

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

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

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

School Mailing Address 6701 N. Jean Nicolet Drive
(If address is P.O. Box, also include street address.)

Glendale Wisconsin 53217-3799
City State Zip Code+4(9 digits total)

County Milwaukee State School Code Number* 0020

Telephone (414) 351-7522 Fax (414) 351-7526

Web site/URL www.nicolet.k12.wi.us E-mail greg_depue@nicolet.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date
Principal's Signature

Name of Superintendent Dr. Rick Monroenone
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Nicolet High School District Tel. (414) 351-1700

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date
(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 0 Elementary schools
 _____ 0 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 1 TOTAL
2. District Per Pupil Expenditure: _____ 17679
 Average State Per Pupil Expenditure: _____ 10989

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 17 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
Pre K	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	185	162	347
2	0	0	0	10	147	144	291
3	0	0	0	11	161	171	332
4	0	0	0	12	186	163	349
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1319

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 4 | % Asian or Pacific Islander |
| 21 | % Black or African American |
| 4 | % Hispanic or Latino |
| 70 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 4 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	7
(2)	Number of students who transferred from the school after October 1 until the end of the year	42
(3)	Total of all transferred students [sum of rows (1) and (2)]	49
(4)	Total number of students in the school as of October 1	1319
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 1 %
- | | |
|----|---|
| 18 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 8

Specify languages: Hmong, Indonesian, Burmese, Pampangan, Polish, Russian, Spanish, Ukrainian

9. Students eligible for free/reduced-priced meals 12 %

Total number students who qualify: 156

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
155 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>9</u>	Autism	<u>4</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>31</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>58</u>	Specific Learning Disability
<u>23</u>	Emotional Disturbance	<u>5</u>	Speech or Language Impairment
<u>3</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>19</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</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>8</u>	<u>0</u>
Classroom teachers	<u>83</u>	<u>5</u>
Special resource teachers/specialist	<u>10</u>	<u>1</u>
Paraprofessionals	<u>17</u>	<u>1</u>
Support Staff	<u>16</u>	<u>4</u>
Total number	<u>134</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of 15 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99 %	95 %	95 %	95 %	95 %
Daily teacher attendance	96 %	95 %	93 %	96 %	95 %
Teacher turnover rate	5 %	2 %	4 %	5 %	5 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	14 %	23 %	25 %	19 %	11 %

Please provide all explanations below

The data presented for 'Drop Off Rate's' is a trend consistent with other schools in our community that started years earlier in elementary schools and has worked its way to the high school. Nicolet's declining enrollment has never been as severe as that of our public

private/parochial. Additionally, families continue to move into the district once their children have reached high school age, so they can attend Nicolet.

PART III - SUMMARY

Nicolet High School is a public secondary high school located in Glendale, Wisconsin. Today, Nicolet is considered one of the premier public high schools in Wisconsin. Nicolet is the only high school in the Nicolet Union High School District, which serves the surrounding communities of Glendale, Fox Point, Bayside, and River Hills. Additionally, Nicolet participates in the Open Enrollment and Chapter 220 programs drawing students from the Milwaukee metropolitan area. With over 1300 students enrolled, Nicolet is proud of its racial and ethnic diversity. To that end, Nicolet's mission is to transform knowledge into wisdom by promoting intellectual discovery, inspiring creativity, embracing diversity, and encouraging students to become enlightened, humane, responsible citizens.

Nicolet is well known for its high academic standards which are reflected in the academic success of its current students and graduates. This year, Nicolet had 12 National Merit Commended students with 13 students recognized as National Merit Semifinalists. All 13 of our semifinalists became National Merit Finalists for 2008! Year after year Nicolet posts outstanding scores on the WKCE (Wisconsin Knowledge and Concepts Exam) with over 90% of its students consistently performing advanced or proficient in reading and mathematics. Additionally, Nicolet students repeatedly score above state and national averages on the ACT. Last year 83% of Nicolet students that took Advanced Placement exams earned scores of 3 or higher. Nicolet offers over 100 courses to meet the needs of a diverse population. Along with a rigorous spectrum of courses offered in the core curricular areas, students will find the following courses as additional options available to them: (Film study, world religions, six foreign languages (including recently added Chinese), seven theater courses (including acting, theater appreciation, and technical theater), a tech. ed. program that offers four P.L.T.W. (Project Lead The Way) courses, and a business department that offers multiple internships along with personal finance, information technology essentials, and an introduction in broadcasting.

Along with a variety of course offerings, Nicolet has worked to develop programs for those students who have unique needs. Nicolet's special education program has been a leader in implementing research based methods to provide students every opportunity for future success. Recently, this department opened an off-site, fully appointed apartment that allows faculty the opportunity to teach students daily living skills in a setting that mimics real life. Nicolet also offers an Alternative program for students who are not finding success in the regular classroom. This environment provides small class sizes, adjusted curriculum, and instructional strategies that meet the needs of these students. Students who are comfortable in the typical classroom, but require additional support and remediation, may find help in the 'Strategy Center' (freshmen) and the 'Learning Center' (sophomores, juniors and seniors). Both centers offer certified faculty and staff who assist students in areas needing academic improvement. Nicolet was recently recognized as a nationally certified Advancement Via Individual Determination (AVID) school. AVID is a school-wide initiative, designed to promote college readiness by offering support via teachers and tutors trained in AVID methodologies.

In addition to its rigorous academic programs, Nicolet strongly believes that the role of competitive athletic programs and club activities vital in the development of its students. To that end, Nicolet boasts 25 athletic programs for boys and girls. Last year 598 students participated in one or more of these activities. Nicolet also offers over 50 co-curricular activities and clubs ranging from debate and forensics to Hebrew Club and Mock Trial. New to Nicolet this year is the Principal's Advisory Team or P.A.T. Once a month, a group of approximately 30 students meet with the Principal in an open forum to discuss topics of interest or concern.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the fall of each school year, the 10th grade students of Nicolet High School participate in the Wisconsin Knowledge and Concepts Exam (WKCE). This standardized test is designed to measure student proficiency in the areas of math, reading, language arts, science, and social studies. The exam itself reflects Wisconsin state standards as developed by the department of public instruction via multiple choice and extended answer questions (<http://dpi.wi.gov/index.html>). Reported scores fall into one of four categories: Advanced, Proficient, Basic, and Minimal. Advanced is defined as 'demonstrates in-depth understanding of academic knowledge and skills tested on the WKCE-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 specified 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.

Nicolet students scored well above the state's minimum with 91% scoring Proficient or Advanced in the 2006-2007 school year; a 1% increase over the previous year. Even more impressive is an analysis of the disaggregated sub group scores. Economically disadvantaged students showed a 16% increase in students performing proficient or advanced when compared to the 2005-2006 school year. Likewise, African-American students showed a 15% increase in students scoring proficient or advanced when compared to the previous year. Mathematics scores showed a similar trend with a 2% overall increase from the previous year, resulting in 91% of students scoring Proficient or Advanced. Economically disadvantaged students showed a 9% increase and African-American students showed a 12% increase when scores are analyzed over the same period of time.

2. Using Assessment Results:

The faculty at Nicolet High School utilizes assessment results in a variety of ways to improve student and school performance. Our Leadership Team conducts an annual summer data retreat where data is studied from a variety of sources including the school performance report, state standardized test scores, attendance and enrollment data, and data from PLAN, ACT, SAT, PSAT, and AP tests. Data retreats are facilitated by a consultant experienced in data retreats and goal setting to ensure an unbiased, critical analysis of the data resulting in optimal learning goals that are measurable over time. Key findings are shared with all staff, administrators, and School Board members. The goals developed at the data retreat are shared with all stakeholders.

Other efforts to use assessment results for school improvement include the use of state test data by individual departments to determine areas of strength and need. Curriculum mapping software enables teachers and administrators to do item analysis and standard analysis. The software links results data to specific courses and/or units in our curriculum to identify where the standard is taught. Use of the information enables staff to focus curricular and instructional improvement efforts in specific areas of need.

Professional development related to assessment is an ongoing process for Nicolet staff members. We continue to implement assessment strategies in classrooms to guide the academic growth of each student in all classes. Nicolet uses eight late start days and a full in-service day annually for improving professional practice. Teachers participated in assessment-related professional development last year based on findings from our data retreat. Nicolet continues to participate in other professional development activities to improve instruction and achievement through the use of assessment. Nicolet is currently participating in the Southeastern Wisconsin Assessment Collaborative (SEWAC), which develops instructional practices that use assessment strategies to improve achievement for students. Participants are teacher leaders who model assessment strategies and lead other teachers in the use of similar strategies.

3. Communicating Assessment Results:

Faculty and administration at Nicolet communicate student progress information to students and parents regularly. Information for parents and students about daily attendance, progress in each class, current

and past grades, missing assignments, and standardized test scores is hosted on a district website. Traditional progress reports are sent home at mid-quarter, and report cards are sent quarterly. Parents, students, and teachers dialogue frequently about student progress in regular phone calls, emails, personal meetings, and parent teacher conferences. Results of standardized test scores are sent to parents in a timely manner as results become available.

The principal and superintendent share assessment results with the community through a variety of media. Nicolet communicates performance information through press releases sent to area newspapers such as the Milwaukee Journal Sentinel and Community Newspapers, Incorporated. Information about assessment performance is an important element of our annual report that is mailed to every district residence. The Director of Curriculum and Instruction reviews the assessment results with the entire School Board at their monthly School Board meetings and in finer detail at School Board Curriculum Committee meetings.

Student performance information is also discussed at Parent Teacher Student Organization (PTSO) meetings. Nicolet's website includes a link that is visible from all pages to the Wisconsin's Information Network for Successful Schools (WINSS) where community members are able to look at data about how students are performing academically along with other important data about our school. News regarding student performance, recognitions, and honors, is also shared in all-school morning announcements, video announcements throughout the school, and e-news messages sent to parents and community members several times weekly. Nicolet recognizes the achievements of our students through annual induction ceremonies for several honor societies, departmental awards ceremonies, senior awards night where numerous students are awarded scholarships from a variety of school, community, state, and national organizations and the 'Back on Track Awards' breakfast, which is hosted annually to recognize considerable academic growth of students from all grade levels during the course of the year.

4. Sharing Success:

Because of the unique structure of the Nicolet Union High School District, communication with our feeder schools is essential. Each department collaborates with all of the public, private, and parochial schools that feed into Nicolet by meeting a minimum of three times per year to discuss curriculum and instructional methods as well as assessment data. The goal of these meetings is to share new and innovative practices that have shown themselves to be successful while, at the same time, working towards aligning curriculum to provide students with a seamless educational transition.

Nicolet is also a member of the North Shore Conference that consists of eight K-12 school districts. Regularly scheduled meetings take place among different members of these school districts in an effort to share information and best practices that may be useful to any one of the schools in attendance. The groups that meet include the superintendents, principals, curriculum and instruction coordinators, technology directors, athletic directors, and guidance counselors. Over the years, these groups have worked collaboratively to develop quality academic and athletic programs across the conference. Lastly, a vital component to the sharing of successes amongst the North Shore Conference School Districts is done by the North Shore Exceptional Education Cooperative (NSEEC). This group of special education educators and administrators from across the North Shore Conference School Districts have worked collaboratively over many years to develop some of the best exceptional education programs in the state.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Nicolet High School has long been known for its rigorous course offerings and exceptional learning experience. Students are simultaneously challenged while also being provided with a variety of support, giving them every opportunity to achieve at their highest potential. Additionally, multiple instructional levels such as College Prep, Accelerated, Honors, and Advanced Placement provide differentiated instruction geared to meet the needs of the individual. Curriculum is designed to meet state standards, while maintaining a focus on district learning targets. This, along with the inclusion of challenging questions to facilitate deeper understanding, allows students to take a more active role in the learning process. Nicolet also recognizes the importance of rigorous academics and currently offers twenty-three Advanced Placements (AP) courses, Project Lead the Way (PLTW) courses, a science seminar (independent study class), and an information technology essentials (IT Essentials) course.

Our students complete a varied set of courses prior to graduation. These courses are chosen from the diverse set of offerings described below.

The Business, Career and Technology Education Department provides students with many courses designed to give students both practical/technical skills and 21st century/global knowledge. Along with the required IT Essentials and personal finance courses, students also have options available to them in the areas of business, engineering, and career internships. Additional courses study the impact of technology on current and future society while providing the students with hands-on experience.

The English Department encourages students to develop language skills in courses that emphasize reading, speech, writing, listening, and critical thinking. During their four years at Nicolet, students move through course work that focuses on written language and expression, as well as analysis of speech and literature. Literature courses discuss different themes and issues and allow students to choose an area that they would like to focus on, including British literature, Modern literature, and American literature.

The Family and Consumer Education Department offers courses that enable students to develop the skills necessary for a healthy, productive life with focus on the importance of family. Through course work in food preparation, fashion and interior design, parenting, and child guidance, students develop decision-making and communication skills that provide valuable insights into skills that can be employed in making career and consumer decisions.

The Fine Arts Department has established courses that are designed to increase student awareness and sensitivity to the visual environment. Students are provided with opportunities to become involved beginning at a basic appreciation level and stretching up to a structured performance in courses such as band, chorus, orchestra, photography, theatre, and art. Course levels range from general enjoyment to advanced, AP skills, and performance.

The Foreign Language Department offers courses in Chinese, French, German, Hebrew, Latin, and Spanish. These courses span from the introductory level to AP level and provide students with an opportunity to develop language skills and cultural appreciation. Overseas trips, hosting foreign exchange students, membership in honor societies and participation in community service work allow students to become involved at multiple levels.

The Math Department offers a wide variety of courses designed to meet the learning needs and interests of students. By focusing on five key areas, valuing math, reasoning mathematically, communicating mathematically, solving problems and developing confidence and self-esteem, students are offered a balance between knowledge building and skill application and reasoning. Course offerings range from beginning mathematics to statistics, computer science and calculus, all of which are offered at various instructional levels. There are five AP math courses offered as well.

The Physical Education/Health Department reflects Nicolet's support and commitment to the whole child. Courses offered study both individual health and team sports. Along with group activities which create life-long skills and decrease stress, students may participate in lifeguard and water safety training and earn Red Cross Certification.

The Science Department provides students with a variety of courses that are designed to develop scientifically literate students capable of justifiable thought and action which will enable them to think

critically and make decisions for the future. Courses emphasize lab work and include four different opportunities to take AP classes.

The Social Studies Department offers courses which encourage open-mindedness and an appreciation of the democratic character. Along with a variety of history courses students are provided with electives that study law, human interactions, geography, minority studies, world religions and presidential elections. Outside the classroom Nicolet supports a successful Academic Decathlon and Mock Trial Team.

2b. (Secondary Schools) English:

The English curriculum and the English department are the core of Nicolet High School. The work done in this department truly crosses all curricular areas. Our English classes emphasize reading, speaking, writing, listening, and critical thinking skills. Those skills then transfer to every other department in the school. The English program at Nicolet is a 40-credit sequence designed to encourage every student to develop language skills in challenging courses commensurate with ability. The department offers courses at four ability groupings and advanced placement. All students are encouraged to acquire skills of scholarship, grow in written and spoken expression, and build the skills to analyze literature and ideas.

The department also offers programmatic, curricular, and instructional assistance to students who read below grade level. These students are helped in the freshmen and sophomore years by being placed in a language arts class that is smaller and provides a focus on reading. This programming pushes the students to achieve grade level reading skills by providing the individual assistance they need. During the freshmen and sophomore year, texts that appeal to students who read below grade level are selected to stimulate an interest in reading. As juniors, they are placed in college preparatory classes so that their skills may be used with appropriately challenging grade level material. The department also uses the school's Strategy Center and Learning Center to support reading instruction. Students who read below grade level are placed in these guided study centers so that they can receive additional support for reading that is tied to their work done in the classroom. Reading assessments are used to track student progress and measure the achievement of reading goals. Freshmen students in the language arts class take the GRADE assessment at the beginning and end of the year. These results are then passed on to the sophomore teachers so that instruction can be shaped by the reading needs of the students. Throughout the four-year English program, sustained silent reading is also used to encourage reading. Students keep journals and reading records so that they can develop the essential reading skills of questioning and predicting.

It is our intention, within the twenty-two courses offered by the Nicolet English Department, to challenge and expand the knowledge and expertise of each student. Additionally, these courses allow students to experience the excitement of the written word and communicate clearly.

3. Additional Curriculum Area:

All of Nicolet's departments are worthy of being discussed in this section dedicated to an additional curriculum area. We chose the Nicolet Social Studies Department to give a clear example of how Nicolet realizes the impact that the entire world has on our students, and more importantly, the impact our students will have, one day, on the world.

The faculty members that make up Nicolet's Social Studies Department are voracious readers of local and national newspapers, magazines, journals and other publications. This up-to-date knowledge allows teachers to incorporate daily current events and issues into a well developed curriculum based on state standards. Nicolet's vision statement comments on the importance of a curriculum which is a living document that best prepares students for success in a 21st century global society. The courses offered in the social studies department do that by integrating history, applying economic theory, and using sociological paradigms to help students understand themselves, their community, their country, and in the end, their world.

Nicolet's mission states that we promote intellectual discovery and inspire creativity. The social studies department exemplifies this standard by utilizing cutting edge technology to bring the world into the classroom. The wide use of Smartboard technology is one of these methods that allow teachers to view speeches, background videos, and archived documents. Dynamically, this technology gives the teacher the ability to show breaking news to the entire class as it is happening or set up a video conference with a classroom in another country. It does not take long, however, for students taking courses in the social studies department to realize that their learning will not take place in the classroom alone. Social studies

classes embark on a variety of field trips that enhance the curriculum. Examples include:

U.S. government classes travel to Iowa and take part in democracy in action by attending the caucuses.

American studies classes take an architectural bus tour of the city of Milwaukee as presented by local architectural experts.

Freshmen students take part in National History Day sponsored by the Wisconsin Historical Society. Students participate in authentic research and mold it into a presentation that is then written in the form of a play, a video documentary or a trip-tic poster. This work culminates in a presentation before a panel of judges.

Economics classes visit Alterra Coffee Roasters and meet with owners to study entrepreneurship and business ethics.

4. Instructional Methods:

On the home page of Nicolet High School's website, one can find the following excerpt from the vision statement, 'We envision...a district where an authentic, engaging, rigorous, and standards-based curriculum is the foundation for learning and one that is charged with meeting the needs of various learning styles and abilities.' To that end, Nicolet faculty actively seeks out research-based instructional methods in an effort to meet the learning styles of all children. Direct instruction, cooperative learning, lecture, lecture with discussion, brainstorming, guest speakers, and values clarification are a few of the methods studied and used by Nicolet teachers. Nicolet teachers understand that there is no single instructional method that works for all students. They understand that a balance of instructional methods not only holds student interest but, more importantly, allows all students the opportunity to learn by a method that best fits their learning style.

With a focus on each student's individual learning styles, students are regularly assessed to ensure that they are placed in classes that will appropriately challenge them. Some students, even after appropriate placement, still struggle in the classroom. These students are further supported via differentiated learning support in the Learning Center for sophomores, juniors, and seniors and the Strategy Center for freshmen. Last, faculty are supplied with the latest technology and the training needed to support the use of this technology in conjunction with instructional methods used within the classroom.

5. Professional Development:

Built into Nicolet's school year calendar are eight 'Late Start' days in which students do not arrive at school until three hours after the usual start of the day. Faculty, however, come in at their normal time and participate in professional development activities. Additionally, midway through the year, a full day of staff development is built into the calendar. A committee comprised of faculty and administration meet every other week to prepare for these days.

Over the past two years, the professional development committee has kept its focus on Nicolet's mission and vision statement by developing programs specifically designed to address two topics: Differentiation and Student Connections. To that end, faculty have been trained in a wide variety of research based, best practices in differentiated teaching methods. With respect to student connections, faculty have participated in activities that were designed to break down barriers, develop an understanding of racial differences within the student body, identify specific students who do not have a connection with faculty, and develop goals to bridge those gaps.

In addition to these planned days, each department works cohesively to develop professional development plans. These plans result in virtually all faculty attending conferences that enrich each member's knowledge base in their specific curricular area.

In an effort to keep Nicolet on the cutting edge of research-based, best practices in education, a wide variety of conferences are attended by teams of administrators and faculty. Currently, a group of faculty and administrators are attending SEWAC (Southeastern Wisconsin Assessment Collaborative) which focuses on the assessment work done by world renowned educators such as Ken O'Conner and Tom Guskey.

Last, faculty and administrative teams regularly attend national, out of state conferences put on by groups such as NSBA (National School Board Association) and the National Technology and Learning Association.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 10 Test WKCE

Edition/Publication Year _____ Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	91	90	90		
% "Exceeding" State Standards					
Advanced	69	68	76		
Number of students tested	272	314	332		
Percent of total students tested	99	100	100		
Number of students alternatively assessed	3	6	3		
Percent of students alternatively assessed	1	2	1		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	86	70	72		
% "Exceeding" State Standards					
Advanced	57	20	56		
Number of students tested	28	30	25		
2. Asian/P. Islander					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced		100			
% "Exceeding" State Standards					
Advanced		62			
Number of students tested		13			
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	79	64	72		
% "Exceeding" State Standards					
Advanced	48	26	50		
Number of students tested	42	53			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced			86		
% "Exceeding" State Standards					
Advanced			57		
Number of students tested			14		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	91	89	86		
% "Exceeding" State Standards					
Advanced	56	52	42		
Number of students tested	272	314	332		
Percent of total students tested	99	100	100		
Number of students alternatively assessed	3	6	3		
Percent of students alternatively assessed	1	2	1		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	82	73	65		
% "Exceeding" State Standards					
Advanced	39	20	27		
Number of students tested	28	30	26		
2. Asian/P. Islander					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient		92			
% "Exceeding" State Standards					
Advanced		69			
Number of students tested		13			
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	74	62	49		
% "Exceeding" State Standards					
Advanced	31	11	5		
Number of students tested	42	53			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	79		86		
% "Exceeding" State Standards					
Advanced	36		29		
Number of students tested	14		14		

**FORMAT FOR DISPLAYING ASSESSMENTS
 REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.