

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

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

School Mailing Address 1701 E Capitol Drive  
(If address is P.O. Box, also include street address.)

Shorewood Wisconsin 53211-1991  
City State Zip Code+4(9 digits total)

County Milwaukee State School Code Number\* 0080

Telephone (414) 963-6943 Fax (414) 963-6996

Web site/URL http://www.shorewoodschoools.org E-mail tkenney@shorewood.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.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Dr. Blane Kohler McCann  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Shorewood Tel. (414) 963-6901

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Ms. Ruth Ann Treisman  
(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.

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

*\*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

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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  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 5 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 13322  
 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. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 7 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	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	78	82	160
2	0	0	0	10	73	82	155
3	0	0	0	11	77	80	157
4	0	0	0	12	73	81	154
5	0	0	0	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>626</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 4  | % Asian or Pacific Islander        |
| 15 | % Black or African American        |
| 5  | % Hispanic or Latino               |
| 76 | % 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 4 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	4
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	18
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	22
<b>( 4 )</b>	Total number of students in the school as of October 1	626
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.04
<b>( 6 )</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 4 %
- |    |   |
|----|---|
| 22 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 9

Specify languages:

- Bulgarian
- French
- German
- Korean
- Lithuanian
- Mandarin
- Nepali
- Russian
- Spanish

9. Students eligible for free/reduced-priced meals 7 %

Total number students who qualify: 44

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.

Due to the fact that our high school has an open lunch hour, many students leave campus for lunch. Our cafeteria is only large enough to 15% of our students. Therefore, a more accurate estimate can be derived by using the average percentnage of our K-8 students who qualify for free/reduced priced meals. This has been documented at 11%.

10. Students receiving special education services:  $\frac{10}{65}$  %  
 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>3</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>12</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>28</u>	Specific Learning Disabilit
<u>9</u>	Emotional Disturbanc	<u>10</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>13</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>1</u>
Classroom teachers	<u>30</u>	<u>13</u>
Special resource teachers/specialist	<u>6</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>9</u>	<u>5</u>
Total number	<u>50</u>	<u>22</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  $\frac{17}{1}$  : 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	94 %	94 %	94 %	95 %	93 %
Daily teacher attendance	97 %	96 %	97 %	95 %	96 %
Teacher turnover rate	13 %	11 %	10 %	10 %	8 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Our student drop out rate has ranged from .01% to .28% over the past five years.

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

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

Graduating class size	186	
Enrolled in a 4-year college or university	84	%
Enrolled in a community college	1	%
Enrolled in vocational training	9	%
Found employment	5	%
Military service	0	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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The mission of Shorewood High School is to educate students, to cultivate a desire for life-long improvement, and to nurture a sense of responsibility, integrity, and good citizenship, within the framework of a challenging curriculum.

Shorewood High School, in the Village and School District of Shorewood, is located a half mile from Lake Michigan, just north of the city of Milwaukee. Since opening in 1924, Shorewood High School has enjoyed the reputation as one of the top schools in Wisconsin. As the Shorewood community has grown in cultural diversity, the school district has built upon that diversity, by enthusiastically participating in programs that enable Milwaukee Public School minority students to attend Shorewood schools.

The academic curriculum emphasizes those skills necessary for our students to excel on the college level or to enter the work world. To graduate from Shorewood High School, students are required to successfully complete four years of English, three years of mathematics, science, and social studies, two years of health/physical education, and one year of fine/applied arts. Most graduates elect more than those requirements. Besides, forty-nine percent are involved in theater and music, fifty percent in competitive sports and more than thirty percent in other co-curricular activities. Because of our close proximity to the University of Wisconsin-Milwaukee, many students supplement their high school curriculum with college credits, especially in mathematics and world language. Currently, over one half of the senior class writes Advanced Placement examinations, most taking three or more. Our ACT scores over the past decade have shown a steady, solid improvement. For the past five years, we have exceeded 24 as ACT composite each year. Last year we led districts in Southeastern Wisconsin with our ACT average composite score of 25.8. On average over the past five years, 10% of each senior class has qualified as National Merit Scholars. Our WKCE scores have improved each year to demonstrate progress in closing achievement gaps. Recently, one of our students described why he appreciates Shorewood High School: 'Every student has the opportunity to be a Shorewood celebrity.'

While over seventy-five percent of our school faculty hold doctoral or master's degree, they continue to seek out professional development. For example, many elect college level classes sponsored by the district during both the school year and the summer. Because of the intense commitment to improving performance, faculty members research and implement ways to improve student learning through inquiry groups and inservice opportunities. During these activities, teachers and administrators collaborate to address curricular, instructional and assessment priorities. Our teaching staff willingly provides extra tutorial help outside of class, often during lunch, preparation periods, before and after school to the appreciation and benefit of our students. This additional support motivates many students to work harder and to achieve at a higher level.

Shorewood High School constantly assesses its progress employing collaborative decision-making, cooperative problem solving and shared leadership among the faculty, administration, the instructional services department, and the community. For example, the Building Instructional Team comprised of parents, teachers and administrators, meets monthly to offer advice on matters of academics, school climate, and future planning. In support of Shorewood High School's Tradition of Excellence, we annually honor graduates and former staff members particularly successful and/or influential in their chosen field. In 2002, for example, we honored the Honorable William Rhenquist, past Chief Justice of the United States Supreme Court, class of 1942. Since then, 25 additional graduates and teachers have been honored, providing inspiration for our current students. The tradition of excellence continues, and in November 2007, we received the Seiman's award for consistent high student achievement in Advanced Placement Exams in Math and Science. In addition, in December 2007, our school received a Silver Medal Award from U.S. News and World Report as one of America's Best High Schools.

Annually over one half of Shorewood graduates students receive a scholarship to fund a portion of their college education. Shorewood students are actively involved in a full range of co-curricular activities numbering twenty-five: Model UN, forensics, debate, AFS, Amnesty International, Global Action, Chess Club and Mock Trial, to highlight a few. In '07 our Mock Trial team represented Wisconsin in the national competition. Shorewood High School has been publishing their student newspaper, Ripples, since 1923, and has been recognized with numerous awards including by Quill and Scroll, a national scholastic press organization. Student journalists create all of the content, make all the editorial decisions, and conduct all of the layout work for each of ten issues, including one on the first day of school. In addition, Student Council has raised tens of thousands of dollars for the Milwaukee Area Athletes Against Childhood Cancer (MAAC) Fund. Shorewood High School students are active academically and as community members both within the school and in the larger community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Assessment measures student's progress over time. We employ a challenging standards based curricula aligned to state and national requirements and based upon content espoused by experts in the field. Content standards identify what students should know and be able to do; performance standards explicate the level of achievement expected for each content standard. At Shorewood High School the assessment process takes many forms including, 1) classroom observations, 2) student interviews, 3) formal discussions, 4) project based student products, 5) tests of knowledge, 6) inspection of student performances and demonstrations, 7) portfolio evaluation, 8) student centered assessment, and 9) team evaluation. Responding to these varied, current assessment practices, our students achieve at a very high level. Last year, 94% of the senior class planned to attend college.

Our state standards-based tests provide another means to measure student progress. In Wisconsin, the State Department of Public Instruction develops and administers the Wisconsin Knowledge and Concepts Examinations statewide to measure children's learning. Annually state testing occurs at tenth grade in five subject areas: reading, language arts, mathematics, science and social studies. The test scores indicate how the student is doing in the tested areas. Although one test cannot measure everything students have learned, the tests do provide a picture of those areas each child has learned well and those he or she may need to improve. Tests results are reported in terms of proficiency levels. These proficiency levels, set by Wisconsin teachers, indicate what children should know and be able to do at each grade level when compared to set standards. The proficiency levels act as goals to which students and schools can aspire. Each tested area has four proficiency levels: 1) Advanced: student shows an in-depth understanding of academic knowledge and skills tested; 2) Proficient: student is competent in the important academic knowledge and skills tested; 3) Basic: student is somewhat competent in the academic knowledge and skills tested; 4) Minimal performance: student shows limited achievement in the academic knowledge and skills tested. Our goal, by 2014, is for all students to reach proficiency in reading and mathematics.

In 2003, our staff identified, as our primary focus, the goal of closing the achievement gap. We have made significant strides in the achievement of all student subgroups over the past three years. Our efforts to close the achievement gap have proven effective as our minority students' achievement has improved. In the area of math, for example, our Black students' math achievement has grown to proficient and advanced achievement from fifty-three to seventy percent. Also notable, our Black students have grown in the area of advanced math achievement from twenty to forty-two percent. In the area of reading, our Black student's reading achievement in proficient to advanced has improved from sixty to eighty-five percent over the past three years.

Other measures of student achievement in which we excel include Advanced Placement Exams, ACT and SAT results. In 2006, nearly seventy-five percent of our seniors wrote AP exams and over eighty-five percent scored '3' or higher on a five point scale. Similarly, at the same time, our district led the schools in Southeast Wisconsin with the highest ACT composite score of 25.8. In addition, our suspension and expulsion rates are very low. For example, the percentage of student days missed due to suspension or expulsion over the past three years is less than one tenth of one percent. Similarly, our overall attendance rate is very high, averaging over ninety-four percent during the past three years. The district website reports summaries of proficiency scores for our district as well as our annual performance report for all achievement indicators ([www.shorewoodschoools.org](http://www.shorewoodschoools.org)). The DPI website also reports summaries of proficiency scores for all public schools statewide including AP and ACT results (<http://www.dpi.gov> [click on WINSS]).

In short, we believe that the students in our school achieve at high levels because we ascribe to a variety of key indicators that lead to successful schools. These include (1) Vision: Having a common understanding of goals, principles, and expectations for everyone in the learning community; (2) Leadership: Having a group of individuals dedicated to helping the learning community reach its vision; (3) High Academic Standards: Describing what students need to know and be able to do; (4) Standards of the Heart: Helping all within the learning community become caring, contributing, productive, and responsible citizens; (5) Family, School, and Community Partnerships: 'Making room at the table' for a child's first and most influential teachers; (6) Professional Development: Providing consistent, meaningful opportunities for adults in the school setting to engage in continuous learning; and (7) Evidence of Success: Collecting and analyzing data about students, programs, and staff.

## **2. Using Assessment Results:**

Our staff reviews assessment results annually to measure the effectiveness of our current standards-based curricula.

Because the tests results also are based on state standards, they provide a helpful tool for curriculum evaluation, adjustment and development. Data are collected, shared, and analyzed. Students who are not achieving at acceptable levels (below proficient in reading or math) are identified at least annually, we examine their academic and behavioral profile and plan appropriate interventions to ensure that students progress.

The high school staff research best practices to facilitate necessary curricular, instructional, and assessment modifications. Each year our Academic Support department staff engage in a 'think tank' where they regularly research, discuss and implement innovative instructional practices that support improved student achievement. For example, over the past few years, we have studied *Failure is Not an Option* (2006), and *Courageous Conversations About Race* (2007). The result of this twin analysis and research of best practices is the implementation of innovative practices in support of achievement of our neediest students and we believe this has a direct effect on the improved achievement of our minority and disadvantaged students.

Educational support services during times of transition can greatly enhance student success. Consequently, we developed and implemented a summer learning transition program, which involves needy students in a series of academic preparatory, self reflective, social, and study skill instructional activities over a six week period. The results are improved grade point averages and credit acquisition of our ninth grade students, important predictors of their future school success.

Our experience, research and innovative practices combine to enable us to provide effective student support services that work to ensure student success, including special education, Title I, ELL, Nova Net, special instructional settings, psychological and guidance services. We employ the resources with considerable success to connect with every student and to keep each student involved to graduation.

## **3. Communicating Assessment Results:**

Each year we publish a school performance report detailing student assessment data and other indicators of student achievement to parents, students and the community. This report is posted on our school district website and incorporated into a series of public meetings of the school board, parent association and building instructional team. Other publications through which we highlight this information to our parents and community members include our school's Quarterly Bulletin and the Village Newsletter. We also regularly issue press releases to area media, (television, radio and newspaper) concerning our overall achievement as well as individual student awards, achievements and honors.

Our website provides a link to the Department of Public Instruction's website which reports our school's performance results in several areas [see Part IV, #1].

Our parents and students are able to regularly review progress through individual web based Power School accounts that teachers update constantly. In addition, daily bulletins on Power School provide announcements and other timely information concerning school operation. To communicate on-going student progress, teachers meet twice yearly with parents during individual parent/student/teacher conferences

In addition to our high student achievement, our students have accomplished much in partnership with the community. For example, our Global Action Club embodies the tenet, 'Think globally, act locally.' This club, initiated in fall 2007 by a dozen students and a faculty advisor, has grown to a coalition of over ninety concerned students and citizens of Shorewood who wish to make the community a greener place. In a series of public meetings in the beginning of the school year, the group brainstormed ideas that they are now pursuing via four main committees: facilities, outreach, finance, and curriculum. The vision of Greening Shorewood includes making our schools more energy efficient, preserving and enhancing existing green spaces in the area and creating new ones, managing rainwater. This group, initiated by the hard work and commitment of a student led club, brings the community together around a common cause, ingrains sustainable attitudes and habits in our students, and promotes a progressive image for Shorewood that may serve as a future model for other communities. Members of the coalition are currently researching the best ways to accomplish our vision, contacting professionals, and determining costs. The facilities committee is doing research for projects on school grounds, such as using solar

and/or wind turbine power, as well as reclaiming portions of underutilized areas like the high school parking lot and rooftops. The outreach committee is working on the creation of a website, and other communication tools. The finance committee is researching grants that will help us reach our goals and the curriculum committee is working with the Director of Instruction to make the environment a curricular priority in education at Shorewood High School.

#### **4. Sharing Success:**

Over the past five years, twenty five percent of our teachers and seventy five percent of our administrators have been invited to share our schools success with other schools as presenters for conference attendees at the regional and state professional organizations. For example, our staff have presented at conferences sponsored by the National Association of Secondary School Principals, the National Staff Development Council Conference, the National Association of Supervision and Curriculum Development, the Wisconsin Association of Supervision and Curriculum Development, the Wisconsin English Language Learners, the Wisconsin Pupil Services and Special Education, Wisconsin Council of Teachers of English and Language Arts, the Wisconsin Foreign Language Association, the Wisconsin State Education Association Council, the Milwaukee Academic Alliance, and the Wisconsin Charter School Association. In addition, our staff actively participate in several informal local networks, such as principals associations and teacher leadership teams, sharing our experiences and our successes.

Our Tradition of Excellence Program is an ongoing opportunity for our staff and alumni to celebrate and commemorate the success of our students-past and present. We have recently completed an eighty-year historical school retrospective, which was presented to other district schools and the community in recognition of our proud tradition of excellence. Student assemblies are a regular avenue for these presentations.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

#### English

Through frequent and varied experiences with writing, literature, and public speaking, our students develop habits of mind that transcend the four walls of the classroom. Two semesters of English I, one semester of an elective literature course, one semester of an elective composition course, and one semester of an elective public speaking course are required. For the three remaining semesters, students may choose additional courses, including a year's Journalism class, from any of these areas. We also offer Advanced Placement Composition and Literature, challenging students with the academic rigor of a university level course.

#### Family & Consumer Science

The Family & Consumer Science program is divided into two areas: Foods (Foods I, II, & III) and Family (Child Development & Human Relations). Classes are designed to teach life and vocational skills. We are part of the ProStart School-to-Career Program sponsored by the National Restaurant Association. Students can earn college credits after passing the National Certification of Achievement test.

#### Health Physical Education

Health and Physical Education curriculum consists of a two-credit requirement as well as a comprehensive elective program. The curriculum, technology-based incorporates the use of state of the art heart rate monitors, fitness assessment software, computer based nutritional analysis as well as a shared community fitness center that tracks each student's activity through the FITLINX system.

#### Mathematics

A student-centered, integrated mathematics program is used for all four years of math curriculum, incorporating algebra, geometry, trigonometry, probability, statistics, and discrete and advanced mathematics. Students work cooperatively to discover and apply mathematical theories and concepts and then communicate the ideas in verbal, written and graphical format. Advanced level students also take AP Calculus and AP Statistics.

#### Science

The curriculum offers a balance of foundation classes in ninth and tenth grade (integrated science, biology, and chemistry) and the opportunity for advanced work in grades eleven and twelve (physics, chemistry, and forensic science). We also offer advanced placement courses in biology, chemistry, and physics.

#### Social Studies

The Social Studies Department uses a model of curricular diversity to meet the unique needs of its student body. After a survey American History course in the ninth grade, students are introduced to a pool of course offerings. Included are courses in European history, Asian culture and history, African culture and history, American immigrant and cultural history, cultural geography, sociology, anthropology, economic theory, and political theory.

#### Fine and Performing Arts

Our students excel in the visual arts, where our curriculum encompasses two-dimensional and three-dimensional art as well as computer-based graphic art and design. We offer four levels of art instruction including Advanced Placement Art. Students are exposed to drawing, painting, printmaking, ceramics, jewelry and sculpture. We also provide advanced graphic art and design at the beginning, intermediate and advanced levels. In the area of performing arts drama, orchestra, band and choir programs have a longstanding tradition of excellence and achievement. Many students engage in four years of electives including beginning, intermediate and advanced coursework as well as numerous co-curricular, performance and travel opportunities.

#### World Languages

Through content-based, thematic units delivered through a mix of methods and approaches, students gain a strong foundation as they acquire another language. In both Spanish and French we offer levels one through four and Advanced Placement. Because Shorewood students begin Spanish study in grade one, many students complete Advanced Placement Spanish as tenth graders. Students may also elect Global Issues in the Spanish Speaking World. As of 2007, our world language department offers Chinese level one and two. Our world language teachers are leading an education initiative to further expand our existing

extensive educational travel opportunities to include partnerships to globalize education for our Shorewood students.

#### Student Support Services

Student support services (special education, Title I, English as Second Language) staff work to optimize career, personal/social and academic skills that facilitate the successful transition of each student to the world beyond high school. We continuously adjust our delivery system through software applications to guide students and enhance communication with families.

#### College Coursework-An Extension of the School's Curriculum

Each year a large number of our students participate in coursework at local colleges and universities while enrolled in high school enabling them to earn college credit and participate in curriculum beyond the AP level. This is possible because of the acceleration of our advanced students in mathematics and world language, which begins in elementary school.

### 2b. (Secondary Schools) English:

Our English I coursework introduces students to the communication skills necessary for success at the high school level. In literature, the course stresses strategies necessary to become a discerning reader of fiction and non-fiction. In composition, students employ skills important in writing effective creative and informative essays. In communication, students practice effective speaking and listening techniques through a variety of activities.

Our composition and journalism electives build on the skills learned in English I. All writing classes require reading of professional and student models and employ systematic vocabulary development. Research essays require careful analysis and synthesis of print and Internet sources. Non-fiction literature selections offer opportunities to read widely and thoughtfully. Our five elective literature courses reinforce and widen critical reading, analytical writing, and discussion skills. In addition, vocabulary development, frequent discussion, and oral reading strengthen student-reading skills. While meaning is left open ended, students must capably support their opinions with textual evidence. A variety of contemporary and classic American and world literature texts sustain student interests while frequent use of literature circles encourages student involvement. In addition, the two public speaking classes refine individual speaking skills via regular presentations, peer analysis and feedback. In these classes, students read and critique professional models and employ print and Internet sources required for effective informative speechwriting.

Our efforts at helping students who read below their grade level are as varied as they are successful. In addition to the strategies noted above, summer reading classes, reading enrichment across the curriculum, a twenty minute daily reading break, and our consistent collaboration with teachers of special needs students have all contributed to a positive environment in which our students thrive. While recent testing data support this success, we also see it in our classrooms where students actively engage in lively discussions.

### 3. Additional Curriculum Area:

Shorewood High School has an established reputation as a school for the fine and performing arts. The arts make a contribution to education and to students' essential skills that reach beyond their intrinsic value as direct forms of thinking. Because each arts discipline appeals to different senses and expresses itself through different media, each adds a special richness to the learning environment. As students imagine, create, and reflect, they are developing both verbal and nonverbal abilities necessary to academic progress. At the same time, they are developing problem-solving abilities and higher-order thinking skills. Research points to a consistent and positive correlation between a substantive education in the arts and student achievement in other subjects and on standardized tests. A comprehensive, articulated arts education program also helps students develop the self-discipline, cooperation, and self-motivation necessary for strong self-esteem and for success in their adult lives.

The arts teach students to (1) understand human experiences, both past and present; (2) adapt to and respect others' ways of thinking, working, and expressing themselves; (3) learn artistic modes of problem solving, which bring an array of expressive, analytical, and developmental tools; (4) understand the influence of the arts to create and reflect cultures, (5) make informed judgments about cultural products and issues; (6) analyze nonverbal communication, (7) communicate thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression.

Our challenging music curriculum includes two levels of band, choir and orchestra. The Concert Band and the Wind Ensemble expand and improve students' musical and cognitive skills with two levels of high school band literature and as members of the Marching Band. The Wind Ensemble students may participate in the Jazz Ensemble, Orchestra and Pit Orchestra. The Concert Choir and Chamber Choir explore vocal technique, sight-reading, music theory, and historical perspectives. The orchestra includes a Chamber and Symphony orchestra that also incorporates the finest players from the Wind Ensemble. The music offerings encourage further growth through various competitions, chamber ensembles and the Wisconsin Music Honors Project. Four formal concerts are performed throughout the academic year featuring each of the performing groups. Each showcases the students' high levels of achievement. Each year students are invited to perform at state, national and international competitions because of their demonstrated excellence.

The Drama Department offers a full spectrum of theater arts including Acting, Publicity, Costuming, Technical Theater, and Beginning Acting and on alternate years, Dance, Vocal Techniques for the Stage and Makeup. Each area supports essential communication and thinking skills. Beginning Acting and Advanced Acting provide students with two levels of curriculum in acting. Students gain experience in backstage work including lighting, sound, painting, set construction, stage management and elements of design. Students also learn design, construction and maintenance of costumes as well as box office and front-of-house management. Drama produces four shows a year and AFS Showcase, a student variety show fundraiser. These are sold out productions with strong student, community, and citywide participation. Major performances for the Wisconsin State Theater Festival, the International Thespian Festival and the Edinburgh (Scotland) Fringe Festival provide students with additional challenges and experiences in theater arts. The commitment to excellence has provided the Drama Department staff and students with a national reputation for outstanding performances. Most work is done after school, often long into the evening, to achieve a near professional level of performance. In keeping with our mission, drama participants learn lifelong skills of perseverance, discipline, respect, and cooperation. Many graduates go on to lives in the theater, be it in technical or performance areas.

The Visual Arts Department prepares students to solve complex problems by using higher level thinking strategies to create unusual, individual, and exciting solutions. Students are challenged to 'think outside the box' even while engaged in sequential thinking tasks. Since the arts originated as a result of the unique ability of the human mind to make connections between social, scientific, technological, and linguistic areas of learning, the Art Department is a natural bridge between these areas of learning within the high school. The art program at Shorewood High School is structured so that a student may take Art classes each year of their high school experience, continuously building their visual and art vocabulary. Within each of these yearlong art courses, students engage in drawing and painting processes, as well as printmaking, sculpture, ceramics and jewelry making, building on their prior knowledge in each new level while developing their own personal style. In Advanced Placement Art students compile a portfolio of at least 24 pieces of art including a specialized area. In addition, in Graphic Art and Design classes, students utilize their artistic skills in the world of computerized art. In our Introductory, Intermediate, and Advanced Graphic Design courses, students work in an agency/design studio atmosphere to complete design portfolios. In Desktop Publishing they compile a design-rich school yearbook. Each of these classes builds on the essential thinking skills introduced in the more basic level courses.

In sum, we agree with the findings of the President's Committee on the Arts and Humanities concerning arts education research shows not only that the fine arts are beneficial in themselves, but also that their inclusion into a school's curriculum correlates with marked improvement in math, reading, science and other subjects as well as higher scores on standardized college entrance exams (ACT and SAT), increased college entry, and low high school drop-out rates.

Not only are the arts a key to our student's success, but they are also highly valued by our community. In fact, so valued are Shorewood's fine and performing arts curricula that many families move to our community to ensure that their children can be part of the 'Shorewood High School of the Fine and Performing Arts' experience.

#### **4. Instructional Methods:**

Teachers work effectively with students of all achievement levels, regardless of the level of heterogeneity in their classrooms. As evidenced by teacher reports and classroom observations by administrators, teachers use a broad variety of instructional strategies including cooperative learning, higher level thinking/questioning, performance assessment, inquiry-based learning, differentiation of instruction,

mnemonic strategies, and conceptual mapping. Many instructional activities challenge students to the highest levels of Bloom's Taxonomy, evaluation and synthesis. In addition, teachers often promote greater skill development from comprehension through summarizing and notetaking by asking students to analyze a subject to expose what is essential and then present it in their own words. Teachers regularly employ cooperative learning group work in our integrated math curriculum including the core components-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. In our world language curriculum, teachers utilize total physical response methods as they incorporate words and images using symbols as well as physical models and physical movement to represent information. In our social studies curriculum, students are asked to predict outcomes if changes occurred in familiar systems such as government or transportation locally, nationally and internationally.

Our teachers also opine that interpersonal relationships with students have a major influence on student engagement and academic achievement. Our students are cointentional partners in learning with many opportunities to construct their own learning with their teachers.

In addition to the strategies evident in academic classes, our support services teachers nurture diverse pupil needs, cultivate lifelong learning, and instill integrity, responsibility and citizenship. They work with students performing below grade level to equip them with skills and competencies necessary to transition to higher education, career pursuits and active community membership. Their systemic approach utilizes technology, focuses on transition, exercises differentiated instruction, and accesses educational stakeholders. Support services teachers employ instruction practices that value process and content through cointentional learning.

Through an authentic partnership of staff and students, student development and success takes place, uniting student, parent, school and community.

#### **5. Professional Development:**

Our staff development programs (inservice offerings, inquiry groups, guest speakers, and faculty input) encourage our staff to refine their teaching skills, seek out best practices, and collaborate between buildings and disciplines.

Teachers and administrators carefully link professional development to student learning needs. Our inquiry process of study and problem solving leads to a dissemination of ideas in formal and informal settings. In addition to the three full days devoted to professional development at the beginning of each school year, our inquiry teams meet throughout the year during late start and early release collaborative meetings. At the high school and district levels, teachers participate in cross discipline inquiry teams where they investigate issues, resolve problems and develop action plans to implement student-centered school improvements. An annual report of inquiry group progress and outcomes keeps our school staff and Board of Education well informed.

In addition, other activities augment professional development. Often at faculty meetings, staff members share information and techniques acquired at professional seminars. Outside consultants/experts regularly address our faculty about current research and effective pedagogy related to our school's mission and goals. Finally, experienced staff, trained in the mentoring process, conscientiously mentor new teachers.

Our achievement outcomes and student/parent/community feedback attest to the efficacy of these professional development activities.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 10 Test Wisconsin Knowledge and Concepts Examination  
 Edition/Publication Year 2004-2007 Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' + % 'Advanced'	90	91	88		
% "Exceeding" State Standards % 'Advanced'	63	59	55		
Number of students tested	160	147	186		
Percent of total students tested	100	99	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' + % 'Advanced'	71	86	69		
% "Exceeding" State Standards % 'Advanced'	57	43	23		
Number of students tested	7	7	13		
2. Ethnicity: Asian/P.Islander					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' + % 'Advanced'			93		
% "Exceeding" State Standards % 'Advanced'			71		
Number of students tested	5	3	14		
3. Ethnicity: Black					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' + % 'Advanced'	67	70	53		
% "Exceeding" State Standards % 'Advanced'	42	15	20		
Number of students tested	24	20			
4. Ethnicity: Hispanic					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' + % 'Advanced'			90		
% "Exceeding" State Standards % 'Advanced'			30		
Number of students tested	8	6	10		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' + % 'Advanced'	94	93	91		
% "Exceeding" State Standards % 'Advanced'	75	75	80		
Number of students tested	160	147	186		
Percent of total students tested	100	99	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' + % 'Advanced'	71	86	54		
% "Exceeding" State Standards % 'Advanced'	57	43	38		
Number of students tested	7	7	13		
2. Ethnicity: Asian/P.Islander					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' + % 'Advanced'			79		
% "Exceeding" State Standards % 'Advanced'			79		
Number of students tested	8	3	14		
3. Ethnicity: Black					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' + % 'Advanced'	83	85	67		
% "Exceeding" State Standards % 'Advanced'	46	35	47		
Number of students tested	24	20			
4. Ethnicity: Hispanic					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' + % 'Advanced'			80		
% "Exceeding" State Standards % 'Advanced'			60		
Number of students tested	8	6	10		