

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  (6-12)  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Jennifer Nicholson

Official School Name: Thorp High School

School Mailing Address:  
P.O. Box 449  
Thorp, WI 54771-0449

County: Clark State School Code Number\*: 5726

Telephone: (715) 669-5401 Fax: (715) 669-5403

Web site/URL: www.thorp.k12.wi.us E-mail: jsutton@thorp.k12.wi.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. James Montgomery

District Name: School District of Thorp Tel: (715) 669-5548

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Cheryl Broda

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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      |
| 0        | Junior high schools |
| 1        | High schools        |
| 0        | Other               |
| <b>3</b> | <b>TOTAL</b>        |
2. District Per Pupil Expenditure: 11054

Average State Per Pupil Expenditure: 11413

### 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. 1 Number of years the principal has been in her/his position at this school.
- 7 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
<b>PreK</b>			0	<b>7</b>	26	15	41
<b>K</b>			0	<b>8</b>	19	15	34
<b>1</b>			0	<b>9</b>	27	18	45
<b>2</b>			0	<b>10</b>	25	35	60
<b>3</b>			0	<b>11</b>	31	27	58
<b>4</b>			0	<b>12</b>	22	27	49
<b>5</b>			0	<b>Other</b>			0
<b>6</b>	15	12	27				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							314

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian  
 \_\_\_\_\_ 2 % Black or African American  
 \_\_\_\_\_ 1 % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 95 % White  
 \_\_\_\_\_ 2 % Two or more races  
 \_\_\_\_\_ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	331
(5)	Total transferred students in row (3) divided by total students in row (4).	0.051
(6)	Amount in row (5) multiplied by 100.	5.136

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 143

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 free and reduced-price school meals 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: 14 %

Total Number of Students Served: 43

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>18</u>	<u>8</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>23</u>	<u>16</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	97%	96%	96%
Teacher turnover rate	3%	10%	10%	3%	3%
Student dropout rate	0%	1%	0%	1%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	51	
Enrolled in a 4-year college or university	43	%
Enrolled in a community college	2	%
Enrolled in vocational training	37	%
Found employment	8	%
Military service	10	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Thorp High School in Thorp, WI is committed to improving student achievement and providing the parents and community with the best possible programs for the children. The school's innovative programs, continual review and revision process of the curriculum, and individualized approaches to education contribute to the mission that the Thorp Public School shall work together with the home and community to continually improve and education program for all students. Our school shall provide a safe environment, new experiences, and encouragement to excel that will enhance the opportunity for each student to realize their full potential as a person and citizen.

Innovative programs contribute significantly to the success of the high school. Solidly researched programs improve the school's reading and math performance. A middle school team approach ensures that students receive not only academic skills, but social skills as well. The high school works closely with the elementary and middle schools to assure a continuation of positive instructional practice. Two recent additions to the high school's programs include academic assistance for middle and high school students who are at-risk and a building addition that allows for improved vocational programs, such as engineering and construction. The school continually seeks opportunities for improvement in its educational opportunities.

The curricular review process contributes to the introduction of innovative programs. Teachers and administration are heavily involved in a seven-year rotation cycle that includes departmental curricular review in all grades, an opportunity to review tests scores and seek improvement opportunities, a chance to align the curriculum with Wisconsin state standards, and the purchase of new texts based on our reviews. Every teacher is involved in the process and understands the importance and utilization of the curriculum.

Because of the school's commitment to small class sizes and utilization of federal funds, much of the instruction is individualized. A reading specialist works at the middle level and the school has begun to implement small group, guided study assistance for high school students. Because of a small community, teachers are involved in many aspects of the town and get to know parents and families on an individual basis. This communication enhances the learning of all students through a family-school collaborative relationship. A recent parent survey indicated that parents are pleased with their children's academic and social growth in the district. Innovative programs, commitment to curricular improvement, and individualized student programming make Thorp High School a wonderful place to work and attend school. Through coordinated efforts and a deep belief that every child can be successful, Thorp High School has achieved great things and remained true to its mission.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

In the last five years, Thorp High School has made significant gains in both their math and language arts scores. These gains can be contributed to several factors. First, the curriculum and test scores are rigorously assessed to determine the needs of the students. In the past five years, the language arts curriculum has been changed to more closely address areas of the tests that students had done poorly on. This intimate analysis of the data and the change that occurred because of it has impacted test scores. The same analysis has been completed for mathematics. For example, the school is currently in the process of increasing math expectations for middle school students so that they will do better on certain areas of the curriculum—in particular, geometry. 8th graders will now be completing Algebra I and freshman will either take geometry or applied geometry to improve their skills.

Not only has the high school taken steps to improve their performance, the middle and elementary schools have also made changes in their curriculums to improve student performance. The elementary school has implemented individualized reading programs to improve scores as well as selected a more rigorous math curriculum. The schools have implemented a new writing program at both the elementary and middle schools that more closely aligns with the test and the state standards. Unfortunately, in a small district, it can be difficult to attract and keep successful teachers. This difficulty is evident in middle school math. The school is continually working to find the best teachers available, but turnover in that area has been an issue. The leadership from other teachers at both the elementary and high school levels in that area has helped maintain those scores. It is the hope of the school that, with consistency, these scores will show improvement. All of these changes and issues impact the high school because most students complete their entire education in the Thorp schools. When the trends in the elementary and middle school improve, so do those of the high school.

One other area that has been targeted that may not appear to the reader of the results is the improvement that has made in the area of socio-economically disadvantaged students. In general, the percentage of students in this sub-group that tested proficient and advanced has increased over the years. This trend has been due to efforts to understand poverty through inservices and book studies. Teachers, support staff and administration have also made special efforts to target low-functioning students. Since half of the population is economically disadvantaged, teachers have been able to impact scores through this effort.

The Wisconsin Knowledge and Concepts Exam (WKCE) is scored through a four-tiered system. Students score Advanced, Proficient, Basic or Minimal on the tests they complete. The scores that need to be reached to meet each level are determined by a state panel. The school considers the basic level to be sufficient to advance in both 4th and 8th grade. However, the high school carefully looks at and identifies students who may have scored at the basic or minimal levels in areas to see if they need extra assistance. The state also looks at the school's performance to determine whether or not it makes adequate yearly progress (AYP). Although there are many factors that tie into this determination, the number of students who score proficient and advanced is a significant part of the determination. The website to view test scores is <http://www.dpi.state.wi.us/sig/index.html>. The website that describes the assessment system and AYP can be found at <http://dpi.wi.gov/oea/acct/ayp.html>.

### 2. **Using Assessment Results:**

The results of the WKCE are reported to Thorp High School annually, usually at the end of the school year or shortly after the year is complete. During the summer the District Assessment Coordinator (DAC) reads and summarizes the results and prepares reports for the District Administrator, building principals and school board. The DAC then reviews the reports with the above named people, answers questions, and explains different reporting methods or data if necessary.

After the initial reports are finished the DAC then meets with the administration and reviews the results, specifically looking at curriculum areas where the scores indicated that the students were proficient and areas where the scores indicated that there was a need for improvement.

The DAC then prepares information that is given to the entire faculty when they come back in August. Specifically, the information covers the overall broad reports that were given to the school board and administration and the specific findings in regards to each grade level and curriculum area. Teachers are asked to review and discuss the results in small groups, usually grouped by curriculum area or grade level. Teachers are encouraged to use their evaluation results to suggest changes if they feel they are appropriate.

Later, but still early in each school year, the building principal and the DAC meet with teachers in each curriculum area and review the results again. This time they use the "Item Analysis" report and the test booklets to go over the entire section of the test and identify strengths and weaknesses. This leads to discussion, suggestions, and ideas for curriculum changes if appropriate.

If any major changes in curriculum are thought to be necessary, then all the information that comes from the process above is brought before the curriculum steering committee with recommendations for curriculum changes or adjustments.

### **3. Communicating Assessment Results:**

The results of the WKCE tests are reported to the students, parents and community in several ways.

First, each student's Individual Profile Report, along with a letter explaining the report and offering further assistance, is mailed directly to the student's home. Students and parents are invited to contact the school directly if they have any questions regarding the report.

The local newspaper, the Thorp Courier, is also contacted. The District Assessment Coordinator (DAC) meets with the reporter and explains the results. The reporter interviews the DAC, and potentially the principal, concerning the results. The story of the test results is published in the following week's paper.

The WKCE results are published in the annual newsletter that is mailed to all residents in the district or printed in an ad in the Thorp Courier, so all residents can see the results for themselves.

The results are presented to the school board in open session. A brief written report is given to board members, administration, and any public present. This report contains data from the current year, previous years, and surrounding districts. The written report is then verbally reviewed by the DAC. Questions from the board or the public are encouraged.

Teachers also hold subject or grade-level meetings with the principal to discuss results. These discussions influence curricular planning in a broad sense. Although teachers and administration do look at specific questions on the state test, trends in student performance are what drive decision-making.

The individual student scores are only given to the parents or guardians of that specific student. The only results given to the newspaper, the school board, or printed in any report for public review are school-wide or grade-level reports. All effort is given to maintain confidentiality of individual students.

### **4. Sharing Success:**

Currently, the high school communicates its successes through a variety of venues. One of the most effective tools is to meet with principals from other high schools to discuss not only what has worked, but also what hasn't and why. These meetings are facilitated by experienced conference principals and area superintendents

and are open opportunities to communicate amongst colleagues. Successes are also shared through newsletters, postings in area papers and the local television stations.

Thorp High School would welcome the opportunity to share successes with other districts if the district were to win this award. The school has formed collaborative relationships through the area's cooperative educational service agency (CESA). The particular CESA that the district is a part of is a leader in the state in planning needs of all the districts for ESEA. The collaboration that this CESA has provided for both ESEA planning and other areas of need would allow for a sharing opportunity either at a specifically arranged CESA meeting, at the principals' meetings that take place monthly, or during other CESA workshops that the district's teachers regularly attend. There are also opportunities that could be coordinated between high schools, such as a meeting between teachers to share strategies or a meeting between principals to discuss curricular review models.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum of Thorp High School is determined by recommendations from the advisory curriculum steering committee (CSC) made up of teachers, administration, specialists and parents. A curricular chairperson represents each subject area, but every teacher in the school is thoroughly involved in the curriculum process. The CSC is in charge of ongoing evaluation and improvement of the curricular and instructional programs. The underlying goal of review and evaluation is to improve the educational quality for all students in both the high school and in the entire district. The objectives of the committee include: stimulating the writing of course objectives in curriculum areas where they do not already exist and update as well as revise the objectives in areas where they do exist, providing a systematic review of programs, creating a sound basis upon which instructional materials and texts can be adopted, aligning the curriculum with the state standards, and providing a focus for inservice and professional growth activities. Each of the curricular areas follows a seven-year cycle to review and improve their curriculum based on the objectives of the committee reviewed above. As an example of this process, within the last year, the school has reviewed and realigned the physical education and health curriculums, reviewed and purchased new texts for science, updated the curriculum in the vocational areas, and revised the curriculum mapping in language arts. The high school has also visited topics to continue to encourage a rigorous learning environment, such as implementing a diversity element into high school course selection and eliminating options for students that reduce their academic load, such as office aide or multiple study halls.

Thorp High School has adopted philosophies that incorporate engagement of students and delivery of instruction in each of the educational areas. A systematic, developmental sequence of reading instruction employing a variety of methods at all grade levels and in all subject areas will enable a student to read effectively for information and enjoyment. Enjoyment and appreciation of all forms of communication are encouraged. Mathematics enables students to develop their abilities to compute, organize through processes and apply mathematical concepts. Inquiry and scientific reasoning skills enable students to know and understand the known facts and principles of the universe that may be effectively applied in continuing education, the work world, and in daily living. The social studies nurture appreciation of the American heritage, compassion for fellow human beings, commitment to equal justice under law and preservation of democratic means. Foreign language instruction in Spanish provides students the opportunity to communicate in a developing bilingual society. It expands awareness of the student's native culture through study of comparable and contrasting traits and complexes of another. Physical education and health promote physical and mental health. The arts, which include choir, band, piano keyboarding, and multiple levels of visual arts courses provide a unique mode of conceptualization, evaluation, and creativity within each student. Vocational education enables the development of the necessary attitudes, knowledge and skills that prepare students for daily living as well as for occupational entry, advancement and/or continuing education.

### 2b. (Secondary Schools) English:

The English language curriculum at Thorp High School provides exposure to students in the each of the four strands of language arts: reading, writing, speaking, and listening. The curriculum is delivered through courses at each grade level, including English 9, 10, 11, and 12. Additionally, at the senior level, two advanced courses are offered: Introduction to College Writing and Advanced Placement English, both taught as distance learning classes.

In order to appeal to students of all levels in each English course, a wide variety of activities and resources is available. For instance, throughout high school, students study classic literature, such as Oedipus Rex, to modern novels that address critical issues of interest, such as foster children, in the novel Ellen Foster. In some cases, students are given choices as to which material they read, which allows them to choose something

manageable. Literature groups allow students to practice various reading roles, teaching them strategies of successful readers. Students are encouraged to use the steps of the reading process: develop purpose questions, identify main ideas and supporting details, and draw conclusions.

To further benefit the students, Sustained Silent Reading is incorporated into the weekly schedule. Giving students the freedom to read books of interest and at reading levels of their choice sends a message that Thorp High School is investing time in their reading success.

### **3. Additional Curriculum Area:**

“Learning to Do, Doing to Learn” is the foundation of the Thorp High School Vocational Departments. The areas of Family and Consumer Economics, Technology Education, Business Education and Agri-science Education are committed to a curriculum and value of an applied knowledge. These four departments, through well-groomed curriculum, enhance students’ understanding of all curriculum areas through the process of hands-on learning, job training and placements, and out of the classroom projects.

Vocational Education is a direct means of providing workers with skills more relevant to the evolving needs of employers and the economy. Never has there been a higher demand in our country than now for an educational stirring for quality schools that can meet the needs of a growing population and technologies. Schools that feel they can achieve this without a comprehensive Vocational Department that offers programs in futuristic technologies and direct job training will fall short. Preparing students for success requires challenging instruction that engages students in an inquiry based education.

One example given to people who ask about the importance of vocational education is the school's Rube Goldberg Competition. This competition deeply engages students to design and construct a non-motorized mechanical device that performs a minimal 20 steps using gears, levers, pulleys, inclined planes, screws, funnels and springs, to perform a task. The competition requires deep theory and at the same time construction of theory. It's amazing to see the non-vocational students that get involved in this project and the difficulty in taking a concept and making it a reality.

As Thorp High School prepares students for careers that don't yet exist and for problems that don't yet exist, the call for quality Vocational Departments is important. As one entity to a great school Thorp will achieve a well rounded student with a foundation of problem solving and the importance of life-long learning.

### **4. Instructional Methods:**

Thorp High School uses many different instructional methods and strategies aligned with the curriculum to improve student learning. Methods are chosen based on the student's age and developmental level, prior knowledge, subject matter, and lesson objectives. Additional considerations include availability of people, time, space and materials. Students' various learning styles and multiple intelligences are also incorporated into the instructional methods selection.

Our school uses best instructional practices that are both teacher and learner-centered. Teacher-centered methods present information to students in a more traditional manner, but innovative techniques have been added. Besides tradition lecture and discussion, coaching methods such as think-alouds, conferencing, guided practice, peer tutoring, and tutoring are commonly used.

The goal of Thorp High School is to facilitate the learning environment and to nurture student independence. The school accomplishes this through many interactive and self-directed instruction methods. These learner-centered methods are used to help our students construct, examine, and extend meaning. A few of the most widely used methods are cooperative learning, reciprocal teaching, learning centers, and discovery learning.

Other areas that factor into student instruction include the use of hands on learning or manipulatives, technology integration, student choice of learning activities, and student groupings.

#### **5. Professional Development:**

The professional development program at Thorp High School is developed based on input from both groups and individuals in all areas, including special education, Title programs, curriculum and technology. The special education department provides professional development in new teaching techniques, changes in the law and future requirements, such as Response to Intervention. Staff is also involved in self-assessments to determine their own professional development needs. Our Title programs are directed by the Elementary and Secondary Education Act committee, who assess the goals for Title programs and corresponding staff development needs. The Curriculum Steering Committee contributes to the staff development plan, assuring that activities and goals are aligned with the state curriculum. Through various aspects of the professional development program, the school has improved student learning through the understanding of the need for integration of technology into the curriculum, such as Moodle and Smart Board training. The school also provides financial support to staff wishing to attend classes or seminars occurring outside of the district. Plans are discussed yearly with staff and administration to develop personalized professional development plans. Additionally, as a part of the Cooperative Educational Service Agency (CESA), the school has opted to participate in a consortium with other districts to pursue allowable professional development activities.

#### **6. School Leadership:**

Many small schools are struggling with budget concerns, and the School District of Thorp is no different. In 2002, the district employed three full-time administrators—one superintendent and two principals. In 2003, the district reduced its superintendent to half time, keeping both principals full-time. This year, administrative staff was reduced once again. The school currently functions with a superintendent/elementary principal and a middle/high school principal. These cuts, however, have not impacted student achievement for a variety of reasons.

The staff is relied upon to identify and meet student needs. Trust in them has paid off, as student successes have increased over the years. All staff are involved in discussions at meetings regarding policies. Ideas are formulated as a team. This process allows for staff buy-in and successful implementation of policies and procedures.

The staff is also encouraged to promote programs for the school through their professional development. One such case was the school's writing program. Several teachers had done their master's thesis on effective writing programs. They saw needs in the current program and changes have since been successfully implemented, which, in turn, has led to student successes in increased language scores.

The principal plays the role of facilitator when encouraging relationships. Staff is expected to express and implement their ideas as every attempt is made to address student and parent needs. These needs are met through a multi-faceted approach, utilizing all the resources the school has, whether it is through Title programs, special education, or simple staff awareness. Leadership in the community is also encouraged with the staff and they are evaluated on their understanding and use of community resources.

A school that is the size of Thorp High School cannot function unless everyone works together. Throughout the years, the school has accomplished many great things as well as many small things. But all of these accomplishments were done as a team.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: WKCE

Edition/Publication Year: 2003/2004/2005/2006/2007 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced	83	84	87	87	78
Advanced	23	30	19	20	14
Number of students tested	53	43	54	54	64
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	2	2	2	1	1
Percent of students alternatively assessed	4	5	4	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Advanced	82	76	77	82	60
Advanced	18	29	15	5	0
Number of students tested	28	17	26	22	20
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 10 Test: WKCE

Edition/Publication Year: 2007/2006/2005/2004/2003 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Advanced	91	88	81	72	66
Advanced	45	49	48	61	44
Number of students tested	53	43	54	54	64
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	2	2	2	1	1
Percent of students alternatively assessed	4	5	4	2	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Advanced	89	76	77	59	40
Advanced	32	41	38	55	15
Number of students tested	28	17	26	22	20
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6

Test: WKCE

Edition/Publication Year: 2007/2006/2005

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
<b>SCHOOL SCORES</b>					
Proficient/Advanced	74	82	86		
Advanced	44	25	19		
Number of students tested	34	28	36		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient/Advanced	65	88	88		
Advanced	47	25	25		
Number of students tested	17	16	16		
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2005, it was not a state requirement to test 6th graders in the areas of math and reading.

Subject: Reading

Grade: 6 Test: WKCE

Edition/Publication Year: 2007/2006/2005

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
<b>SCHOOL SCORES</b>					
Proficient/Advanced	79	89	89		
Advanced	41	50	42		
Number of students tested	34	28	36		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient/Advanced	71	88	88		
Advanced	29	44	38		
Number of students tested	17	16	16		
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2005, it was not a state requirement to test 6th graders in the area of reading.

Subject: Mathematics

Grade: 7 Test: WKCE

Edition/Publication Year: 2007/2006/2005

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
<b>SCHOOL SCORES</b>					
Proficient/Advanced	78	86	80		
Advanced	17	26	12		
Number of students tested	30	35	41		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient/Advanced	83	89	79		
Advanced	17	28	5		
Number of students tested	18	18	19		
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2005, it was not a state requirement to test 7th grade students in mathematics.

Subject: Reading

Grade: 7 Test: WKCE

Edition/Publication Year: 2007/2006/2005

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
<b>SCHOOL SCORES</b>					
Proficient/Advanced	90	83	88		
Advanced	47	43	22		
Number of students tested	30	35	41		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient/Advanced	83	78	95		
Advanced	44	44	21		
Number of students tested	18	18	19		
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2005, it was not a state requirement to test 7th graders in the area of reading.

Subject: Mathematics

Grade: 8 Test: WKCE

Edition/Publication Year: 2007/2006/2005/2004/2003 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Proficient/Advanced	85	71	85	66	76
Advanced	30	14	7	14	12
Number of students tested	33	42	41	35	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient/Advanced	80	75	83	46	72
Advanced	33	5	9	8	0
Number of students tested	15	20	23	13	18
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 8 Test: WKCE

Edition/Publication Year: 2007/2006/2005/2004/2003 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Proficient/Advanced	100	86	93	97	85
Advanced	48	33	24	31	22
Number of students tested	33	42	41	35	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient/Advanced	100	95	87	92	72
Advanced	53	30	17	8	17
Number of students tested	15	20	23	13	18
<b>2. Racial/Ethnic Group (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: