

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 Mrs. Nancy Becker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Neenah Creek Elementary
(As it should appear in the official records)

School Mailing Address P.O. Box 68 W8516 Highway X
(If address is P.O. Box, also include street address.)

Briggsville WI 53920-0068
City State Zip Code+4 (9 digits total)

County Marquette State School Code Number* 6678-0050

Telephone (608) 981-2341 Fax (608) 981-2104

Web site/URL http://www.sdwd.k12.wi.us/neenahcreek.html E-mail nbecker@sdwd.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* Mr. Charles Whitsell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Wisconsin Dells Tel. (608) 254-7769

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. David Schulz

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

[Include this page in the school's application as page 2.]

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

1. Number of schools in the district:

3	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
1	Other
6	TOTAL

2. District Per Pupil Expenditure: \$9,602.69
 Average State Per Pupil Expenditure: \$10,604

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. 3 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	6	8	14		8			
1	8	6	14		9			
2	2	11	13		10			
3	6	7	13		11			
4	7	10	17		12			
5	2	7	9		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								81

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

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 1 Other Health Impaired
- 0 Specific Learning Disability
- 6 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness

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)	0	1
Classroom teachers	6	0
Special resource teachers/specialists	0	6
Paraprofessionals	0	2
Support staff	1	0
Total number	7	9

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 13:1

13. We are a small school with six full-time teachers in classrooms and three teachers of “Specials”, which include Art, Music and Physical Education. When one of the teachers is transferred to another building in the district, as happened several times in this five year time period, our teacher turnover rate is 11%.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	95 %	95 %	96 %	96 %
Daily teacher attendance	97%	96%	96%	97%	96%
Teacher turnover rate	11 %	11 %	11 %	0 %	11 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III School Summary

The School District of Wisconsin Dells (SDWD) is a public school district that encompasses a rural area of 186 square miles in south-central Wisconsin and serves a population of more than 1600 students at its five schools. Neenah Creek Elementary enrolls 81 students in grades K-5 and employs six full-time teachers. The mission of the SDWD is to “graduate learners who attain the knowledge and skills necessary to make a positive contribution to a changing world.” The Neenah Creek staff also believe that it is important to empower each child with the attitudes, knowledge, and skills for becoming a life-long learner by providing an environment that values curiosity, respect, cooperation and creative and critical thinking.

The location of Neenah Creek School provides students with unique learning opportunities. For example, since 1995 students have been able to join scientists from the International Crane Foundation (ICF) in studying a practical wildlife-resource issue affecting farmers in our community. Surrounded by agricultural fields and an adjacent wetland complex, the school has a unique view into two sometimes conflicting worlds—wildlife and their habitats and the needs of farmers. This area also comprises part of a research site used by ICF for their long-term research on Greater Sandhill cranes. In their research, ICF has also worked closely with Neenah Creek to foster a partnership dedicated to learning and conservation by co-writing several grants: Toyota Tapestry, Wisconsin Environmental Education Board Grant, Wisconsin Sesquicentennial Grant. Our partnership has enabled our students to interact with scientists from around the world, restore a prairie habitat, join an international art show, and share research data with students nationally and internationally.

Staff at Neenah Creek believes in order for students to truly learn they need to be excited about learning and as educators we need to build on students’ interests, strengths, and experiences. Hands-on activities centered on real-world issues allow students to make relevant connections that extend beyond the classroom. For example, in 2000 our school initiated a “Senior Connection” whereby our students write letters, create crafts, and decorate cookies for the widows of our community. Students recently collected food items for one of our families whose father has been diagnosed with cancer and unable to work. The world conflicts are made clearer by the letters and visits with two brothers of one of our students who are presently serving in Iraq and Afghanistan. Care packages with letters are prepared by the students for shipping overseas by our local American Legion Auxiliary.

Parents are encouraged to become partners in their children’s education. Their support serves to enhance the students’ experiences, to encourage the students themselves, and to develop a stronger relationship. Support of the community allows students to see that they are an integral part of a whole and it allows them to further understand how issues affect individuals collectively. The Neenah Creek Parent-Teacher Organization (PTO) is a very active group planning monthly Family Fun Nights which have included a variety of activities such as Author Night, woodworking projects, swimming events and fine arts events. The PTO along with the community was very supportive of the recent construction of our greenhouse. Through a vigorous fund-raising campaign and donations of time and talent by parents, the project was completed January 2006. By April the school had a greenhouse overflowing with plants which were sold as part of our week-long Earth Week event.

At Neenah Creek, we believe that all students can excel! The many special projects at Neenah Creek reflect our belief that learning should be experiential. Through the projects students learn not only about social issues that affect their community, but they also learn how decisions can have far-reaching consequences and how issues they face locally are issues faced by individuals and communities throughout the world. By learning about these issues and the responsibilities inherent in any decision-process, these students can grow to become environmental and social leaders of the future.

Part IV – 1 Indicators of Academic Success

1. Assessment Results: Neenah Creek Elementary has assessed their fourth graders using the Wisconsin Knowledge and Concepts Exam (WKCE) since the 1996-97 school year. This standardized, criterion referenced test measures student's academic achievement in five core subjects: math, reading, language arts, science and social studies. Beginning in fall, 2005, third and fifth grade students were also assessed in reading and math using the standardized instrument. Student performance on these assessments is reported in proficiency categories: Advanced, Proficient, Basic and Minimal. General descriptions of the proficiency categories are as follows:

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

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

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

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

Students who achieve Proficient on the WKCEcrt demonstrate meeting state standards. Those who achieve Advanced have exceeded the state standards.

More information regarding the Wisconsin Assessment System may be found at <http://data.dpi.state.wi.us/data/selschool.asp>.

In 2005-2006, 100% of the fourth graders at Neenah Creek were Advanced or Proficient in all five content areas measured. Our disaggregated data would be for groups of fewer than 10 students and is not published. Additionally, 100% of all third and fifth graders at Neenah Creek were Advanced or Proficient in the two content areas assessed: Reading and Math.

In 2005-2006 on the WKCE, 100% of Neenah Creek third grade students were Proficient (P) or Advanced (A) in Reading. This compares to 90% of all Wisconsin Dells (WD) third graders being P or A in Reading, and 79% of all third graders in the state of Wisconsin being P or A in Reading. In Math, 100% of Neenah Creek third graders were Proficient or Advanced in Math. This compares to 86% of all WD third graders being P or A in Math, and 71% of all third graders in the state being P or A in Math.

In 2005-2006 on the WKCE, 100% of Neenah Creek fifth grade students were P or A in Reading. This compares to 82% of all WD fifth graders being P or A in Reading, and 82% of all fifth graders in the state of Wisconsin being P or A in Reading. In Math, 100% of Neenah Creek fifth graders were P or A in Math. 75% of all Wisconsin Dells fifth graders were P or A in Math, and 71% of all fifth graders in the state were P or A in Math.

In 2005-06 on the WKCE, 100% of Neenah Creek fourth grade students, were P or A in Reading; 86% of Wisconsin Dells students and 82% of state students were also P or A. In Language Arts, 100% of Neenah Creek fourth graders were P or A; 84% of WD students and 80% of state students. In Math, 100% of Neenah Creek students were P or A; 72% WD students and 73% state students. In Science, 100% of Neenah Creek students were P or A, 79% WD students, and 78% state students. In Social Studies, 100% Neenah Creek students were P or A, 91% WD students and 92% state students.

2 Using Assessment Results: Historically, the School District of Wisconsin Dells has held an annual data retreat in August for teachers and administrators. The results of the most recent WKCE have been reviewed, as well as other factors contributing to student achievement—attendance, behavior records, etc. Most recently, in August 2005, a group of individuals composed of teachers and administrators from all schools, met to review the data, conduct an item analysis of the WKCE, draw conclusions, and prepare presentations which were then given to all faculty members at their respective schools. Instructional strategies were implemented to increase student achievement based on the information that was gained.

In the current school year, the leadership team and the principal are meeting regularly with the Curriculum Coordinator to review the WKCE data and conduct an item analysis to identify student strengths so we may continue specific strategies which supported that achievement at all grade levels. Also, the team identifies areas needing improvement and makes instructional recommendations to staff in order to increase student learning. Data from the annual district-wide writing assessment is shared at grade level meetings, which include teachers from all Wisconsin Dells elementary schools. Teachers at Neenah Creek conduct STAR reading assessments during the school year and make instructional decisions based on those results. We believe assessment guides instruction and rely on pre- and post-testing to determine areas mastered and content requiring more instructional time. Our teachers communicate across grade levels to share best practices and teaching strategies. We are truly a Professional Learning Community! We have a good understanding of our students and their needs and make instructional decisions that benefit the whole child.

In addition, each teacher has as one goal in their Professional Growth Plan “determining how students who are successful at grade level are the same or different from those students who do not meet grade level expectations.” WKCE assessment results, attendance and behavior are some of the data which are utilized to identify differences and therefore make effective, research-based interventions to increase student achievement.

3 Communicating Assessment Results: Communication is one of the strengths of Neenah Creek Elementary School. We have an Open Door Policy and welcome our students and families at the beginning of each year at our annual Open House, which communicates expectations for the year and sets a positive tone for the whole year. We believe parents are partners in their child’s education and regularly communicate expectations through assignment notebooks, classroom and school-wide newsletters and our homework hotline. We send mid-quarter progress reports and quarterly report cards to students’ homes to share student progress. Parent/Teacher conferences are scheduled twice a year and give teachers the opportunity to share information with parents about their child’s school performance. In addition, our teachers contact parents by phone or email whenever they have a concern about a student’s performance in the classroom. Our Title I teacher, who provides specific instruction to students struggling in reading, has two parent nights in which families come to the school, participate in an activity with their child, and learn about their child’s reading achievement. We have a high level of knowledge about each of our students and an excellent, collaborative relationship with our families. These factors increase and enhance our effectiveness as educators and lead to increased student achievement.

Neenah Creek sends a letter to parents prior to the administration of the WKCE test so parents may understand and support the testing process. Parents receive an individualized, detailed report on their child’s performance on the WKCE. The *Wisconsin Dells Events*, our local newspaper, publishes test results of the WKCE for the entire district. The School District of Wisconsin Dells publishes an annual School Performance Report, which is posted on our website, which includes testing results for all schools. The Wisconsin Department of Public Instruction publishes all test data on its WINNS web site.

4 Sharing Success: Neenah Creek staff are always interested in sharing our successes with others. Our school is listed on the National Science Teachers’ Association website as a Toyota Tapestry grant-winning school. One of our teachers is a Toyota Tapestry ambassador for the state of Wisconsin and is available for consultation. We share our successes with other elementary schools within our district at

grade level meetings held during inservices and also twice annually at half-day long meetings. Our staff members serve on the district-wide curriculum committee. Within our school, student artwork is frequently displayed in our hallways and featured at our Spring Fine Arts Fair. In spring 2006, our school's greenhouse had a grand opening in conjunction with this event. Families from within our community as well as surrounding communities came to view and purchase the plants our students had grown. We have effectively integrated science, math, reading and writing into our greenhouse projects.

Our fourth grade students prepare presentations and displays about a city in Wisconsin, while our fifth graders research a state. Their findings are integrated into a visual display, complete with artifacts and foods from the areas they represent. Families interact with our student presenters and ask them questions at our spring event, held in conjunction with our family picnic.

Our students have been featured on a Wisconsin Public Television show entitled "Into the Outdoors." Representatives from the International Crane Foundation visited our school and our students were taped explaining how we track the flight of the sandhill crane. This show was televised statewide, and perhaps beyond, several times. Our students are high achievers who represent our school in geography bees, spelling bees and DARE essay contests. In public speaking, our fifth graders have won both county and regional environmental conservation speaking contests.

Our principal attends monthly meetings of the Wisconsin River Association of Principals and shares our successes and strategies with other principals from our conference. Neenah Creek is always seeking opportunities to share our successes with others.

PART V – CURRICULUM AND INSTRUCTION

1 Curriculum: The School District of Wisconsin Dells' curriculum, which we implement, is based on the State of Wisconsin Standards. The curriculum is rigorous and clearly articulated with learning targets and benchmarks that drive high expectations for achievement by all students.

Reading/Language Arts: Reading/Language Arts instruction is based on the concept that literacy instruction has both a strategic base and a developmental component. Because of this belief, we use a balanced approach to literacy instruction. This includes systematic phonics instruction, specific instruction in reading and language skills, and the structured approach afforded by the use of a commercial basal series, as well as great quantities of activities that are more student-driven, such as time for self-selected reading and writing.

Writing: Writing instruction is based on creating authentic opportunities for student writing. Because of this goal, writing instruction occurs throughout the curricular areas. An analysis of both standardized and district driven assessments indicated needs in constructed response tasks. To improve this, and all writing across the curriculum, we have been teaching the *Six-Trait Writing Rubrics* and the *Step-Up to Writing* strategies, and using a district-wide writing assessment.

Math: Our Math program, *Everyday Mathematics*, promotes a cooperative learning environment, with exploration activities to provide hands-on learning, and covers concepts that relate to real life problem solving. Students are motivated and learn many concepts and various methods to achieve the end result. Therefore they have options to choose a method that fits their learning style.

Social Studies: As a school we think globally and act locally. Examples of activities include our Memorial and Veterans' Day Programs, Senior Connection, letters and packages to soldiers, aid to Katrina victims, Kinder Feast (Thanksgiving), Ethnic Luncheon, and states and countries projects. We instill the acceptance and celebration of diversity in cultures, peoples, skills and abilities.

Science: The Neenah Creek science curriculum is built on three levels of inquiry: teacher directed, teacher guided, and full inquiry where students take the lead in conducting experiments. All of these approaches help students understand our world the same way scientists do. Students are taught "how to read science" and are involved in cross-curricular links. Differentiated instruction is achieved with the use of content-leveled readers. The program also involves technology with a variety of interactive tools for students and teachers which help support, extend, and enrich classroom instruction.

Technology: Technology is an integral part of instruction, both as a stand-alone content area and also embedded in the curriculum. Through software programs, students learn keyboarding and how to create documents, graphs and *Power Point* presentations. These skills are then applied to the successful completion of classroom projects and student presentations.

Music: Our curriculum instills a love for and appreciation of music through a variety of experiences. Students learn about the elements of music, including rhythm, pitch, tone and melody. Through singing and playing basic musical instruments they learn to express themselves musically. Additionally, through listening to the music composed by others, they develop a sense of musical history and appreciation. Our students are also fortunate to receive instruction on electronic keyboards.

Art: Art is an integral part of elementary education. The Neenah Creek School's art program encourages appreciation of aesthetics, group and individual creativity and communication. The art program develops knowledge and understanding of cultures, aesthetic literacy, and analytical thinking such as experiences in art criticism and appreciation. These qualities in our fine arts program will develop the most important needs of our balanced society.

Physical Education: Physical education offers a diverse range on noncompetitive and competitive activities that lead to life-long physical fitness and good health. Our transverse climbing wall is an excellent example of the opportunities our students have to build life-long wellness by developing characteristics such as problem solving, goal setting, positive risk taking and confidence.

2a- Reading: Neenah Creek School uses a balanced literacy approach to reading instruction. The goal is to develop strategic readers. We use both a basal series and trade books to accomplish this goal.

Children typically begin with oral language experiences. Then phonemic awareness becomes the focus. At this point, students are involved with systematic phonics instruction as well as reading pattern books and early emergent kinds of literacy materials. Neenah Creek School uses Cunningham's four-block model for literacy instruction. This encompasses guided reading, individual self-selected reading, working with words, and writing.

As students progress through emergent and fluent reading levels, specific instruction in decoding and comprehension strategies begins in earnest. Students are instructed in the use of "Storylords" strategies. At the same time, students continue to have opportunities to read authentic text materials, with time set aside each day for self-selected reading. Writing instruction also continues on a daily basis. Students at this level have frequent opportunities to build critical thinking skills, develop fluency and read for varied purposes.

Struggling readers receive Title One services to support the same goals listed above. Title One students are involved in an offshoot of Taylor's *Early Intervention Reading*. As we are a small school, we are able to use older students to help mentor beginning readers, which is of value for all, but especially those struggling readers.

Neenah Creek School uses technology to help in literacy instruction. We have *Accelerated Reader* and the *STAR* program from Renaissance Learning as well as a program called *Fast ForWord*, which is primarily for struggling readers. Much of our approach comes from research in best practices for literacy instruction. The National Research Council publication entitled *Preventing Reading Difficulties in Young Children*, commonly referred to as the Snow Report, has provided much guidance in the development of our literacy instruction.

3 -Math: Our *Everyday Mathematics* curriculum allows students the opportunity to use their math strategies to become life-long learners through the use of creative and critical thinking and application to life skills, which fits the goals we promote in our district. Our Neenah Creek mission statement "empowers each child with attitudes, knowledge, and skills for becoming a life-long learner by providing them with skills in cooperation, and creative, critical thinking." *Everyday Mathematics* emphasizes higher order thinking strategies, real life situations and problems students face in their every day life, for example: shopping, counting, measuring and managing finances.

Everyday Mathematics curriculum, a National Council of Teachers of Math standards based curriculum, focuses on an instructional approach to learning math strategies through ongoing lessons, mathematical games, and activities that incorporate content instruction for students to apply their skills. This curriculum allows for concepts to be developed over time with targets identified as beginning, developing, or secure at the grade level where it is taught. The students are highly motivated and enjoy the hands-on approach to learning using a variety of methods. They are engaged in learning through mental math activities, math messages, whole class activities, independent learning, and partner activities. The program provides a home-link to the lesson taught that day so parents can become involved and support their child in their learning process.

Assessments are an important part of this program, with many options provided to assess students. These include teacher observation, oral, slate, and written forms of assessment. A progress form is sent home quarterly indicating the student's achievement of each learning goal. This curriculum is an hour of active learning daily with concepts cycling at different grade levels to make sure students are grasping each concept. Along with this program, we also use *Master of Math Facts* to insure students are secure in their math facts. All of these tools have enabled us to be successful with WKCE state testing.

4 -Instructional Methods: Daily instruction is based on the academic standards and grade level learning

targets which help prepare and motivate students to meet or exceed proficiencies. One advantage of teaching students in a small rural school is the teacher's opportunity to assess what students understand over a period of time. Therefore a teacher is better able to provide the appropriate opportunities to stimulate further learning.

Our fifth graders are reading buddies with the kindergartners once a week, advanced students are able to cross grade lines to better meet their needs, and struggling learners are encouraged through best practices.

Our district is committed to "setting high expectations for students, staff, administration, board, parents and community; expecting consistent, high quality achievement by all students; demonstrating accountability through document and analyzing all that we do; providing an environment of honesty, trust, challenges, support and respect; making a commitment to our mission from students, staff, administration, board, parents and community."

We recognize the different learning styles—kinesthetic, auditory, visual—of our students and therefore differentiate instruction to match their styles and needs. We incorporate various teaching strategies including whole and small group instruction, cooperative learning, peer teaching, and student tutors. Our instructional decisions are based on research, our student's achievement and their strengths and needs. We also utilize specialized programs such as Title I, *ROFAH*, (Reading on First and Home, from Barbara Taylor's Early Intervention Reading), *Fast ForWord* and *Read Naturally* to develop skills.

Hands-on activities play a major role in our goal to develop life-long learners. We are one of the few elementary schools in the state of Wisconsin to have our own greenhouse. This was a project that came to fruition through students, staff, and community members working together to bring the outside environment inside throughout the year. Our theme, printed proudly on our school logo wear, is "Come Grow with Us."

5 Professional Development: In the fall of 2004, the School District of Wisconsin Dells began a partnership with Cooperative Education Services Agency (CESA 6) to develop a clearly articulated curriculum, aligned with the State of Wisconsin Standards that would increase student achievement. This three-year process included developing learning targets and benchmarks for each content area in all grades, Kindergarten through 12. The next phase was identifying the components of a quality assessment through the use of the Quality Assessment Rubric, created by the district. The final phase is creating common assessments for each content area and unit. This process will insure that all students receive the same quality education that is focused on mastery of benchmarks and assessed with a common tool, used by all teachers of a specific grade level or content area. The bulk of this work was initiated at the district-wide inservices that are held prior to school in August, and in November, January and April.

Additionally, each teacher develops a Professional Growth Plan in the fall and identifies two goals that support the district's goals. One of the goals in 2005-2006 was to create or modify existing assessments using the Quality Assessment Rubric. This task was completed in small groups at a faculty meeting and also by individuals reviewing their own classroom assessments.

Recent inservices featured presenters offering instruction to all K-12 staff in *Step-Up to Writing* and *4Block for Literacy*. Some K-5 teachers also visited West Salem, a district that has used *4Block for Literacy* for several years, to view first hand its implementation and meet with the teachers to discuss questions and learn from their years of experience.

The principal and members of the leadership team attended a three day workshop entitled "Overcoming the Poverty Achievement Gap" in order to understand the specific educational needs of those in poverty. Professional Thursdays, organized by our Curriculum Coordinator, provided after-school learning opportunities for teachers that focused on reading. These included Strategies for Content Area Reading I and II, Reading and the ADD/ADHS Student, Graphic Organizes, and Using Brain-Based Research to Maximize Learning for Struggling Readers, and Reader's Theater. Additionally, Technology Tuesdays provided staff with instruction in various software applications including Microsoft Word, Excel, Outlook, Power Point and Webpage Design and How to Conduct Internet Searches. We believe our Professional Development Program has a positive impact on student achievement.

PART VII - ASSESSMENT RESULTS

Wisconsin 2006-07 Blue Ribbon School Nominee Proficiency Information

School and District Name: Neenah Creek Elementary, Wisconsin Dells School District

Subject: Reading

Tested Grades: 3-5

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

Edition: 2005-06

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

	2005-06			2004-05	2003-04
Testing month	November			November	November
SCHOOL SCORES					
	Grade 3	Grade 4	Grade 5	Grade 4	Grade 4
% Proficient + Advanced	100%	100%	100%	100%	93%
% Advanced	73%	70%	57%	79%	53%
# Full academic year students tested	15	10	14	14	15
% of total students tested	100%	100%	100%	100%	100%
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. White, non-Hispanic					
% Proficient + Advanced	100%	100%	100%	100%	93%
% Advanced	71%	70%	57%	79%	53%
# Full academic year students tested	14	10	14	14	15

Wisconsin 2006-07 Blue Ribbon School Nominee Proficiency Information

School and District Name: Neenah Creek Elementary, Wisconsin Dells School District

Subject: Mathematics

Tested Grades: 3-5

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

Edition: 2005-06

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

	2005-06			2004-05	2003-04
Testing month	November			November	November
SCHOOL SCORES					
	Grade 3	Grade 4	Grade 5	Grade 4	Grade 4
% Proficient + Advanced	100%	100%	100%	100%	86%
% Advanced	60%	70%	29%	64%	13%
# Full academic year students tested	15	10	14	14	15
% of total students tested	100%	100%	100%	100%	100%
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. White, non-Hispanic					
% Proficient + Advanced	100%	100%	100%	100%	86%
% Advanced	64%	70%	29%	64%	13%
# Full academic year students tested	14	10	14	14	15

Wisconsin 2006-07 Blue Ribbon School Nominee Proficiency Information

School and District Name: Neenah Creek Elementary, Wisconsin Dells School District

Subject: Reading

Tested Grades: 3-5

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

Edition: 2005-06

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

	2005-06			2004-05	2003-04
Testing month	November			November	November
SCHOOL SCORES					
	Grade 3	Grade 4	Grade 5	Grade 4	Grade 4
% Proficient + Advanced	100%	100%	100%	100%	93%
% Advanced	73%	70%	57%	79%	53%
# Full academic year students tested	15	10	14	14	15
% of total students tested	100%	100%	100%	100%	100%
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. White, non-Hispanic					
% Proficient + Advanced	100%	100%	100%	100%	93%
% Advanced	71%	70%	57%	79%	53%
# Full academic year students tested	14	10	14	14	15