

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [ ] Middle [x] High [ ] K-12 [ ] Charter

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

Official School Name Wauwatosa East High School  
(As it should appear in the official records)

School Mailing Address 7500 Milwaukee Avenue  
(If address is P.O. Box, also include street address.)

Wauwatosa WI 53213-2299  
City State Zip Code+4 (9 digits total)

County Milwaukee State School Code Number\* 6244

Telephone (414) 773-2010 Fax (414) 773-2020

Web site/URL www.wauwatosaschools.org E-mail hughesni@wauwatosak12.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. Phil Ertl  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wauwatosa School District Tel. (414)773-1000

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

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.

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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:       9   Elementary schools  
   2   Middle schools  
    Junior high schools  
   2   High schools  
   4   Other  
  
    17  TOTAL
2. District Per Pupil Expenditure:      \$9,590   
  
     Average State Per Pupil Expenditure:      \$10,604

**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.  
  6   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				8			
1				9	166	115	281
2				10	127	150	277
3				11	135	157	292
4				12	160	157	317
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>1,167</b>

6. Racial/ethnic composition of the school: 81 % White  
12 % Black or African American  
2 % Hispanic or Latino  
4 % Asian/Pacific Islander  
1 % 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: 6 %

[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	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	56
(3)	Total of all transferred students [sum of rows (1) and (2)]	75
(4)	Total number of students in the school as of October 1	1164
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0644
(6)	Amount in row (5) multiplied by 100	6.4

8. Limited English Proficient students in the school: 3 %  
34 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: amh (Amharic), bos (Bosnian), cdo (Min Dong Chinese), cmn (Mandarin Chinese), hmn (Hmong), hrv (Croatian), khm (Khmer), lao (Lao), mah (Marshallese), spa (Spanish), urd (Urdu)

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

Total number students who qualify: 100

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: 11 %  
134 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>24</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>58</u> Specific Learning Disability
<u>15</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>17</u> Multiple Disabilities	

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>3</u>	<u>      </u>
Classroom teachers	<u>77</u>	<u>7</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>      </u>
Support staff	<u>20</u>	<u>9</u>
Total number	<u>113</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	94%	94%	94%	94%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	11%	5%	9%	7%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

13. *(High Schools Only. Delete if not used.)*

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>265</u>
Enrolled in a 4-year college or university	<u>74.3</u> %
Enrolled in a community college	<u>17.4</u> %
Enrolled in vocational training	<u>1.9</u> %
Found employment	<u>1.1</u> %
Military service	<u>1.5</u> %
Other (travel, staying home, etc.)	<u>1.1</u> %
Unknown	<u>2.7</u> %
<b>Total</b>	100 %

## **PART III - SUMMARY**

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Wauwatosa East High School (WEHS) is one of two high schools in Wauwatosa, an economically diverse community of 47,000 residents. WEHS participates in both the Open Enrollment and the Chapter 220 Programs; thus, 1,167 students from Wauwatosa and the surrounding Milwaukee area attend. It is our mission to work with parents and the community to deliver an outstanding education that equips and inspires our students to conquer their challenges now and in the future.

WEHS is celebrated by the community for its excellent academic programs and its high standards. For the past five years, our students have exceeded the state and national averages on the ACT. Last year, 161 students took 245 AP tests and 83% scored a 3 or higher. Our band and orchestra are invited to perform overseas yearly, and we have graduated several Presidential Scholars and Scholastic Arts Award recipients. Our critically acclaimed theater/drama department produces two professional-quality shows a year. WEHS offers more than 100 courses in order to meet the needs of a diverse population. In addition to numerous AP courses, a rigorous philosophical seminar course, and four to six years of French, German, and Spanish, and four years of Latin, there are a variety of courses in the areas of art, music, theater, family and consumer education, physical education and business. There are also work-related programs in multiple areas and an ESL program to serve our growing international population. The programs and curriculum are routinely updated to reflect the ever-changing needs of a global community.

The highly professional faculty at WEHS collaborates regularly and an environment of open collegiality is enjoyed within and among all departments. The faculty takes part in Action Teams that are created and informed by insights gleaned at the Data Retreat attended by administrators and teachers each summer. Currently, the teams are focused on the achievement gap, the emotional culture of the school, the delivery model, differentiation of instruction, mentoring, and technology practices.

WEHS is dedicated to closing the Achievement Gap and meeting the diverse needs of all of our students, and therefore, has created a variety of innovative programs to better serve all students. In collaboration with the PTA and the Principal's Advisory Team, consisting of parents and community members who meet monthly to address concerns, the faculty diagnoses problems and implements effective solutions. Personal, Academic and Social Success (PASS) was created to assist selected freshmen who need help with organizational skills and receive personalized instruction in core curricular areas as they begin adjusting to high school. At this time, there are 37 students in five sections. The School within a School program is for sophomores who have been recognized as at risk and serves 20-25 students each year. Math Emphasis, a course designed to address the specific math needs of our student population, currently has 50 students in five sections, assisted by 27 peer tutors. Our Writing Center, staffed by 41 student tutors, serves all students with their individual writing needs and concerns in all content areas. Homework Club was created to ensure that all students are prepared for classroom instruction and as a means to promote personal responsibility.

Beyond our strong academic programs, WEHS is known for its competitive athletic programs and enriching club activities. There are more than 40 clubs and organizations from which to choose. During semester one of the 2006-2007 school year, 555 (47%) students received athletic clearance cards to participate on one or more athletic teams. Also, we boast an award winning student newspaper, literary magazine, competitive forensics team and various academic and service oriented clubs.

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

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1. **Assessment Results:** Beginning in the 2005-06 school year, the federal No Child Left Behind Act requires all states to test all students in reading and mathematics in grades 3 through 8 and once in high school (grade 10 under Wisconsin law s.118.30). These tests are referred to as the Wisconsin Knowledge and Concepts Examination - Criterion-Referenced Tests (WKCEcrt). Student performance on these assessments is reported in proficiency categories and is used to determine the adequate yearly progress of students at school, district and state levels.

These standardized tests include commercially-developed questions used in schools across the country and questions developed specifically for Wisconsin in order to improve coverage of Wisconsin academic standards. The WKCEcrt measures achievement in reading, language applications, mathematics, science, and social studies using multiple-choice and short-answer questions. Students also provide a rough draft writing sample. Students with a proficient or advanced score are considered those meeting the academic standards. (<http://dpi.wi.gov/index.html>)

- **Advanced:** Demonstrates an in-depth understanding of academic knowledge and skills tested on WKCEcrt.
- **Proficient:** Demonstrates competency in the academic knowledge and skills tested on WKCEcrt.
- **Basic:** Demonstrates some academic knowledge and skills tested on WKCEcrt.
- **Minimal Performance:** Demonstrates very limited academic knowledge and skills tested on WKCEcrt.

When looking at the area of mathematics, 90% of WEHS students score in the proficient and advanced range in mathematics, a 9% overall increase since 2002. More impressive are the overall gains made in the disparities of our subgroups. In 2002, the gap between students with disabilities and students without disabilities was 44%; currently the gap is at 33%. The percentage of students with disabilities scoring proficient or advanced on state assessments has improved by 20% since 2002. In 2002, the gap between economically disadvantaged students and those not economically disadvantaged was 19%; the difference today is 12%. The number of economically disadvantaged students scoring proficient or advanced in mathematics has increased by 16% since 2002. Finally, in 2002 the difference between Black Students (Not of Hispanic Origin) and White Students (Not of Hispanic Origin) scoring proficient or advanced in mathematics was 36%; current scores indicate a difference of 30%, with an increase of 15% of Black Students (Not of Hispanic Origin) scoring proficient or advanced in mathematics.

Reading scores at WEHS have improved over the last three years by 7%. Currently 90% of our students are proficient or advanced in the area of reading. Similar to mathematics we have seen an increase in the overall proficient or advanced scores of students in our subgroups with the exception of students with disabilities whose scores have generally remained constant since 2002. In 2002, the gap between students who were economically disadvantaged and those who were not was at 16%; currently the difference between these groups is 16%. In addition the number of economically disadvantaged students whose scores were proficient or advanced in reading has improved 7% since 2002. Finally, in 2002 the difference between Black Students (Not of Hispanic Origin) and White Students (Not of Hispanic Origin) scoring proficient or advanced in reading was 25%, current scores indicate a difference of 16%, with an increase of 16% of Black Students (Not of Hispanic Origin) scoring proficient or advanced in reading.

2. **Using Assessment Results:** Wauwatosa East High School uses four lenses of assessment data to continually improve student and school performance:

1. Student Data
2. Professional Practice Data
3. Family and Community Data

#### 4. Programs and Structure Data

Student Data includes the use of student demographics and Level I (teacher assessments and grades), Level II (student learning district assessments), and Level III (standardized test results) assessments. Student data is our most frequently used and longest tracked set of assessments. It is fair to say that we use data everyday to improve student learning. WEHS teachers carefully design Level I assessments to align with our district and state standards. More importantly, the staff at WEHS continually aligns curricula to assessment results to maximize student learning.

Professional Practice Data includes results from the Professional Practice Inventory that is given district wide but is disaggregated so that we may compare WEHS within our district. We use these results to plan staff development and training opportunities for all staff so that we may become more effective instructors, communicators and leaders within our district and the State of Wisconsin.

Family and Community Data includes the results from the school perception survey, the school resource officer survey, and the wellness survey. WEHS sees student safety and wellness as an integral part of student success. We rely on our community to help us continually improve school safety.

Programs and Structure Data includes advanced placement test scores, course selection, and attrition rates of offered courses. WEHS believes that all students should have an opportunity to take advanced courses. We continually strive to offer the courses that students demand both for enrichment and post secondary preparation. The 83% success rate on AP examinations, developing new courses offerings such as AP Art History, and allowing for flexibility in scheduling are essential for student growth and achievement.

**3. Communicating Assessment Results:** Parents are informed of their children's academic performance frequently and routinely. Confidential information regarding test scores and report cards are picked up at evening parent-teacher conferences or delivered via the mail. Many parents receive progress updates through weekly phone calls, emails, and personal meetings. Daily, through the internet and public address system, students and staff are provided with information regarding student achievement. The *Cardinal News*, our student newspaper, also serves as a means to communicate student performance within the high school and the community. Parents are kept abreast of student performance through our monthly Newsletter, the *Red Raider Report*, and the *School Profile* link on our school's website. Also, Parent Advisory meetings provide opportunities for parents, teachers, and administrators to share and discuss assessment results.

Annually, WEHS holds a series of events to recognize and promote the academic and civic achievements of our students. Our school hosts a National Honor Society induction ceremony for juniors and seniors entering the organization; a Scholarship Awards Assembly where seniors are rewarded financially by the school, the community, and a variety of agencies and organizations for being excellent students and citizens; and an annual Achiever Breakfast when students from all grade levels are recognized by faculty members for their significant academic and/or social growth through the academic year.

The Superintendent's office works to ensure community stakeholders and the surrounding communities are informed of our student performance through a variety of media outlets, such as *The Milwaukee Journal-Sentinel*, *The Wauwatosa News Times*, and the Wauwatosa Public School Access Channel. An annual calendar is mailed to the public at large that is prefaced with a letter from the Superintendent to inform the public about the state of our schools and to share student performance information.

**4. Sharing Success:** The WEHS faculty is dedicated to professional development and sharing its successes with other schools and professional organizations to promote student growth and achievement locally and throughout the state and nation. WEHS is one of two high schools in the Wauwatosa School District. Our teachers regularly share our innovative programs and/or instructional strategies with

colleagues at Wauwatosa West High School to ensure strength and continuity in our district. Because our faculty is highly qualified, teachers and administrators are frequently invited and seek opportunities to present to their respective professional organizations. Within the last year alone, a teacher presented a media literacy program at the National Council of Teachers of English's national convention and another at the Journalism Education Association's national convention; a teacher's artwork and educational philosophy was published in the National Foundation for Arts Association magazine; both associate administrators published articles in *The Point After*; and several teachers presented at the Southwestern Educational In-service Organization. Our educators design, collaborate and present at CESA 1, DPI, and WEAC to provide meaningful professional development opportunities and to share the success of the curricula they design. The National Board Certified teachers at WEHS have designed a series of workshops at Alverno College to promote and provide assistance through the rigorous and worthwhile National Board Certification process. WEHS also hosts several staff members who serve as adjunct professors at neighboring colleges and universities. The WEHS faculty routinely demonstrates a commitment to collegial collaboration to develop and strengthen the educational opportunities available to students, a commitment that extends to the athletic extra-curricular programs offered at WEHS. Our coaching staff prepares and facilitates workshops for coaches and athletes on effective leadership and sportsmanship within the Greater Metro Athletic Association.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** WEHS provides meaningful learning experiences for all students that are intellectually challenging at all levels. The curricula are designed using essential questions and enduring understandings that all students need to know and are able to do. Each subject offered at WEHS provides various levels of instruction that meets the students' needs and learning styles. WEHS's comprehensive curriculum that is aligned to district and state standards offers twelve Advanced Placement (AP) courses and Challenge Seminar, a college-level philosophy seminar required for an honors diploma, as well as classes such as Math Emphasis and PASS which offer support to students so as to ensure achievement in core curricular areas. Logical and creative thought processes and effective communication are promoted in all areas. English and Art are described in sections 2 and 3, respectively, and the other curricular areas are described below.

*The Business and Technology Education Department* offers a wide breadth and depth of courses that provide practical, technical skills needed in a changing workplace and global economy. Students develop the knowledge base and practical training necessary to succeed in life and business, and achieve financial goals in the future. Technology courses range from basic software applications and networking to advanced level graphic communications and web page design functions. Business course offerings consist of beginning level marketing and financial literacy, to advanced level accounting and business law.

*The Family and Consumer Education Department* offers courses designed to build knowledge, attitudes, and skills that enable the students to deal critically and creatively with the challenges of living and preparing for careers. They actively engage in hands on and laboratory experiences and analyze what they learn. Students are provided with opportunities to participate in Student Internships, Volunteer Experiences, Co-op, Youth Apprenticeships, Competitions, Work Experiences, Career Shadowing and Mentoring Programs and State and National Certification Programs.

*The Mathematics Department* offers a wide variety of courses at various levels to meet the learning needs and interests of each student. All courses emphasize the rule of four: problem solving through the use of numerical, symbolic, graphic and verbal reasoning. A balance between skill building, application and appropriate use of technology is an integral component of each course offered. As seniors, students have numerous options, such as college preparatory mathematics, statistics and discrete mathematics and AP Calculus, to suit their future interests and to prepare them for post-secondary mathematics studies.

*The Music Department* offerings encompass band, chorus and orchestra. They provide students with opportunities that develop skill and a deep appreciation of music through a refined understanding of musical concepts related to performance and listening. Students perform, listen to, and create music that will enable them to create and enhance positive attitudes to last a lifetime.

*The Physical Education Department* offers programs that prepare and motivate all students to learn about and engage in activities that promote health and physical well-being. This is accomplished through a blending of theory with practice, education with experience, and action with reflection.

*The Science Department* offers courses that provide classroom and laboratory experiences for students to develop and apply scientific knowledge and processes, while fostering curiosity and a love of science. The students' experiences will develop their scientific literacy and enable them to be critical thinkers and problem solvers within the global community.

*The Social Studies Department* provides courses that enable the students to learn the knowledge, processes, skills, and values necessary to be responsible citizens in a democratic society. We encourage students to put civic knowledge and understanding into practice by inviting community members into our classrooms and facilitating simulations, such as mock trials, constitution convention simulation and mock congress. All course offerings ensure our students have the skills to stay informed on important social, political, legal and economic issues.

*The World Language Department* offers courses in German, Spanish, French and Latin that allow students to develop and hone their language skills and gain an appreciation for other cultures inside and outside the classrooms. Opportunities beyond the classroom setting, such as trips abroad and service

learning through a partnership with a Milwaukee school, provide students with rich, meaningful experiences to attain the worthwhile objective of fluency and cultural appreciation.

**2b. (Secondary Schools) English:** The WEHS English curriculum effectively meets students' needs with content and instruction that is aligned to the state standards. The curriculum promotes the development of critically literate individuals' ability to read, analyze, synthesize, evaluate and produce all forms of communications. The curriculum encompasses the various domains of English language arts: language, literature, the reading process, the writing process, speaking and listening, viewing and producing media texts, and research and inquiry. Our district's scope and sequence outlines the specific concepts and skills students need to know and be able to perform at each grade level to provide continuity throughout courses and across grade levels.

Specific course offerings range from intellectually rigorous college prep to academically challenging, grade appropriate courses for students who will complete their formal education in 12 years. Within each of these offerings, the teachers utilize differentiated strategies that appeal to a variety of learning styles and are adapted to meet the needs of individual students. The required courses of English 9, 10 and Oral Communication provide a strong foundation for student growth and achievement as readers, writers, speakers, and thinkers. Student growth is then fostered in the elective course offerings in the subsequent semesters that meet specific student needs and interests.

Because the English Department has a strong reading and writing emphasis, the needs of struggling readers and writers are met through a variety of instructional approaches, ranging from remedial direct instruction provided by special education instructors to differentiated literature selections by the classroom teachers who collaborate regularly to research and develop effective classroom strategies. In addition, identified ninth grade students receive personalized instruction to ensure their needs are met through our PASS program, an elective course offered to ease the high school transition, and all students benefit from one-on-one tutoring provided by our Writing Center, which operates throughout the school day and after school.

**3. Additional Curriculum Area:** WEHS provides an exceptional fine arts education that includes a broad, sequential selection of courses. Our core belief is that it is essential for students to not only be visually literate by the time they graduate, but that all of our students have artistic voice and that discovering that voice is powerful and vital to future success. Though the program teaches technique, the emphasis is on students and their ability to ask questions, seek answers, take creative risks, problem solve, and trust their ideas. This practice gives them the essential skills and confidence to excel in a wide range careers.

Where many public schools continue to cut the arts, WEHS has doubled its art department in the past ten years, supporting our school's philosophy to educate the whole child. Art continues to expand; two new courses have been added for 2007-08. AP Art History will give students who are interested in studying art, but are not necessarily interested in creating art, the opportunity to do so. Fashion and Fibers will expand our 3D program.

WEHS students learn to contribute to our community. They frequently donate work to Children's Hospital and the Task Force Against Domestic Violence. Students have created murals for a local restaurant and participated in other activities (art walks, community shows, elementary school visits) that foster good citizenship.

We are the recipients of many regional and national awards, including top awards from the NFAA and Scholastic, and millions of dollars in scholarship offers. Two of our students have been invited to the White House as Presidential Scholars in the arts. Teachers have received National Gold Portfolio Teacher Awards and have been nominated as Coca Cola Distinguished Teachers in the Arts. Graduates attend top colleges and universities, such as Rhode Island School of Design, UW-Madison, Art Center, and Maryland Institute College of Art.

4. **Instructional Methods:** The Faculty at WEHS uses our district belief statements as a guide for improving student learning and delivering instruction.

- We believe in respecting and promoting diversity.
- We believe that positive relationships are a foundation of successful schools.
- We believe in continuous improvement.
- We believe in excellence.
- We believe there is an essential unity between the community and its School District.
- We believe all students can learn and excel.
- We believe that everyone has the right to emotional and physical safety.

Because each child learns in a unique way and every child is capable of learning at a proficient or advanced level, we do not believe that acceleration is for the gifted child only. Every child should have opportunities throughout high school to challenge themselves and reach their highest potential in a variety of subjects; therefore, the student's needs drive the teacher's instructional methods.

This student-centered philosophy requires our faculty to be current on research about learning and associated factors. Therefore, our faculty develops its pedagogical knowledge base through in-services, seminars, and courses to be sure they understand the developmental, economic, cultural, and behavioral impacts on how students learn. This knowledge is then utilized to make pedagogical decisions about the methods used in the classroom, and a variety of instructional methods – including, but not limited to, lecture, discussions, cooperative groups, peer instruction, project work, laboratory assignments/utilization, demonstration, and a plethora of technological strategies/tools available – are employed to foster student growth and achievement. Beyond the regular classroom setting, WEHS utilizes instructional methodologies of immersion in the areas of world languages, theater, and music and peer instruction in the areas of writing and math.

5. **Professional Development:** The professional development program at WEHS is an ongoing process designed to enhance the knowledge and skills of educators and to maximize the achievement of the students. Annually, each teacher sets goals as a guideline for his/her professional growth as a classroom educator. Teachers also participate in a needs assessment. Those results are compiled and staff development opportunities are designed to meet the needs identified by the faculty. Because WEHS's faculty is dedicated to staying abreast of current and future trends in education and technology, students are prepared to succeed in the ever-changing world they will face after graduation. The faculty has opportunities for professional development available at individual, building and district levels. WEHS teachers have affordable and accessible opportunities to earn continued education credits due to collaborative relationships with partner universities. These universities employ district teachers to introduce new ideas and concepts through courses in areas of their expertise. Topics have included instructional technology, differentiated learning, gifted and talented programs, crisis prevention and intervention, cultural diversity and others that satisfy state standards. Additionally, the district provides in-service programs aligned with district goals, workshops taught by peers to broaden educational knowledge, and presentations by renowned local and national experts. WEHS also utilizes a two year mentoring program that allows teachers new to teaching and new to the district to develop relationships with experienced educators who are trained in mentoring and developing professional development plans. Through the rich and varied professional development opportunities offered and encouraged at WEHS, educators are able to develop the essential strategies needed to promote student achievement.

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## PART VII - ASSESSMENT RESULTS

### Wisconsin 2006-07 Blue Ribbon School Nominee Proficiency Information

School and District Name: East High School, Wauwatosa School District

Subject: Mathematics

Grade: 10

Test: Wisconsin Knowledge and Concepts Examination – Criterion-Referenced Test (WKCE-CRT)

Edition: 2005-06

Publisher: Wisconsin Department of Public Instruction and CTB/McGraw-Hill

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
Testing month	November	November	November
<b>SCHOOL SCORES</b>			
% Proficient + Advanced	90%	78%	81%
% Advanced	51%	38%	42%
Number of full academic year students tested	276	304	282
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. Black, non-Hispanic			
% Proficient + Advanced	65%	45%	50%
% Advanced	12%	9%	15%
Number of full academic year students tested	34	22	26
2. Hispanic			
% Proficient + Advanced		70%	60%
% Advanced		20%	13%
Number of full academic year students tested	5	10	15
3. Asian			
% Proficient + Advanced	77%	47%	80%
% Advanced	46%	18%	50%
Number of full academic year students tested	13	17	10
4. Students with Disabilities			
% Proficient + Advanced	57%	24%	37%
% Advanced	19%	3%	5%
Number of full academic year students tested	21	34	19
5. Economically Disadvantaged			
% Proficient + Advanced	78%	8%	62%
% Advanced	19%	0%	29%
Number of full academic year students tested	27	12	21

