

**Revised 4.5.05**

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**  
**U.S. Department of Education**

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

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

Official School Name South Beaver Dam Elementary School  
(As it should appear in the official records)

School Mailing Address W9787 County Tr. D  
(If address is P.O. Box, also include street address)

Beaver Dam WI 53916-9134  
City State Zip Code+4 (9 digits total)

County Dodge School Code Number\* 3521

Telephone ( 920 ) 885-7383 Fax ( 920 ) 885-7384

Website/URL www.beaverdam.k12.wi.us E-mail rikli@beaverdam.k12.wi.us

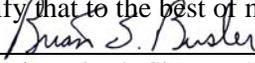
I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date 2/7/05

Name of Superintendent\* Mr. Brian Busler  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Beaver Dam Unified School District Tel. ( 920 ) 885-7470

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.

  
(Superintendent's Signature) Date 2/7/05

Name of School Board President/Chairperson Mr. Joe Milletello  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date 2/7/05

\*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 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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All data are the most recent year available.

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

1. Number of schools in the district:       7   Elementary schools  
   1   Middle schools  
   0   Junior high schools  
   1   High schools  
   1   Other  
    10  TOTAL
2. District Per Pupil Expenditure:      \$9,503   
     Average State Per Pupil Expenditure:  \$9,548

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   1   Number of years the principal has been in her/his position at this school.  
  2   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
<b>K</b>	10	10	<b>20</b>	<b>8</b>			
<b>1</b>	7	10	<b>17</b>	<b>9</b>			
<b>2</b>	13	12	<b>25</b>	<b>10</b>			
<b>3</b>	10	6	<b>16</b>	<b>11</b>			
<b>4</b>	8	7	<b>15</b>	<b>12</b>			
<b>5</b>	4	10	<b>14</b>	<b>Other</b>			
<b>6</b>							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>107</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>80</u>         | % White                          |
| <u>1</u>          | % Black or African American      |
| <u>19</u>         | % Hispanic or Latino             |
| <u>        </u>   | % Asian/Pacific Islander         |
| <u>        </u>   | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 38%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	42
<b>(4)</b>	Total number of students in the school as of October 1	112
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.38
<b>(6)</b>	Amount in row (5) multiplied by 100	38

8. Limited English Proficient students in the school: 15%  
16 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 42%

Total number students who qualify: 45

10. Students receiving special education services: 10%  
11 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</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> Emotional Disturbance

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)	_____	.5 FTE
Classroom teachers	<u>6</u>	<u>2.57 FTE</u>
Special resource teachers/specialists	_____	<u>1.25 FTE</u>
Paraprofessionals	<u>1</u>	<u>2.6 FTE</u>
Support staff	<u>2</u>	<u>2.34 FTE</u>
Total number	<u>9</u>	<u>9.26 FTE</u>

12. Average school student-“classroom teacher” ratio: 18

13. Show the attendance patterns of teachers and students and teacher turnover rate as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	96 %	97 %	96 %	97 %
Daily teacher attendance	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate	18 %	27 %	27 %	36 %	18 %

**PART III - SUMMARY**

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Snapshot of the school.

South Beaver Dam Elementary School was established in 1849. The school is located approximately 2 miles south of the City of Beaver Dam. The school is surrounded by rolling farm fields. All students are bussed to and from school.

SBD is one of seven elementary schools in the Beaver Dam Unified School District. There is currently 1 section each of Kindergarten through 5<sup>th</sup> grade. The student population has ranged from 90 to 120 students over the history of the school.

SBD does not offer a special education program that services all students. Currently, students with learning or emotional disabilities attend another elementary school. Students with speech and language needs are served at SBD. Adaptive physical education is also offered. Students that are gifted receive services from the district’s gifted and talented program.

SBD aspires to the District mission of “Learning for a Lifetime”. We believe in developing our students’ abilities to transfer all learning to real life experiences. School goals are focused on improving student achievement in math, language arts and the learning environment. Progress on achieving these goals are monitored using standard assessments and locally collected data. The entire staff is involved in data analysis, goal development and plans for improvement.

Goals for the 2004-07 school years are:

1. The percentage of students (including subgroups) scoring proficient/advanced in reading on the Wisconsin Reading Comprehension Test and Wisconsin Knowledge and Concepts Exam will meet or

exceed the State average as averaged over a three year period. Areas of instructional focus will be drawing conclusions, inferring, self-monitoring and rereading.

2. All staff will improve communication with home and school by sharing pertinent class and individual student information on a more regular basis. A parent survey will be administered to determine what information they currently value and what additional types of information would help us work collaboratively to ensure each child's needs are met.
3. All students will say that children treat them with respect. Multiple student surveys have been administered to determine the degree and source of disrespectful behavior between students. Based on this information a school wide plan will be developed to create an inclusive and responsive education environment for all children.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### 1. Describe assessment results.

On the 4<sup>th</sup> grade reading portion of the Wisconsin Knowledge and Concepts Exam our students have consistently out performed the State Average. We do not consider basic an acceptable proficiency. Over a three year period we averaged 97% proficient and advanced as compared to 81% for the State. We also averaged 44% advanced as compared to 33% for the State. Our subgroup scores are also consistently above the cohort. We do not see a discrepancy between our subgroups and the total population.

On the 4<sup>th</sup> grade math portion of the Wisconsin Knowledge and Concepts Exam our students have consistently out performed the State Average. Over a three period we averaged 95% proficient and advanced as compared to 69% for the State. We also averaged 61% advanced compared to 29% for the State.

On the 3<sup>rd</sup> Grade Wisconsin Reading Comprehension Test our students consistently outperformed the State Average. Over a three year period we averaged 90% proficient and advanced compared to 80% for the State. Once again, our subgroups achieved at or above the State when calculating a three-year average.

The data can be accessed at [www.dpi.state.wi.us/sig/index.html](http://www.dpi.state.wi.us/sig/index.html)

### 2. How the school uses assessment data.

The faculty at SBD continually analyzes student achievement data. The Cognitive Test of Basic Skills is administered to all 2<sup>nd</sup> and 5<sup>th</sup> grade students. In addition, we also use data from the Wisconsin Reading Comprehension Test and the Wisconsin Knowledge and Concepts Exam. This data is analyzed for patterns over a 3-5 year period. Areas of strength are expanded and deficient areas are targeted for professional development to improve instruction for our students. We also use district collected data from our student reading and writing records. Baseline data is collected in the fall and monitored throughout the school year. End of the year data is compared to determine individual student growth.

### 3. How the school communicates student performance

Standardized assessment data is shared with parents when it is received back from the State. The parent brochure is sent home with the student copy of the test results. Meetings are conducted with the parents of our students achieving at low levels on these assessments as outlined in our district promotion policy. All elementary schools conduct parent – teacher conferences two times a year. All parents are invited to discuss their child's progress. All parents are strongly encouraged to request a meeting with their child's teacher whenever a concern arises. Teachers are also strongly encouraged to establish a routine of frequent and consistent communication with the parents of all his/her student's parents. In addition, teachers conduct frequent conferences with each student to discuss their progress and make adjustments in their instruction. Lastly, the district publishes a school performance report that is made available to all

members of our community.

#### 4. How the school shares successes with other schools

The principals of all 7 elementary schools meet on a monthly basis to discuss student learning and share our successes. We are also a member of various consortiums in our region in which we share our successes. Many of our teacher leaders and administrators have presented at regional and state conferences. We also make a concerted effort to publicize our successes in local newspapers and monthly newsletters.

## **PART V – CURRICULUM AND INSTRUCTION**

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### 1. The school's curriculum.

Everyday Math – Our math program is focused on the Wisconsin State Academic Standards that are inherent in the Everyday Math Program. The program is based on the basic premise of spiraling the curriculum. In other words, skills are revisited on a frequent basis rather than mastered and forgotten. The program focuses on understanding number relationships, computation, geometry and problem solving. Students are required to communicate solutions to problems in written and oral work; use estimation strategies to solve problems; measure and construct geometric figures; use a variety of tools (calculator, compass, protractor, template); and collect, organize, analyze, and graph data.

Social Studies - Our Social Studies curriculum is based on the developmental and interest areas of our students. The plan for learning consists of a compilation of materials to meet the academic standards set forth by the State of Wisconsin. Topics range from developing intra and interpersonal skills, famous people in history, geography skills, government, character education, Wisconsin history, and United States History.

Physical Education – Our physical education curriculum focused on 5 general area of learning. They are leading an active lifestyle, physical skill development, learning skills, and understanding physical activity and well being. Children engage in skills to maintain good health, demonstrate progress toward mature physical form, improve motor skills, and experience positive feeling toward physical education.

Art – Our art curriculum if focuses on 5 general areas of learning. They are visual learning; critical thinking and aesthetic understanding; imagination and creative development; production, expression, communication, and technology; and making art, culture, and environment connections.

Music – Our music curriculum is focused on 6 general areas of learning. They are singing, instrumental, composition, reading and notating, analysis, evaluation and history and culture. Students learn to express themselves independently through music, play basic musical instruments, create and arrange short songs, read simple pitch notation, listen and describe music, evaluation performances and compositions and listen to music from various time periods and world cultures.

### 2a. (Elementary Schools) The school's reading curriculum.

The Language Arts plan for learning is based on the most recent research on how kids learn best. The work of Irene Fountas and Gay Sue Pinnell is the basis for reading and writing at the primary level. The work of Stephanie Harvey and Ellin Keene is the basis for reading instruction at the intermediate level. We strongly believe that learning must be easy and relevant to endure. As a result, instruction is focused at each student's instructional level with the use of leveled books using guided reading, reader's workshop or a form of literature circles. All levels also use the basic framework of 6 traits writing and Collin's writing. We have set grade level benchmarks that we challenge all of our students to achieve.

3. Other curriculum area.

FOSS Science - Our science program has three important goals. 1. Scientific Literacy. Provide all students with science experiences that are appropriate to their cognitive stages of development and serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world. 2. Instructional Efficiency – A program that reflects current research on learning, including collaborative learning, student discourse, and embedded assessment and uses effective instructional methodologies, including hands-on active learning, inquiry, integration of disciplines and content areas and multisensory methods. 3. System Reform – Meet the community science-achievement standards and societal expectations for the next generation of citizens, prepared with the knowledge and thinking capacities to manage the 21<sup>st</sup> century.

4. Different instructional methods the school uses to improve student learning.

The Beaver Dam Unified School District aspires to meet the needs of each individual student. All staff participates in various forms of professional development focused on using the basic theories of how children learn to differentiate the curriculum. All teachers use both formative and summative student achievement data to inform instruction at the classroom level. School leadership teams constantly analyze individual and cohort data to determine where to focus professional growth efforts. The in language arts, guided reading, reader’s workshop, and literature circles are used in some fashion. We also have strategies in place to extend the leaning of our advanced learners.

5. The school’s professional development program and its impact on improving student achievement.

According to the Professional Development Plan and Teacher Evaluation Handbook, it is the philosophy of the Beaver Dam Unified School District that improvement of instruction is the primary goal of all educators within the district, and that supervision and evaluation are the primary vehicles used in meeting this goal. Improvement of instruction is the joint responsibility of professional staff and administrators for the benefit of students. This process is continuous, constructive, and needs to take place in an atmosphere of mutual trust and respect. Supervision and evaluation is designed to promote ongoing professional growth. It is a process that requires lifelong learning by educators and can serve as a model for students as they approach their own learning.

Over the last several years, the District’s Staff Development and School Improvement Committees have continuously re-examined the delivery of services to be more responsive to district, school, and individual learning needs. It is recognized that teachers are members of whole systems. Individual instructional decisions have an impact on student learning and affect what other teachers are able to do with those students in subsequent years. In an effort to balance individual and organizational needs, a number of options are available. Each individual teacher can take a conference day or visitation day each year, complete college courses for advancement on the salary scale, and attend workshops or study groups to meet individual goals. Four late start days have been set aside to allow staff to work on skills related to school goals. Differentiated staff development time is for work on district/school/team/individual classroom instructional goals. Differentiated staff development must occur outside of the regular school day with a focus on effective ways to enhance student learning. Each teacher is required to complete 7.5 hours per year.

Lastly, each teacher works directly with the building principal to develop annual goals focused directly on the student achievement goals determined by each schools leadership team. Subsequent inservice is planned throughout the year to assist each teacher in his/her goal.

Formative and summative data is used to determine the impact the professional development opportunities have had on student achievement. Each school has shown continuous growth in all academic areas. This would lead us to believe that the professional development system in place is having a positive impact on student learning.

## PART VII - ASSESSMENT RESULTS

Grade 4<sup>th</sup> Test Wisconsin Knowledge and Concepts Exam -Reading

Edition/Publication Year CTB McGraw-Hill

Prior to the 2003-04 school year small subgroups were not reported. Only the number of students in each group was reported. There is no achievement data by subgroup. In addition, only students that were in our school for a full academic year have data reported.

	2003-2004	2002-2003	2001-2002
Testing month	Nov.	Nov.	Feb.
<b>SCHOOL SCORES</b>			
% At or Above Basic	100	100	100
% At or Above Proficient	100	90	100
% At Advanced	64	55	13
Number of students tested	14	20	16
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0	0	6
<b>SUBGROUP SCORES</b>			
1. Students with disabilities			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students with disabilities	0	3	1
Number of students tested	0	3	1
2. Economically disadvantaged			
% At or Above Basic	100		
% At or Above Proficient	100		
% At Advanced	60		
Number of students	5	3	2
Number of students tested	5	3	2
3. Limited English Proficiency			
% At or Above Basic	100		
% At or Above Proficient	100		
% At Advanced	100		
Number of students	1	1	1
Number of students tested	1	1	1
4. Hispanic			
% At or Above Basic	100		
% At or Above Proficient	100		
% At Advanced	0		
Number of students	1	1	2
Number of students tested	1	1	1
<b>STATE SCORES</b>			

% At or Above Basic	96	96	93
% At or Above Proficient	81	80	82
% At Advanced	43	40	18

Grade 4<sup>th</sup> Test Wisconsin Knowledge and Concepts Exam -Math

Edition/Publication Year CTB McGraw-Hill

Prior to the 2003-04 school year small subgroups were not reported. Only the number of students in each group was reported. There is no achievement data by subgroup. In addition, only students that were in our school for a full academic year have data reported.

	2003-2004	2002-2003	2001-2002
Testing month	Nov.	Nov.	Feb.
<b>SCHOOL SCORES</b>			
% At or Above Basic	93	100	100
% At or Above Proficient	93	93	100
% At Advanced	71	53	58
Number of students tested	14	20	16
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0	0	6
<b>SUBGROUP SCORES</b>			
1. Students with disabilities			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of students with disabilities	0	3	1
Number of students tested	0	3	1
2. Economically disadvantaged			
% At or Above Basic	100		
% At or Above Proficient	100		
% At Advanced	60		
Number of students	5	3	2
Number of students tested	5	3	2
3. Limited English Proficiency			
% At or Above Basic	0		
% At or Above Proficient	0		
% At Advanced	0		
Number of students	1	1	1
Number of students tested	1	1	1
4. Hispanic			
% At or Above Basic	0		
% At or Above Proficient	0		
% At Advanced	0		
Number of students	1	1	2
Number of students tested	1	1	1
<b>STATE SCORES</b>			
% At or Above Basic	84	96	87
% At or Above Proficient	73	80	55

% At Advanced	29	40	18
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Grade 3rd Test Wisconsin Reading Comprehension Test

Edition/Publication Year CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES</b>			
% At or Above Basic	100	100	100
% At or Above Proficient	95	93	82
% At Advanced	39	29	23
Number of students tested	18	14	22
Percent of total students tested	100	100	22
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Students with disabilities			
% At or Above Basic	100		100
% At or Above Proficient	100		67
% At Advanced	67		0
Number of students with disabilities	3	0	3
Number of students tested	3	0	3
2. Economically disadvantaged			
% At or Above Basic	100	100	100
% At or Above Proficient	90	100	83
% At Advanced	30	40	0
Number of students	10	10	6
Number of students tested	10	10	6
3. Limited English Proficiency			
% At or Above Basic	100	100	100
% At or Above Proficient	66	0	67
% At Advanced	33	0	0
Number of students	3	1	3
Number of students tested	3	1	3
4. Hispanic			
% At or Above Basic	100	100	100
% At or Above Proficient	66	0	100
% At Advanced	33	0	0
Number of students	3	1	2
Number of students tested	3	1	2
<b>STATE SCORES</b>			
% At or Above Basic	95	92	88
% At or Above Proficient	85	81	75
% At Advanced	39	28	28