

PART I - ELIGIBILITY CERTIFICATION

11WI3

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11WB3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 0 Middle/Junior high schools
0 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 12948

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	12	19	31
K	11	17	28		7	11	15	26
1	12	4	16		8	7	14	21
2	15	4	19		9	0	0	0
3	12	14	26		10	0	0	0
4	13	14	27		11	0	0	0
5	13	11	24		12	0	0	0
Total in Applying School:								218

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
87 % White
0 % 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 2009-2010 school year: 3%

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, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2009	218
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 4%

Total number of limited English proficient students in the school: 9

Number of languages represented, not including English: 2

Specify languages:

Spanish and Russian

9. Percent of students eligible for free/reduced-priced meals: 12%
 Total number of students who qualify: 26

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 29

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</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>10</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>4</u>	<u>6</u>
Total number	<u>27</u>	<u>6</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: 22:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	98%	99%	98%	98%
Daily teacher attendance	94%	97%	96%	95%	96%
Teacher turnover rate	0%	21%	5%	8%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Data provided for Daily Teacher Attendance are reasonable estimates based on monthly snapshots from each year.

The 94% Daily Teacher Attendance for 2009-2010 was a result of FMLA.

The 21% Teacher Turnover Rate for 2008-2009 was due to three retirements from teaching after long and productive careers here at Paris and one teacher relocating.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Paris is a small township in Kenosha County located in the center of a farming community that holds strong educational values. Education in Paris Township has a longstanding history that dates back to 1842, the year the town of Paris was organized. For over a century, fourteen small rural schools dotted the countryside and provided a place for our students to learn. In 1946 Paris Consolidated Elementary School was formed. Since then, Paris School has emerged and has stood strong through many generations.

Paris School provides opportunities for all students to learn and to achieve at their highest potential so they may be successful and confident. It is our mission to prepare students to be lifelong learners, develop a sense of self-worth, and the ability to be proud of what they accomplish. The formula for success includes a variety of factors that involve the community, our staff, and most importantly the complex dynamics that make up our student population. The administration and staff commit not only to academic success, but also to the social well-being of our students. Besides building strong character, our school utilizes best practice instructional methods to develop strong learners. This is evidenced by our WKCE state test scores which consistently rank among the top 5% in the state. For the past several years, our school has ranked #1 or #2 in reading and math and when compared to other schools in our region with similar demographics.

The school is the heart of the community. Community members eagerly share in the responsibility of developing well-rounded educational programs, such as Come Read With Me. Through this informal, yet exciting program, our seniors volunteer time to read with our students. The seniors that volunteer for this program certainly have their hearts in the right place for the right reasons as they are aware of the support they provide and the relationships that are built as result of their valued time. Although the informal setting is rewarding to students and seniors alike, it has also provided support for students needing to develop stronger reading comprehension skills. The connections made and the experiences shared during this invaluable time are priceless and meaningful!

Also, our school-wide literacy unit provides authentic learning at its best! During the literacy unit, staff and students explore topics through a variety of the best literature available. This year we will focus on the mysteries of Outer Space. Our staff and students are preparing for “Take Off” as we launch this unit. Last year’s topic transformed our school into a Medieval Castle. Knights and ladies were found everywhere as we explored the way of life during this exciting period of history. Our younger students could be found making castles in the sand, while older students created models to scale of real castles, such as the early Wooden Motte and Bailey Castles that were built in the 800s.

Family involvement makes our school strong and through the P.S.O. (Paris School Organization) parents welcome the opportunity to be an integral part of the school-community. The P.S.O. recognizes the importance of providing for our students and staff. The organization is proud to allocate profits from our annual Panther Prowl and Spaghetti Supper events to fund school-wide technology in our classrooms and other valuable enhancements that help make Paris School THE BEST place for kids! The organization has made a difference at Paris School by providing:

- Six interactive whiteboards for our classrooms
- School-wide Lightspeed REDCAT Sound-field Amplification System with student microphones
- Classroom listening stations for literacy instruction
- Ongoing educational software subscriptions
- New digital cameras for student and yearbook club use
- New playground equipment
- New tables and folding chairs for school events
- Paris School library renovation

We are proud that an outstanding 80% of Paris School students participate in our P.S.O. fundraising events each year! This takes Panther Pride to a whole new level!

Panther Pride is the way of life at Paris School and our students are expected to follow our school wide Panther Pride code of conduct. The concepts behind Panther Pride provide students with the language needed to create and maintain a positive learning environment. Panther pride focuses on respect, teaching and learning, safety, and the importance of having a POSITIVE attitude! These values can be seen when walking through the halls of our school. They are evident in our classrooms, where students hold one another accountable and care about the well-being of their classmates and teachers. This is where our students step up and take the sense of community to a new level, always keeping Panther Pride in mind. Our zero-tolerance policy regarding all forms of disrespect makes Paris School a peaceful, positive environment conducive to the highest levels of student achievement.

1. Assessment Results:

The district uses the Wisconsin Knowledge and Concept Exams (WKCE), Measures of Academic Progress (MAP) testing, The Harcourt Holistic Assessment (reading and math curriculum), and benchmark assessment to measure academic progress.

All students in grades 3-8 are assessed in Reading and Math skills as determined by the WKCE test on an annual basis. Wisconsin has four levels of performance on the WKCE: minimal, basic, proficient, and advanced. Students “meet the standard” if they score in the proficient or advanced levels.

The Wisconsin Department of Public Instruction (DPI) uses the data to compare student’s achievement in grades 4, 8, and 10 across the state. For that reason, students in grades 4 and 8 in our school are given a more comprehensive WKCE assessment. They are tested in the areas of reading, math, writing, language arts, science, and social studies. Students also “meet the standard” if they score at the proficient or advanced in all areas assessed.

Our Paris School goals for both reading and math align with the consortium goals of the feeder schools to Westosha Central High School. Our goals state that all students in grades 3-8 will test on grade level or proficient in reading and math and students in grades 4 and 8 will also score proficient or advanced in science, social studies, language arts, and writing.

The WKCE data for Paris School has revealed consistently high achievement scores in all grades levels in reading over the past five years. The results indicate that 96%-100% of students have consistently scored proficient or advanced in Reading. Math scores on the other hand, have consistently increased over the last five years. The results indicate a steady increase from 81% proficient or advanced in all grade levels in the 2005-06 school year to 96% in all grade levels in the 2009-10 school year. In 2007, under new administrative leadership, we developed a school leadership team to examine the short and long term achievement data. After analysis, we redesigned our curriculum and structure to meet the needs of our students, specifically in the area of math instruction. Every year we meet to examine assessment information and adjust our instruction and plans accordingly.

Almost all of our students take the WKCE assessments every year, including those identified with special education needs. Students who cannot take the WKCE due to severe cognitive delays take an alternative assessment.

Although we have had an increase in the number of economically disadvantaged students, as determined by free and reduced price meal population, the group remains a small percentage of our population. The students in that population scored similarly to the population as a whole. Although, our school’s student population is largely white, we have had a steady increase of other ethnic groups to total about 10% in 2009-10 school year. Typically on the WKCE results the performance is similar to the 90%, although the ELL population growth has shown slightly lower score on our other school assessments.

MAP test scores have been used to determine a student’s success over the duration of a student’s academic career at Paris. The immediate results help us align curriculum expectations to meet the individual needs of students. Students are often grouped based on test scores to build basic reading and math skills. Multi-age and categorical groupings are done with students to foster better learning environments that are based on need and not on age requirements.

Benchmarking assessments and Harcourt Holistic assessments are also used to determine the immediate needs and success of our students. Results are used to guide our curriculum on a daily basis to ensure that we are meeting the needs of each learner and reaching the academic standards that the state has established.

Assessment results for Paris School can be found on the state website:
<http://data.dpi.state.wi.us/data/selschool.asp>

2. Using Assessment Results:

Paris School uses state, district, and classroom data to make educational plans on a school-wide and individual level. The data between assessments is analyzed to determine if performance trends emerge that need to be addressed. Our curriculum is adjusted when such trends emerge.

We begin the process by reviewing the most recent data. This reflection occurs over months and includes administration, teachers, support staff and community members. After analysis, goals are set and the needed changes are made to reflect and support our findings.

For example, after analyzing the results of our math assessment we made changes in staff and in the schedule to allow more time for math instruction. A new 90 minute block was added to our junior high schedule to allow for additional math instruction. MAP assessment results led the way to determine clusters of skills that needed enhancement. Multi-aged groups were formed in grades 3-5 and math rotation times were established based on the needs and not the grade of learners. A “Brain Booster Time” was added to the master schedule in grades K-5 to give additional intervention time to students not performing to standards. The changes had a significant impact on our students’ scores as our math scores rose to 97% proficient or advance in 2009-10 school year.

Each spring we begin planning and establishing goals for academic success for the next school year. We keep the goals active during the school year by revisiting them with the whole staff and with smaller more specific grade level and wing level meetings. Our reflection is ongoing as we focus, prepare, diagnose, and interpret our assessments to establish and implement new instructional plans for our school.

3. Communicating Assessment Results:

We communicate student performance to parents and the community in a number of ways. We hold two parent conferences every year for all students. Other conferences are set up on an as needed basis. At these conferences Harcourt and benchmark assessments are discussed with parents. Assessment results are also sent home with mid-quarter reports and quarterly report cards.

MAP (Measures of Academic Progress) assessments are taken three times a year and the results are shared with parents as soon as they are available. The first MAP assessment of the year is given to parents at our first parent teacher conference to allow for open dialog about the assessment. WKCE state testing results are sent home in the spring along with an informational packet that outlines protocol and state guidelines for the test. All assessment results are reported and discussed with the local school board to allow for open and on-going communication with our community.

Our school’s online, web-based grading system allows parents to look at quarter grades at any time after they have been posted. They can also check on attendance, food service needs, and medical information at any time. The school website offers valuable upcoming activity information along with access to the e-mail addresses of teachers and administration. This open line of communication allows for effective and on-going conversation between family and schools to allow for optimal learning for our students. It is the desire of Paris School to make our families and our students aware of all our assessments and our expectations for our students. This open forum enables students and parents to be invested in the learning and success of our school.

4. Sharing Lessons Learned:

The school community was excited and honored to be nominated by the State Superintendent of Schools for the Blue Ribbon Schools Award nomination. The local newspaper published an article featuring our school and the school has added a banner to the outside of the school that has our Blue Ribbon nomination proudly stated. The web site www.attendparisschool.org has a section dedicated to the award and the other various programs that Paris offers to give information to the public about the programs and the philosophy of Paris School.

Due to the success of various instructional programs, our staff has been invited to speak at other schools about specific programs that we use. Come Read With Me, our senior volunteer program, and Writer's Club, our extracurricular book club, were two programs that we had the honor of presenting last year. We also were invited to participate in the Reading First Grant last year that connected us to several other schools within the state. It was through this program that we shared many of the instructional techniques that have helped us reach our lowest and highest performing students.

If the school is presented the Blue Ribbon School Award, we will continue to share specific instructional programs that have helped our students continue to grow and successfully perform with schools in the state through seminars, workshops, and on-site visits.

1. Curriculum:

Paris Elementary School curriculum, which serves as the foundation of our students' learning experience, was developed by teachers and administrators of the school district. State and National curriculum standards along with best practice research were used in the development of the core curriculum that drives our instructional practices. As our mission statement articulates we will provide opportunities for all students to learn and achieve at their potential as we develop life-long learners with a strong sense of self-worth. Our success is measured by students meeting or exceeding the academic and social standards. We value our students' cultural background, educational needs, and individual goals which, challenge us to offer responsive and innovative instruction.

Paris School is committed to the concept that the acquisition of literacy skills is a highly sophisticated process. Acquiring the basic skills begins with the child's first exposure to the spoken word and continues with the systematic teaching of literacy skills throughout the elementary grades. Our literacy instruction engages students in reading, writing, speaking and listening experiences as they acquire meaning from text. Harcourt reading series provides a systematic structured approach to phonemic awareness, phonics, vocabulary, and reading comprehension skills. The district also uses the Super Six Comprehension Strategies to foster reading abilities and give a common language to staff and students as we continue to build literacy skills. A rich library of literature guides our students in grades kindergarten through second grade as they learn to read and students in grades three through eighth grade as they read to learn. Benchmark assessments, Harcourt Assessments, and Measure of Academic Progress (MAP) assessments are used to determine which students need extra support or challenges in reading. Instructional techniques, curriculum, and or practices are altered to meet these students' needs.

Written language is carried across the curriculum at Paris School. We believe that our students will have to effectively be able to use written language as a means to communicate their thoughts in the 21st century and beyond. Each student has a writing folder containing grade-level required writings to ensure that we give experience and exposure to expository, narrative, expressive, and persuasive writings. Pre and post writing assessments are given every year to help us guide and personalize writing instruction for each student and each grade. The Six-Traits Writing program is used to assess and instruct children in grades K-8. This instruction gives us a common language and assessment for written language.

Students at Paris are exposed to a variety of mathematical concepts. For grades K-5, we use a comprehensive curriculum with standards set by Harcourt Brace aligning with state standards. In addition to the regular curriculum, students are engaged in small learning groups where they have the opportunity to explore mathematical concepts and problem solving on a deeper level. Holt Middle School math is used by students in grades 6-8. The clear instructional design provides a multitude of instructional and assessment options to help each student reach their highest potential as learners. Benchmarks, math assessments, and math MAP scores are used to determine which students need extra support or more challenges. Math instruction and curriculum is then aligned to meet the needs of students.

Our science curriculum utilizes an experimental approach where we provide our students with a hands-on inquiry based learning program. Through students' investigations and discovery our interactive learning program provides our students the format to build their science literacy.

Paris utilizes a variety of materials to instruct and guide our social studies curriculum in grades K-8. The units are based on the state standards for each grade. Students explore our communities, states, and nation along with government, geography and history. Current events are shared through supplementary material in each grade, such as Weekly Readers, Learn 360, Driver Bob, Teen Tribune and Read publication. These resources also are used to aid to our literacy curriculum by systematically teaching comprehension skills with expository text.

Our school also has qualified teachers in the specialty areas of library, physical education, health, art,

music and technology. Students in grades seven and eight also take part in an introductory Spanish class. Some students have found the program challenging and beneficial enough to pass out of the first Spanish course in our area high school. The Spanish teacher also makes time in her schedule to visit our students in grades K-5 to introduce beginning Spanish concepts to our elementary students.

Various measures of students' progress indicate that our curriculum is comprehensive and that our teachers are utilizing best practice techniques. We continue to evaluate our assessments and instructional programs and our curriculum is adjusted to meet the needs of students.

2. Reading/English:

The foundation of our reading curriculum is directed by our basal text (Harcourt). This series was chosen for its alignment with our state and district standards, rich literature selections, and the resource materials built into the curriculum that allow us to reach the individual needs of students. Students are given opportunities to learn in whole group settings and then in more specific small group settings using advanced level, on-level, and low-level materials, allowing for optimal growth of literacy skills. Using this series throughout our school gives us consistency and establishes adequate growth for every student.

Students are also exposed to various literature selections throughout the grade levels. Book/novel sets are used with all grade levels to give students exposure and appreciation to quality literature. In the middle school, novel selections drive our curriculum as we teach the necessary literacy skills and literature themes as mandated by state standards.

We begin a unit study by establishing a purpose for reading. Whole group instruction often includes the use of our interactive whiteboards for accessing the Harcourt story elements, phonetic lessons, vocabulary development and comprehension check points that accompany each reading story.

Informally, individual student comprehension is checked in a variety of activities. We operate under the principle "all reading must make sense" and give strategic instruction to ensure that principle. Our school adopted the Super Six Strategies of Comprehension to give common language to reading comprehension. The district utilizes informal reading inventories, running records, and literacy checklists to monitor individual reading progress. Formally, we use MAP testing to monitor individual progress and to set up focused learning groups that are often flexed between grade levels to meet specific academic needs of students. The purpose of this differentiated instruction is to re-teach essential skills for those students not achieving expectations or to challenge students beyond the traditional curriculum.

We consistently look for ways to engage all of our students in the literacy process. Yearly, our school collaborates to develop a school-wide thematic unit of study. In our study of oceans, students and community members watched a presentation on deep sea diving. Studying Africa, students stomped along to the rhythm of the Musical group One Drum. During our study of the Middle Ages, knights from Medieval Times came to perform. All these units were connected to literature that allowed us to fully explore and engage all students in the literacy acquisition process.

3. Mathematics:

Students at Paris are exposed to a variety of mathematical concepts. For grades K-5, we use a comprehensive curriculum with standards set by Harcourt Brace, always keeping in mind the high standards already set by Paris School. In addition to the regular curriculum, students are engaged in small learning groups where they have the opportunity to explore mathematical concepts on a deeper level.

Holt Middle School math is used by students in grades 6-8. The clear instructional design provides a multitude of instructional and assessment options to help each student reach their highest potential as learners. The curriculum teaches key concepts and as students progress, they are constantly building on prior knowledge. Students at the middle school level have the opportunity to go beyond the curriculum set at Paris School, advancing to algebra courses being offered at the local high school.

Included below is a list of the efforts made by our school district to improve the skills of students performing below grade level:

- use MAP scores to teach individualized lessons that are content specific

- develop cooperative learning groups that focus on mathematical concepts
- incorporate specialized curriculum, such as Touchmath (www.touchmath.com) for grades K-3 to help build a solid understanding of basic facts
- provide specific interventions for students
- utilize visual representation and step by step examples, such as using PowerPoint for middle school lessons
- integrate interactive whiteboard to further engage learning experience
- learn through manipulatives
- modify and accommodate to help students be successful
- review key concepts daily

Through these dynamic learning activities and ongoing constructive assessments, Paris students are challenged with a well-rounded math curriculum that prepares them for higher level education. Staff analyzes data obtained from MAP scores and other assessments to ensure that our students are on the track to success and all needs are met. Students who are not meeting the standards or who are having difficulty with concepts are immediately given supplementary instruction to build necessary skills. Growth is regularly monitored and instruction is adjusted to meet the student's needs. The same measure determine which of our students need challenges and our Talented and Gifted teacher works with these students to continue their growth with mathematical concepts. Extracurricular programs like Math Meets and Math 24 competitions also aid in challenging our gifted mathematicians.

4. Additional Curriculum Area:

Paris School believes that technology integration is about changing teacher practice and motivating students. It is about preparing students for “real-world” situations and about acquiring the necessary skills to perform tasks efficiently. Information technology literacy opens doors for students to be able to delve deeply into subject matter that might otherwise have been outside the reach of their grasp.

Technology instruction begins at the earliest level at Paris School. Our students in kindergarten- third grade learn the basic skills needed to operate computers while they explore creative programs that strengthen their literacy and numeracy skills. Interactive white boards units are in all the classrooms and are used daily as the students learn to decode words and discover math concepts. The interactive boards allow for instant supplementary material to our curriculum that strengthens our students' deeper level comprehension skills

Students in grades four and five focus on early keyboarding and programming instruction. This knowledge allows them to use computers to compose and prepare written material. Spelling programs, math programs, and reading programs are also used to strengthen and support individual learning needs. Our Harcourt curriculum offers software support in reading, math, science, and social studies that is used to individualize and provide extra support for our students. Interactive white boards are also used in every classroom to provide visual interactive support to our current curriculum. Math problems are often done on the interactive boards and are then provided as samples for the students to refer to as they independently complete assignments. These sample worksheets also provide a connection from school to home as we work together to help our students flourish.

Students in grades sixth through eighth are taught specific programming tools such as, Power-point, Microsoft Excel and Microsoft Word programs as they strengthen their technology skills. Keyboarding skills are practiced weekly to prepare our students for information processing requirements of the high school. Interactive white boards also provide our junior high students with instant, current, supplemental information that strengthens interest and comprehension of new material.

Traditional instructional practices remain essential; however, with the addition of technology, learning is exciting and feedback is instant, allowing students to immediately question, infer, and create. In

accordance with our school mission, Paris School will strive for excellence in order to improve our world for future generations.

5. Instructional Methods:

The success of Paris School is based on the belief that differentiation will happen for every student on a daily basis. Our success is founded from the belief that every student can learn and will be successful if given the right tools for learning. For students at Paris School, differentiation is built into the instructional methods utilized by classroom teachers and through focused instructional techniques that will deliver optimal learning experiences. Many factors determine the need for instructional intervention for our students. Students who are not meeting the standards or students who are performing far above the standard are targeted for differentiated instruction. Differentiation takes all different forms in our building. The following strategies and programs are used with our students:

Brain Boosters:

Our schedule allows for an extra instruction period during our extended lunch time for students in K-5. This is called our “Brain Booster Time” when all staff members who are available (specialists, teachers, and instructional aides) work with small groups of students to acquire specific skills. These groups can range from the most advanced students to our most needy students. The intimate setting and individualized instruction allow for optimal learning.

Title 1 Reading:

This program focuses on reading improvement to help at-risk students become more confident and successful. Title 1 is a federally funded program designed to remediate reading deficiencies for students in grades K-5. Our reading specialist is dedicated to helping each learner within the building and provides support to every teacher, ensuring the necessary tools to help our students be successful.

Writer’s Club:

This program is available and ideal for writers at all levels. Students in grade K-3 are guided through the story writing process. The books they create are entered into the PBS GO Kids! Program through the Milwaukee Public Television Station. Paris students have had books recognized by the station for the last five years and their books have been seen on public television. Students in grades fourth through eight also work on writings varying from poetry to expository non-fiction. Students get individualized attention as they finalize writing for our annual Paris School anthology. All writing is shared at a spring Young Authors assembly where book readings and singings occur all over our building.

Other programs that support differentiation are:

- Multi-age instructional groups formed by scores on MAP testing.
- Early Intervention in Reading (EIR) program
- Talented and Gifted instruction
- Math 24 Meets
- Spelling Bee
- Battle of the Books (B.O.B)

6. Professional Development:

Rapid changes in instructional practices and students’ needs demand new ways of thinking about classroom instruction and professional development. Staff development opportunities occur in many forms at Paris School. On an individual basis, staff members are encouraged to attend conferences pertaining to their certification and current teaching assignment. Upon completion of a conference or course, staff members share what they have learned with other colleagues. We believe that if we are to teach a community of learners, we must also learn from one another and grow as a community of learners. As a result, learning communities happen naturally within our building. Professional dialogue is shared constantly to continuously reflect upon current practice. Paris School consistently uses staff development to translate current research into practice as we incorporate new teaching techniques and theories into our existing programs.

Staff development also happens in whole group settings during school in-service days and afterschool learning opportunities. During these learning opportunities, collaboration and team decision-making is used to introduce new school-wide programs and teaching strategies. Paris also frequently takes part in group training opportunities in which a group of staff members are sent to a specific professional development opportunity to ensure consistency in training as we empower our teachers with effective new teaching strategies.

Paris encourages staff to have a strong voice in the direction of their own learning. Math reasoning, foreign language, autism, English language learners (ELL), early childhood, and differentiated instruction seminars are just a few examples of conferences that individual educators within our school attended this past year to better equip staff with the skills needed to successfully provide new learning opportunities for our students.

SMART Technologies, Handwriting Without Tears, CPR training, and Skyward Grade Management System are examples of school-wide professional development opportunities that Paris participated in this last year. Staff was coached during the learning process with an atmosphere of trust and collaboration to build individual skills.

7. School Leadership:

Paris School's progressive administration and staff are committed to working together to maintain the highest quality educational environment. Our approach to decision-making is diplomatic which provides for healthy discussion of important issues. We believe all members are responsible for the growth and development of our district.

Standards for excellence are set from the top down. Our students benefit from having clear expectations. Our staff benefits from knowing what is expected of them. The principal has set the goal for social interactions, curriculum expectations, and community involvement at the highest level. The staff, students, and community have all stepped up to meet his expectations and our school is a better place because of his leadership. He consistently tells us that we have the best students, best teachers, and best support staff of any school, and we readily believe him. It is this positive attitude about success that drives our school.

Our administration set the Panther Pride rules by which we lead our daily lives. Simply stated they are: 1) Respect yourself, others, and our environment. 2) Help promote teaching and learning. 3) Promote safety. 4) Keep a positive attitude! Paris School administration, staff, students, and community members are expected to follow this school-wide code of conduct that teaches self-respect and respect for others.

Our administrator challenges us with goals and opportunities to make our school a stronger learning environment. At Paris, we believe we all play an important role in the success of our building and the culture that we create. Working together equals success for the entire school community.

Professional Learning Communities have grown stronger and have become more focused and as a result, the leadership within our building is reflective and ongoing. Our building consists of students ranging from kindergarten to eighth grade, which makes it all the more important that staff communicate regarding curriculum, discipline procedures, and staff/student relations.

Students also help to create a healthy environment through the "Kids Helping Kids" program. This program allows students of different grade levels to pair up. Through this program, students develop trustworthy relationships with one another and form a sense of pride for each other and for the school. They set examples of what it means to show Panther Pride.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics
 Grade: 3
 Test: Wisconsin Knowledge & Concepts Exam
 Edition/Publication Year: 2005-06 through 2009-10
 Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	100	83	92	94
Advanced	55	41	33	54	17
Number of students tested	20	22	22	24	18
Percent of total students tested	100	100	92	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	5	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge & Concepts
3 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	100	88	100	100
Advanced	70	64	38	75	61
Number of students tested	20	22	22	24	18
Percent of total students tested	100	100	92	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	5	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge & Concepts
4 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	90	83
Advanced	52	38	64	32	33
Number of students tested	21	24	22	19	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	1
Percent of students alternatively assessed	0	8	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge & Concepts
4 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	96	96	100	100
Advanced	67	54	68	53	33
Number of students tested	21	24	22	19	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	1
Percent of students alternatively assessed	0	8	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge & Concepts
5 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	96	95	100	62	77
Advanced	59	62	63	23	13
Number of students tested	27	21	16	26	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge & Concepts
5 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	93	100	100	96	100
Advanced	63	81	69	54	52
Number of students tested	27	21	16	26	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge & Concepts
6 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	95	100	96	77	68
Advanced	45	47	50	26	5
Number of students tested	20	17	22	31	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge & Concepts
6 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	97	96
Advanced	65	65	82	58	45
Number of students tested	20	17	22	31	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge & Concepts
7 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	82	85	91	78
Advanced	69	41	33	41	17
Number of students tested	16	22	27	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge & Concepts
7 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	100	96
Advanced	88	55	70	50	43
Number of students tested	16	22	27	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	5	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge & Concepts
8 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	96	79	77	83	86
Advanced	64	21	32	17	10
Number of students tested	22	28	22	23	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge & Concepts
8 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	96	86	96	96	100
Advanced	68	50	55	48	34
Number of students tested	22	28	22	23	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	98	92	90	81	81
Advanced	57	40	45	32	16
Number of students tested	126	134	131	145	147
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	2	3	0	0	3
Percent of students alternatively assessed	2	2	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	100				
Advanced	50				
Number of students tested	10				
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced	87	54			80
Advanced	20	8			0
Number of students tested	15	16			10
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	98	96	96	98	99
Advanced	69	60	64	57	45
Number of students tested	126	134	131	145	147
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	2	3	0	1	3
Percent of students alternatively assessed	2	2	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	90				
Advanced	60				
Number of students tested	10				
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced	80	85			100
Advanced	33	15			20
Number of students tested	15	16			10
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11WB