

REVISED 3/29/05

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. Thomas A. Binder

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

Official School Name Wilson Elementary School

(As it should appear in the official records)

School Mailing Address 1625 Wilson Avenue

(If address is P.O. Box, also include street address)

Sheboygan

City

WI

State

53081-6620

Zip Code+4(9 digits)

County Sheboygan

School Code Number* 5271-0400

Telephone (920) 459-3688

Fax (920) 803-7760

Website/URL <http://www.sheboygan.k12.wi.us/wilson/>

E-mail tbinder@sheboygan.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

Name of Superintendent* Dr. Joseph Sheehan

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sheboygan Area School District

Tel. (920) 459-3514

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

Name of School Board

President/Chairperson Mr. Juan Perez

(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

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

All data are the most recent year available.

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

1. Number of schools in the district: 12 Elementary schools
 3 Middle schools
 _____ Junior high schools
 2 High schools
 2 Other

 19 TOTAL
2. District Per Pupil Expenditure: \$9,170

 Average State Per Pupil Expenditure: \$8,409

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. 15 Number of years 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 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			
K	57	37	94	8			
1	48	40	88	9			
2	40	37	77	10			
3	52	41	93	11			
4	36	41	77	12			
5	44	50	94	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							523

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>79</u> | % White |
| <u>2</u> | % African American |
| <u>8</u> | % Hispanic or Latino |
| <u>11</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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: 8 %

(This rate should be 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 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	507
(5)	Subtotal in row (3) divided by total in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 17 %
87 Total Number English Proficient
 Number of languages represented: 4
 Specify languages: Spanish, Hmong, Serbo-Croatian, Laotian

9. Students eligible for free/reduced-priced meals: 24 %
 Total number students who qualify: 124

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 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: $\frac{13}{68}$ % 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>4</u> Autism	<u>9</u> Emotional Disturbance
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>9</u> Other Health Impaired
<u>0</u> Hearing Impairment	<u>8</u> Specific Learning Disability
<u>8</u> Mental Retardation	<u>29</u> Speech or Language Impairment
<u>1</u> Multiple Disabilities	<u>0</u> Traumatic Brain Injury
	<u>0</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>0</u>
Classroom teachers	<u>22</u>	<u>2</u>
Special resource teachers/specialists	<u>11</u>	<u>6</u>
Paraprofessionals	<u>14</u>	<u>2</u>
Support staff	<u>5</u>	<u>11</u>
Total number	<u>53</u>	<u>21</u>

12. Average school student-“classroom teacher” ratio: 23

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	95%	95%	96%	96%
Teacher turnover rate	6%	6%	8%	16%	4%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

The Mission of Wilson School aligns with the mission of the Sheboygan Area School District, which is as follows:

“To equip all students with a foundation of knowledge and skills through quality instruction, opportunities, and a positive learning environment, in an active partnership with the family and community, reinforcing values which inspire them to access the opportunities of this society, strive for excellence in their endeavors and contribute as responsible citizens.”

Wilson School is recognized as a leader in establishing successful and innovative academic programs. The school focuses on improving learning opportunities and raising expectations for student achievement. Wilson was honored in 1990 as a National School of Excellence.

Wilson’s professional staff has over 700 years of combined experience. Twenty-three teachers have obtained their Master’s Degrees and beyond. The entire staff is involved in the ongoing process of improving the quality of education through their own personal learning, individual professional development goals, as well as starting new programs to meet the needs of students.

Wilson is a well-rounded, diverse school offering many academic and extracurricular activities that utilize “best practices.” The total development of the individual child is given highest priority. In the area of academics, a variety of interventions are offered. These programs include: Early Success, Soar to Success, Junior Great Books, Reading Counts, and PACE (programming for gifted students). Various grants have been written to finance these programs as well as purchase leveled texts for students. All of these contribute to the fact that Wilson School continues to have test scores that meet and exceed state standards.

In addition to the academic programming, Wilson School offers a variety of enrichment activities. These activities are open to all students (depending on grade) and include: Math Olympiad, Spelling Bee, Geography Bee, Invent America, Wee-Deliver letter writing program, Book Week, Read Across America, PAWS Honors Chorus, dance clinics, chess clinics, Spanish class, Sign Language, Student Council, after school sports, as well as other seasonal activities (i.e. building gingerbread houses).

Wilson is known for its high level of parent involvement. Parents are involved in conferences, Open House, PTA, Site Council, school and classroom volunteers, special activities (i.e. ice cream social, talent show and spring dance), and fund-raising activities (i.e. annual brat fry, Market Day food sales).

The community has become involved at Wilson School as well through Partners in Reading, Youth Tutoring Youth program, the Foster Grandparent program, Helping Hands parent volunteers, Mr. Wizard Science Program, the City Forester for Arbor Day programming, “Special Friends of Wilson School”, “Spend 10 reading”, and Junior Achievement.

Wilson School not only excels in academics but has participated in a variety of community and service projects. These projects include collecting pull tabs for childhood cancer, raising money for the March of Dimes, taking part in the Walk against Childhood Diabetes, and implementing several food drives. Students have also prepared and donated care packages for servicemen overseas, collected money for the children of Afghanistan, and conducted an aluminum drive to plant trees for Arbor Day. Wilson School was honored as a “Community Pacesetter” for the 2000 United Way Campaign.

Wilson is a warm, friendly, safe, child-oriented school that is highly conducive to learning. Students have a sense of school spirit and take individual pride in their school. Positive school climate is developed through school wide programs such as the “4 > 2” behavior program, the 6 Pillars of Good Character, the Student of the Month program, and A Bully Free School Zone program.

Wilson School has a culture and tradition of excellence which is demonstrated by the high number of students (@ 25%) who attend Wilson through the school choice program. At times, requests to attend Wilson have been denied because classes were at their maximum size.

PART IV – INDICATORS OF ACADEMIC SUCCESS

PART IV 1. MEANING OF ASSESSMENT RESULTS

All Wisconsin public schools are required to participate in the Wisconsin Student Assessment System (WSAS). Within the WSAS are the Wisconsin Knowledge and Concept Exams (WKCE), which are a series of tests all students are required to take in grades 4, 8 and 10.

The WKCE are linked or based on the state's academic standards. These are criterion-based assessments with four levels of achievement (advanced, proficient, basic, and minimal). Students scoring at proficient or advanced demonstrate they know the academic standards in reading, math and other subjects. On the other hand, students scoring at basic or minimal demonstrate that they do not yet know the standards.

In 2003-2004, 96% of Wilson's fourth graders were either proficient or advanced in reading. 97% reached that goal in math, and 90% in language. Wilson's students have traditionally performed well. In the last five years for example, fourth graders have never been lower than 82% proficient or advanced in reading, math or language. During the same period, 90% or higher was achieved eight times. Third graders taking the Wisconsin Reading Comprehension Test (WRCT) have improved each of the last five years up to 91% proficient or advanced in 2003-2004.

A basic goal of the "No Child Left Behind Act" is that all students achieve equally. In both reading and math at Wilson, gender, minority, limited English proficient and economically disadvantaged groups perform similarly to the entire class. There is a larger discrepancy between "Students with Disabilities (SWD) and non-disabled students. Narrowing this gap continues to have high importance.

Analysis shows that the number of students in these categories is low and that one or two students can significantly affect percentages. Student performance in all demographic groups though, continues to improve. Examples are LEP students performing higher than English proficient students in math (03-04), and 75% of "Students with Disabilities" were proficient or advanced in reading (03-04).

The web site for the Office of Education Accountability (OEA) for Wisconsin's Department of Public Instruction is <http://www.dpi.state.wi.us/oea/>. The web site is very complete including three folders that address in detail:

- Standards
- Assessments
- Accountability

PART IV 2. USE OF ASSESSMENT DATA

Each August the Site-Based Management Team and the Academic Committee members meet to review the previous year's assessment data. This data includes grades three and four WI State Test results, grades one and two running records and writing assessment, kindergarten print understanding and phonemic awareness and SRI Lexile testing. From the analysis of this data, a building academic goal and action plan is developed and presented to the entire staff for discussion, modification and then approval. For example, in 2002-2003 the goal was to "Improve academic achievement in reading and language by placing emphasis on helping children learn to write and answer 'constructed responses'." In 2003-2004 each grade level developed action plans to improve reading comprehension as measured on the WI State Tests. 2004-2005 continues grade level and collegial planning to develop and implement classroom "best

practices” and interventions to improve academic performance. The staff takes ownership in continuous improvement by analyzing data, then setting improvement goals and strategies to achieve those goals.

In the classroom assessments are linked to the benchmarks listed on the report card. This data is shared with parents. Math results are given to parents and students at the end of each unit. Staff development has led to an increase in the use of assessments “for” learning. Monitoring logs, reflection journals, rubrics, portfolios, student self-assessment and effective feedback are used to help students improve their achievement.

PART IV 3. COMMUNICATING STUDENT PERFORMANCE

School assessment results are shared with parents at PTA meetings. State test results are placed in the monthly newsletter, Wilson Writes. Individual reports are provided by the state and sent home to parents with the students. Report cards are built around the benchmarks for each grade. These are sent home four times per year. Parent conferences are held in November and February with almost 100% attendance. Students and parents are given unit reports in math that indicate student attainment of essential skills.

Lexile and running record reading levels are given to parents on either the report card (grades one and two) or under separate cover.

All teachers make use of student reflective journals, conferencing and/or individual student goal setting.

“Annual School Performance Reports” are also sent home to parents yearly as per state requirement. These are available to the public as well.

PART IV 4. SHARING SUCCESSES

Wilson School was invited to CESA 7 (regional cooperative agency) to share the school’s math program. Three Wilson teachers are presenters/advisors for Everyday Math. In each of the past five years, teacher teams have come to Wilson to learn about and observe the math program. Wilson teachers serve on district curriculum committees and two Wilson teachers are district grade level chairs. The principal has been a mentor for five of the 12 elementary principals now serving the district. The district arranges “sharing sessions” for buildings with similar goals. Wilson also has a web site where information is shared. Requests for information, materials, visitations, and the like, are always granted (Ex: teacher development ideas, school improvement action plans, and interventions).

One of the most effective ways of sharing successes is through student teachers. Wilson is a highly requested school and averages about two student teachers per semester. These teachers learn from some of the best and take what they learn to other schools.

PART V – CURRICULUM AND INSTRUCTION

PART V 1. SCHOOL CURRICULUM

Curriculum at Wilson School has clear essential academic benchmarks at each grade level to help students toward the achievement of state and national standards. It is driven by research proven strategies that affect student achievement.

To engage all students with significant content that is based on high standards, teachers are continuously analyzing learning according to student readiness, interest levels, and background knowledge. Then teachers differentiate the teaching of curriculum through a variety of instructional strategies like compacting, flexible grouping, literature circles, questions that involve active and reflective thinking, and tiered lessons and products.

The following are the core of each curricula:

Language Arts/Reading

- demonstrate word recognition skills
- read age appropriate text with fluency, accuracy, and expression
- use reading strategies
- apply a variety of comprehension strategies
- use the 6 traits of writing throughout the writing process

Math

- recall basic math facts of addition, subtraction, multiplication and division
- use and communicate problem solving strategies
- understand basic standards of measurement

Social Studies

- explore differences and similarities between people
- use and interpret maps, globes, timelines and charts appropriately
- identify the purpose, roles and responsibility of family, citizens, and government
- learn basic economic ideas and how they apply to our lives

Science

- use scientific method to conduct experiments
- draw conclusions from investigations
- understand vocabulary and key concepts

Fine arts and other subjects are integrated to help make learning meaningful. Art classes, for example, offer opportunities for students to apply knowledge and to practice creativity and problem solving skills. At Wilson, regular integration of classroom curricula by the art specialist makes art experiences relevant and strengthens understanding of culture, history, creative processes and artistic expression.

Technology is integrated into the curriculum through computer classes. Each grade level has specific skills that are taught and classroom teachers provide opportunities for students to use these skills to enhance their learning.

Staff is committed to do whatever it takes to help students achieve. As a result, students are highly motivated to get involved with their learning and self-assess their progress toward accomplishing their goals. Classroom instruction, choices, and student/teacher generated rubrics prove to be vital for student success in achieving essential benchmarks.

PART V 2. READING CURRICULUM

Harcourt Trophies reading series was adopted by the district three years ago because it offers a balanced literacy approach which includes instruction in phonemic awareness, explicit phonics instruction, monitoring of fluency, development of comprehension strategies and critical thinking skills across all genres. Teachers integrate Pat Cunningham's 4-Block Literacy Model along with 6-Trait Writing to enhance reading instruction. Flexible reading groups are implemented through the use of literature circles within the classroom and "switch around" groups between classrooms.

Ongoing evaluation occurs throughout the school year through the use of Harcourt Trophies assessments. To assist teachers in identifying students' instructional and independent reading levels, more specific diagnostic testing is used. These assessments include the Ekwall Comprehension Test, Qualitative Reading Inventory, running records, Scholastic Reading Inventory Lexile, and Scholastic Reading Counts computerized quizzes.

To ensure student success in reading, the Wilson staff and the PTA are acquiring text at levels appropriate for all students and the reading resource room houses a special library of these leveled texts. Younger students are given book bags with leveled texts, which can be shared with families at home. Students use leveled texts for sustained silent reading and in their flexible reading groups in class. Teachers of special education students and English language learners, educational assistants, the reading specialist, parent volunteers and classroom teachers provide many interventions to differentiate student learning. These range from Junior Great Books discussion groups for highly capable readers, through Early Success and Soar to Success groups which are offered to selected students before, during and after school.

PART V 3. MATH CURRICULUM

The Sheboygan Area School District provides the opportunity for Wilson's teachers to participate in professional development courses that support the NCTM standards and the constructivist approach in teaching mathematics. Teachers are trained in the CGI (Cognitively Guided Instruction) approach and in the Everyday Math program. This blended math curriculum helps teachers to understand how children think and problem solve. It enables children to learn more mathematical content and become life-long mathematical thinkers.

One of the program goals is to make mathematics meaningful to children. This is done through a rich, rigorous program rooted in real world problems and applications. It is easily adaptable to meeting the needs of all students. Mathematical strands, concepts, and skills are developed over time and in a wide variety of contexts. Multiple methods and strategies are communicated through students collaborating about their thinking. Students share with their families their mathematical learning through the home/school component of the program. Games and manipulatives are essential and used to construct meaning and develop abstract understanding so students become confident in their ability as problem solvers and learn to value math.

Student math performance has been very high and is a strength area of the school.

PART V 4. INSTRUCTIONAL METHODS

Wilson Elementary teachers have taken graduate courses and seminars that emphasize current instructional techniques. Respected educational leaders and researchers such as Lynn Erickson, Robert Marzano, Debra Pickering, Carol Ann Tomlinson, and David Funk have been instrumental in providing a wide variety of instructional methods that improve and enhance student learning and achievement. Many instructional strategies can be implemented across the curriculum. Examples of instructional methods used to teach mathematics are: teacher modeling, scaffolding, review and practice, spiraling, using manipulative materials, whole group and small group discussions and demonstrations, having students explain problem solving through drawings, writing, and verbalizing their strategies, cooperative groups, centers, and CGI (Cognitively Guided Instruction) story problems. Reading/language arts instructional methods used are teacher modeling, scaffolding, phonics, rereading to gain fluency and comprehension, guided reading groups, leveled text reading, partner reading, graphic organizers, brainstorming, higher level questioning, Junior Great Books, reciprocal teaching, and switch around groups. Interventions used to help struggling readers achieve include: Early Success, Soar to Success, Jump Start, Partners in Reading, Foster Grandparents, teacher assistants, high school tutors, parent volunteers, and the reading specialist. Special education teachers use interventions such as inclusion in the regular classroom, team teaching, small group and individual instruction. Modifications are provided when necessary. Cross-categorical teaching is common practice. Differentiated learning units and strategies are ongoing in classrooms to meet the needs of multiple intelligence. The PACE teacher and media specialist are also valuable resources that provide children and teachers with ideas, materials, and references. Our guidance counselor provides strategies that help children learn and achieve. Small groups of children meet to learn coping strategies for homework, stress management, friendship, divorce, and AODA.

Instructional methods and interventions discussed above as well as Units by Design also apply to other curriculum such as social studies and science.

PART V 5. PROFESSIONAL DEVELOPMENT

Wilson School has developed various ways to provide professional development as a method to provide interventions for student achievement. Each grade level has selected a topic relevant to their specific learning goal. Topics include guided reading, leveled reading, differentiated instruction, and “Larger Effect Size” research. Larger effect sizes are based on work by Marzano to increase student achievement through: feedback from the teacher, creating accurate assessments, student use of higher order thinking skills, differentiated instruction, and instituting a viable curriculum.

Grade levels have chosen professional readings (for example *Classroom Instruction That Works* by Marzano, Pickering and Pollock) to discuss and implement during the school year. Each grade level meets weekly to share their successes and discuss the challenges encountered in developing “best practice” strategies. These discussions positively affect student achievement for it allows teachers to collaborate with one another. Also, this collegial time provides opportunities for teachers to brainstorm other ideas, adapt strategies or lessons, and communicate with other specialists in the building. This includes special education, fine arts, and the reading specialist. Thus, the needs of all students are addressed.

The Sheboygan Area School District also provides ample opportunities for professional development. For example, inservice that expands the district’s math and language arts program are offered for teacher enrichment. Many of Wilson’s teachers have participated in these programs as well as instructing them. This increases student achievement by helping teachers to remain knowledgeable of methodologies and strategies current to today’s state of education.

PART VII - ASSESSMENT RESULTS

State of Wisconsin 2005 Blue Ribbon School Nominee Proficiency Information

School Name and District: Wilson Elementary, Sheboygan
 Test Grade Level, Subjects, and Years of Data: Grade 4 Reading and Mathematics, 2001-02 through 2003-04
 School Percent Free and Reduced Price Lunches, 2003-04: 21%
 Test Name and Publisher: Wisconsin Knowledge and Concepts Examinations (WKCE), CTB/McGraw-Hill

	Reading			Math		
	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
Month of Test Administration	November	November	November	November	November	November
School Information and Scores:						
# FAY* in school students tested (WKCE or alternate)	80	76	80	80	76	80
% of all FAY students tested	100%	99%	100%	100%	99%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	99%	99%	97%	99%	99%	100%
% tested on WKCE scoring at or above Proficient	96%	88%	95%	96%	92%	90%
% tested on WKCE scoring at or above Advanced	58%	55%	25%	58%	57%	58%
Number of students alternately assessed**	1	0	1	0	0	1
% of all students alternately assessed	1%	0%	1%	0%	0%	1%
School Scores by Student Subgroup:***						
<i>American Indian/Alaskan Native</i>						
# FAY* in school students tested (WKCE or alternate)	1	0	0	1	0	0
<i>Asian/Pacific Islander</i>						
# FAY* in school students tested (WKCE or alternate)	13	9	8	13	9	8
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Proficient	92%	67%	100%	100%	78%	75%
% tested on WKCE scoring at or above Advanced	23%	11%	13%	38%	11%	25%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
<i>Black, non-Hispanic</i>						
# FAY* in school students tested (WKCE or alternate)	0	3	1	0	3	1
<i>Hispanic</i>						
# FAY* in school students tested (WKCE or alternate)	6	4	2	6	4	2
% of all FAY students tested	100%	*	*	100%	*	*
% tested on WKCE scoring at or above Minimal	100%	*	*	100%	*	*
% tested on WKCE scoring at or above Basic	100%	*	*	100%	*	*
% tested on WKCE scoring at or above Proficient	100%	*	*	100%	*	*
% tested on WKCE scoring at or above Advanced	50%	*	*	83%	*	*
Number of students alternately assessed**	0	*	*	0	*	*
% of all students alternately assessed	0%	*	*	0%	*	*
<i>White, non-Hispanic</i>						
# FAY* in school students tested (WKCE or alternate)	60	60	69	60	60	69
% of all FAY students tested	100%	98%	100%	100%	98%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	98%	98%	100%	98%	98%	100%
% tested on WKCE scoring at or above Proficient	97%	92%	97%	95%	95%	93%
% tested on WKCE scoring at or above Advanced	66%	61%	28%	60%	64%	65%
Number of students alternately assessed**	1	0	1	0	0	1
% of all students alternately assessed	2%	0%	1%	0%	0%	1%
<i>Limited English Proficient</i>						
# FAY* in school students tested (WKCE or alternate)	16	11	7	16	11	7
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Proficient	94%	73%	100%	100%	82%	71%
% tested on WKCE scoring at or above Advanced	31%	9%	14%	50%	18%	29%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
<i>Economically Disadvantaged</i>						
# FAY* in school students tested (WKCE or alternate)	18	13	13	18	13	13
% of all FAY students tested	100%	100%	100%	100%	100%	100%

% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	100%	92%	100%	100%	100%
% tested on WKCE scoring at or above Proficient	94%	77%	92%	94%	85%	92%
% tested on WKCE scoring at or above Advanced	28%	38%	17%	39%	31%	50%
Number of students alternately assessed**	0	0	1	0	0	1
% of all students alternately assessed	0%	0%	8%	0%	0%	8%
<i>Students with Disabilities</i>						
# FAY* in school students tested (WKCE or alternate)	9	10	7	9	10	7
% of all FAY students tested	100%	90%	100%	100%	90%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	88%	89%	67%	89%	89%	100%
% tested on WKCE scoring at or above Proficient	75%	56%	67%	78%	89%	83%
% tested on WKCE scoring at or above Advanced	25%	22%	0	44%	33%	67%
Number of students alternately assessed**	1	0	1	0	0	1
% of all students alternately assessed	11%	0%	14%	0%	0%	14%
State Scores						
# FAY* in district students tested (WKCE or alternate)	56,022	57,026	58,196	56,022	57,026	58,196
% of all FAY in district students tested	100%	99%	99%	100%	100%	99%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	93%	93%	95%	84%	81%	95%
% tested on WKCE scoring at or above Proficient	82%	81%	83%	74%	71%	72%
% tested on WKCE scoring at or above Advanced	44%	41%	19%	30%	30%	27%
% of all students alternately assessed**	3%	2%	4%	2%	1%	3%

*FAY = Full Academic Year

**Alternate assessments approved under the Wisconsin accountability system are administered to qualified students with disabilities and Limited English Proficient (LEP) students.

***Per Wisconsin policy, test results for individual student subgroups with fewer than six students are not released for public consumption in order to protect student privacy. In addition, some test results for other student subgroups are suppressed because their performance of students can be inferred indirectly. Suppressed data are noted within the table with an asterisk (*).