

PART I - ELIGIBILITY CERTIFICATION

12W12

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12W12

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 9 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
2 High schools
0 K-12 schools
13 Total schools in district
2. District per-pupil expenditure: 12828

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: 1
5. Number of students as of October 1, 2011 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 | 11 | 25 | 36 |
| K | 17 | 17 | 34 | | 7 | 0 | 0 | 0 |
| 1 | 16 | 13 | 29 | | 8 | 0 | 0 | 0 |
| 2 | 15 | 23 | 38 | | 9 | 0 | 0 | 0 |
| 3 | 11 | 15 | 26 | | 10 | 0 | 0 | 0 |
| 4 | 15 | 18 | 33 | | 11 | 0 | 0 | 0 |
| 5 | 11 | 18 | 29 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 225 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % 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 2010-2011 school year: 12%

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, 2010 until the end of the school year. | 8 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 19 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 27 |
| (4) | Total number of students in the school as of October 1, 2010 | 225 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.12 |
| (6) | Amount in row (5) multiplied by 100. | 12 |

8. Percent of English Language Learners in the school: 8%

Total number of ELL students in the school: 19

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 29%

Total number of students who qualify: 66

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: 11%

Total number of students served: 26

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>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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>10</u> | <u>1</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>1</u> | <u>13</u> |
| Paraprofessionals | <u>2</u> | <u>5</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>2</u> | <u>5</u> |
| Total number | <u>16</u> | <u>24</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:

21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 94% | 95% | 95% | 95% | 95% |
| High school graduation rate | % | % | % | % | % |

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

| | |
|--|-----------------|
| 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% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

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John F. Kennedy Elementary School is located in the village of Junction City, Wisconsin, 11 miles west of Stevens Point and serves families of both the village and rural areas of western Portage County. Kennedy is a small community school, however it is also part of the larger Stevens Point Area Public School District, which allows us to access the resources necessary to provide all students with a high quality differentiated education and to stay current with instructional best practices and state initiatives.

With an enrollment of approximately 230 students, Kennedy serves a diverse population that includes students from all socio-economic backgrounds. Twenty nine percent of the students qualify for the free and reduced lunch program due to economic status. Eleven percent of the school's population consists of students of color. We also have migrant students who attend approximately one quarter of the academic year. Our students with disability population is currently 11.5%.

Kennedy's school mission statement is: To provide a positive learning environment which promotes success for all. We take that mission very seriously at Kennedy. It is embedded into our school culture and it drives our professional practice. We believe that every student deserves individual attention, respect, and high quality differentiated instruction. To ensure that all students achieve their highest academic potential, we utilize universal screening assessments in reading and math. The assessment data is used to help identify students who require supplemental interventions or enrichment to ensure that they are appropriately challenged and progress academically. Teachers collaborate at least every other week to discuss student progress and interventions. Students who score below grade expectations on universal and classroom assessments are provided with additional instructional supports. Student progress is monitored weekly and interventions are adjusted based on student need and progress. Students who score above the seventy-fifth percentile are also provided with supplemental instruction to optimize achievement. Our dramatic increases in the percentages of students who score within the proficient or advanced ranges on our state standardized testing are evidence that we believe in our mission and are fully committed to its implementation.

Kennedy Elementary School is worthy of Blue Ribbon School recognition. During the 2006-2007 and 2007-2008 school years, our standardized testing results indicated that a large number of our students were not achieving at a high academic level. As a result, a group of dedicated teachers initiated a change in instructional delivery models and the whole school committed to dramatically increasing our overall student achievement. We sought out professional development and brought district and school leadership on board. As a result, our state standardized testing scores have increased dramatically for both Reading and Math at all grade levels, subgroups, and cohorts. The pedagogical and cultural changes initiated and implemented by the teachers at Kennedy Elementary School have resulted in dramatic increases in student success.

The connections between the school and the community go beyond academics. We have been very active and successful in fundraising for families and community members who are in need. Our school is highly supportive of local organizations. We participate in selling refreshments at the Junction City Community Picnic and helping the Junction City Ice Cutters with the harvesting of ice blocks from a community member's pond. Kennedy Elementary School is a focal point of the community with an open door policy. Many organizations use the school's cafeteria and gym during after school hours including the; Family Resource Center, 4-H clubs, Scouts, church groups, The National Guard Armory, adult and youth sports programs.

Kennedy Elementary School has a long standing history of traditions that stem back as far as the school itself, which is celebrating its 50th birthday this year. A large part of the traditions come from the fact that many community members are themselves graduates of this school and have family members who are now attending. They want to see the traditions that make our school unique carried on with future

generations. One of these traditions is an annual trip to a pumpkin patch put on by local business owners and community members. Students look forward to a hay-ride, gathering of a pumpkin and many special treats that go along with the experience. Older students are responsible for planting in the spring to ensure there are pumpkins available to harvest in the fall. Community members donate pumpkin seeds and land, baked goods, drinks, tractors, time, bussing, and expertise to make this free event successful and memorable for all students at Kennedy. Kennedy Elementary also has an annual Thanksgiving feast which includes an invitation to all former staff members to a festive meal. The cafeteria is transformed into a beautiful dining hall with entertainment put on by students. At Kennedy we focus on recognizing the positive attributes that we believe will help our students succeed in life. The Bea Beck Award, named after the first principal of Kennedy School, is given each year to a graduating sixth grader who has shown excellent community involvement and volunteerism. The Hakala Award, named after a former teacher, is also given each year to a fifth grader who displays a positive attitude with staff and peers.

1. Assessment Results:

The State of Wisconsin currently utilizes the Wisconsin Knowledge and Concepts Examination (WKCE) to assess the achievement of students in third, fourth, fifth and sixth grade. Student scores from the WKCE are categorized into four levels of proficiency. Students scoring in the Advanced range are believed to have distinguished achievement in that area of testing. Students scoring in the Proficient range are competent in the important academic knowledge and skills tested. Scores in the Basic range indicate students are somewhat competent in the academic knowledge and skills tested and students who score within the Minimal performance level show limited achievement in the academic knowledge and skills tested. To identify the percentages of students who are demonstrating a level of achievement that is considered acceptable or up to our school's standards, we use the combined proficient and advanced performance levels. Kennedy Elementary School examines the WKCE data as aggregated information as well as disaggregated by grade, gender, socio-economic status, race, disability, and English Language Learner status.

Assessment trends:

Our WKCE results from the 2006-2007 school year indicated that an unacceptably low percentage of our students were achieving within the proficient or advanced ranges in reading and math at all grade levels. Our mission statement indicates that we intend for ALL students to be successful, thus our goal is nothing less than 100% of our students achieving at the proficient or advanced ranges in all tested areas. As shown above, we have seen significant increases in grade level, cohort group, and subgroup scores for Reading and Math since 2006-2007. These increases are a result of the specific and intentional changes made to curriculum and teaching methods, and beliefs about students and learning initiated by teachers as a result of student performance in 2006-2007. See Part III for specific information about these changes.

Reading trends by grade level indicate significant gains in the percent of students scoring proficient or advanced at all grade levels and subgroups from 2006-2007 to 2010-2011. Third grade reading percent proficient or advanced increased from 76% to 90%, fourth grade increased from 63% to 96%, and fifth grade increased from 83% to 91%. Sixth grade Reading scores have been consistently high, with 91% of students scoring proficient or advanced in 2010-2011. Math scores have also seen strong increases in the percent of students scoring proficient or advanced over the past five years. Third grade Math percent proficient or advanced- increased from 62% to 97%, fourth grade increased from 73% to 100%, fifth grade increased from 78% to 94% and sixth grade increased from 81% to 91%.

Additionally, both our students identified as economically disadvantaged and students with disabilities have made significant gains on WKCE Reading and Math scores over the past several years, as indicated below:

Students identified as economically disadvantaged:

READING:

- Grade 3 increased from 35% proficient or advanced in 2007-2008 to 100% in 2009-2010 and 2010-2011
- Grade 4 increased from 34% in 2008-2009 to 83% in 2010-2011
- Grade 5 increased from 63% in 2006-2007 to 86% in 2010-2011
- Grade 6 increased from 67% in 2007-2008 to 100% 2008-2009 and in 2009- 2010

MATH:

- Grade 3 increased from 33% proficient or advanced in 2006-2007 to 100% in 2009-2010 and 2010-2011.
- Grade 4 increased from 43% in 2007-2008 to 100% in 2009-2010 and 2010-2011
- Grade 5 increased from 50% in 2006-2007 to 86% in 2010-2011
- Grade 6 increased from 34% in 2007-2008 to 78% in 2010-2011.

Students with Disabilities:

READING:

- Grade 3 increased from 60% in 2006-2007 to 100% in 2009-2010 and 2010-2011
- Grade 4 increased from 28% in 2006-2007 to 100% in 2009-2010 and 2010-2011
- Grade 5 increased from 0% in 2006-2007 to 60% 2010-2011
- Grade 6 increased from 33% in 2007-2008 to 75% in 2010-2011

MATH:

- Grade 3 increased from 60% in 2006-2007 to 100% in 2009-2010 and 2010-2011
- Grade 4 increased from 43% in 2006-2007 to 100% in 2010-2011
- Grade 5 increased from 0% in 2006-2007 to 100% in 2010-2011
- Grade 6 increased from 33% in 2007-2008 to 88% in 2010-2011

While our WKCE assessment results show dramatic improvements overall, we continue to have four subgroups of students who demonstrate a greater than ten point gap between their achievement and that of their peers: fourth grade economically disadvantaged students, fifth grade students with disabilities, sixth grade economically disadvantaged students, and sixth grade students with disabilities. To obtain a better perspective on these subgroups, we examined the students over time. We found that while in 2010-2011 the gaps continue to exist and require continued attention; most of the gaps have been decreasing for the individual cohorts of students.

4th grade students identified as economically disadvantaged:

- In 2010-2011= 83% of 4th grade economically disadvantaged students scored proficient or advanced in Reading, compared to 96% of all students tested in this grade.
- This gap did not decrease for this cohort group from the previous school year. 100% of this group scored proficient or advanced in 3rd grade.

5th grade students with disabilities Reading:

- In 2010-2011=60% of 5th grade students with disabilities scored proficient or advanced in reading compared to 91% of the total 5th grade.
- This gap decreased from 48 points in 4th grade to 31 points in 5th grade.
- The percentage of students with disabilities scoring proficient or advanced increased from 40% in 4th grade to 60% in 5th grade.

6th grade students identified as economically disadvantaged Reading:

- In 2010-2011 77% of 6th grade economically disadvantaged students scored proficient or advanced in reading compared to 91% of total 6th grade.
- This gap decreased from from 36 points in 3rd grade to 13 points in sixth grade.
- This group more than doubled the percent of students proficient or advanced in Reading from 38% in 3rd grade to 77% in 6th grade.

6th grade students identified as economically disadvantaged Math:

- In 2010-2011 78% of sixth grade economically disadvantaged students scored proficient or advanced compared to 91% of the total 6th grade.
- This gap decreased from 45 points in 3rd grade to 12 points in 6th grade.
- This group more than tripled the percentage of students scoring proficient or advanced in Math from 25% in 3rd grade to 77% in 6th grade.

6th grade students with disabilities Reading:

- In 2010-2011 75% of 6th grade students with disabilities scored proficient or advanced in reading compared to 91% of the total 6th grade.
- This group increased percentage of students scoring proficient or advance from 50% in 3rd grade to 75% in 6th grade.

2. Using Assessment Results:

Kennedy Elementary utilizes a Response to Intervention (RtI) model of multi-tiered levels of supports for students experiencing academic or behavioral difficulties. We administer universal screening assessments in reading and math to all students in grades Kindergarten through sixth grade to identify students who are not meeting grade level expectations and need additional supports as well as those who are exceeding expectations and require enrichment. Screening at the universal level for writing, oral language, and verbal comprehension will begin next school-year.

Teachers collaborate within their grade units and with the principal/school psychologist to examine behavioral and academic data. We utilize a “data wall” in our discussions about student progress which allows for visual representation of individual, class, grade level, and school-wide performance. Students who score above the seventy-fifth percentile in their grade level on universal academic assessments are provided with supplemental instruction to challenge and expand their learning. Students who score below a district determined “cut score” on universal and classroom academic assessments are provided with additional instructional supports and interventions within the classroom targeted to increase achievement in the specific area of need (Tier I).

Kennedy Elementary has also committed to Positive Behavioral Interventions and Supports (PBIS) to increase the prevalence of behaviors conducive to learning. Behavioral expectations for school environments (classroom, hallway, cafeteria, playground, bathroom, etc.) are explicitly taught to all students during the first few weeks of school. These behaviors are reinforced regularly in the classroom, through school announcements by the principal, and through frequent school-wide celebrations of desired behaviors. Students who demonstrate difficulty meeting the behavioral expectations receive additional interventions or supports within the classroom (Tier I).

The academic and behavioral progress of students receiving tier I intervention is monitored through frequent assessment to determine if the appropriate level of support is being implemented. Teachers collaborate to discuss the progress and interventions for students receiving Tier I interventions. If a student’s data shows that the student is not making sufficient progress with the differentiated instruction and supplemental interventions in the classroom, the intervention plan is adjusted. If the data continue to show that the student is not making sufficient progress to meet grade level expectations, a Student Intervention Team (SIT) meeting is scheduled. Teachers, the school principal/school psychologist, coaches or specialist teachers, and the student’s parents make up the SIT team. A SIT team meets to assess the existing classroom data, interventions implemented, and progress monitor data to identify if Tier II intervention is appropriate. Tier II interventions research based interventions which are implemented more frequently and with a lower student to teacher ratio than Tier I interventions and occur outside of the core academic instructional time. If the team determines Tier II interventions are appropriate, the SIT team develops academic goal(s) and an intervention plan for the student. Progress towards Tier II goal(s) is monitored weekly, using a consistent measure of achievement, such as a Diagnostic Reading Assessment (DRA), district universal Reading or Math probes, informal reading conferences, or Every Day Math assessment. Interventions are adjusted by the SIT team based on the student’s response to the intervention.

In addition to individual student data, Kennedy Elementary School has a Response to Intervention Team which examines school-wide academic and behavioral data. This team consists of classroom teachers, the school principal/school psychologist, a Reading specialist and a special education teacher. This team examines data regarding the number, progress, and interventions utilized for students on Tier I and Tier II intervention plans; identifies trends, gaps, and progress regarding our intervention and progress monitoring process; and examines class, grade, and school-wide academic and behavioral data.

3. Sharing Lessons Learned:

Kennedy Elementary School staff is highly motivated to increase student achievement. Teachers research new strategies to facilitate student success. Teachers participate in district-wide grade level collaboration

meetings to share instructional strategies, inform assessment, and share lessons designed to meet curricular goals. Additionally, several of our teachers participate in district grade level meetings after school every other week to share resource and instructional strategies. Teachers also collaborate as grade and unit groups to plan, share ideas, and problem solve.

Our staff present to and participate in school and district committees aimed at enhancing student growth and achievement. Kennedy Elementary contributes to the district report card committee, curriculum writing committees, Response to Intervention committee, Anti-Bully committee, and the Positive Behavioral Interventions and Supports committee. Lessons learned from Kennedy Elementary staff are taken to district committees and lessons learned from district committees are shared with our staff through unit and staff meetings.

Attendance at state and local organizational professional development is supported by both Kennedy Elementary and district administration. Teachers participate in innovative, up to date professional development and training to keep our staff informed about state and federal initiatives as well as current best practices in instruction and intervention. After teachers participate in professional development opportunities, they bring their learning back and present to staff. This helps ensure that access to innovative and best practices information and techniques are shared with the entire staff.

Our school improvement plan goals are dedicated to collaboration, implementing best practices for instruction, and differentiation strategies. As part of our plan, teachers share differentiation and successful instructional practices at quarterly staff meetings and at weekly unit meetings. Teachers in grade and unit teams have dedicated full and/or half days periodically throughout the school year to collaboration.

Kennedy Elementary School values and utilizes all staff in the school. Educational assistants are utilized as instructional support personnel and are provided with additional time and resources to collaborate with teachers and administrators to ensure all staff working with students understand the beliefs and instructional best practices utilized by Kennedy Elementary.

4. Engaging Families and Communities:

Kennedy Elementary School is located in a rural community in which the school is truly the nucleus of our community. Our connections with families and other community organizations are strong. We utilize support from community members of all ages. We have volunteers from the Foster Grandparents and Retired Service Volunteer Program (RSVP) programs. These programs provide opportunities for older adults to tutor individual students, work with groups of students and to otherwise support the emotional and academic needs of our students. We are also collaboratively involved with the University of Wisconsin-Stevens Point School of Education which allows student teachers, practicum students and tutors to interact with and support our students. Additionally, we have a strong base of other community volunteers who also mentor and tutor students in individual, small group, and classroom settings.

Kennedy Elementary School believes strongly that involving families in the education of their children is critical to the success of our students and school. We have Family Reading, Math and Science Nights to encourage parents' involvement in education. Our reading specialist teachers provide resources to all parents and facilitate parent nights for students receiving additional reading support through our district and Title I reading programs. Parents are provided with academic, health, and parenting resources as well as updates and reminders about Kennedy Elementary School through a bi-weekly newsletter that is sent home to all families. Many classroom teachers also send home weekly newsletters to keep parents engaged. Teachers in upper grades utilize assignment notebooks and teacher web pages to engage parents.

We have a strong and very supportive Parent Teacher Organization (PTO) which helps to provide financial support for field trips, educational resources, and other activities to benefit our students and school. A committee of parents, teachers, and other community members spearheaded efforts to enhance our playground. Money raised through grants written by the committee, donations from surrounding townships, and other fundraising events went towards replacing unsafe and outdated playground equipment and building a paved running track to increase student and community health and wellness.

1. Curriculum:

Kennedy Elementary School facilitates growth in the core academic, Music, Art, Library, and Physical Education curricular areas for students in grade Kindergarten through sixth grade. Kennedy Elementary School follows the Stevens Point Area Public School District (SPAPSD) curriculum for all academic areas. The district curriculum is aligned with the common core state standards in English/Language Arts, Math, Science, and Social Studies.

Reading: Kennedy Elementary School reading curriculum is aligned to the common core state standards and reflects a process-oriented, research-based approach to balanced literacy. The Stevens Point Area Public School District (SPAPSD) philosophy on English Language Arts is that English Language Arts is the foundation for all learning. SPAPSD English Language Arts curriculum encompasses reading, writing and speaking skills. Themes, tied to the common core state standards, are found within the K-12 ELA curriculum. These themes include oral listening, oral speaking, reading application, reading comprehension, reading fix-up, writing audience, and writing process.

Math: The Stevens Point Area School District math curriculum is aligned to the common core state standards. The curriculum focuses on the themes of foundations of number and number sense, foundations of operational sense, foundation of shape, size, and spatial sense, and exploring data in grades pre-K through second. In grades three through five the theme focus is on number and operation sense with whole numbers and decimals, number and operational sense with fractions, shape, size, and spatial sense, and exploring and describing variability in data. In sixth grade the theme focus becomes numeric and algebraic reasoning, geometric reasoning, and quantitative reasoning. The District uses many resources in the delivery of the curriculum with Everyday Mathematics being a foundational resource.

Science: Science curriculum provides for a set of authentic experiences intended to connect students to the world in which they live. Through these experiences students will build knowledge and skills that result in an appreciation of a scientific way of understanding natural phenomena. The elementary science curriculum covers four main themes; life science, physical science, earth science, and environmental science. Students are provided with differentiated, developmentally targeted instruction at every grade level focusing on topics within these themes. The science curriculum is mapped across grades to ensure that all relevant and required topics are covered from kindergarten through sixth grade.

Social Studies: Social Studies curriculum provides differentiated instruction to students in grades kindergarten through sixth grade that is aligned with the Wisconsin common core state standards. Our curriculum grows student understanding and knowledge in behavioral science, through instruction focusing on Individual and group cultures in the United States, Wisconsin, Portage County, and local communities; political science, through instruction on government and citizenship; history, through instruction focusing on time and change over time; economics, through instruction about goods and services, money, business, and the role of economics in the development of the United States; and geography, through instruction on people, places, and environment.

Art: The mission of Art education at Kennedy Elementary School is to provide a visual art experience to young people. Visual art is the technical application of materials based on a unique and creative way to problem solve and communicate visual ideas through self-expression. The art curriculum takes into consideration the emotional and social needs of students at different developmental stages; the intellectual needs of students, including the aesthetics, art heritage and critical judgment skills; conceptual continuity of instruction K-12; Art process, skill and knowledge continuity K-12; current district philosophical goals, and Wisconsin Department of Public Instruction standards.

Music: The Music curriculum implemented at Kennedy Elementary School focuses growing students' abilities in singing, performing, improvising and composing, reading and notating, and analyzing and evaluating music. All students are provided with an opportunity to demonstrate their skills through a vocal music concert in the winter. Fifth and sixth grade students are provide with opportunities to learn to play musical instruments through participation in band and orchestra.

PE: The physical education program at the elementary level develops the confidence and competence of each student, stressing movement education, awareness of fitness components and motor skills. The K-2 program focuses on the students' abilities to perform a variety of movements proficiently. As students develop an understanding of movement themes, they make connections to space, time, effort, and relationships that are critical to skill development. The 3-4 program introduces students to lead-up skills required for successful participation in physical activity. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. By the end of sixth grade, students will demonstrate motor skills and movement patterns while performing a variety of physical activities. The students will also demonstrate understanding of movement concepts, principles, strategies, and tactics while exhibiting responsible personal and social behaviors.

2. Reading/English:

Reading: The focus of Language Arts instruction is to help students construct meaning in authentic situations and for purposes that are personally relevant and meaningful. The students will acquire the skills and strategies necessary to develop and sustain their abilities to become lifelong readers, writers, speakers and listeners.

Kennedy Elementary School utilizes a balanced literacy approach to implement Reading/Language Arts curriculum. Our Reading/Language Arts instruction is modeled after the philosophy of "The Daily 5" and "The CAFE" programs. We chose these instructional models because they are research based and proven to facilitate student development of the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy. This approach provides a research based framework for differentiated, structured, and adaptable curriculum delivery, and an assessment guide, designed to meet the needs and abilities of all students.

The Daily Five is a student-driven management structure designed to fully engage students in reading and writing. It provides individual choice for high student engagement. The model focuses on five reading tasks: read to yourself, read to someone, work on writing, listen to reading, and spelling/word study. The model allows teachers to work with individual students or small groups of students while other students are engaged in meaningful differentiated reading and writing activities designed to foster literacy independence. This model provides a structure for students who are achieving below grade level expectations on universal and classroom based assessments, to receive targeted interventions from classroom teachers and/or specialist teachers, during core academic time.

CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary, and the system is utilized more often in middle to upper elementary grades and includes goal-setting with students in individual conferences, posting of goals, developing small group instruction based on clusters of students with similar goals and targeting whole-class instruction based on emerging student needs. Within the components of the CAFE, reading strategies are taught and practiced in the areas of reading comprehension, word accuracy, reading fluency and vocabulary development. Smaller ability based groups afford students the opportunity to read comfortably with peers. This model also provides a structure for students who are achieving below grade level expectations on universal and classroom based assessments, to receive targeted interventions from classroom teachers and/or specialist teachers, during core academic time.

3. Mathematics:

Mathematics: The philosophy of the Stevens Point School District on Mathematics follows from the six principals outlined by the National Council of Teachers of Mathematics (NCTM), Equity, Curriculum, Teaching, Learning, Technology and Assessment.

Equity: Math curriculum implemented at Kennedy Elementary School supports the principle of equalizing access to math for all students. We hold the belief that all students should learn higher level mathematics, particularly underserved groups such as minorities and women. This principle encourages provision of extra help to students who are struggling and advocates high expectations and excellent teaching for all students.

Curriculum: Our curriculum presents instruction in an orderly and logical progression to increase students' understanding of mathematics and avoid wasting time with unnecessary repetition. Our district curriculum and Everyday Mathematics program support students as they acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, thus our teachers support instruction with real examples and connect our students to the learning.

Teaching: Kennedy Elementary School utilizes Everyday Mathematics as a resource to deliver Mathematics curriculum. Everyday Mathematics relies on a number of instructional strategies that ensure all students achieve success. Teachers at Kennedy Elementary utilize a guided Math approach, allowing students to work in small flexible groups targeting interventions to specific to student needs, and allowing for enrichment of skills that students have mastered.

Learning: Our curriculum delivery model builds on intuitive and concrete foundations in Mathematics, gradually helping children gain an understanding of the abstract and symbolic, allowing them to truly use Math in their lives.

Assessment: Students are screened three times per year for Math skills. Students in kindergarten are assessed for quantity discrimination, students in first through sixth grade are screened for calculation and students in grades third through sixth are also screened for math comprehension. Student progress is assessed informally on a daily basis to determine the pace of instruction and to inform instructional decisions.

Technology: Teachers utilize technology to support the Math curriculum at Kennedy Elementary. Students participate in individualized math activities targeted to their instructional level through on-line Everyday Math learning “games”, district purchased individualized on-line learning websites, and other online resources. Teachers who have SMART Boards (interactive white board) utilize this technology to enhance math curriculum throughout the school day. Teachers use the SMART boards for Everyday Math lessons for SMART technology, Everyday Math games, Everyday Math boxes, other math games, and interactive math manipulatives (100s charts, dice, timers, etc.). Teachers who don't have SMART Boards are able to utilize most of the activities through their computers and overhead projectors.

4. Additional Curriculum Area:

Additional Curriculum Area: An additional curriculum area of focus at Kennedy is physical education. The mission of the SPAPSD Physical Education Program is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. Curriculum in this area includes health, nutrition, and development of positive behavioral skills. Student success depends on a blend of academic skills, understanding behavioral expectations, having good health, and physical and mental fitness. School-based physical activity helps improve students' grades, test scores, and positively affects other factors that influence academic achievement. Our school wellness program, “Let's Move in Point”, emphasizes being physically active, learning how to make healthy decisions to develop a healthy

lifestyle, and experiencing traditional and non-traditional health-related fitness activities. Our students participate in Hoops for Heart, Jump Rope for Heart, Running Club, Mile Runners Club, and wellness lessons that support healthy choices and physical education. Wellness is a necessary component for each student to be best prepared for achievement and learning.

In addition to traditional health and wellness activities, Kennedy Physical Education curriculum focuses on facilitating the development of responsible citizenship in all of our students. SPAPSD Physical Education department has introduced “Point Toward Responsible Citizenship”. This is an educational model, implemented by physical education teachers and reinforced by classroom teachers, principals, and other staff members, aimed at decreasing disruptive behaviors that interfere with learning. Physical education teachers explicitly teach work ethic, responsibility, respect, and the acceptance and tolerance of others. A rating scale with specific examples of behaviors that represent each “category”, is utilized in every classroom and school environment to reinforce positive behaviors. The rating scale is numbered 1-5, with 1 meaning not meeting expectations and 5 meaning greatly exceeding expectations, and lists specific of behaviors that represent each number. For example, students who work hard, show respect, follow school rules, and are honest, are meeting expectations (3). Teachers and other staff frequently ask students to “rate” their behavior based on the 1-5 rating scale, or use the scale to help students identify behaviors in need of changing.

5. Instructional Methods:

At Kennedy Elementary School we have students in our classrooms who struggle academically and others who learn at an advanced level and accelerated pace. Academic instruction is delivered at Kennedy Elementary School through a variety of developmentally appropriate methods aimed at meeting the unique learning needs of each student. Whole group instruction is utilized for introducing new concepts and reviewing previously learned concepts. Whole group instruction is supplemented and reinforced through mini lessons as well as supplemental academic resources such as RAZ Kids, Earobics, and Word Maker for Reading and PinPoint Math for Mathematics. We utilize research based websites, SMART Boards, iPods, recording and listening devices, and other high and tech resources to support small group and individual students during mini lessons. Objectives and composition of groups for mini lessons are driven by individual student needs as indicated by ongoing formal and informal assessment of student progress. Flexible groupings, teacher directed and student facilitated, allow for reinforcement of skills through differentiation in all curricular areas. Re-teaching and individual conferencing afford opportunities for prescribed individual interventions and goal setting.

Kennedy Elementary School has embraced a belief that all students have a right to access the general education curriculum alongside their same grade peers to the greatest degree possible. This belief has led to increased collaboration between regular education teachers, special education teachers, and reading specialists to provide individualized support and resources within an inclusive environment. We utilize a “push-in” or inclusive practices model for special education, Title-I, and ELL service delivery as much as possible.

Implementation of our multi-tiered systems of support for academic (RtI) and behavioral (PBIS) development, gives Kennedy Elementary a mechanism for providing academic and behavioral interventions early to students showing signs of difficulty. Tiered support for students experiencing academic and behavioral difficulty decreases school failure by providing early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Kennedy Elementary teachers regularly review data, utilize research based interventions and collaborate on a regular basis to help all students achieve to their highest potential. We continually strive to provide for all students who need additional support.

6. Professional Development:

We believe that continuing professional development for teachers and other staff is crucial to keeping current with state and national initiatives and best practices in education. Kennedy Elementary School

staff members participate in professional development opportunities offered by the district to increase understanding of district and state initiatives. Teachers are provided with orientation and training when the district adopts new curriculum, grading system, or assessment tool. Teachers participate in district-wide collaboration meetings which provide opportunities for teachers across the district to share resources and ideas for implementing the district curriculum. To provide support, new teachers in the school, are partnered with veteran staff mentors who provide guidance and support as they navigate the school and district curriculum and policies/procedures. In the fall, new teachers are provided with a week-long orientation to district, philosophies, policies, and administration, and also meet quarterly with district administration for continued support, professional development, and to share resources.

Attendance at conferences and other trainings from state and nationally recognized speakers and organizations which advance school and district goals is supported at the school and district level. This school-year, teachers from Kennedy have participated in trainings by Jo Gusman on culturally responsive differentiation, assessment and intervention; Mike Ford on differentiation to accelerate the growth of all readers; and Rick Wormeli on grading and assessing the differentiated classroom. Teachers have participated in trainings from the Wisconsin RtI Center on PBIS and RtI. This fall, eighteen Kennedy Elementary staff members attended an initial Crisis Prevention Institute (CPI) training designed to facilitate the de-escalation and prevention of crisis situations, as well as the safe management of physically acting out individuals.

Teachers at Kennedy Elementary School continuously seek to provide the highest level of instruction possible to facilitate the academic and social/emotional growth of all students. When results from state testing indicated that Kennedy Elementary students were not achieving to their potential, our teachers made a collaborative decision to reform the instructional delivery model in Reading/Language Arts. To accomplish this goal, we researched instructional methods and best practices in Reading and Writing instruction. We chose to model our Reading and Language Arts instructional methods after the works of Gail Boushey and Joan Moser, *The Daily 5* and *The CAFÉ* program. To prepare for this shift, faculty attended reading conferences, read professional books and participated in book reads, created a professional learning community focused on differentiation and literacy success, completed graduate college classes for Reading instruction, and took advantage of professional development opportunities provided by the program's authors, who passionately trained our teachers to facilitate targeted, differentiated reading and writing instruction.

7. School Leadership:

Kennedy Elementary School has an administrator who is a half-time principal and a half-time school psychologist. We have a school social worker two days per week, and teacher leaders step up to make decisions and address minor office disciplinary referrals when the principal/school psychologist is out of the building. Almost all of our staff members have been trained in Crisis Prevention Institute's Nonviolent Crisis Intervention Program, allowing teachers, assistants and other adults in our building to confidently manage students and adults in crisis, in the absence of the principal.

Our Kennedy Elementary School leadership philosophy has always been based on a collaborative shared approach. Such an approach enables every member of the staff to provide input and participate in a decision-making process that strives to improve student achievement. The PIC (Program Improvement Committee) meets weekly and includes representation from each learning community/unit, with our principal as the chairperson. All faculty members are part of a learning community and are involved in the decision-making process at a unit and building level. The principal is responsible for setting the PIC agenda, disseminating information from a district level and facilitating various building committees. It is the responsibility of the unit leader to share information or decisions made, both district and building level, with members of their community/unit. Additionally, the unit leaders represent community members and take information, discussion items and actions back to PIC. The principal also meets with educational assistants on a monthly basis. Such communication enables them to be a part of the decision-making process and to more fully understand how they can best support students.

In addition to our Program Improvement Committee, various other committees facilitate building and district initiatives throughout Kennedy Elementary School. Examples of building committees include: RtI, PBIS, Crisis Intervention Teams, Title-I Council, Comprehensive Arts, Technology, and Differentiation. Examples of district committees on which Kennedy has representation include: Wellness, Curriculum, PBIS, RtI, Report Card, Bully Prevention, Pupil Records, Pupil Services, and Leadership. These committees are instrumental in providing leadership at the school and district level on these topics.

Student leadership is also an important part of Kennedy's leadership structure. Student Council has membership from grades 4-6. This group makes decisions about school-wide activities and "rules", they plan and facilitate fund raising activities to supplement school activities and to support community needs. Student leadership is also visible on a daily basis through our Safety Cadet program. Cadets act as mentors toward younger students and set a safe example for students throughout the building and on the school bus.

Another integral part of Kennedy leadership is our Parent Teacher Organization. Parents work closely with teachers to support experiences for children such as field trips, Weekly Reader subscriptions, online reading programs and bringing comprehensive arts programs to Kennedy to support our instructional curriculum.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11 Publisher: CTB McGraw-Hill

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 97 | 96 | 94 | 70 | 62 |
| Advanced | 52 | 55 | 38 | 30 | 24 |
| Number of students tested | 29 | 22 | 32 | 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 and Advanced | 100 | | | | |
| Advanced | 40 | | | | |
| Number of students tested | 10 | 5 | 7 | 8 | 6 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 0 | 0 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 2 | 1 | 0 | 1 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | 90 | | |
| Advanced | | | 10 | | |
| Number of students tested | 3 | 2 | 10 | 6 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 1 | 1 | 2 |
| 6. Asian | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 0 | 1 | 1 |
| NOTES: | | | | | |

12W12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
3 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 90 | 100 | 84 | 74 | 76 |
| Advanced | 55 | 41 | 53 | 43 | 38 |
| Number of students tested | 29 | 22 | 32 | 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 and Advanced | 100 | | | | |
| Advanced | 50 | | | | |
| Number of students tested | 10 | 5 | 7 | 8 | 6 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | | | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 2 | 1 | | 1 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | 70 | | |
| Advanced | | | 30 | | |
| Number of students tested | 3 | 2 | 10 | 6 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | 1 | 1 | 1 | 2 |
| 6. Asian | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | | | 1 | 1 |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 100 | 94 | 86 | 68 | 73 |
| Advanced | 59 | 53 | 32 | 21 | 23 |
| Number of students tested | 22 | 32 | 22 | 28 | 30 |
| 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 and Advanced | 100 | 100 | 67 | 43 | 100 |
| Advanced | 17 | 29 | 0 | 14 | 60 |
| Number of students tested | 6 | 7 | 6 | 7 | 5 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 1 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | 1 | 0 | 1 | 0 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 5 | 7 | 5 | 7 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 1 | 2 | 0 |
| 6. Asian | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 1 | 0 |
| NOTES: | | | | | |

12WI2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 96 | 88 | 73 | 79 | 63 |
| Advanced | 45 | 44 | 36 | 25 | 23 |
| Number of students tested | 22 | 32 | 22 | 28 | 30 |
| 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 and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 6 | 7 | 6 | 7 | 5 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 1 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | 1 | 0 | 1 | 0 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 5 | 7 | 5 | 7 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 1 | 2 | 0 |
| 6. Asian | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 1 | 0 |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 94 | 87 | 62 | 63 | 78 |
| Advanced | 79 | 61 | 27 | 30 | 18 |
| Number of students tested | 33 | 23 | 26 | 30 | 40 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 1 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 3 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | 86 | 58 | 34 | 100 | 50 |
| Advanced | 43 | 29 | 17 | 40 | 0 |
| Number of students tested | 7 | 7 | 6 | 5 | 8 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 0 | 0 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 8 | 5 | 7 | 2 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 2 | 0 | 0 |
| 6. Asian | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 1 | 0 | 0 |
| NOTES: | | | | | |

12WI2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 91 | 83 | 69 | 77 | 83 |
| Advanced | 48 | 30 | 23 | 33 | 48 |
| Number of students tested | 33 | 23 | 26 | 30 | 40 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 1 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 3 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 7 | 7 | 6 | 5 | 8 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 0 | 0 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 5 | 8 | 5 | 7 | 2 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 2 | 0 | 0 |
| 6. Asian | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 1 | 0 | 0 |
| NOTES: | | | | | |

12WI2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
6 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 91 | 93 | 80 | 76 | 81 |
| Advanced | 61 | 37 | 40 | 32 | 28 |
| Number of students tested | 23 | 27 | 30 | 37 | 32 |
| 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 and Advanced | 78 | 85 | 67 | 34 | 80 |
| Advanced | 22 | 14 | 67 | 17 | 30 |
| Number of students tested | 9 | 7 | 3 | 6 | 10 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 1 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 8 | 5 | 6 | 3 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 0 | 0 | 0 |
| 6. Asian | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 0 | 0 | 0 |
| NOTES: | | | | | |

12WI2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
6 Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 91 | 93 | 90 | 89 | 91 |
| Advanced | 52 | 44 | 40 | 51 | 28 |
| Number of students tested | 23 | 27 | 30 | 37 | 32 |
| 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 and Advanced | | | | | 80 |
| Advanced | | | | | 30 |
| Number of students tested | 9 | 7 | 3 | 6 | 10 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 1 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 8 | 5 | 6 | 3 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | 0 | | | | |
| Advanced | 0 | | | | |
| Number of students tested | 1 | 1 | 0 | 0 | 0 |
| 6. Asian | | | | | |
| Proficient and Advanced | 0 | | | | |
| Advanced | 0 | | | | |
| Number of students tested | 1 | 0 | 0 | 0 | 0 |
| NOTES: | | | | | |

12WI2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 95 | 92 | 81 | 69 | 74 |
| Advanced | 63 | 51 | 34 | 28 | 22 |
| Number of students tested | 107 | 104 | 110 | 118 | 131 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 1 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | 90 | 84 | 64 | 46 | 65 |
| Advanced | 31 | 23 | 23 | 15 | 20 |
| Number of students tested | 32 | 26 | 22 | 26 | 29 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 1 | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | 4 | 2 | 1 | 2 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | 94 | 85 | 78 | 56 | 52 |
| Advanced | 61 | 45 | 10 | 18 | 5 |
| Number of students tested | 18 | 20 | 28 | 21 | 19 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 4 | 4 | 3 | 2 |
| 6. | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 1 | 2 | 2 | 1 |
| NOTES: | | | | | |

12W12

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 91 | 90 | 79 | 80 | 78 |
| Advanced | 50 | 40 | 38 | 38 | 35 |
| Number of students tested | 107 | 104 | 110 | 118 | 131 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 1 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | 87 | 80 | 72 | 69 | 75 |
| Advanced | 31 | 19 | 18 | 23 | 27 |
| Number of students tested | 32 | 26 | 22 | 26 | 29 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 1 | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | 4 | 2 | 1 | 2 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | 77 | 60 | 60 | 56 | 47 |
| Advanced | 33 | 20 | 17 | 18 | 10 |
| Number of students tested | 18 | 20 | 28 | 21 | 19 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 4 | 4 | 3 | 2 |
| 6. | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 1 | 2 | 2 | 1 |
| NOTES: | | | | | |
| | | | | | |

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