

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Clyde Thomas Simonson

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

Official School Name Redgranite Elementary School

(As it should appear in the official records)

School Mailing Address PO Box 649 513 Bonnell Avenue

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

Redgranite

Wisconsin

54970-0649

City

State

Zip Code+4(9 digits total)

County Waushara

State School Code Number* 0060

Telephone (920) 566-2357

Fax (920) 566-0490

Web site/URL http://www.cms4schools.com/wautoma E-mail simonsonc@wautoma.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Jeff Kasuboski

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

District Name Wautoma Area School District

Tel. (920) 787-7112

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Steve Marks

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 2 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 4 TOTAL
2. District Per Pupil Expenditure: _____ 11172
 Average State Per Pupil Expenditure: _____ 10989

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 13 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students 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
Pre K			0	7			0
K	8	9	17	8			0
1	10	13	23	9			0
2	11	13	24	10			0
3	9	11	20	11			0
4	9	15	24	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							108

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 4 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 6 | % Hispanic or Latino |
| 89 | % White |

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 13 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	9
(2)	Number of students who transferred from the school after October 1 until the end of the year	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	109
(5)	Total transferred students in row (3) divided by total students in row (4)	0.13
(6)	Amount in row (5) multiplied by 100	13

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

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 71 %

Total number students who qualify: 77

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: $\frac{6}{7}$ % Total Number of Students Serve

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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>0</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>5</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialist	<u>0</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support Staff	<u>6</u>	<u>0</u>
Total number	<u>14</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of 15 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	98 %	97 %	96 %
Daily teacher attendance	97 %	94 %	98 %	98 %	98 %
Teacher turnover rate	20 %	0 %	9 %	0 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

*2006-07 turnover rate was due to 2 classroom teacher retirements.

**2005-06 teacher attendance was due to long term maternity leave of a teacher.

PART III - SUMMARY

The community of Redgranite is proud of their local school and district. Redgranite Elementary School's success is the result of collaboration between the district's teachers, administrators, staff, school board, and communities of Redgranite and Wautoma. The family oriented school is proud of receiving the New Wisconsin Promise Schools of Recognition Award for 4 consecutive years for its high test scores. This community pride is evident by a billboard that greets those traveling east through this small village. The billboard's bold slogan, 'Home of Redgranite School' recognizes the school for its state award and was funded by anonymous community members and organizations.

Redgranite Elementary School, a part of Wautoma Area School District, is located in central Wisconsin. Redgranite, home to the granite rock quarries of the early 1900s, is a K through 5th grade school serving 108 students with a high number of economically disadvantaged families. Due to the 5th grade class having only eight students, they were transferred to the other district school for this year only. The school participates in the state SAGE Program (Student Achievement Guarantee for Education) which ensures student to teacher ratios will be 15:1, provide for a rigorous curriculum and quality professional development, and offer afterschool programming. Redgranite is a 'Schoolwide Title School' providing services to all students. Twenty-four employees including 7 classroom teachers work diligently to uphold the district's mission statement, 'Creating positive foundations for the success of our students.'

The education provided to the students includes many exciting opportunities for authentic learning. Special student projects such as studying car-deer accidents have resulted in the state to have signage located outside the village limits to protect the thousands of travelers that pass through the area. Classrooms have participated in collecting can goods for the county's Christmas project on an annual basis. Various classrooms take on special projects to make connections with the larger world, such as raising funds to help the rainforest, communicating with soldiers, and assisting students in other parts of the world who are in need such as Hurricane Katrina relief.

The Parent Teacher Organization is actively involved in the school providing programs and materials to support the classrooms. Students have received opportunities to see wildlife, science, and drug awareness presentations to enhance their educational experiences. The PTO is currently working with the community to improve the playground. Each year, the PTO in collaboration with Title I provide a potluck and basket raffle. At this gathering children have received books, parents have been entertained by performances created in the afterschool program, and are informed of the educational programming occurring at their child's school. Redgranite Elementary is very fortunate to have a caring and active PTO. In addition, various community members have served as volunteers. One volunteer who exemplifies our mission, is recognized each year on a plaque as the volunteer of the year, named after a community member who was actively involved in the success of our students prior to her death.

The afterschool 'A+ Program' has been in existence for approximately 6 years. Community partnerships have supported the program and this year a local restaurant is sponsoring a Chili Feed with the proceeds going to the afterschool program. The enrollment for this program has been as high as 80% of the students staying for this support. Students receive homework help, tutoring, enrichment, and recreational activities four days a week with Friday's being called 'Fantastic Fridays.' Students on these days participate in activities such as downhill skiing, visiting the residential assisted living facility, performing plays, and having community members share their talents.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The standardized test used to compare and evaluate the achievement of all elementary schools in Wisconsin is the Wisconsin Knowledge and Concepts Exam (WKCE) in grades 4, 8, and 10 in the areas of reading, language arts, math, science and social studies. Beginning in the 2005-06 school year, the WKCE was administered to grades 3-8 with grades 3, 5, and 7 participating only in the reading and math portion of the assessment. The Wisconsin Assessment Website is located at: <http://dpi.wi.gov/sig/index.html>.

Students with a proficient or advanced score are considered those meeting the academic standards. Listed below are the performance levels:

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

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

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

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

Redgranite Elementary School has performed well on the state testing. The 5th grade students have completed the reading and math portion the last 2 years and all students demonstrated either proficiency or advanced on these tests. During the 05-06 school year 60% of the students achieving an advanced score in math were economically disadvantaged and during the 06-07 school year 80% of the 5th graders receiving an advanced score in math were also economically disadvantaged. In Reading 50% of the economically disadvantaged students achieved an advanced level in the 2005-06 school year and 20% of the 06-07 fifth grade students achieved an advanced score in reading. Certain subgroups have not been reported due to their low numbers.

Redgranite 4th grade students have also done well on the state assessment. Over the past 5 years nearly 88% of the students in reading have been proficient in reading, 82% have been proficient in language, and in math, 83% have been proficient. The state's annual measurable objective for reading was 67.5% of the students were required to be proficient in reading and 47.5% of the students were required to be proficient in math. All but this past year have the students been above this expectation. All students in reading, language, and math were less than one percentage point away with 67% of the students being proficient. Again, due to small numbers, some information is unavailable for subgroups, however in 2002, 2004, and 2005 students who were economically disadvantaged, 86% of these students were proficient or advanced in reading. In language 76% of student who were economically disadvantaged were at least proficient, and in math the number of proficient or advanced economically disadvantaged students were 83%.

In 2005, 100% of the students in grade 3 were proficient or advanced in both reading and math. In 2006, 90% of the students were proficient in math and 95% of the students were proficient in reading. Only 2006 data was available for showing subgroups. Here 92% of the economically disadvantaged students in both reading and math were proficient or advanced. The state percent of economically disadvantaged for 2006 was 58% for math and 67% for reading.

2. Using Assessment Results:

The Wautoma School District and Redgranite Elementary have taken great strides to realize the need for effective data analysis and determining directions to take. Annually, Redgranite School and the district partake in a data retreat during the summer to look at the previous data. Both administrators and staff are invited to this workshop to analyze and collectively determine the direction for not only the following year but also long range. Academic areas that are of concern are addressed at the fall inservice with the entire district.

Each fall, staff meetings and district inservicing time is devoted to looking at the data results and allowing staff to collaborate on effective instruction. Using both state testing data and local data, teachers analyze their curriculum maps to insure that instruction is addressing state standards. Teachers work in grade level teams and also across grade levels to address curriculum areas that overlap or areas not being addressed.

Teachers are administering benchmark assessments continuously and are collaboratively determined by

the district grade level teams. A district end of the year math test is administered and used to determine future instruction and provide the next grade level teacher with pertinent information for his or her instruction. Students in grades k-3rd receive the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) which are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Based on these results select students will receive additional intervention for short periods of time on a daily basis in addition to the classroom interventions.

3. Communicating Assessment Results:

Communication of assessment results is provided in various ways to all stakeholders. All state testing results are available for public review at any time, however efforts are made to share these results with parents through parent teacher conferences and classroom newsletters. Copies of the testing results are given to parents. Annually, we provide a parent night, called 'Test Scores' N Snack Night' to allow parents to view a presentation on our school and district assessments and to allow opportunities for questions in a relaxed atmosphere. Our district newsletters allow us to provide our district taxpayers with information on our testing procedures and results. In addition, the public may refer to the Wisconsin Department of Public Instruction to access testing results for all schools in the state including any subgroups and comparison groups if available.

The students of Redgranite Elementary School as well as Wautoma School District is also involved with the Northwest Evaluative Association Measures of Academic Progress (MAP) which are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. This information is provided to the students and are administered both in the fall and in the spring of the year. Students chart their progress and are able to share their results at student led parent teacher conferences in the spring.

4. Sharing Success:

Success is the result of effective collaboration and district initiatives. As part of the district's monthly curriculum work, teachers frequently work together to learn from one another and share ideas. Various teachers have been involved with book studies allowing them to share their talents and expertise with other district staff. In addition to face to face contacts, staff also utilize email and district web pages to share their knowledge and ideas. Teachers are encouraged to share knowledge gained at workshops and classes with their peers at staff meetings and grade level meetings.

The administrator as well works collaboratively with fellow administrators to share instructional ideas, curriculum development, and programs being implemented. A few years ago the district's administrative team attended a leadership academy allowing time to share strategies with other administrators. The district newsletter provides the community with information regarding our mission and shares the many programs that are being effectively used. This past year the regional newspaper featured Redgranite Elementary School to share its success with the public and area schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Wautoma School District realizes the importance of both a social as well as academic curriculum. Through a weeklong 'Summer Curriculum Academy', facilitated by the co-director's of instruction, the teachers annually align our curriculum with the state standards. The result has been a dramatic improvement of staff dialog and collaboration in all curricular areas.

Reading/Language Arts: The implementation of a comprehensive reading instruction program that focuses on comprehension, vocabulary, fluency, phonics, and phonemic awareness has been a key factor in improved success. All students are provided guided reading at their individual levels and are assessed continually.

Math: Our district curriculum includes Everyday Mathematics, which is a comprehensive pre-kindergarten through 6th grade curriculum developed by the University of Chicago School Mathematics Project. Teachers devotes anywhere from 60-90 minutes of daily practice and instruction. In addition to whole group instruction, students are involved with real world problems with teachers focusing on building a conceptual understanding of the methods that are taught. This understanding comes from hands on exploration, math games, basic skills practice via the computer, and home links, which allow parents to be involved with the process.

Writing: This past year Redgranite implemented the Lucy Calkins' Units of Study-Writer's Workshop. This program involves a comprehensive writing program that takes the students from the collecting of ideas, drafting, revising, editing, and publishing. In addition to introducing practical strategies for finding topics and generating writing, it also helps them foster a community of writers in their classroom and teaches students how to work with partners constructively. It includes various units of study, mini lessons and teachers holding individual conferences with students on a regular basis to discuss progress.

Science: Considerable time has been put into insuring that the district's science curriculum has no gaps or overlaps. Classroom instruction involves developing the skills for using the scientific method including asking questions, researching, hypothesizing, analyzing the data, and reporting the results. Classrooms also visit area nature centers to promote environmental education. Our third grade class this past spring spent 2 days at the center learning through hands on activities about the environment. As well, our 5th grade class spent a day at another environmental center to hear about various careers and their impact on nature. All grade levels use exploration and hands on activities to promote learning.

Social Studies: The purpose of social studies is to learn about the past and present in order to link these understandings to their society and do what is right for their community and world. Classrooms promote various activities such as Veteran's Day, Memorial Day, and Martin Luther King Jr. Day. Classrooms have invited both state and U.S. Congressional members to visit the school and speak with the students. Parents and community members visit classrooms to talk about their careers. Classrooms often take fieldtrips and walking tours of area businesses to learn more about their own community.

Music: The Wautoma School District is proud of the musical direction it takes to develop a life-long appreciation for music. At Redgranite Elementary students learn from an early age how music can play a role in all subject matter. In addition to singing songs and reinforcing skills through games, students learn how to play the recorder, read music, and also create and write music using technology. Annually the entire school puts on a music program that is highly anticipated by not only the students, but also the parents, community, and former students.

Art: Art is an important part of our school curriculum. In addition to paralleling and reinforcing the district's general education goals, art addresses those goals unique to the visual arts. Art balances the curriculum to help develop the whole intellect. Student work is displayed in the school, community, and annually at a district art show. Select students have been invited to participate in a regional creative arts festival to participate in workshops to develop new talents.

PE: Physical education is also an integral part of the total educational program. Physical education provides skilled leadership, allowing each individual to function in settings that are physically, mentally, socially and emotionally sound. The district is involved with the 'Bigger, Faster, Stronger' program (BFS). Students at the elementary level begin their development by learning strategies to improve agility, flexibility,

and endurance. Students are involved with a program called 'Peaceful Playground.' Through the physical education department children and school staff are introduced to the many choices of activities available on playgrounds and field areas. The program reduces confrontation while improving student motor skills.

2a. (Elementary Schools) Reading:

Redgranite School has developed a comprehensive reading program that allows classrooms to engage in productive meaningful tasks to become proficient readers. At one time the district reading program was all over the board with each classroom using various programs and materials. Through considerable research and training provided by the reading specialist a best practices in a literacy program was created. The children spend considerable time each day reading from both fiction and non-fiction texts at their independent level. Daily, two hours are devoted to the language arts instruction with an additional 30 minutes of intervention provided by both the classroom teacher and Title teacher support. Decisions about intervention are determined by ongoing testing by both the classroom teacher and title teachers. Students may be pulled for additional reading support for as short as a few weeks with progress monitoring following classroom instruction.

The balanced literacy program includes whole group, small group, and individual instruction. Teachers facilitate guided reading groups with students reading literature at their own reading level while differentiating instruction through student workstations. This includes classroom library, word work, listening centers, writing centers, and computer stations. All students receive instruction based on the 5 components of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

In addition to the teachers receiving professional development in reading, the administrator has also received training and has visited other classrooms where effective reading instruction is occurring. A reading coach works with classroom teachers to model effective reading strategies as well as to acquire new techniques that can be shared with other district elementary school classrooms. Classroom teachers spend time reflecting on their instructional effectiveness of the comprehensive literacy plan and then receive support based on this self-evaluation in addition to the reading coach's recommendations. The quality of reading instruction has dramatically improved in the past few years due to the district's literacy plan and support.

3. Additional Curriculum Area:

Redgranite Elementary is very proud of their recent adoption of the 'Responsive Classroom' (RC) approach. This program consists of practical strategies for bringing together social and academic learning throughout the school day. Though it is fairly new for both our school and district, we have found encouraging signs of the success. Teachers have shared that they know their students and families better individually, culturally, and developmentally. Academic learning is much more likely to occur when children are involved with positive social interactions and developing these social skills as well as being responsible community members.

Nearly every teacher has gone through the weeklong training required to utilize the components of Responsive Classroom. This includes a morning meeting where children begin to explore, develop, and practice their social skills. Children meet in a circle to greet each other in the morning, share stories, and become more empathetic of each other. Students also learn through the RC approach how to make class rules, learn through modeling, and develop self-control skills.

Teachers have developed positive communication skills by using encouraging and empowering language, implementing logical consequences, and learning how to model. Students in each classroom develop their own hopes and dreams and are posted in their rooms. Teachers are receiving support from RC consultants to develop these as well as other strategies to foster a safe, joyful, and challenging school and classroom.

4. Instructional Methods:

A driving force to effective instruction is the need to provide differentiated instruction to all students. Since starting the Measure of Academic Progress testing, provided through the NWEA, our teachers are able to look at strategies that are the result of current data, which drive the decision making for instruction. Both large and small group instruction occurs with a focus on cooperative groups with hands on activities, learning stations for all curricular areas, family involvement, fieldtrips, and the encouragement of critical

thinking. Technology integration is a critical component as we see that our future world depends on students being proficient with technology. Several classroom teachers have incorporated the interactive 'Smart Board' into their instruction. All teachers have devoted many hours to examining their instructional techniques as well as curriculum to provide a balanced instructional plan that incorporates all learning styles. Best practice instructional practices are embedded throughout the week so teachers are able to put theory into practice.

In addition to the school day instruction we recognize the need to provide additional opportunities for students to learn and receive instructional support. Our afterschool program has incorporated many activities into their 2 hour program. The afterschool staff have received training in the 'Everyday Math' program, Responsive Classroom, and 'Early Success and Soar to Success' reading recovery programs. The students also receive various other enrichment and recreational activities that model the instructional methods being used during the school day.

5. Professional Development:

Redgranite Elementary School's professional development is coordinated through the district's strategic planning and annual data retreat workshop. Decisions for all professional development are data driven and the fall inservicing is based on these results.

Every teacher sets a minimum of one professional development goal related to academics to work on for the year. Teachers then chose professional development opportunities offered either inside or outside of the school district to assist them in accomplishing this goal. Teachers put together a portfolio to share their accomplishments for the year. Professional development opportunities have included book clubs, technology integration, writing workshops, and independent professional growth activities arranged through the curriculum directors. Realizing the importance of literacy, all of the teachers have been involved with monthly or bimonthly reading workshops conducted by the reading specialist.

Administrators also meet on a monthly basis for professional development. Currently, the administrative team is receiving this professional growth in the area of supervisory practices with a focus on Carolyn Downey's work on three-minute walk-throughs.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Wisconsin Knowledge and Concepts Examination
 Edition/Publication Year 2006-07 Publisher CTB/McGraw Hill and WI Department of Public Instruction

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	95	100			
% "Exceeding" State Standards					
Advanced	81	57			
Number of students tested	21	7			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	92				
% "Exceeding" State Standards					
Advanced	85				
Number of students tested	13				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	67	94	90		
% "Exceeding" State Standards					
Advanced	44	53	50		
Number of students tested	9	17	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	94			
% "Exceeding" State Standards					
Advanced	41	53			
Number of students tested	17	17			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	90			
% "Exceeding" State Standards					
Advanced	20	50			
Number of students tested	10	10			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	90	100			
% "Exceeding" State Standards					
Advanced	67	57			
Number of students tested	21	7			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	92				
% "Exceeding" State Standards					
Advanced	69				
Number of students tested	13				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	67	94	90		
% "Exceeding" State Standards					
Advanced	44	53	55		
Number of students tested	9	17	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient					
% "Exceeding" State Standards					
Advanced					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	100			
% "Exceeding" State Standards					
Advanced	82	71			
Number of students tested	17	17			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	100	100			
% "Exceeding" State Standards					
Advanced	20	60			
Number of students tested	10	10			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					