

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [] High [] K-12 [] Charter

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

Official School Name Marathon High School
(As it should appear in the official records)

School Mailing Address P.O. Box 37
(If address is P.O. Box, also include street address.)

Marathon WI 54448-0037
City State Zip Code+4 (9 digits total)

County Marathon State School Code Number* 3304

Telephone (715) 443-2226, ext. 106 Fax (715) 443-2611

Web site/URL www.marathon.k12.wi.us E-mail dberanek@marathon.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) Date _____

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

District Name Marathon City School District Tel. (715) 443-2226, ext. 107

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) Date _____

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

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.

(School Board President's/Chairperson's Signature) 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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$9,603
- Average State Per Pupil Expenditure: \$10,604

SCHOOL (To be completed by all schools)

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. 7 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	37	34	71
2				10	43	37	80
3				11	42	27	69
4				12	44	36	80
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							300

10. Students receiving special education services: $\frac{8}{26}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u>8</u>
Special resource teachers/specialists	<u>2</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>2</u>	<u>8</u>
Total number	<u>18</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	4%	4%	4%	4%	4%
Teacher turnover rate	4%	12%	4%	16%	8%
Student dropout rate (middle/high)	0%	.7%	0%	0%	0%
Student drop-off rate (high school)	3%	4%	3%	3%	3%

13. High Schools

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>62</u>
Enrolled in a 4-year college or university	<u>44</u> %
Enrolled in a community college	<u>21</u> %
Enrolled in vocational training	<u>23</u> %
Found employment	<u>11</u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Marathon High School is a rural school located in central Wisconsin, just 8 miles from the city of Wausau, population 55,000. It is a smaller school district and has been able to retain the small town feel and approach to education while providing the students with the facility, state, and curriculum of a larger district. In the past seven years the high school has seen enrollment go from a peak in the 340s to around 300 this school year, with an estimated decline over the next 7 years to 220.

The Marathon community has taken pride in the accomplishments of its students, both academic and athletic. Community involvement in the school district has a long legacy that continues today. Three years ago over 110 community members formed seven steering and planning committees including a vocational and career action team, a fine arts action team, a student learning action team, a library and technology action team, a building and grounds action team, a wellness and athletic action team, and an oversight steering committee. These community members met every Sunday night over a period of six months and compiled the school district's formal strategic plan, updated the district's mission and vision statements, and set into motion a referendum plan to fiscally support the changes and updates they valued.

The strength of Marathon's co-curricular programs is demonstrated by, among others, an Academic Decathlon Team which has made a state record 18 consecutive appearances at the state finals, with 6 Division III state champions; a Central Wisconsin Math League Team which has finished 1st or 2nd in each of the last 16 years; 11 state athletic championships in 5 different girls and boys sports; and a marching band with 4 state championships.

Within the district's mission statement it is stated that "the district is committed to providing all students with a quality education and the skills they need to be successful. By developing an exceptional staff and partnering with families and the community, we will continuously improve instructional programs and provide learning experiences that meet the individual needs of the students in a safe and supportive environment." This mission statement has been much more than words for the community and school over the past few years. During the winter of 2005, the community passed a large referendum to support the school for both financial and fiscal support. Immediately after passing the referendum, the high school began construction of a new wellness center and gymnasium for school and community use; a new, updated technology education space including two large labs, classroom, and computer rooms, and a new fine arts area including visual and instrumental/vocal programs. The existing building was completely renovated and updated including new business education labs/classrooms, new science, physics, and biology labs/classrooms, new library/media center, student career center, and all remaining classrooms.

The Marathon community has always linked its identity to the school district and the students of its high school. They have always promoted the school district's vision of creating an exceptional educational system that is recognized for the academic excellence and character of its students, the caliber of its staff, and the quality and diversity of its programs. The high school has recently won three consecutive Wisconsin Academic Decathlon State competitions and was the 2006 Wisconsin State Marching Band champions. The staff at Marathon prides itself on continually looking at best practice and ways to improve the curriculum and delivery to the students. Each staff member is currently working on an individualized in-service plan that requires them to research new learning that is anchored in best practice, work with the principal on their learning goals, put into place new units or teaching techniques with students, and then reflect with peers and themselves on how well the project met the intended goals. In terms of maintaining a diverse program, the school has strived to expand AP and other upper level courses sometimes not available to smaller school students. In the past year we have expanded our foreign language offering to include Spanish, to our already existing French Curriculum, and a guest teacher from

China is teaching Mandarin to students.

The Marathon Community, students, administration, school board, and staff continue to strive for excellence and are committed to providing the best education for all of its students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each year Marathon High School’s tenth-grade students take the Wisconsin Knowledge and Concept Exams-Criterion Referenced Test (WKCE-CRT). The tests take place over a number of days and students are evaluated on mathematic, science, social studies, reading, and language arts skills. The assessment framework is designed to test students for ability in areas that reflect the Wisconsin standards for each content area.

This data is then reported by the state as part of the No Child Left Behind legislation in the areas of reading and mathematics and is applied to AYP (adequate yearly progress) reporting. Data are sent back to the schools for individual students and composite analysis for intervention and improvement planning. Marathon High School staff reviews the data and completes some item analysis. They then take this information and review their curriculums and make adjustments if necessary. Individualized data results are also shared with the parents with a summary explanation of the results.

The WCKE-CRT scores are represented as minimal, basic, proficient, and advanced. Advanced is defined as “demonstrates in-depth understanding of academic knowledge and skills tested on the WCKE-CRT,” proficient is defined as “demonstrates competency in the academic knowledge and skills tested on the WKCE-CRT,” basic is defined as “demonstrates some academic knowledge and skills tested on the WKCE-CRT,” and minimal is defined as “demonstrates very limited academic knowledge and skills tested on the WKCE-CRT.” To meet adequate yearly progress a percentage of students must fall in either the proficient or advanced areas. In reading, 68% of students and in math 48% of students need to be advanced or proficient. These percentages increase yearly until the 2013-2014 school year when 100% of students must be advanced or proficient.

The following is a brief display of Marathon High School’s AYP reporting for math and reading for the past three years

* 2003/2004/2005	Grade 10 Reading	86%/81%/92%	Proficient & Advanced
* 2003/2004/2005	Grade 10 Math	89%/89%/91%	Proficient & Advanced

Although the scores are good, we review and analyze the information provided us by the state to continually look for improvement in our programs and delivery. Additional information for Marathon High School can be found on the Wisconsin Department of Public Instruction’s website <http://www.dpi.state.wi.us/sig/index.html>.

2. Using Assessment Results:

When Marathon High School’s data screened from the WKCE-CRT is reported to the school the information is initially reviewed and screened by the counselors and the principal. This initial review is to verify the data and to begin targeting plans for improvement. The data is then shared with the faculty both at faculty meetings and during teacher in-service. In the past, in-service data retreats have benefited the school and the students. If they find a need, the faculty then makes necessary adjustments to the curriculum to close gaps or to address areas of concern. The faculty then reviews and compares the individual item analysis to their curriculums both by grade level and standard study. This study is done in an attempt to ensure that all information and standards are being covered with the students. If they find areas of gap or concerns, they make the necessary adjustments to the curriculum. Recently the Marathon High School Site-Improvement team has begun reviewing WKCE-CRT test data for multiple years and they are comparing this data to student performance on local assessments and quarter and semester grades

to identify students that have a historical deficiency in one or more particular content areas. Consequently they have designed a remediation course in English for students that focuses on writing in the content areas. They are also currently designing a summer school Jump Start class that will take lower achieving eighth-graders and remediate them in the core content areas prior to their starting high school.

3. Communicating Assessment Results:

Marathon High School is very fortunate in that parents are very active in the school and communicate regularly with teachers via phone, email, and during very highly attended Parent Teacher conferences (almost always 80%+). During the conferences we share with the individual students and parents the WCKE-CRT results and an interpretation guide. The school provides both the school counselor and the principal to assist parents in answering any questions that they may have. Results are also shared with the community in the local newspaper, *The Record Review*, and a link is established on the school's web site.

Parents and students receive other communications regarding student performance on local assessments by using an on-line grading system that the school district implemented four years ago. The response from the parents and students has been extremely positive. Teachers also find benefit from this real-time approach to communicating with individual students.

Information regarding assessment results has also been included in a professionally designed brochure that is placed in the local businesses and with realtors. This brochure compares Marathon School District students' performance with that of other area schools. It also highlights other areas in which students are performing well in both curricular and co-curricular areas.

4. Sharing Success:

Marathon High School teachers and principal work with other schools within and outside of the district to share successes and to gather worthy ideas from other schools.

Within the district is located a K-8 Catholic school. When students reach 9th grade virtually all advance to Marathon High School. It is very important for us to share our information and success with the Catholic school for this very reason. In the past we have had joint curriculum development and mapping departmental meetings involving all three schools in the district to ensure that all curriculum and all standards are being addressed and that the teaching faculty have a comfort level in communicating with their counterparts in the other schools.

The principal and teachers routinely attend a state-sponsored Association of Supervision and Curriculum Development conference where they research and network with teachers and administrators from around the state and country. A group from Marathon High School is hoping to present at the conference in 2007-08 regarding a Pay-For-Performance model that the school district has been working with teachers to design and implement. Faculty also belong to other state professional organizations and have attended numerous conferences in the past.

The principal meets monthly with other principals from the Marawood Athletic Conference and the principals from Marathon County. During these meetings they routinely discuss what is working in their schools and share programs and resources. They also organize a large county-wide banquet for all of the top senior students not only to be recognized, but to allow them a chance to honor the teacher that has most impacted them.

Lastly, the Marathon School District has organized two large multi-school in-service programs during the past few years. One was attended by five schools and teachers broke into curricular areas to have group

sharing and discussion on best practice. This presented an opportunity for teachers to network, and many still keep in touch regarding professional activities. The second in-service the Marathon High School hosted was in the fall of the 2006-07 school year. Presenter Erin Gruel, author of the Freedom Writers and past educator, delivered the opening in-service program for over 500 teachers from around North-Central Wisconsin regarding the importance on not giving up on students and working to make the curriculum relate better to students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

All curricular areas offer a range of courses that meet the needs of our students and meet state standards. English and Math are described in sections 2b and 3. All other areas are described below.

In the Art Department, students start off in Art Fundamentals where they will learn and apply the elements and principles of design through a variety of 2-D and 3-D mediums. Students can further their art studies in any of the five advanced studio art courses. There are also specialized independent study courses offered in Design Graphics, Computer Animation, and AP Studio Art.

In the Foreign Language Department, four semester courses (2 years) of French are offered. These courses introduce students to French and are designed to develop all four language skills: listening comprehension, speaking, reading and writing while acquiring an awareness and sensitivity to another culture and its people. A third year course is available upon request as an independent study class.

The science curriculum, which is aligned with both state and national standards, emphasizes active learning through problem-posing, problem-solving and peer-persuasion. All classes from general science through advanced courses in chemistry and biology encourage students to hypothesize, experiment, and build credible arguments while reasoning and weighing the alternatives to their thinking and data collection. For several years, the science department has collaborated with the Language Arts Department on research projects which are designed to teach reading in the content areas. This emphasis is to help students make connections between what is being taught and how to apply it to their own lives.

The agriscience curriculum is designed to make scientific concepts come to life. There are eight courses offered as well as independent study opportunities for students with specific interest to advance their research. Classes ranging from animal science to horticulture to food science technology allow students to learn about the agriculture industry and careers available. Pathways with the technical college system for advanced standing in horticulture, agribusiness management, and animal science have been developed. New facilities allow us to offer unique projects in our greenhouse and food science laboratories.

Physical education aids to improve the three elements of physical fitness which include the strength, endurance, and flexibility of an individual. Of paramount importance is giving the student the understanding of how beneficial physical activity and nutrition can be to a student's body now, and how it can help them in the future. Students participate in the multi-dimensional approach of physical education through team, individual, and lifetime activities, plus nutrition and stress management. Courses of high interest to the students include: weight lifting and cardiovascular workouts, golf, cross country skiing, water fitness, bowling, and dance.

The Music Department core curriculum performance groups include 2 jazz bands, jazz choir, concert choir, and concert band. In the fall, the concert band doubles as a competitive marching band that competes around the state. Music fundamentals, music's relationship to other core areas and the importance of music communication through performance are stressed in a developing curriculum. Students are also encouraged to participate in small group opportunities in the spring. In addition students are able to enroll in non-performance electives such as music history and music theory on an independent basis. The overall goal of the department is to not create a room of professional musicians, but a room of lifetime listeners with a deeper appreciation for music.

The goal of the Business and Information Technology Department at Marathon High School is to prepare students with the necessary skills to succeed in the “real world.” The courses offered will prepare students with the basic and advanced skills needed to adapt to the ever-changing world of business, technology, and work. The Business and Information Technology Department is also home to both the school-to-career program and Future Business Leaders of America (FBLA) student organization, both of which give students the opportunity to apply the skills they are learning in the classroom to everyday life.

The Technology Education Program offers a diversified approach, consisting of traditional hands-on classes such as Metals, Woods, Construction, and Small Engines along with higher level classes consisting of Electronics, AutoCad, Solidworks, Robotics, Photoshop and Video Editing. The curriculum focus is designed to help prepare students for all career opportunities ranging from gaining employment right out of high school to preparing students for success in technical colleges and apprenticeship programs, and to meet the needs of those students pursuing advanced degrees in the engineering fields.

The goal of Marathon High School’s Social Studies Department prepares students for the responsibilities of citizenship in our democracy. The social studies curriculum requires successful completion of 2 semesters of U.S. History during the freshman year of high school, coordinated with the year of U.S. History required of 8th graders at Marathon Area Elementary School. Beyond this requirement, students must complete a minimum of 4 additional semesters of social science, including one semester of American Government. Students select the remaining 3 semesters from a variety of elective courses, including classes in Western and Non-Western World History, Social Problems, Economics, and Geography. AP credit is available in United States Government and Politics. Students may also pursue additional coursework as independent study projects.

2b. English:

Marathon High School’s English/Language Arts curriculum is dynamic, multifaceted and comprehensive program the engages students in a full spectrum of human discourse – wherein they learn the art of making meaning from a variety of texts and listening sources and in creating meaning in writing and speech. This curriculum allows for flexibility in methods of instruction, adapts to student’s cognitive development, and encourages pursuit of individual interests.

The curriculum is grounded in the communication process. All of the fourteen Language Arts courses require students to exercise their critical thinking skills by addressing multicultural media to develop understanding and real world applications. The underlying philosophy of instruction encompasses Understanding by Design and critical thinking processes.

New to the program is a remediation class for struggling students that focuses on reading in the content areas. The curriculum is designed to meet student needs for gathering and understanding information in a variety of academic, personal and workplace situations.

English staff generates authentic assessment instruments wherein students must demonstrate ability to analyze, interpret, and appreciate varied “texts” from diverse cultural and social perspectives.

3. Additional Curriculum Area:

The mission statement at MHS states that we are committed to providing all students with a quality education and the skills they need to be successful. We understand that mathematics permeates everything we do in life and plays a role in nearly every career choice a student might make. Therefore, we strive to create a safe and supportive environment for all students to learn math.

The mathematics curriculum aims to give students the necessary mathematical tools and analytical skills to be successful adults. Continuously addressing three different areas of student learning in every subject area. First, the content of each class must enable most students to apply mathematics directly to the world around them. At any level this approach must stimulate motivation, adds relevance, and proves useful for every student, not only those who are pursuing a career in math or science. Second, rigor and formal mathematics training enables students to successfully continue advancement into subsequent math and science classes in high school and beyond. Lastly, we encourage, through critical thinking and problem solving, a desire and an ability to become life-long learners. In our continuously changing global economy, students must realize their success beyond high school heavily depends upon their ability to adapt their skills and to continue learning.

4. Instructional Methods:

Teachers use a variety of instructional methods at Marathon High School. Teachers routinely review and map their curriculum to ensure that all standards are being addressed. They plan out their lessons and develop them for the students. A focus for our school district for many years has been an emphasis on technology and building the skills needed for students in the 21st century. The Marathon School District has on staff technology coordinators and mentors who routinely offer training in instructional strategies for teachers. This commitment to technology by the district has helped to keep our staff on the cutting edge.

Teachers have also been receiving training opportunities in areas such as the 6+1 traits of writing, *Understanding by Design*, differentiation, reading and writing in the content area, a focus on common formative assessment, and more research based best practices. These training opportunities have been both in-district and through a number of outside agencies such as CESA #9 and Marathon County Special Education Consortium. By partnering with outside agencies we are able to offer a wider assortment of training for the faculty.

Teachers routinely use a variety of instructional methods in their lessons as well as more traditional approaches such as group work, cooperative learning, and cross-curricular lessons, and projects. The areas of differentiation and *Understanding by Design* have been receiving more attention during the past two years.

The district has also continued constant review of the curricular offerings and has been focused on updating and providing a range of offerings to students. Teachers are encouraged and supported in their endeavors in implementing new instructional methods. This is critical for both students and staff.

5. Professional Development:

Over the past few years Marathon High School has focused a great deal on professional development. This emphasis has brought about a change in the way in which professional development activities are delivered to the faculty. In the past, the district used a traditional model for professional development; having routine in-service days with speakers and at times a single focus to the development plans for the school year. This traditional model was somewhat effective, but difficult to administer. Each faculty member is at a different developmental phase of their career. Furthermore, differences in content areas and the impact that would have on applicability of materials that were presented.

Over the past two years the teachers' union and the school board have developed a model that has dramatically changed the way in which professional development is presented. Teachers are currently working on an individualized plan. In the spring of the year they review a list of district and personal goals that they can customize a plan for themselves. With this approach the teacher and the principal agree on a plan. The teacher then continues on a path of their own extended learning and research. They accomplish this during the first two quarters of the school year. Teachers are allowed to work in teams and across curricular areas if desired. Teachers have access to school funds and are given time during in-service to complete their research and learning. In February, the teachers and principal then meet again to review progress and adjust any goals for the remainder of the year. Teachers then put into action what they have learned with a project, a change in the curriculum, or in delivery. It is an essential component of the plan that they must put into action what they have learned with students. During the last quarter of the school year, teachers reflect on their practices and make adjustments for in the future. They also review goals for the coming school year and begin deciding on their next year's plan. This model promotes continuous learning and creates teacher leadership. We intend to create a culture in which teachers thrive and never stop learning and growing.

PART VII - ASSESSMENT RESULTS

School and District Name: Marathon High School, Marathon School District

Subject: Reading Grade: 10

Test: Wisconsin Knowledge and Concepts Examination – Criterion-Referenced Test (WKCE-CRT)

Edition: 2005-06

Publisher: Wisconsin Department of Public Instruction and CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004
Testing month	November	November	November
SCHOOL SCORES			
% Proficient + Advanced	92	80	86
% Advanced	53	65	69
Number of full academic year students tested	64	75	64
Percent of total students tested	100	100	98
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White, non-Hispanic			
% Proficient + Advanced	92	81	85
% Advanced	52	65	68
Number of full academic year students tested	62	75	63

School and District Name: Marathon High School, Marathon School District

Subject: Mathematics

Grade: 10

Test: Wisconsin Knowledge and Concepts Examination – Criterion-Referenced Test (WKCE-CRT)

Edition: 2005-06

Publisher: Wisconsin Department of Public Instruction and CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004
Testing month	November	November	November
SCHOOL SCORES			
% Proficient + Advanced	91	89	89
% Advanced	41	40	30
Number of full academic year students tested	64	75	64
Percent of total students tested	100	100	98
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White, non-Hispanic			
% Proficient + Advanced	90	89	89
% Advanced	40	40	30
Number of full academic year students tested	62	75	63