our web-based student data system called *Power School* gives students and parents access to current grades, GPA, assessment results, and provides e-mail communication with their teachers anytime, any place.

4. The School District of Phelps will share its successes with other schools at a local, state, and national level. Best practices and successes can be shared through the school’s web site at www.phelps.k12.wi.us. The district has several teachers and administrators that have presentation experience at state and national level. The district is prepared to share those successes at appropriate educational conferences. Our district participates at state and national level in rural initiatives and would share our success with organizations such as the Rural School and Community Trust. Successes will be shared with the State of Wisconsin Department of Public Instruction through the Wisconsin Information Network for Successful Schools (WINNS) site at www.dpi.state.wi.us/sig/index.html. The WINNS site is an electronic resource for educators, parents, and community members. It has four sections that contains information on standards and assessments, data analysis, continuous school improvement, and best practices. Other plans to share successes include local media such as radio (WRJO, WERL, WRHN, WXPR) and regional newspapers (Vilas County News Review, Rhinelander Daily News).

PART V – CURRICULUM AND INSTRUCTION

1. The School District of Phelps adopted the State of Wisconsin’s Model Academic Standards for all academic areas. The district aligned the standards with the local curriculum to meet our academic expectations and to meet or exceed state standards. Once standards were applied to all academic areas then specific grade level benchmarks were identified. The local benchmarks were then prioritized.

Benchmarks ensure that rigorous content is provided within every course for all students including those with individualized educational plans. Educators developed units of instruction around the benchmarks using district-adopted textbooks and curriculum materials. The district is currently creating local assessments for each grade beginning with writing prompts and common scoring guides. Efforts are continuous with teaching unit revisions, prioritizing of benchmarks, and using data retreat results to make curriculum adjustments.

For a small high school Phelps has traditionally been able to provide a comprehensive core curriculum and provide an excellent educational environment. Spanish is the foreign language instruction provided for grades K-7 through a sequenced curriculum. Students have the opportunity in grades 8-12 to take four levels of Spanish or two levels of Japanese through distance education. The core of the English curriculum is listening, reading, speaking, using language, and enjoying literature integrated with technology. Students are engaged with opportunities to use a variety of reading and language strategies to interpret, research, organize, critically analyze, create, publish, and present written materials. In mathematics Phelps students are challenged to make sense out of numbers, apply real world problems, use problem solving and reasoning strategies, communicate their mathematical reasoning, and use technology such as graphing calculators and spreadsheets. The science curriculum engages students to use observations, hypothesizing, scientific thinking, reasoning, and decision-making skills with an emphasis on real world application. Students apply their scientific skills as they explore the physical, chemical, geological, environmental, and biological worlds in our curriculum. At the core of the social studies curriculum is the study of relationships among people, places, and environments. Students learn to analyze, identify, describe, examine, and interpret a variety of historical and current events around the world. Students learn about political science and acquire knowledge of political system to enable them to develop individual civic responsibility.

Students at Phelps exceed state graduation requirements in math and science. Twenty-four credits are required for graduation. Students must successfully complete four credits in English, three credits in mathematics, science, and social studies. Health education is a required one-credit course. One and a half credits are required in physical education. Students must also select eight and one half credits in electives and can choose from a variety of courses in the arts. Students are required to take the following sequence as ninth graders: Information Technology, World and American Literature, Algebra I or II, Physical Science, Physical Education, and Geography. They have a choice of one to two of the following courses: Spanish I, Woods Technology I, Family Consumer Education, Senior Band, Chorus or General Art. As tenth graders students are required to take the following: Grammar and Writing, General Biology, World History, Algebra II or Geometry. In addition, they must also choose two of the following courses: Spanish I or II, Family Consumer Education, Art, Woods Technology I, Senior Band, Chorus, Weight Training, or Accounting I. Students who are eleventh graders are required to take the following courses: American Writing, one math course; Trigonometry, Geometry, Consumer Mathematics, or Applied Math, United States History, one science course; Chemistry, Advanced Biology, or Environmental Science. Three elective credits must be chosen from include Advanced Spanish, Sociology, Information Technology II, Multimedia Presentation, Family Consumer Education, Independent Study of their subject choice, Independent Art, Ceramics/Sculpture, Painting, Chorus, Senior Band, Music Appreciation, Weight Training, Accounting I or II, Welding, and Computer Aided Design. Students in the twelfth grade must take Advanced Placement English or Communications and Political or Honors History. Besides all the previous electives students may choose from distance education offerings, youth apprenticeships, work study, Youth Options, and online courses in advance fields or areas of interest.

2. The English/Language Arts curriculum consists of an integrated program of grammar, writing and composition, oral communication, reading, and research. Efforts to improve reading scores for our low performing students in our high school include providing access to a reading specialist for specialized student assistance. Students receive direct instruction in comprehension strategies and have access to a variety of relevant and challenging reading materials. Course offerings at all grade levels are aligned to

rigorous academic standards to achieve a scope and sequence which enables all of our students of all abilities to retain and build upon their reading knowledge and skill base with consistency throughout their four years of high school.

Reading instruction is reinforced constantly by integrating writing and discussion lessons designed to cause our students to think critically about their reading and then to offer their insights and observations in an environment that supports and values their unique perspectives. The assessments used locally ensure all students have achieved grade level benchmarks for language arts.

We work very closely with outside agencies such as the Cooperative Educational Services Agency (CESA) and the Wisconsin Department of Public Instruction. They continue to provide us with ongoing high-quality professional development and curriculum alignment support.

3. The School District of Phelps' vision is a partnership of school and community. Our mission is to create an environment of opportunity for our youth. Phelps School has developed a unique partnership with our community to provide a scientific educational opportunity for our students. The Phelps School provides an interdisciplinary curriculum program called "Adopt A Lake" that encourages students to learn about inland lakes in our area. The students "adopt" a lake and work actively to protect the resource through a variety of hands-on activities with real life problem solving. K-12 students adopted 5 lakes in our school district. The focus of the students and their teacher's efforts has been on the invasion of an aquatic exotic called Eurasian Water Milfoil.

Students travel on the lakes in pontoons with community volunteers to collect aquatic plants and identify areas of invasion. Students present their findings in a distance education classroom to other area schools and share their experiences and knowledge with the community throughout the summer and at state conferences. This is a vital community school partnership to tackle a real life problem. Cooperation, collaboration, and communication are key essential skills of this successful continuing curriculum project.

4. The Phelps School uses a variety of instructional methods to improve student learning and achievement. Instructional practices are researched-based. Worksheets and take-home workbooks are not standard practice. Teachers have high expectations for all students and provide instruction to meet different learning styles and individual needs. Instructional methods are student-centered and constructivist in nature. Hands-on activities and project-based theme approaches are used. Classroom teachers help students make connections to real world situations using the student's prior knowledge. Students are asked to interpret, infer, defend, critique, explore, construct meaning, engage in discussion, and evaluate information in their courses. Teachers are facilitators in a student-centered classroom.

Teachers challenge students with "if" and "how" questioning techniques to encourage critical thinking and problem solving skills. Students are challenged cross-curricular in gathering, processing, and interpreting relevant data. Technology integration is part of every course. Students research using the Internet, develop concept maps, graph in spreadsheets, analyze databases, participate in web quests, and produce multimedia presentations.

5. Professional development is a priority at Phelps School. Each year a needs assessment is conducted with teaching staff and paraprofessionals. The results provide the district with direction of what professional development opportunities should be a priority. Five professional development days are included in the teaching contract. Professional development is provided for curriculum and instruction initiatives. Each year an additional two days of integrated technology instruction and unit development are scheduled. The emphasis is to improve academic achievement through the development of these integrated units that are aligned to our district benchmarks. Technology-based tools are used to enrich context for student's understanding of concepts. Educators and paraprofessionals are encouraged to use their two contracted professional development days for areas of personal teaching growth.

The School District of Phelps' supervision and evaluation process is a professional development plan based on the ten Wisconsin Teacher Standards. The professional development plan requires

educators to choose professional development that promotes becoming a better practitioner that self-evaluates and understands how students differ in their approaches to learning. The educator must have the skills necessary to create instructional opportunities that are adapted to different individual learners. The district strongly believes that this is reflected in our students' academic and non-academic achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): Not Applicable – No private schools in the School District of Phelps.

PART VII - ASSESSMENT RESULTS

(Reading and Mathematics Assessment Results Page 11 and 12)

Grade 10

Test: Wisconsin Knowledge and Concept Examination

Edition/publication year: 2003 Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: 14

Number of students who took the test: 14

What groups were excluded from testing? No groups were excluded.

Number excluded: 0 Percent excluded: 0%

Students take the WKCE each year in grades 4, 8, and 10. Students are then scored based on the following proficiency categories:

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE.

Proficient: Demonstrates competency in the academic knowledge and skills tested on WKCE.

Basic: Demonstrates some academic knowledge and skills tested on WKCE.

Minimal Performance: Demonstrates very limited academic knowledge and skills tested on WKCE.

School District of Phelps **Mathematics** Assessment Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	November	February	February	February	February
SCHOOL SCORES					
% At or Above Minimal	93	80	58	93	77
% At or Above Basic	93	73	42	46	23
% At or Above Proficient	93	67	42	46	23
% At Advanced	43	20	17	27	5

Number of students tested	14	14	12	15	22
Percent of total students tested	100	93	100	100	100
Number of students excluded	0	1	0	0	0
Percent of students excluded	0	7	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Minimal	83	0	0	50	67
% At or Above Basic	83	0	0	50	33
% At or Above Proficient	83	0	0	50	33
% At Advanced	33	0	0	50	0
Number of students tested	6	0	1	2	6
2. Not Economically Disadvantaged					
% At or Above Minimal	100	80	50	100	82
% At or Above Basic	100	73	30	54	35
% At or Above Proficient	100	67	30	38	9
% At Advanced	50	20	10	23	5
Number of students tested	8	14	11	13	16
STATE SCORES					
% At or Above Minimal	86	71	76	72	72
% At or Above Basic	74	49	53	46	47
State Mean Score	81	65	69	65	63
% At or Above Proficient	69	43	46	39	39
State Mean Score	69	43	46	39	38
% At Advanced	24	16	15	11	11
State Mean Score	24	16	15	11	11

Note: The Wisconsin Alternative Assessment (WAA) is given for students with severe disabilities in Wisconsin. Phelps High School excluded one student from the 2001-2002 WKCE testing year. Due to confidentiality and small testing population (one student with cognitive disabilities) Phelps did not disclose test results in the above table for this application.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

The *Wisconsin Knowledge & Concepts Examinations* (WKCE) at 10th Grade is a Wisconsin customized test utilizing a *TerraNova*-like scale. Therefore, no national data are available for comparisons. Proficiency rates are based on 100% of the students enrolled at the tested grades (the WKCE the *Wisconsin Alternate Assessments*, and students not tested). However, scale scores and their derived scores (e.g., the Normal Curve Equivalent) are based on only those students taking the WKCE. The scale scores above are on the *TerraNova* scales. Beginning in 2002-03, Wisconsin augmented the CTB/McGraw-Hill shelf tests to more completely cover the Wisconsin Model Academic Standards over time. To that end, several test questions have been added to the 4th & 8th grade Mathematics examinations. At Grade 10, however the entire test battery is a customized and the WKCE was anchored to the Level 20, *TerraNova* scale during development.

School District of Phelps **Reading** Assessment Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	November	February	February	February	February
SCHOOL SCORES					
% At or Above Minimal	100	93	83	93	95
% At or Above Basic	93	86	58	86	86
% At or Above Proficient	72	80	58	86	86
% At Advanced	71	53	42	33	18

Number of students tested	14	14	12	15	22
Percent of total students tested	100	93	100	100	100
Number of students excluded	0	1	0	0	0
Percent of students excluded	0	7	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Minimal	100	0	100	100	100
% At or Above Basic	83	0	100	100	83
% At or Above Proficient	83	0	100	50	83
% At Advanced	50	0	0	50	17
Number of students tested	6	0	1	2	6
2. Not Economically Disadvantaged					
% At or Above Minimal	100	93	90	93	94
% At or Above Basic	100	86	50	86	87
% At or Above Proficient	100	80	50	84	69
% At Advanced	88	53	40	31	19
Number of students tested	8	14	11	13	16
STATE SCORES					
% At or Above Minimal	91	90	93	92	92
% At or Above Basic	77	67	76	76	76
State Mean Score	85	86	86	85	84
% At or Above Proficient	69	52	69	69	69
State Mean Score	71	60	69	69	68
% At Advanced	52	15	33	24	25
State Mean Score	52	23	33	24	25

Note: The Wisconsin Alternative Assessment (WAA) is given for students with severe disabilities in Wisconsin. Phelps High School excluded one student from the 2001-2002 WKCE testing year. Due to confidentiality and small testing population (one student with cognitive disabilities) Phelps did not disclose test results in the above table for this application.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

The *Wisconsin Knowledge & Concepts Examinations* (WKCE) at 10th Grade is a Wisconsin customized test utilizing a *TerraNova*-like scale. Therefore, no national data are available for comparisons. Proficiency rates are based on 100% of the students enrolled at the tested grades (the WKCE the *Wisconsin Alternate Assessments*, and students not tested). However, scale scores and their derived scores (e.g., the Normal Curve Equivalent) are based on only those students taking the WKCE. The scale scores above are on the *TerraNova* scales. Beginning in 2002-03, Wisconsin augmented the CTB/McGraw-Hill shelf tests to more completely cover the Wisconsin Model Academic Standards over time. To that end, several test questions have been added to the 4th & 8th grade Mathematics examinations. At Grade 10, however the entire test battery is a customized and the WKCE was anchored to the Level 20, *TerraNova* scale during development.