

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Vandy E. Bloyer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name River Ridge Middle School
(As it should appear in the official records)

School Mailing Address PO Box 97 545 Mill Street
(If address is P.O. Box, also include street address)

Bloomington WI 53804-0097
City State Zip Code+4 (9 digits total)

Tel. (608) 994-2711 Fax (608) 994-2714

Website/URL www.rrsd.k12.wi.us E-mail bloyer@rrsd.k12.wi.us

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

Vandy E. Bloyer Date 2/4/04
(Principal's Signature)

Name of Superintendent* Mr. Michael G. Murphy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name River Ridge School District Tel. (608) 994-2715

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

Michael G. Murphy Date 2-4-04
(Superintendent's Signature)

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

David A. Breuer Date 2/4/04
(School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or has been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other (Briefly explain)
- 3 TOTAL
2. District Per Pupil Expenditure: 11,206
 Average State Per Pupil Expenditure: 9,568 (2001-02)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 35 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	19	25	44
1				8	21	22	43
2				9			
3				10			
4				11			
5	19	16	35	12			
6	23	21	44	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							166

6. Racial/ethnic composition of the students in the school: 100 % White
 _____ % Black or African American
 _____ % Hispanic or Latino
 _____ % Asian/Pacific Islander
 _____ % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 6.63 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	166
(5)	Subtotal in row (3) divided by total in row (4)	.0663
(6)	Amount in row (5) multiplied by 100	6.63

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: _____
 Specify languages: _____

9. Students eligible for free/reduced-priced meals: 48%
79 Total Number Students Who Qualify

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

10. Students receiving special education services: 13 %
22 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 11</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 9</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> </u>
Classroom teachers	<u> 12</u>	<u> </u>
Special resource teachers/specialists	<u> 7</u>	<u> 4</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> 9</u>	<u> 2</u>
Total number	<u> 29</u>	<u> 6</u>

12. Average school student-“classroom teacher” ratio: 1:13.83

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.16	95.42	96.24	95.64	96.18
Daily teacher attendance	95.08	96.16	95.23	94.99	95.02
Teacher turnover rate	27.75	10	5.26	10	18.18
Student dropout rate	0	0	0	0	0
Student drop-off rate					

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

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 (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

SNAPSHOT OF THE SCHOOL

River Ridge Middle School is a small rural school in Grant County Wisconsin. It consists of 164 students and 34 staff members including cooks, custodians, aides, teachers, secretaries, and administrators. Most of the staff are from the Bloomington area and are familiar with the students and the families they serve. The staff has a very low ratio of turnover and is dedicated to their profession. The River Ridge School District strives to provide a safe, challenging environment for each individual student by promoting excellent staff development, encouraging meaningful parent involvement and earning strong community support through honesty, integrity, and open communication. Most of the students are from farm families, are very involved in school and all types of extracurricular activities. The River Ridge School District has a well-organized parent group called R.R.A.P, River Ridge Active Parents. The River Ridge Middle School consists of grades 5, 6, 7, and 8. There are two sections of 5th and 6th grade and three sections of 7th and 8th grade. All students rotate to different teachers throughout the day. The school day runs from 8:00 a.m. to 3:30 p.m. On a typical day school buses start arriving at 7:20 a.m. and breakfast is served. From 8:00 until 8:16 we have a silent reading period where all students and staff members read. The students have designated places to go to read. The groups are small, about ten students maximum, and are supervised by a staff member. We have called this reading time "P.A.W.S. to read". This means, "Put Away Work Simply to read". Our school mascot is the timber wolf and sub groups all have names dealing with wolves. The students and staff are very proud to be members of the River Ridge School District. We not only have a very good core of teachers dedicated to meeting the state educational standards, but we also have an outstanding staff of extracurricular personnel that turns out some of the best vocal, instrumental, artistic and athletic students in the southwestern part of Grant County. We have a very strong forensics program that produces some outstanding speakers and poets. We have won numerous awards in the state of Wisconsin. Our stock market team competes throughout the state of Wisconsin having won six awards in the last nine years. We are fortunate to have students from a farming background that know it takes hard work to accomplish projects. In conclusion, all of the credit for being nominated as a Blue Ribbon School from Wisconsin cannot

be taken by the school itself. It comes from the community, the students and the families of those students combined with the school setting.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. MEANING OF SCHOOL'S ASSESSMENT RESULTS

At River Ridge School District, we strive to make sure that our parent(s) understand their child(ren) results of the tests that they have taken. We do this in a variety of ways, so that the parent fully understands where their child is at in the educational learning. The following are some different ways that we strive to inform the parent. Our students take the Wisconsin Knowledge and Concepts Examination and the Terra Nova. After receiving the results of these tests, the principal and/or guidance counselor send home with each student a personal letter to the parent and the results from these tests. This letter explains in simple terms how to comprehend the results of the test taken. Parents are encouraged to contact the school district with questions regarding the testing or the results.

Parents have the opportunity to further learn about their students' testing and results by attending parent/teacher conferences. This gives the parents an opportunity to meet individually with the teacher, principal, or guidance counselor to assist in interpreting the test results. This individual attention is helpful in understanding how the student is performing in the areas of reading, language arts, science, and math.

When the school receives the results of an assessment, the information is shared through the district newsletter and the local paper. Parents can also learn about assessment results by assessing the "School Performance Report" found on the Wisconsin Department of Public Instruction website.

2. HOW THE SCHOOL USES ASSESSMENT DATA

We meet as a team to discuss and interpret the information. Team members are administrators, test directors, lead teachers in specific areas and classroom teachers. We analyze the test results looking for patterns of strength and weakness. After finding those, we meet and go over the teaching techniques, textbooks, teacher related enhancements and try to determine where we missed the instruction of the weaknesses or where and what we are doing that make the strengths. Once we have determined these, we get together and discuss strategies to improve both our strengths and weaknesses. We try to come up with some type of rubric that will get us the desired results. Once we have this accomplished, we insert this into our curriculum. We stress these areas while not ignoring the others. The teachers give self-developed tests regularly to ensure we are improving on the areas of concern while continually upholding and improving our strengths. It takes a lot of teamwork, but can be accomplished by a unified effort from the entire teaching staff with a backing from the administration for our efforts. By cross-referencing and by repetition this system seems to work for our school system.

3. SCHOOL'S COMMUNICATION REGARDING STUDENT PERFORMANCE

Our students are called in individually and are given the results of their test showing them their strengths and weaknesses and are told some ways they can help to improve their test scores. Copies of their tests are then mailed home to the parents for their perusal. In some cases parents are called to the school so the test results can be interpreted to them. On other occasions parents contact the school asking about the test and what different scores show or suggest. They very often ask how or what they can do at home to help their child pick up their test score in some area. General results of the testing are published in the local newspapers and are also published in the monthly newsletter that is sent out from the district office. Parents also can use our school website to find out answers concerning assignments and grades relating to any area of our curriculum.

4. SHARING SUCCESS WITH OTHER SCHOOLS

We will share our successes with other schools by posting on our website some of our most successful teaching practices and how we determine these. We are also preparing tri-folds with the basic benchmarks and expectations we have for our staff and students. These tri-folds contain content and benchmarks for all areas of our curriculum. We plan to mail these to all the surrounding schools in our area. We also share information with other school districts through league meetings and through C.E.S.A. We share substitute teachers with other schools in our area and these substitute teachers pass many of our programs from school to school. Other ways we can share with schools is through administrative meeting throughout the area.

PART V – CURRICULUM AND INSTRUCTION

1. THE SCHOOL'S CURRICULUM AND CORE OF EACH CURRICULUM AREA

The school curriculum and core of each curriculum area and how all students are engaged with significant content based on high standards. The River Ridge Middle School has as their major goal to help every student obtain the best possible education to full fill a lifelong caring and educated citizen. We try to do this through a combined effort from the entire staff, from administration, teachers and support staff and the community. We track our students' achievements even after they are out of school to see where and what areas they have chosen for their lifetime careers. Listed below are the basic core areas of our curriculum. We try to emphasize these to prepare our students for life after school.

Math – 5th Grade – Understand equivalent forms of basic percents, fractions and decimals. Use various notations to represent whole numbers, decimals, and fractions. *Math - 6th grade* – Understand the relationships among factors, multiplies, divisors, and products. Understand the concept of ratio. *Math – 7th grade* - Understand the concept of prime and composite numbers. Understand the characteristics of scientific notation and exponential notation. *Math – 8th grade* - Understand the concept of proportion and the applications of proportional reasoning. Understand the characteristics and properties of the set of rational numbers and its Understand the relationship among equivalent number representations and the advantages and disadvantages of each type. *Language Arts – 5th Grade* – Use context clues to infer the meanings of homonyms, homographs, and homophones. Understand the meaning of print variation. Understand that there are many exceptions to phonics rules. Read for a variety of reasons. Make, confirm, and revise predictions about what will be found in a test. *Language*

Arts - 6th grade – Use a variety of word references to determine the meaning of unfamiliar words. Generate questions to be answered while reading. Use visual images to represent abstract information read. **Language Arts – 7th Grade** – Use visual features of texts to aid comprehension. Use a variety of strategies to determine the meaning of unknown words. Use strategies to clarify understanding of text. Read for a variety of purposes. **Language Arts – 8th Grade** – Use a variety of strategies to determine the meaning of unfamiliar words. Use a variety of strategies to clarify passages of text. Use structure of text. Adjust reading strategies according to purpose. **Science – 5th grade** – Know that the sun is the principle energy source for phenomena on the earth’s surface. **Science - 6th grade** – Know the process in the water cycle and their effects on climatic patterns. **Science - 7th grade** – Know the geological processes that produce major land and water features. Know how successive layers of sedimentary rock and the fossils contained within them can be used to confirm age, history, and changing life forms. The earth and how this evidence is affected by the folding, breaking, and uplifting of layers. Know the components and structure of the earth’s atmosphere. **Science - 8th Grade** – Identify patterns of human use of resources over time, and level of renewable and nonrenewable resources. Understand the basic concepts of plate tectonics. **Social Studies 5th–8th Grade** - Understand spatial relationship and the interactions between people, places and environments. Understand the impact of major ideas era themes, technologic developments, turning points, chronology and cause-and-effect relationships in US and World History. Understand the principles and structure of the United States government. Understand basic economic concepts and the effects economic forces have on individuals, groups, and society. Understand the individual, institutional, technological, and cultural forces that define and affect human behavior. **French and Spanish – 7th–8th Grade** – Functions in a French/Spanish speaking culture. Use language for enjoyment/enrichment. Appreciate other cultures. Expand language proficiency. Meet goals: communication/culture/comparisons/connections/communities. **Art 5th–8th Grade** – Know ways in which art is influenced by cultures. Know the elements and principles of design. Use nature for inspiration. Study ways art is develop style reflecting self. Know the elements of principle of design.

2. READING CURRICULUM

Our River Ridge Middle School language arts curriculum is divided into separate Reading and English class instruction. In both areas the curriculum is adapted to meet the individual needs of students to ensure success.

In reading classes students read and respond to a wide range of writing to build an understanding of written materials. River Ridge Middle School students engage effective reading strategies to read, interpret, and critically analyze a variety of literature. They discuss literary and nonliterary texts in order to understand human experience. Through reading classes, students develop vocabulary and the ability to understand and use words as means of improving reading and communication in speaking and writing. Students are given listening activities and develop skills to discuss information, opinions, and ideas effectively to different audiences for a variety of purposes.

In English classes students are given the tools needed to plan, revise, edit, and publish clear and effective writing. Recently River Ridge teachers were trained and are implementing the Six Trait Model for effective writing and assessment. Using this model, our middle school students

will practice writing clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain. Students are also given a solid foundation for applying the knowledge of usage, grammar, and mechanics of American English. English classes also include spelling instruction using the Rebecca Sitton method, which involves in-context spelling practice of the 1200 most frequently used words. River Ridge eighth grade students combine all language arts skills to produce a portfolio of their written work to be shared with fellow students, teachers and parents.

We employ a variety of strategies to provide assistance to students who read below grade level. Star Reading tests and diagnostic tests are given to identify struggling students and their specific weaknesses. Following identification, teachers work together to develop a plan of action best suited for each individual student. Students may engage in one-on-one or small group instruction. Technology is utilized by use of books on tape, on-line dictionaries, voice recognition software, and the Accelerated Reader program to monitor students' personal progress.

Our small school population allows teachers to give students more individualized attention, and students the ability to achieve in all areas of our curriculum. It allows freedom to explore extra-curricular activities such as forensics to become well-rounded students.

3. HEALTH CURRICULUM

River Ridge Middle School students are the beneficiaries of an intense health curriculum that directly, as well as indirectly, relates to the district's mission statement. During the seventh and eighth grade years, the students receive 24 weeks of health instruction distributed into one ix week session per semester. The major topics covered are: self-esteem, stress, relaxation, emotional health, first aid and accident prevention, human growth and development, nutrition, hygiene and health careers.

During the first health session, the students are given instruction on self-esteem and emotions. Activities are done to address these aspects of health and focus on the positive. The entire health curriculum revolves around having a positive self-esteem, dealing with emotions constructively, and making good choices. These main concepts are referred to in every unit. Increasing the self-concept and emotional health of the students increases the safety of the school. Students have a greater respect for themselves and others. They have the confidence and management skills needed to ask questions and address issues with other students, staff, the principal, and their parents. These open lines of communication allow issues to be addressed immediately. The students' comfort level transfers to their parents who are encouraged to address issues, visit classes, present their career experiences, share hobbies, work on costumes/sets, etc.

The culminating activity of the health sessions is a career report. The students have learned many aspects of health and have been presented many examples of health careers via videos, books, and guest speakers. They are required to choose a career in which they may extend their knowledge, researching the necessary qualifications that are needed to receive a degree in a specific area of health that interests them.

4. INSTRUCTIONAL METHODS USED TO IMPROVE STUDENT LEARNING

We use many varied and effective instructional methods at River Ridge Middle School. Some of these are: modeling, making sure everyone is on task. Individual assessment of students on a daily basis; using relevant activities for hands on problem solving; learning style, assessment of individual students; modification of lessons and curriculum to meet student achievement levels and incorporated technology and environmental education at all levels within each subject. Incorporation of relevant programs such as Six Traits Writing, Brain Based Learning, Multiple Intelligence. We are continually aligning our curriculum to meet every students needs. We use computer simulations. We have created a “community learning” environment in the middle school to provide cooperative learning. We use science fairs, peer tutoring, and incorporated games into the curriculum to make the learning experience fun, nut educational. We use enrichment learning opportunities. Reading Math, Science, Art and Camera Clubs. We use Apple’s i-movie software, adobe photo shop, spreadsheets, student created slideshows and power point developed by the students. Finally, we have very good communication among our staff members to keep students on track

5. PROFESSIONAL DEVELOPMENT PROGRAM

Professional development in the River Ridge School District has a high priority in improving the academic achievement and character development of students. Aspects of the district’s requirement and support are seen in: Board Policy, negotiated labor agreements, and hiring practices.

River Ridge School District has a Board Policy that requires and supports the formation of an In-Service Committee. This committee keeps its focus on all academic areas. Special attention has been placed on improving instruction in reading and mathematics.

The in-service committee is composed of administrators and teachers. Inputs from school board members and parents are always welcome. Communications of this committee’s activities are published in the school newsletter and in updates to the school board. The committee develops half-day in-service activities that align with its goals of professional development.

A negotiated agreement between the River Ridge School District and the teachers’ association encourages teachers to participate in In-service and Professional Day activities outside of the school day. Throughout the calendar year teachers submit plans for participating in such events. Members of the In-service committee and the district’s superintendent approve these plans. Teachers are reimbursed for expenses up to \$200 per day for two days per year.

Summer in-service participation is strongly encouraged. Options include university courses paid for by the teachers and rewarded by advancement on the salary schedule; Technology Institute offered by the district on site with an hourly compensation; and the Southwest Academy. River Ridge School District pays for its teachers to access the Southwest Academy held during the summer at the area Cooperative Educational Service Agency (CESA 3). These events are a great value to teachers and the district.

PART VII - ASSESSMENT RESULTS

River Ridge Middle School has voluntarily made the commitment to test grades 5, 6, and 7. These tests are in addition to the mandated state testing of the 8th grade. Test scores at all levels indicate student achievement in the core academic areas of Reading, language Arts, Mathematics, Social Studies, and Science. Testing reveals the progress of students' conceptual, knowledge, and tactical skills. Terra Nova makes comparisons of 5th, 6th, and 7th, grade student scores with local and national scores.

Observations of the Terra Nova Scores for 5th, 6th, and 7th graders in the 2000, 2001, 2002, 2003 test years indicate that the River Ridge Middle School students scored significantly above the national average in Composite Math and Reading scores for the lowest, lower, and middle achieving students.

2003 Terra Nova Exams River Ridge Middle School			
Grade Level/Subject	Variance Lowest	Variance Lower	Variance Middle
5 th / Composite Reading	+12	+8	+8
5 th / Composite Mathematics	+19	+14	+17
6 th / Composite Reading	+18	+26	+9
6 th / Composite Mathematics	+32	+15	+19
7 th / Composite Reading	+10	+8	+6
7 th / Composite Mathematics	+26	+19	+10

Among students that were higher and highest achieving, the River Ridge Middle School students scored higher or equal to the national average in all but one instance. This was in Highest Achieving category among 5th graders where the reading composite scores were (-3) below the national average.

2002 Terra Nova Exams River Ridge Middle School			
Grade Level/Subject	Variance Lowest	Variance Lower	Variance Middle
5 th / Composite Reading	+19	+16	+8
5 th / Composite	+23	+25	+15

Mathematics			
6 th / Composite Reading	+13	+11	+6
6 th / Composite Mathematics	+24	+20	+15
7 th / Composite Reading	+24	+17	+11
7 th / Composite Mathematics	+23	+18	+13

2001 Terra Nova Exams River Ridge Middle School			
Grade Level/Subject	Variance Lowest	Variance Lower	Variance Middle
5 th / Composite Reading	+17	+9	+4
5 th / Composite Mathematics	+19	+16	+10
6 th / Composite Reading	+22	+17	+21
6 th / Composite Mathematics	+19	+25	+10
7 th / Composite Reading	-10	-10	-19
7 th / Composite Mathematics	-22	-24	-28

Interestingly the test scores of the 7th graders are significantly lower than the national average scores for the lowest, lower, and middle achieving students. For the higher and highest achieving students of the 7th grade the scores were higher than the national average.

In the tables above there is a preponderance of data to support the indication that River Ridge Middle School has a high success rate among their students that achieve in the lowest, lower, and middle levels. Also, the math scores indicated in the earlier tables demonstrate that among the economically disadvantaged students there are a significant number of students scoring in the middle, higher, and highest categories.

In summary the students that have nationally scored low on the Terra Nova tests have had local success at River Ridge Middle School. Being capable of performing well in Reading and Math is certainly a prerequisite to being successful in most work places, in one's personal life, and as a citizen. These students have some basic educational tools to assist them in beating the odds of their achievement group. These successes may include but not be limited to: more academic achievement; higher lifelong earnings; happier lives; and longer and healthier lives.

River Ridge Middle School
STATE CRITERION-REFERENCED TESTS
 Data Display Table for Mathematics
 5th Grade Terra Nova

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	4/03	3/02	3/01	3/00
SCHOOL SCORES				
% At or Above Basic	90	97.6	100	90.9
% At or Above Proficient	76.7	80.5	72.1	75
% At Advanced	46.7	43.9	41.9	54.5
Number of students tested	30	41	43	44
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. Economic Disadvantage (specify subgroup)				
% At or Above Basic	73	100	100	NA
% At or Above Proficient	46	87	80	NA
% At Advanced	18	46	50	NA
Number of students tested	22	13	10	NA
SUBGROUP SCORES				
2. Special Education				
% At or Above Basic	20	50	0	NA
% At or Above Proficient	0	0	50	NA
% At Advanced	0	0	0	NA
Number of students tested	5	4	2	NA

Terra Nova testing

The Terra Nova Assessment tests are intended to sample the many and varied skills represented in selected content areas. RRMS teachers will look at the exact skills a child is having difficulty mastering. Staff, faculty and administration are constantly seeking to improve the quality of student achievement in the classroom and the Terra Nova exams help assist with that task.

River Ridge Middle School
STATE CRITERION-REFERENCED TESTS
 Data Display Table for Reading
 5th Grade Terra Nova

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	4/03	3/02	3/01	3/00
SCHOOL SCORES				
% At or Above Basic	90	97.6	93.1	86.3
% At or Above Proficient	63.4	78.1	60.5	70.4
% At Advanced	36.7	29.3	23.3	29.5
Number of students tested	30	41	43	44
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1.Economic Disadvantaged (specify subgroup)				
% At or Above Basic	73	100	80	NA
% At or Above Proficient	46	77	60	NA
% At Advanced	18	30.8	20	NA
Number of students tested	22	13	10	NA
SUBGROUP SCORES				
2. Special Education				
% At or Above Basic	40	50	0	NA
% At or Above Proficient	0	0	0	NA
% At Advanced	0	0	0	NA
Number of students tested	5	4	2	NA

Terra Nova testing

The Terra Nova Assessment tests are intended to sample the many and varied skills represented in selected content areas. RRMS teachers will look at the exact skills a child is having difficulty mastering. Staff, faculty and administration are constantly seeking to improve the quality of student achievement in the classroom and the Terra Nova exams help assist with that task.

River Ridge Middle School
STATE CRITERION-REFERENCED TESTS
 Data Display Table for Mathematics
 6th Grade Terra Nova

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	4/03	3/02	3/01	3/00
SCHOOL SCORES				
% At or Above Basic	100	100	100	100
% At or Above Proficient	87.5	82.9	89.2	89.7
% At Advanced	55	43.9	59.5	59
Number of students tested	40	41	37	39
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. Economic Disadvantage (specify subgroup)				
% At or Above Basic	65	100	100	NA
% At or Above Proficient	47	77	92	NA
% At Advanced	18	46	54	NA
Number of students tested	17	13	13	NA
SUBGROUP SCORES				
2. Special Education				
% At or Above Basic	25	60	100	33.3
% At or Above Proficient	0	60	50	11.1
% At Advanced	0	0	0	0
Number of students tested	4	5	6	9

Terra Nova testing

The Terra Nova Assessment tests are intended to sample the many and varied skills represented in selected content areas. RRMS teachers will look at the exact skills a child is having difficulty mastering. Staff, faculty and administration are constantly seeking to improve the quality of student achievement in the classroom and the Terra Nova exams help assist with that task.

River Ridge Middle School
STATE CRITERION-REFERENCED TESTS
 Data Display Table for Reading
 6th Grade Terra Nova

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	4/03	3/02	3/01	3/00
SCHOOL SCORES				
% At or Above Basic	97.5	90.2	94.5	94.8
% At or Above Proficient	80	63.4	78.3	82
% At Advanced	32.5	29.3	16.2	41
Number of students tested	40	41	37	39
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. Economic Disadvantaged (specify subgroup)				
% At or Above Basic	71	100	92	NA
% At or Above Proficient	59	54	77	NA
% At Advanced	24	31	39	NA
Number of students tested	17	13	13	NA
SUBGROUP SCORES				
2. Special Education				
% At or Above Basic	25	20	50	44.4
% At or Above Proficient	25	0	17	22.2
% At Advanced	0	20	0	0
Number of students tested	4	5	6	9

Terra Nova testing

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River Ridge Middle School
NATIONAL CRITERION-REFERENCED TESTS
 Data Display Table for Mathematics
 7th Grade Terra Nova

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	4/03	3/02	3/01	3/00
SCHOOL SCORES				
% At or Above Basic	100	97.3	94.3	94.1
% At or Above Proficient	87.5	78.4	85.7	70.6
% At Advanced	37.5	46	31.4	33.3
Number of students tested	40	37	35	51
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. Economic Disadvantaged				
% At or Above Basic	100	92	89	NA
% At or Above Proficient	85	66	89	NA
% At Advanced	23	42	33	NA
Number of students tested	13	12	9	NA
SUBGROUP SCORES				
2. Special Education				
% At or Above Basic	60	71	20	NA
% At or Above Proficient	0	29	0	NA
% At Advanced	0	14	0	NA
Number of students tested	5	7	10	1

Terra Nova testing

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River Ridge Middle School
NATIONAL CRITERION-REFERENCED TESTS
 Data Display Table for Reading
 7th Grade Terra Nova

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	4/03	3/02	3/01	3/00
SCHOOL SCORES				
% At or Above Basic	100	100	100	94.1
% At or Above Proficient	70	62.1	65.7	68.8
% At Advanced	30	37.8	25.7	39.2
Number of students tested	40	37	35	51
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. Economic Disadvantaged				
% At or Above Basic	100	100	100	NA
% At or Above Proficient	54	75	66	NA
% At Advanced	15	33	33	NA
Number of students tested	13	12	9	NA
SUBGROUP SCORES				
2. Special Education				
% At or Above Basic	20	86	30	NA
% At or Above Proficient	0	29	0	NA
% At Advanced	0	0	0	NA
Number of students tested	5	7	10	1

Terra Nova testing

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River Ridge Middle School
STATE CRITERION-REFERENCED TESTS
 Data Display Table for Mathematics
 8th Grade Wisconsin Knowledge and Concepts Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	11/02	2/02	2/01	2/00	2/99
SCHOOL SCORES					
% At or Above Basic	97	83	99	94	NA
% At or Above Proficient	95	38	43	49	50
% At Advanced	45	2	8	8	11
Number of students tested	42	42	48	49	54
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Economic Disadvantaged					
% At or Above Basic	94	72	100	92	100
% At or Above Proficient	94	36	30	42	50
% At Advanced	35	0	15	0	17
Number of students tested	17	14	13	12	12
STATE SCORES					
% At or Above Basic + Min. Performance	98	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
% At or Above Proficient	49	38	43	49	50
State Mean Score	NA	NA	NA	NA	NA
% At Advanced	9	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
Economic Disadvantaged (State)					
% At or Above Proficient	49	20	16	20	19
% At Advanced	9	5	3	5	4
Number of students tested	16,846	14,802	13,812	13,854	14,024

The WKCE (Wisconsin Knowledge and Concepts Examination) is a statewide standardized exam given each year to students in grades 4, 8, and 10. The exam measures student achievement in five subject areas: reading, language arts, mathematics, science, and social studies. Students also provide a rough draft writing sample. River Ridge Middle School teachers use this data to determine areas of focus for student instruction. Areas of strength may be reinforced while weaknesses will be corrected.

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE.

Proficient: Demonstrates competency in the academic knowledge and skills tested on WKCE.

Basic: Demonstrates some academic knowledge and skills tested on WKCE.

Minimal Performance: Demonstrates very limited academic knowledge and skills tested on WKCE.

River Ridge Middle School
STATE CRITERION-REFERENCED TESTS
 Data Display Table for Language Arts
 8th Grade Wisconsin Knowledge and Concepts Test

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	11/02	2/02	2/01	2/00	2/99
SCHOOL SCORES					
% At or Above Basic	96	98	100	98	98
% At or Above Proficient	79	69	90	92	94
% At Advanced	43	7	38	33	44
Number of students tested	42	42	48	49	54
Percent of total students tested	98	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	2	0	0	0	0
SUBGROUP SCORES					
1. Economic Disadvantaged					
% At or Above Basic	89	92	100	91	100
% At or Above Proficient	65	71	92	83	100
% At Advanced	41	0	38	25	33
Number of students tested	17	14	13	12	12
STATE SCORES					
% At or Above Basic + Min. Performance	98	NA	NA	NA	NA
State Mean Score	39	NA	NA	NA	NA
% At or Above Proficient	62	70	64	71	71
State Mean Score	7	NA	NA	NA	NA
% At Advanced	20	19	22	27	28
State Mean Score	NA	NA	NA	NA	NA
Economic Disadvantaged (State)					
% At or Above Proficient	39	46	39	49	47
% At Advanced	7	6	8	11	11
Number of students tested	16,846	14,802	13,812	13,854	14,024

The WKCE (Wisconsin Knowledge and Concepts Examination) is a statewide standardized exam given each year to students in grades 4, 8, and 10. The exam measures student achievement in five subject areas: reading, language arts, mathematics, science, and social studies. Students also provide a rough draft writing sample. River Ridge Middle School teachers use this data to determine areas of focus for student instruction. Areas of strength may be reinforced while weaknesses will be corrected.

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Basic: Demonstrates some academic knowledge and skills tested on WKCE.

Minimal Performance: Demonstrates very limited academic knowledge and skills tested on WKCE.

WISCONSIN READING PROFICIENCY SUMMARY

WISCONSIN READING RESULTS	2002-03	2001-02	2000-01	1999-00	1998-99
<i>Testing month</i>	November	February	February	February	February
WI 4TH GRADE READING:					
<i>% At or Above Basic</i>	92%	90%	89%	89%	90%
% At or Above Proficient at Grade 4	80%	79%	77%	77%	78%
<i>% At Advanced</i>	40%	18%	17%	15%	16%
WI Economically Disadvantaged Sub-group % At or Above Proficient at Grade 4	67%	63%	60%	60%	60%
<i>WI Mean Scale Score</i>	646.0	654.7	654.0	652.8	653.7
<i>WI Standard Deviation</i>	37.1	35.9	36.9	34.4	35.1
<i>WI Median Scale Score at 50th Percentile Rank</i>	646.1	656.0	653.8	654.0	654.3
<i>WI Normal Curve Equivalent at Median Scale Score</i>	59.1	59.7	57.5	57.7	57.9
National % At or Above Proficient at Grade 4:	N/A	65%	63%	63%	63%
WI 8TH GRADE READING:					
<i>% At or Above Basic</i>	92%	86%	84%	86%	86%
% At or Above Proficient at Grade 8	83%	74%	73%	74%	74%
<i>% At Advanced</i>	39%	28%	24%	17%	17%
WI Economically Disadvantaged Sub-group % At or Above Proficient at Grade 8	65%	51%	49%	52%	51%
<i>WI Mean Scale Score</i>	686.9	689.9	694.2	690.7	690.4
<i>WI Standard Deviation</i>	36.0	33.8	37.8	33.4	33.4
<i>WI Median Scale Score at 50th Percentile Rank</i>	688.8	692.9	695.7	691.9	690.8
<i>WI Normal Curve Equivalent at Median Scale Score</i>	59.8	59.2	60.6	58.6	57.9
National % At or Above Proficient at Grade 8:	N/A	53%	54%	54%	54%
WISCONSIN RESULTS 10TH GRADE READING:					
<i>% At or Above Basic</i>	85%	83%	86%	85%	84%
% At or Above Proficient at Grade10:	71%	60%	69%	69%	68%
<i>% At Advanced</i>	52%	23%	33%	24%	25%
WI Economically Disadvantaged Sub-group % At or Above Proficient at Grade10:	50%	37%	45%	43%	43%
<i>WI Mean Scale Score</i>	718.3	704.9	714.6	707.4	707.9
<i>WI Standard Deviation</i>	42.3	39.0	36.4	32.2	32.8
<i>WI Median Scale Score at 50th Percentile Rank</i>	714.5	704.7	714.5	711.1	714.2
<i>WI Normal Curve Equivalent at Median Scale Score</i>	66.5	60.1	63.6	61.7	63.5
National % At or Above Proficient at Grade10:	N/A*	42%	46%	46%	46%

*Not Available: The *Wisconsin Knowledge & Concepts Examinations* (WKCE) at 10th Grade is a Wisconsin customized test utilizing a *TerraNova*-like scale. Therefore, no national data are available for comparisons.

WISCONSIN MATHEMATICS PROFICIENCY SUMMARY

WISCONSIN MATHEMATICS RESULTS	2002-03	2001-02	2000-01	1999-00	1998-99
<i>Testing month</i>	November	February	February	February	February
WI 4TH GRADE MATHEMATICS:					
% <i>At or Above</i> Basic	82%	92%	91%	94%	93%
% <i>At or Above Proficient</i> at Grade 4	71%	69%	65%	75%	74%
% <i>At</i> Advanced	30%	25%	21%	31%	30%
WI Economically Disadvantaged Sub-group % <i>At or Above Proficient</i> at Grade 4	52%	49%	45%	56%	55%
WI <i>Mean Scale Score</i>	631.6	639.0	635.7	645.3	644.0
WI <i>Standard Deviation</i>	33.1	33.1	32.8	32.6	31.6
WI <i>Median Scale Score</i> at 50 th Percentile Rank	632.6	640.3	636.4	645.5	642.7
WI Normal Curve Equivalent <i>at Median Scale Score</i>	61.0	58.2	56.3	61.5	59.8
National % <i>At or Above Proficient</i> at Grade 4:	N/A	55%	54%	54%	54%
WI 8TH GRADE MATHEMATICS:					
% <i>At or Above</i> Basic	86%	79%	79%	80%	80%
% <i>At or Above Proficient</i> at Grade 8	73%	44%	39%	42%	42%
% <i>At</i> Advanced	26%	16%	13%	14%	14%
WI Economically Disadvantaged Sub-group % <i>At or Above Proficient</i> at Grade 8	49%	20%	16%	20%	19%
WI <i>Mean Scale Score</i>	704.9	709.6	708.3	710.4	709.9
WI <i>Standard Deviation</i>	41.1	44.8	42.0	42.5	41.8
WI <i>Median Scale Score</i> at 50 th Percentile Rank	707.9	713.4	709.5	712.0	711.9
WI Normal Curve Equivalent <i>at Median Scale Score</i>	63.9	62.9	61.0	62.2	62.2
National % <i>At or Above Proficient</i> at Grade 8	N/A	24%	24%	24%	24%
WI 10TH GRADE MATHEMATICS:					
% <i>At or Above</i> Basic	81%	65%	69%	65%	63%
% <i>At or Above Proficient</i> at Grade 10	69%	43%	46%	39%	38%
% <i>At</i> Advanced	24%	16%	15%	11%	11%
WI Economically Disadvantaged Sub-group % <i>At or Above Proficient</i> at Grade 10	43%	20%	21%	16%	16%
WI <i>Mean Scale Score</i>	742.5	736.9	742.5	733.9	733.3
WI <i>Standard Deviation</i>	43.2	58.6	51.0	45.8	46.1
WI <i>Median Scale Score</i> at 50 th Percentile Rank	745.2	738.7	743.3	735.9	734.3
WI Normal Curve Equivalent <i>at Median Scale Score</i>	71.2	65.6	67.4	63.7	62.9
National % <i>At or Above Proficient</i> at Grade 10	N/A*	20%	21%	21%	21%

*Not Available: The *Wisconsin Knowledge & Concepts Examinations* (WKCE) at 10th Grade is a Wisconsin customized test utilizing a *TerraNova*-like scale. Therefore, no national data are available for comparisons.

Note: Proficiency rates are based on 100% of the students enrolled at the tested grades (the WKCE, the *Wisconsin Alternate Assessments*, and students not tested). However, scale scores and their derived scores (e.g., the Normal Curve Equivalent) are based on only those students taking the WKCE. The scale scores above are on the *TerraNova* scales. Beginning in 2002-03, Wisconsin augmented the CTB/McGraw-Hill shelf tests to more completely cover the Wisconsin Model Academic Standards over time. To that end, several test questions have been added to the 4th & 8th grade Mathematics examinations. At Grade 10, however the entire test battery is a customized and the WKCE was anchored to the Level 20, *TerraNova* scale during development.