

PART I - ELIGIBILITY CERTIFICATION

12WI7

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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 11218

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: 2
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 | 22 | 21 | 43 |
| K | 21 | 20 | 41 | | 7 | 0 | 0 | 0 |
| 1 | 12 | 19 | 31 | | 8 | 0 | 0 | 0 |
| 2 | 14 | 27 | 41 | | 9 | 0 | 0 | 0 |
| 3 | 26 | 22 | 48 | | 10 | 0 | 0 | 0 |
| 4 | 31 | 16 | 47 | | 11 | 0 | 0 | 0 |
| 5 | 17 | 17 | 34 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 285 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
3 % 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: 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, 2010 until the end of the school year. | 4 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 4 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 8 |
| (4) | Total number of students in the school as of October 1, 2010 | 281 |
| (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 of English Language Learners in the school: 2%

Total number of ELL students in the school: 6

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Filipino

9. Percent of students eligible for free/reduced-priced meals: 31%
 Total number of students who qualify: 89

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: 29%
 Total number of students served: 10

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>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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>16</u> | <u>2</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>8</u> | <u>4</u> |
| Paraprofessionals | <u>3</u> | <u>0</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>3</u> | <u>1</u> |
| Total number | <u>31</u> | <u>7</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: 18:1

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 | 97% | 97% | 97% | 98% | 96% |
| 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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Nasonville Elementary is truly an elementary experience like no other. The original Nasonville School was built in 1960. Its six classrooms housed eight grades for a short time. In the fall of 1962, Nasonville and its sister school, East Fremont, became a part of the Marshfield School District. In 1981, the kindergarten, first, and second graders from both schools combined at East Fremont School while the third, fourth, fifth, and sixth graders moved to Nasonville School. In 1988, an architectural study recommended that East Fremont be closed and its students moved to a remodeled Nasonville School.

The school board decided to build a new school rather than remodel or close the old one. It took the district twelve years to save the money for the building project. For a fraction of the cost of a one-track school, the school could be built as a two-track school. This made sense economically, and redistricting took place so that more families could benefit from the new building.

Nasonville currently houses 285 students in grades K through 6, and 38 full or part-time staff members. Nasonville provides special education services to students in the areas of speech and language, other health impairment, learning disabled and autism. The Nasonville area includes the towns of Lincoln, Rock, Cameron, Richfield, Lynn, and Fremont. Due to its remote rural location, Nasonville has an earlier start to the school day than other schools in the district. To better assist our families with the early start, Nasonville was the first school in the district to offer a breakfast program.

Nasonville is the only school in the district that participates in the SAGE program. The Student Achievement Guarantee in Education (SAGE) program was established in the 1996-97 school year to improve student achievement through the implementation of smaller K through 3 class sizes, greater community involvement, more rigorous curriculum, and improved professional development and staff-evaluation practices. With the additional staff funded by the SAGE program, we are able to provide intense instruction with our 18:1 or 30:2 student to teacher ratios in grades K through 3. We continually track and analyze our rigorous SAGE goals in all core academic areas to ensure that a minimum of 90% of our students reach these goals. The SAGE program at Nasonville is a model for the entire district in identifying and analyzing strategic learning targets for students.

Nasonville, as well as the entire Marshfield School District, utilizes the PLC, Professional Learning Community, model. The PLC model, as presented by Richard DuFour, flows from the assumption that the core mission of formal education is not simply to ensure that students are taught, but to ensure that they learn. To do this we must work collaboratively and hold ourselves accountable for results. This is reflected in our district and school mission statement: "Superior instruction in a collaborative environment resulting in high levels of learning for every student." Our number one job is student learning and failure is not an option. With the profound belief that student learning is mandatory, the Nasonville staff is driven to continually assess and analyze student performance to positively influence our instruction. At Nasonville, instruction is intense and swift intervention is provided when needed. The Nasonville staff collaborates weekly for a minimum of 45 minutes to ensure shared data analysis and instructional effectiveness.

The staff at Nasonville functions as a team. We seldom create committees because we believe that all major issues and tasks are the responsibility of everyone. We have shared responsibilities and expectations with respect to instruction and discipline. Nasonville strives to enhance our students academically, socially, emotionally, and physically.

Nasonville is committed to maintaining a positive relationship with the community. As a community outreach service, students in grades 1 through 4 read to elderly community members at area retirement homes on a monthly basis. The elders are always astonished at the strong reader abilities and nice

manners of the Nasonville students. Our students enjoy visiting with the elders to learn about their past traditions and life experiences. To build community within our school, Nasonville has a monthly Buddy Day that pairs intermediate students with primary students. They share and practice reading and math strategies in a fun and relaxed atmosphere.

Nasonville is proud of its PTO and our PTO is clearly proud of us. The PTO recently purchased document cameras for all of our classrooms. The major fundraiser at Nasonville is our Knowledge Quest. This is where students are tested on a variety of grade level curricular targets and receive pledges for every answer that they get correct. Annually, we are able to profit more than \$10,000 from this single fundraiser. Our community, district, and school are focused on developing the whole child through a superior, quality education.

1. Assessment Results:

Data analysis is an ongoing process at Nasonville School. As required by SAGE, for students in grades K through 3, we have had to identify targeted student outcomes, monitor and assess student progress, and analyze goal progress throughout the school year. Students are required to master each goal a minimum of three times. At our weekly building PLC meetings, interventionists and teachers in grades K through 3 analyze SAGE goal progress and determine appropriate plans of actions. Students requiring intensive and ongoing intervention have a Personal Learning Plan (PLP). This plan is created as a team effort, including parents and teachers, with the primary goal of identifying the student's needs and determining an appropriate plan of action to meet those needs. PLP's are reviewed a minimum of twice yearly and students are progress monitored to evaluate if the interventions being used are effective.

As required by the Wisconsin Department of Public Instruction, the WKCE (Wisconsin Knowledge and Concepts Exam) is administered to all students in grades 3 through 6. All students in grades 3 through 6 are tested in the areas of math and reading. Students in grade 4 are also tested in science, social studies, writing and language arts.

Students taking the WKCE receive scores that place them into one of four performance levels. The state uses the following definitions for performance levels: Advanced – Demonstrates in-depth understanding of academic knowledge and skills, Proficient – Demonstrates competency in the academic knowledge and skills, Basic – Demonstrates some academic knowledge and skills, and Minimal – Demonstrates very limited academic knowledge and skills.

Over the past five years, Nasonville has consistently tested 100% of its students. Longitudinally, students continue to show progress with some of our highest proficient and advanced percentages occurring in grade 6. For example, students in 2008-2009 in grade 4 scored 88% proficient or advanced in their reading, and now in grade 6 are performing at 98% in reading. Within the subgroups, we have seen similar successes. Students with disabilities in 2008-2009 in grade 3 scored 75% proficient or advanced in their reading, and in grade 4 (2009-2010) and grade 5 (2010-2011) scored 100% in reading. Likewise, over the past five years, our school math scores have been 85% or greater proficient or advanced. In 2009-2010, 75% of free and reduced meal students in grade 3 scored proficient or advanced in math, and in 2010-2011 that score rose to 90%. We have seen a similar growth in the students with disabilities group. In 2009-2010, students with disabilities in grade 4 scored 75% proficient or advanced in math. This same subgroup in grade 5 (2010-2011) scored 100% proficient or advanced in math. Fluctuations within the reading and math subgroups can be attributed to the low number of students within them. When a subgroup consists of two or less students, the proficient or advanced range can only be 100%, 50%, or 0%.

Nasonville's continual focus on growth can be attributed to the effective utilization and data monitoring of the SAGE program, along with the district's implementation and use of PLCs, and refined system of intervention. Any group or student scoring less than the expected proficient or advanced range undergoes a thorough data analysis to determine needed interventions and plans of action. These interventions and plans are documented in the student's IEP or PLP or both. Interventions are monitored and adjusted as needed in order to insure that all students meet their maximum learning potential.

In addition to utilizing the assessment data from the WKCE, we also draw conclusions that affect instruction from the following ongoing district assessments: AIMS-web math and reading (grades K through 6), CogAt (grades 2 and 5), SRI Lexiles (grades 2 through 6), and SRA *Imagine It!* benchmarks (grades K through 5). All of the assessment data is tracked and analyzed, in addition to regular formative assessments, to ensure that every child is receiving quality instruction based on their

individual needs. When appropriate, we compare grade level students within the same school or within the district to get the most accurate depiction of academic needs and strengths.

All of the above data is only valuable if you have a staff that is willing to work together, trust one another, and be open to ideas for professional growth that will benefit their students. Nasonville school is extremely fortunate to have this type of staff. Data is not viewed as a threat; it is viewed as summative and formative data that will influence future instruction. This is what allows Nasonville to be a continual high performing school within the district.

2. Using Assessment Results:

Nasonville School uses assessment data daily to improve student and school performance. We are focused on data-driven information to assist us in setting goals and developing plans to meet individual learner's needs.

At the beginning of the year, AIMS-web assessments are given in reading and math at all grade levels. These assessments provide us with immediate feedback on students who are above target and need to be challenged, as well as students who are well-below target and need intensive intervention. In addition to this, the students in kindergarten through grade 5 have benchmark assessments in their reading program. These assessments are given up to seven times a year to show progress and growth in skills that should be mastered by the end of the year. If students are not making anticipated progress, intervention takes place. Students in grades 2 through 6 also take a Lexile assessment three times a year. This is a computerized reading test that pinpoints a student's reading level and provides book titles at their independent reading level.

Our standardized state test, the Wisconsin Knowledge and Concepts Examination (WKCE) is given during October and November to students in grades 3 through 6. In preparation for this exam, we administer the WKCE practice test within the first two weeks of school. We score, chart, and analyze student responses. If a majority of students get a question incorrect, the whole class is re-taught that concept and grade levels adjust to teach that concept in the grade before. If necessary, small groups are pulled to re-teach individual concepts that were missed.

Nasonville School is fortunate to be a SAGE school. We have goals written for each of the grade levels involved, K through 3. Students must pass these SAGE goals at least three times throughout the year; 90% of all students must pass each goal with a minimum score of 80%.

If a student is not making expected progress, intervention specialists are utilized to remediate. This is decided through Personal Learning Plans (PLPs), where goals are written based on the data. To continually measure the progress that has been made, these students receive regular remediation and are progress monitored at least once per week.

Communicating Assessment Results

As assessment has become a national, statewide, and district focus of public schools in the last two decades, new challenges have arisen. In our district, though much assessing was regularly and systematically taking place, the results of those assessments were not necessarily following students from year-to-year measuring areas of growth and weakness, nor were they being used by teachers to immediately address student needs.

To address some of these issues, Nasonville School has made a number of innovative changes. We hold a data retreat early in the year after our students have taken the practice WKCE test. At the data retreat, the principal and the intervention specialists attend all the meetings. The meetings are set up for K-1, 1-2, 2-3 and so forth. This gives the teachers the opportunity to communicate which skills and concepts need more attention in the previous grade and which are being mastered. It gives the teachers a time to reflect on and

share best practices for teaching and for establishing accountability with each other as partners in student achievement. We repeat this process once the actual WKCE scores are received.

Another way we share information among staff is at weekly PLC meetings. At these meetings, grade level teachers come together to discuss SAGE goal progress, intervention needs, student behaviors, and assessment results. We also use PLC time to discuss most effective teaching practices and interventions.

One of the newest and most exciting ways we communicate throughout our whole school is through the use of a collaborative drive on our network. Because of our SAGE status, we have numerous teachers working together with many children during the day. We were unable to meet often enough between teachers to effectively communicate progress, strategies, and formative assessment conclusions. To remedy this, the Nasonville staff applied for, and was awarded, a District Initiative Grant. Our district technology department used the grant money to assist us with designing what we have named the “Electronic Pensieve” for Nasonville School. Each teacher has a folder in this pensieve that has individual student folders. The student folders contain templates for reading, writing, and math conferences. After a teacher works with a student, he or she records observations and the instructional focus along with next steps to meet particular goals. The goals are clearly noted in each student folder. This pensieve has significantly reduced the time needed to meet and check-in with several teachers each day. The pensieve is also a place where ideas can be shared by specialists, speech and language teachers, and any other professional staff member to help meet student needs.

Nasonville believes clear communication regarding data is key to a student’s academic success. At PLP meetings, we meet with parents of students who have areas of difficulty that require a Personal Learning Plan. At this meeting, a PLP team comes together to share assessment data, set goals, and plan interventions to increase student achievement. The parents are involved each step of the way. We also set dates for follow-up meetings where we examine the effectiveness of the interventions and formulate a new PLP or discuss additional referral needs.

All parents receive student progress reports in October. Parents of at-risk students have mid-quarter progress reports mailed to them. For students in grades K through 2, quarterly Reports on Learning are sent home informing parents of academic and personal responsibility progress. In grades 3 through 6, a standards-based report card is sent home quarterly to convey each student’s academic and personal responsibility progress.

Throughout the year, parents are able to use Skyward Family Access to log into student files and see their child’s grades and assignments. Teachers enter the grades into Skyward on a regular basis. Parents are given Lexile reports and AIMS-web data at the two parent/teacher conferences. This information is then explained in depth. WKCE test scores are mailed home to parents when we receive the results from the state.

3. Sharing Lessons Learned:

Nasonville School is committed to sharing successes within our school and with schools in our district and in the surrounding communities. The staff embraces the belief that learning begins with discipline, as outlined in the book *With All Due Respect* by Ronald Morrish. Every year begins with an all-staff book study. Veteran teachers review discipline procedures from the book and help new staff become acquainted with the expectations of our building.

Due to the success of Nasonville’s commitment to continuous collaboration, our PLC model has been adapted district-wide. The transition to a formal PLC model was not difficult for the staff at Nasonville School because it was already such a common occurrence.

Also unique to Nasonville School is our SAGE program. The district has used our SAGE goal process as a model. Since our school had already pinpointed specific SAGE goals, based on the district

curriculum, the district looked to us for guidance when redesigning district curricular learning targets. Our staff has made significant contributions to develop district common assessments and common reporting systems.

When given the chance, our progressive staff is always willing to try new teaching approaches. We have piloted the *Imagine It!* reading series in grades K through 5 and facilitated its adoption throughout the elementary schools of the district. This has been a unique opportunity since traditionally the piloting of new programs is spread across the district's five elementary schools. Our fifth grade teacher piloted and recommended our newly implemented math series and our third grade teacher is currently piloting a possible new science series. Successes and concerns from piloting teachers are taken into consideration before a program is purchased and implemented.

Our reading specialists brought the F.A.S.T. (Fundamental Applications for Successful Teaching) Reading System to our school district as a Tier II intervention after experiencing dissatisfaction with the results from the current program. Training for other staff was led by the Nasonville reading specialist through district in-service.

Nasonville is the first school in the district to use Daily 5 during reading workshop time. The Daily 5 is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. After Nasonville started using Daily 5, teachers in our district, as well as other districts in our area, became interested in using the system. In-service and observation is available to all teachers interested in seeing the Daily 5 and its teaching partner, CAFÉ (Comprehension, Accuracy, Fluency, and Expanding Vocabulary), at work. As part of this reading workshop, the Developmental Reading Assessment (DRA) is administered to students to see where their needs lie. This research based program has also been shared throughout the district by the staff at Nasonville.

The Nasonville staff are often called upon to present reports to the school board that include information about grade level goals and outcomes for the district. Realizing that the education of our students goes beyond the walls of our building, teachers understand the importance of keeping all levels of administration informed of student achievement.

4. Engaging Families and Communities:

The very reason Nasonville School is in existence today is because of the rural community where it resides. In 2000, the School District of Marshfield wanted to close its two rural schools and transfer its students to schools within the city limits. Parents and area residents rallied to replace the old schools with a new rural school. With a strong promise from the Parent Teacher Organization and community to be an integral part of helping the school become a reality, the new two-track Nasonville School was built.

Eleven years after the building process, the community still continues to embrace its investment in many ways. There is a mutual desire between the staff and community of Nasonville to ensure every student succeeds.

Over the years, many programs to involve families and community members have been made available for the success of the students and school. Of the many opportunities in which the public has been involved, the following have proven to be the most successful.

- FAST Program - "Families And Schools Together" is a program in which parenting/coping skills are taught to parents of at-risk children by counselors and other community social service professionals. In turn, these professionals link families to local agencies to receive assistance.
- PTO – "Parent Teacher Organization" has proven to be a strong supporter for the success of Nasonville School students. It involves the children in activities outside of the school realm, for example, Skate Fun-Night. Sponsoring field trips for educational purposes, another contribution of the PTO, increases learning opportunities for our rural students.

- Reading Buddies – A long-standing program where children and area senior citizens are paired together to enjoy intergenerational communication through books and conversation.
- Other community related activities include: the United Way Penny Drive, the Clark County Humane Society Fundraiser, and the Wildwood Park and Zoo Adopt an Animal Program.

Opportunities to bring the community into the school include:

- Adult volunteers working with students in core subject areas
- Adults chaperoning field trips
- Parent Informational Nights: Open House, Title One “Dr. Seuss Night” and Award Banquet, Grade Level Parent Meetings, Fall and Spring Parent/Teacher Conferences
- Sixth Grade Science Fair
- Music Concerts and Musicals
- Grandparent Holiday Tea

The Nasonville site provides for community recreation:

- Tiger Hoops
- Varsho League Baseball
- 4H
- Girl Scouts/Boy Scouts
- NFL Play 60 Program

The Nasonville community continues to be passionate about the education and the well-being of its student body. Each child’s success is vital in the eyes of the school and the community.

1. Curriculum:

The Nasonville School curriculum, which serves as the foundation of our students' learning experience, was developed by teachers under the guidance of administrators of the Marshfield School District. Together, with PLC as our core structural pedagogy, we reviewed State and National curriculum standards along with best practice research to develop the core curriculum and learning targets that drive our instructional practices. As our mission statement states, we will provide superior instruction in a collaborative environment resulting in high levels of learning for every student.

The elementary curriculum for the Marshfield School District, including Nasonville, is clearly articulated with program goals, critical competencies, vocabulary, key knowledge and applications, and resources. Within each curricular area, we have a well-defined quarterly scope and sequence pacing guide which includes the curricular topic or unit, learning targets, materials and assessments, and days allotted. The Nasonville staff analyzes where they are in the curriculum and identifies and plans for individual student needs during their weekly PLC meeting, as well as at their monthly, district, PLC meeting. Student needs may include intervention services or accelerated, gifted and talented programming.

Reading/Language Arts: Nasonville began piloting the SRA *Imagine It!* reading program in 2007. This direct instruction program completely addresses the five key areas of reading: phonemic awareness, systematic explicit phonics, fluency, vocabulary and comprehension. Using this program, our students learn not just how to read and write, but the meaning and purpose of what they are learning. Along with *Imagine It!*, we utilize the Daily 5 reading management system in grades K through 3, Handwriting Without Tears in grades K and 1, and in grades 4 through 6 we incorporate the PENS sentence writing strategy developed at the University of Kansas Center for Research and Learning.

Math: The math program at Nasonville is the Macmillan/McGraw-Hill *Math Connects* program. Currently, this program is being utilized in all grades K through 6. It is also being used at our middle school. The program provides opportunities for students to build their understanding of mathematical concepts and ample practice to master core learning targets. Most importantly, all concepts are taught through and practiced with a strong problem-solving environment, insuring that students become life-long problem solvers.

Science/Social Studies: Within the science and social studies curriculum, Nasonville strives to empower students to become investigative problem solvers through inquiry, research, and non-fiction literacy. This enables them to learn about themselves and the world around them. Instruction takes place through labs and projects directly relating to the curricular learning targets.

Art/Music/Physical Education: At Nasonville, the visual and performing arts programs focus on nurturing opportunities for students to explore their talents and interests. Our highly structured physical education curriculum challenges students to become lifelong participants in regular physical activity and healthy living habits, including nutrition.

Technology: Students work with a variety of media throughout their elementary experience. Students receive instruction in keyboarding weekly in grades 4 through 6. Primary students learn to navigate and utilize technology based programs that directly correlate with other core curricular areas.

Guidance: Student emotional and social well-being is a primary focus at Nasonville. We strive to foster an environment where honesty, respect, and responsibility are instilled and demonstrated. Our guidance

counselor provides an educational and preventative program in which all students are taught learning, personal/social, and career skills in a systematic and comprehensive manner.

The Nasonville staff collaboratively supports each other, and our students, by continually analyzing data and identifying and implementing best practices that positively affect student achievement. Our primary intervention reading specialist provides professional development by modeling instruction and assisting with data compilation and analysis. The building leadership team helps to identify building goals and action plans in the areas of student achievement, professional development, use of building resources, and school culture. The entire Nasonville staff works as one school improvement committee in addressing each building goal.

2. Reading/English:

The School District of Marshfield uses a comprehensive literacy approach across the curriculum. In particular, the Communication Arts Curriculum specifies K through 6 grade level learning targets for Reading, Writing, Speaking, and Listening. The components of our reading program include systematic and explicit instruction in fluency, phonemic awareness, phonics, decoding strategies, vocabulary and comprehension. Through ongoing and intensive instruction in a variety of group formats, students at all levels are fully engaged in the reading process. All students learn the relationships between the symbols and the sounds of our language and apply knowledge of these principles to the reading of words, sentences, and stories. This “word work” leads to an increasingly sophisticated ability to understand, remember, and communicate with others about what is read.

The work of the National Reading Panel supports strategic approaches that include applying comprehension strategies, using graphic and semantic organizers, answering questions, recognizing story structure, activating prior knowledge, and summarizing. We use *Imagine It!* from SRA/McGraw Hill. *Imagine It!* is the result of 45 years of research and field study. Because it meets all of the elements recommended by the National Reading Panel, we piloted it at Nasonville in grades K and 1 during the 2007-08 school year. Based on the results of the pilot study, the program was implemented district-wide the following year. Nasonville continues to be the pilot site for using this core program in subsequent grades. For example, Nasonville implemented the grade 2 program in 2008-09, grade 3 in 2009-10, grade 4 in 2010-11, and grade 5 in 2011-12. Each pilot year has been followed by full district implementation. As a pilot site, our school closely scrutinizes the benchmark data on students, usability of the materials, and integration with other curriculum areas. Even as our student population becomes more diverse, we have maintained extremely high levels of reading achievement. Our teachers also supplement the program with other highly effective strategies such as the Daily 5. The Daily 5 is a series of literacy tasks (reading to self, reading with someone, writing, word work, and listening to reading) which students complete daily while the teacher meets with small groups or confers with individuals. It provides time for the teacher to differentiate instruction in collaboration with intervention specialists throughout the day. At every grade level, well over 90% of the students meet benchmark. Every student is a reader!

3. Mathematics:

The math curriculum was updated in 2009 to reflect the most recent standards from the Wisconsin Model Academic Standards, the National Teachers of Mathematics Standards, and International Standards as referenced in the Singapore Program. One of our main district goals reads, “At least 90% of students will earn proficient or advanced on the state test with an increase of at least 20% in mathematical processes across all grades.” We are achieving this rigorous goal at most of the grade levels.

We adopted the *Math Connects* program because it includes a majority of our learning targets with a particular focus on problem solving. Macmillan/McGraw-Hill *Math Connects* provides opportunities for students to build their understanding of mathematical concepts and ample practice to master essential skills. Students learn concepts and skills at a concrete level before moving to a representational and abstract level. The use of technology further enhances our ability to not only personalize the learning for each student, but to connect mathematics to other areas of the curriculum. The technology component of

the program gives teachers another forum for teaching skills and strategies to students. Parents can access online resources to help their children practice skills and to prepare for assessments. The resources are also available in multiple languages.

Each grade level has developed common formative and summative assessments to assure that all students are meeting our proficiency standards, which are higher than the state standards. If students do not meet benchmarks within a unit, teams of teachers provide opportunities for re-teaching and review through flexible grouping, intervention assistance, and after school tutoring. Every student is given additional time and support to reach the benchmark if needed. Students clearly understand this expectation and show a great deal of pride when they “hit the mark.” Each student knows that adults care about his or her learning and will not give up on them. There are no stigmas in asking for help. Students move readily among groupings so they welcome the chance to work with other students. For those students with high skills and interest in math, a variety of challenges are available for them, from competitions to acceleration on units. Every student receives what they need to be a confident and competent mathematician! Most importantly, every student learns ways in which math makes sense in every day life.

4. Additional Curriculum Area:

The visual and performing arts programs at Nasonville are exemplary. These programs provide the necessary exposure and skills that allow our students to become well-rounded individuals. This exposure is especially necessary since Nasonville is a rural school with many of its students living in isolated areas of the community.

Our music program provides numerous opportunities to allow students to learn and develop skills that enhance their appreciation for music. In music class, students at Nasonville explore a multitude of traditional, folk, and African instruments. Students are encouraged to build their own instruments to accompany the musical compositions they write and perform. All grade levels perform for the school and community at least once a year. These performances include a balance of group and solo vocal and instrumental pieces. Beginning in grade 4, students are able to receive instruction on string instruments and begin band instrument instruction in grade 5. Several students from Nasonville have become section leaders in the district-wide band.

Students in grades 5 and 6 are able to participate in choir which meets before school. This choir performs concerts at local nursing and group living homes. The Nasonville choir also performs a combined concert with other elementary students at the local performing arts center.

As a culmination of Nasonville’s music experience, our sixth graders perform a mini-musical. All Nasonville sixth graders have a part in this production. Students enjoy practicing and auditioning for roles within the musical. It is an amazing experience that all sixth grade students look forward to being a part of.

Similarly, our art education program is second to none. Students are instructed in and work with a variety of media. Emphasizing various artists' techniques and media, students focus on observation, interpretation, and evaluation of the varying styles. Walking through the halls and classrooms at Nasonville, you are surrounded by student artwork. Art is shared with our community through displays at school functions, local businesses, and the New Visions Gallery which showcases exemplary local student artwork. Sixth grade students who are gifted and/or aspiring artists audition for the district S.A.I.L. (Students Accelerated in Learning) art program. The S.A.I.L. art program provides day-long workshops that are taught by guest artists and art staff in a wide variety of media ranging from painting to ceramics.

Art and music are an integral part of the basic education of our students. Both curricular areas allow students to develop the ability to perceive selectively and sensitively through a variety of visual, kinetic, and cognitive experiences. Art and music departments meet weekly at PLC to collaborate with other

instructors in their field. This ensures that all students within the district are receiving superior instruction resulting in high levels of learning.

5. Instructional Methods:

At Nasonville School, the teachers follow the district learning targets, but realize that in order to maximize student learning they must differentiate instruction and provide a nurturing environment. The staff works as a team, and collaborates using the PLC model. The emotional bonds formed throughout each school year do not end with the start of summer. We do not refer to our students as “mine” or “yours,” but as “ours.” Our team of instructional staff consists of a shared effort between administration, classroom teachers, specialists, and paraprofessionals. Vertical teaming, during our PLC time, allows us to continue to be a part of each student’s educational team after they have left our classroom.

Intervention begins in kindergarten and continues through grade 6. Our Intervention Specialist (IS) positions are filled by retired teachers that bring a wealth of knowledge and experiences. In our upper grades, the IS teachers pretest and posttest to know where instructional needs are the highest. In our middle grades, the IS teachers pull individuals and small groups to help meet curricular goals. At our primary level, the IS teachers are available to lead whole class instruction and pull small groups or individuals to work toward mastering learning targets. In addition to our district curriculum and IS services, the primary grades utilize the Daily 5 and CAFÉ model, developed by Gail Boushey and Joan Moser, to ensure that students are challenged at an appropriate level.

We also differentiate our instruction at Nasonville School through the use of technology. In order to create 21st century learners, Promethean boards, document cameras, classroom laptops, and iPads are utilized to reach a variety of learning styles, enhance instruction, and motivate our students. Technology is also used to share progress and collaborate to create individual learning plans. The Nasonville teachers communicate with grade level colleagues through the use of a common drive on our district servers. We use this drive to post and analyze student data as a means of reflection and driving instruction.

Differentiated instruction is provided for our high achieving students as well. Beyond the daily classroom enrichment, students also have the opportunity to participate in a spelling bee, geography bee, math league, Battle of the Books, and speech contest. In addition, a student run branch of an area bank is housed in our elementary school. These students are required to utilize their communication skills in order to be “hired” to work at the bank. Once hired, they make use of their math skills to help the weekly operation run smoothly. Nasonville truly is a school that reaches all learners.

6. Professional Development:

At Nasonville, professional development is embedded in our PLC and faculty meetings. Our building leadership team identifies goals and surveys the staff to determine professional development, as well as intervention needs. As a staff, we come together each week to discuss student achievement using past and current data. We analyze which instructional practices are needed to meet individual needs and align the resources to do them. The staff at Nasonville has had professional development in the following areas: technology, student crisis and safety, bullying recognition and prevention, Skyward grading, differentiated instruction, Daily 5 and CAFÉ, data retreats for WKCE, AIMS-web progress analysis, CPI (Crisis Prevention Institute), autism, Handwriting Without Tears, *Imagine It!*, *Math Connects*, SRI Lexiles, 6+ Writing Traits, and PENS. As a staff we have also spent time reading articles and books pertaining to PLCs, grading, and student behaviors.

Each school year, we begin with a district-wide staff in-service to keep everyone apprised of the district mission and goals. As we implement new programs, the district provides all necessary staff with a complete and thorough in-service training. To ensure the success of our programs, as well as staff implementation, the district believes in and finances follow-up consult visits. Teachers are able to meet with program consultants, have a lesson modeled, or be observed teaching a lesson, and receive critical feedback. As part of our district PLC, we meet as district grade levels to discuss scope and sequence

alignment, compare student achievement using state, district, and common assessment data, and share best practices.

Teachers entering the Marshfield School District, including Nasonville, as initial educators are assigned a professional or master educator as a mentor. Mentors are used as a resource to help initial educators succeed during their first teaching experience. New employees also attend monthly training sessions to help them become oriented with our district's programs and policies for best practices in instruction and overall staff well-being. At the district level, our teaching and paraprofessional staff are encouraged and compensated for receiving additional staff development training and/or credits.

Professional development at Nasonville School is ongoing. All staff members are continually seeking out best practices to improve student achievement and well-being. Our staff is so committed to continual professional growth that they are often willing to pay for all of their registration and accommodation costs on their own. The Nasonville staff has a tremendous amount of trust in one another, and all staff members are eager and willing to share new ideas and practices. We are driven by author Jim Collins' belief that, "Good is the enemy of great."

7. School Leadership:

Every staff member at Nasonville School is a leader, a responsibility they embrace. The principal is the primary leader of the school. The first principal at Nasonville worked to empower her staff to be data-driven instructional leaders. The new principal (since January 2010), strives for this same goal. She is the type of leader that nurtures and embraces leadership qualities in all of us. The goals of the principal include: Integrity – To carry out the district's academic and PLC goals and expectations with integrity; Perseverance – To persevere toward the district and building goals even when barriers are evident; Character – To treat staff and colleagues with the upmost respect and belief that everyone is working toward the achievement of district and school goals; and Leadership – To continue to grow and learn as an instructional and personnel leader.

The Nasonville staff is passionate about their leadership responsibilities. They take ownership of all students, their achievement, and overall well-being. As a PLC, the Nasonville staff is required to take on leadership roles within our building and district meetings. These roles include facilitator, recorder, taskmaster, and observer. To report PLC and student achievement goals, each grade level reports to the board of education annually. The Nasonville staff is often asked by district colleagues to prepare and present these reports due to their leadership qualities.

In addition, Nasonville has piloted the latest reading, math, and science programs. They are active on district committees and seek out opportunities to share their research and best practices with colleagues. The Nasonville staff is relentless in their efforts to make data-driven decisions to improve student achievement.

The building leadership team (BLT) at Nasonville consists of intervention specialists, special education staff, classroom teachers, and the principal. The role of the BLT is to formulate student achievement, professional development, building resource, and school culture goals. The staff works as a team to carry out the strategies and action steps, assign responsibilities, and identify evidence of effectiveness.

Students at Nasonville are also challenged to develop their leadership skills. Each month the building has a "Buddy Day" that allows students of different grade levels to pair up. Through this program, students develop positive relationships, practice academic skills with one another, and form a sense of responsibility for each other and for the school.

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 | 86 | 98 | 100 | 95 |
| Advanced | 61 | 46 | 45 | 37 | 60 |
| Number of students tested | 38 | 35 | 40 | 43 | 43 |
| 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 | 75 | 90 | 100 | 91 |
| Advanced | 30 | 25 | 40 | 15 | 36 |
| Number of students tested | 10 | 12 | 10 | 13 | 11 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 1 | 1 | 1 | 0 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 6 | 4 | 4 | 3 | 2 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 0 | 0 | 0 |
| 6. Am Indian/Alaskan Native | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 1 | 0 |
| NOTES: | | | | | |

12W17

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 | 100 | 94 | 93 | 98 | 98 |
| Advanced | 74 | 60 | 50 | 60 | 65 |
| Number of students tested | 38 | 35 | 40 | 43 | 43 |
| 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 | 92 | 90 | 100 | 100 |
| Advanced | 50 | 42 | 50 | 69 | 36 |
| Number of students tested | 10 | 12 | 10 | 13 | 11 |
| 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 | 2 | 1 | 1 | 1 | 0 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 6 | 4 | 4 | 3 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 1 | 0 | 0 | 0 |
| 6. Am Indian/Alaskan Native | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 1 | 0 |
| NOTES: | | | | | |

12WI7

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 | 94 | 97 | 100 | 98 | 93 |
| Advanced | 44 | 66 | 53 | 58 | 46 |
| Number of students tested | 34 | 38 | 43 | 40 | 28 |
| 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 | 90 | 100 | 100 | 100 | 100 |
| Advanced | 20 | 50 | 33 | 80 | 0 |
| Number of students tested | 10 | 10 | 12 | 10 | 2 |
| 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 | 2 | 1 | 1 | 0 | 1 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 4 | 2 | 4 | 7 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 0 | 0 | 0 |
| 6. Am Indian/Alaskan Native | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 0 | 0 |
| NOTES: | | | | | |

12WI7

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 | Oct | Nov | Nov | Nov |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 88 | 100 | 88 | 100 | 93 |
| Advanced | 47 | 55 | 58 | 60 | 50 |
| Number of students tested | 34 | 38 | 43 | 40 | 28 |
| 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 | 100 | 100 | 100 | |
| Advanced | 20 | 30 | 50 | 60 | |
| Number of students tested | 10 | 10 | 12 | 10 | 2 |
| 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 | 2 | 1 | 1 | 0 | 1 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 4 | 2 | 4 | 7 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 0 | 0 | 0 |
| 6. Am Indian/Alaskan Native | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 0 | 0 |
| NOTES: | | | | | |

12WI7

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 | 97 | 86 | 95 | 70 | 87 |
| Advanced | 56 | 57 | 62 | 48 | 49 |
| Number of students tested | 39 | 42 | 39 | 27 | 47 |
| 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 | 94 | 71 | 91 | | 80 |
| Advanced | 38 | 50 | 36 | | 40 |
| Number of students tested | 16 | 14 | 11 | 4 | 10 |
| 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 | 1 | 1 | 0 | 1 | 0 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 4 | 1 | 4 | 6 | 7 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 0 | 0 | 0 |
| 6. Am Indian/Alaskan Native | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 0 |
| NOTES: | | | | | |

12WI7

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 | 97 | 91 | 100 | 89 | 89 |
| Advanced | 59 | 33 | 38 | 41 | 49 |
| Number of students tested | 39 | 42 | 39 | 27 | 47 |
| 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 | 94 | 93 | 100 | | 90 |
| Advanced | 50 | 21 | 18 | | 50 |
| Number of students tested | 16 | 14 | 11 | 4 | 10 |
| 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 | 1 | 1 | 0 | 1 | 0 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 4 | 1 | 4 | 6 | 7 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 0 | 0 | 0 |
| 6. Am Indian/Alaskan Native | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 0 |
| NOTES: | | | | | |

12WI7

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 | 98 | 97 | 96 | 85 | 100 |
| Advanced | 59 | 49 | 50 | 65 | 71 |
| Number of students tested | 44 | 39 | 26 | 48 | 28 |
| 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 | 93 | 90 | | 75 | |
| Advanced | 57 | 40 | | 50 | |
| Number of students tested | 14 | 10 | 3 | 12 | 7 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 1 | 1 | 1 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 4 | 6 | 7 | 4 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 1 | 0 |
| 6. Am Indian/Alaskan Native | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| NOTES: | | | | | |

12WI7

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 | 98 | 100 | 96 | 90 | 96 |
| Advanced | 59 | 54 | 54 | 54 | 68 |
| Number of students tested | 44 | 39 | 26 | 48 | 28 |
| 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 | | 75 | |
| Advanced | 42 | 40 | | 50 | |
| Number of students tested | 14 | 10 | 3 | 12 | 7 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 1 | 0 | 1 | 1 | 1 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 2 | 4 | 6 | 7 | 4 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 1 | 0 |
| 6. Am Indian/Alaskan Native | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| NOTES: | | | | | |

12WI7

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 | 96 | 91 | 97 | 89 | 93 |
| Advanced | 55 | 54 | 52 | 52 | 55 |
| Number of students tested | 155 | 154 | 148 | 158 | 146 |
| 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 | 94 | 82 | 94 | 89 | 90 |
| Advanced | 38 | 41 | 33 | 43 | 39 |
| Number of students tested | 50 | 46 | 36 | 39 | 30 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 1 | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 6 | 3 | 3 | 3 | 2 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | 92 | 69 | 93 | 60 | 79 |
| Advanced | 35 | 7 | 24 | 20 | 9 |
| Number of students tested | 14 | 13 | 16 | 20 | 20 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | 1 | 0 | 1 | 0 |
| 6. | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 2 | 1 | 1 | 0 |
| NOTES: | | | | | |
| | | | | | |

12WI7

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 | 96 | 96 | 93 | 94 | 93 |
| Advanced | 60 | 49 | 49 | 54 | 57 |
| Number of students tested | 155 | 154 | 148 | 158 | 146 |
| 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 | 94 | 95 | 97 | 92 | 93 |
| Advanced | 41 | 32 | 38 | 56 | 43 |
| Number of students tested | 50 | 46 | 36 | 39 | 30 |
| 2. African American Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 1 | 1 | 1 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 6 | 3 | 3 | 3 | 2 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | 85 | 84 | 87 | 69 | 86 |
| Advanced | 43 | 15 | 6 | 25 | 4 |
| Number of students tested | 14 | 13 | 16 | 20 | 23 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 3 | 1 | 0 | 1 | 0 |
| 6. | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | 0 | 2 | 1 | 1 | 0 |
| NOTES: | | | | | |

12WI7