

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jeff Scott Nelson

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

Official School Name Cedarburg High School

(As it should appear in the official records)

School Mailing Address W68N611 Evergreen Blvd

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

City Cedarburg State WI Zip Code+4 (9 digits total) 53012-1899

County Ozaukee County State School Code Number* 10150020

Telephone 262-376-6200 Fax 262-376-6210

Web

site/URL http://www.cedarburg.k12.wi.us/schools/high/ E-mail jnelson@cedarburg.k12.wi.us

Twitter

Handle @_CHSPincipal Facebook Page _____ Google+ _____

YouTube/URL _____ Blog http://chsdawgdays.blogspot.com/ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Jonathan Lamberson E-mail: jlamberson@cedarburg.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cedarburg School District Tel. 262-376-6100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Christian Reimer

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	153	146	299
10	152	144	296
11	156	118	274
12	150	131	281
Total Students	611	539	1150

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1	1150
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1%
4 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Russian, Hmong, Amharic
8. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 76

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 10 %
112 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.

- | | |
|--------------------------|---|
| 9 Autism | 1 Orthopedic Impairment |
| 0 Deafness | 29 Other Health Impaired |
| 0 Deaf-Blindness | 33 Specific Learning Disability |
| 14 Emotional Disturbance | 13 Speech or Language Impairment |
| 4 Hearing Impairment | 1 Traumatic Brain Injury |
| 8 Mental Retardation | 0 Visual Impairment Including Blindness |
| 34 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	54
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	99%	99%	98%	98%
High school graduation rate	99%	99%	98%	99%	98%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	270
Enrolled in a 4-year college or university	76%
Enrolled in a community college	0%
Enrolled in career/technical training program	12%
Found employment	5%
Joined the military or other public service	3%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Cedarburg High School (CHS) is located in Cedarburg, Wisconsin. A northern suburb of Milwaukee, the city is composed of 11,400 residents and boasts one of the finest historic downtowns in all of the Midwest. Listed in the National Register of Historic places, with over 100 buildings considered historically significant, Washington Avenue is a place where teens, families, and the elderly can all be found perusing shops, grabbing a bite to eat, or enjoying a concert in the park on a Friday night. The arts play an integral role in the community and concerts by touring acts can routinely be seen at the Cedarburg Performing Arts Center. In the Cedarburg community life is all about relationships; so, naturally, the relationship between the community and its high school plays a pivotal role in the culture of the community.

In existence since 1896, Cedarburg High School has been successfully preparing students for life beyond the classroom for well over 100 years. Cedarburg High School provides seemingly endless curricular and extracurricular opportunities to its 1150 students. Nearly 85% of CHS students are involved in at least one school sponsored activity outside of the school day. This involvement is important to CHS's overall academic success as research shows students who are involved tend to have better achievement in school. A comprehensive curriculum, combined with the instructional use of data informed decision making, technology, and best practice, collaborative teaching methods has led to CHS being recognized annually by Newsweek Magazine as one of America's Best High Schools and by the Washington Post for being one of the most challenging high schools in the nation. Additionally, Cedarburg High School produced a school accountability score of 92.6, "significantly exceeds expectations," on the Wisconsin Department of Public Instruction's School Report Card. This superior rating ranks CHS as the highest scoring public high school in the state of Wisconsin. Within the past year, Cedarburg High School was also one of four schools in the state of Wisconsin to receive ACT's prestigious Red Quill Legacy Award; an award that recognizes a "long-term commitment leading to increased student achievement and systemic improvements."

These successes, just a small glimpse into the quality education students receive at Cedarburg High School, wouldn't be possible without the collaborative work of administrators, teachers, and support staff. Within this staff are multiple recipients of the prestigious Kohl Teacher Fellowship, Nationally Board Certified teachers, AP Readers, and a winner of the Wal-Mart Teacher of the year award and the Civic Music Association Music Teacher of the year award.

Cedarburg High School students clearly value their education with a five-year average attendance rate of 98%. Focusing on growth, it is clear that continued positive changes to CHS teaching strategies, curriculum, and practices have led the average composite ACT score to grow from 23.9 in 2007 to a composite average of 24.8 in 2013. In that same time period both the number and percent of CHS students who take and pass an AP exam has also grown significantly. In 2007, CHS had just 232 students participate in AP exams with a 78% pass rate. By 2013, that number had drastically increased with almost double the amount of students taking AP exams, 425, while the percent of students passing these exams increased to 85%. The College Board recognized CHS with placement on the 3rd Annual AP District Honor Roll for simultaneously increasing access to Advanced Placement coursework while increasing the percentage of students earning scores of three or higher on the AP exam.

At Cedarburg High School a culture of continuous improvement certainly exists. Nearly five years ago, a team of teachers and administrators visited Adlai L. Stevenson High School in Lincolnshire, Illinois to learn more about Professional Learning Communities from Richard and Rebecca DuFour. This visit helped transform CHS into a more collaborative environment. Establishing a set time for collaboration on Thursday mornings was a result of these visits.

Instruction, assessment, and learning at CHS are constantly being adapted and molded to best meet the needs of Cedarburg students to support our vision, "to provide an exemplary education that challenges students in a nurturing environment to become lifelong learners, to be responsible members of a global society and to achieve their goals and dreams." This mission is the shared responsibility of our faculty,

students, and the community as a whole. Collectively, we don't just want our students to succeed in their studies and activities at CHS, we want to prepare them to succeed in life.

Continuing a tradition started in 1896, Cedarburg High School exemplifies growth, community, and student-centered education. Through strong relationships with students, staff, and the community each one of our students is prepared to embark on an adventure to successfully achieve their goals and dreams by the time they leave Cedarburg High School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Cedarburg High School uses three standardized assessments: the Wisconsin Knowledge and Concepts Exam (WKCE), the NWEA MAP (Measure of Academic Progress) tests for reading and mathematics, and the Educational Planning and Assessment System (EPAS) suite (EXPLORE, PLAN, and ACT) to measure student growth. Because Cedarburg students have historically met or exceeded state standards and national averages, acceptable performance levels at CHS are aligned with individual, subject, and grade level growth.

The state-mandated WKCE is given to sophomores to assess reading, language arts, writing, mathematics, science, and social studies. Students are scored using four categories: Advanced (exceeding grade-level standards), Proficient (meeting grade-level standards), Basic and Minimal (both indicating below grade-level standards). The high school's goal is to have all students achieve scores in the Advanced or Proficient category. The percentage of students meeting Advanced and Proficient levels in reading for 2012-2013 was 66.7 percent, up from 63.4 percent in 2008-2009. Mathematics scores for Advanced and Proficient levels show even greater gains: 70.7 percent in 2012-2013, up from 60.3 percent 2008-2009.

Freshmen and sophomores take MAP tests in reading and math. Testing in fall and spring is mandatory, with winter testing done at the discretion of the classroom teacher. At the freshman level, results remained relatively constant from the start of the three-year period to the end, with 61 percent of students meeting their growth target in 2010-2011 and 62 percent doing so in 2012-2013. During the same three-year period, the percentage of freshmen meeting their target growth in math remained unchanged at 76 percent at both the beginning and end of the three-year period. During sophomore year, however, three-year comparisons revealed an increase in the number of students reaching their growth targets in both reading and math. Whereas 50 percent of sophomores met their reading growth target in 2010-2011, 60 percent of the sophomore class achieved target growth in 2012-2013. Math scores also improved with 65 percent of sophomores achieving their growth target in 2010-2012 and 76 percent doing so in 2012-2013.

Cedarburg High School's primary assessment tool is the ACT and its precursors, the EXPLORE and PLAN. Each fall, freshmen take the EXPLORE test, sophomores take the PLAN, and juniors take a mock ACT. CHS's composite ACT score for 2007 was 23.9; in 2013, 24.8. Cedarburg attained its highest composite score of 25.2 in 2012. Special education students at CHS earned an average ACT score of 21.9. This compares favorably with the Wisconsin state average of 22.1 for all students. ACT goals for the class of 2014 include a composite score of 25 and above, with 75 percent of students meeting the college readiness benchmark in Reading. Goals for student growth include 65 percent meeting improvement standards in Reading and 70 percent meeting improvement standards for Math.

Cedarburg's success, in great part, can be attributed to a data-driven approach. The data identifies weakness and drives improvement strategies. It also provides cause for celebration. Teachers and departments routinely explore data to improve curricula and identify and remediate students who are not meeting benchmarks or expected growth. Teachers are aware, for example, which students are not meeting benchmarks on the EXPLORE and PLAN. Perhaps even more importantly, teachers know which students (who incidentally range from struggling to extremely bright) are not showing growth.

All teachers examine reading data and have received extensive and ongoing training in reading. At CHS all teachers are reading teachers. Visitors to CHS should not be surprised, for example, to walk into a social studies or science classroom that is using an ACT style reading passage as a warm up to the day's activities.

The English Department has taken several steps to increase reading proficiency, primarily by increasing rigor at all levels. For the past 4 years, English teachers have attended AP and/or pre-AP workshops with the goal of infusing more pre-AP activities into the curriculum. As a result, the number of students having the necessary skills to take AP Language as juniors increases every year. In addition, all freshman, sophomore, and junior English classes use weekly instructional time to complete ACT practices in reading, English and/or writing. Because students see the ACT as relevant to their future success, they are motivated to learn, making ACT practice an effective tool for raising achievement.

Gains in mathematics can be attributed in great part to 6-12 collaboration. Driven by the high school math department, this effort has resulted in greater 6-12 alignment of the math curriculum. All students are now exposed to Algebra I curricula prior to high school. Additionally, the CHS Math Department developed Algebra Support, a “double-dose” of Algebra for students with identified deficits.

Students, who are encouraged and expected to take ownership of their growth, offer another key to success. Standardized tests are not taken and then forgotten. Teachers incorporate the language of testing (i.e. benchmarks, growth targets, etc.) into their instruction. Most students at CHS can tell you their MAP and EXPLORE/PLAN scores. Many also have a target ACT score and have researched the scores they will need to get into various colleges.

2. Using Assessment Results:

A key to Cedarburg’s success is its data-driven approach. Teachers have access to data and understand that data exists not only as a performance snapshot but as a starting point for improvement. Annually, a diverse group of CHS teachers, pupil services providers, and administrators participate in a day-long data retreat. For the last four years, this group has analyzed data in five domains:

- College credit/AP scores/MAP scores
- ACT/Educational Planning and Assessment System (EPAS)
- WKCE/School Report Card
- Classroom grades/graduation rates/attendance
- Teacher survey/senior survey/referrals and suspensions

The retreat concludes with the creation of school-wide goals as well as plans for achieving them. At the beginning of the school year, retreat members present their findings to the entire staff. On that day, achievement, the school environment, and teaching climate are put under the microscope. Retreat members and the entire staff move forward searching for strategies to improve. Staff assumes collective responsibility and assumes its primary objective of solving problems. For example, in 2011-2012 only 50 percent of sophomores reached their target growth in reading as measured by the MAP test. Seeing an opportunity for growth, staff set a goal for improving reading instruction, and researched and adjusted instruction appropriately. This led to a two-year partnership with Disciplinary Literacy expert, Doug Buehl.

Weekly collaborative time provides a year-long venue for teachers to continue analyzing data and formulating strategies for meeting annual goals. Throughout the school year, teachers meet 45 minutes per week in department and course specific groups to create common assessments, evaluate summative and formative results, and to discuss topics related to instruction and intervention. A visitor might observe a group of Algebra teachers discussing the results of a common assessment. Such a conversation might include recognition of successes and general weaknesses or a discussion of techniques that made one teacher more successful explaining a particular concept than others in the group. Collaborative time is further used to analyze EXPLORE, PLAN, ACT or MAP data to address curricular concerns, achievement gaps, and student placement.

Cedarburg is a destination community for parents seeking a superior education for their children. Parents and the community, therefore, are interested in assessment results. Cedarburg High School works hard to make that information easy to access. Traditional forms of communication such as the community newspaper, school newspaper, quarterly newsletters, and mailings are used to disseminate information. School media tools such as blogs, email, and Twitter are used to provide more immediate feedback regarding recognitions, achievements, and important events.

CHS is fortunate to have a high level of parent involvement; therefore, attaining a high degree of communication regarding student-specific assessment results is not a major issue. Concomitant with this degree of involvement, however, are high expectations for staff. Staff, students, and parents have regular interpersonal contact. Freshmen students and their parents have individual meetings with their assigned

counselor to address achievement levels, course selection, and educational/vocational goals. Sophomores, juniors and seniors meet yearly in small group sessions with counselors to address, among other things, how assessment results impact the future.

3. Sharing Lessons Learned:

The Department of Public Instruction's Report Card resulted in CHS earning the highest School Report Card score among high schools. The report card recognizes both student achievement and success in closing the gap between regular and special education students. This distinction has prompted many districts to visit CHS to observe our programs.

Visiting schools often focus on the following: our double block of Algebra; our team-teaching approach that partners special education teachers with regular education teachers; our Wilson/Just Words program, which has raised the reading scores of students with decoding difficulties; and our business classes, particularly those with local university partnerships.

Local universities also recognize the excellent teaching staff at CHS. We are a highly-requested placement for student teachers, and we take pride in training future educators in proven methods of instruction.

In addition to being a destination for other educators, our staff receives frequent invitations to speak at local and national conferences. Our science teachers regularly present at the Wisconsin Society of Science Teachers. Two CHS teachers are consultants for the National Writing Project, and one of our math instructors presented at the NCTM Regional Conference on how to "Use Engaging Problem-Solving Tasks and Math Projects." One of our Project Lead the Way instructors also presents both locally and nationally to teachers.

Our music teachers appear regularly at community events and state conventions. For its "innovative community-based learning programs," the CHS Music Department received the SupportMusic Merit Award. This award recognizes the "best communities for music education" from across the nation. This tradition of sharing musical talent will continue. The CHS Jazz Band was selected to participate in the prestigious Jazz at Lincoln Center Concert Series in 2015.

The College Board has invited many Cedarburg AP teachers to score national AP exams, which provides yet another venue for staff to exchange successful strategies. Our Advanced Placement Program has been recognized by the College Board for increasing the percentage of students earning scores of 3 or higher on AP exams while simultaneously increasing student access to AP course work. For its accomplishments, CHS was named to the 3rd Annual AP Honor Roll.

Always looking for ways to improve, Cedarburg teachers benefit from the sharing of others. Our teachers visit nationally recognized schools. One example is a visit to Adlai E. Stevenson High School, where Cedarburg representatives gained insight on implementing the PLC (Professional Learning Community) Model.

4. Engaging Families and Community:

Cedarburg High School works together with families and community members to provide a world-class education for students.

Cedarburg's cultural climate complements our Fine Arts Department. Our Performing Arts Center is used by music and theater students as well as professional performance groups, who, as part of their contracts, provide workshops for Cedarburg students. Similarly, students in visual arts work side-by-side with Cedarburg's professional artists to offer "Art in the Burg." This annual event provides opportunities for students to show and sell their artwork alongside professionals. Additionally, students in Commercial Art classes become real partners to local non-profits, providing them with quality design.

Cedarburg's business community provides additional avenues for student success. Our Future Business Leaders of America chapter hosts an annual breakfast where local business leaders present the challenges of business ownership. Our Business courses partner with local organizations to gather and analyze data and devise marketing strategies. The "Apprentice Competition," an annual event that takes advantage of Cedarburg's local cuisine, has raised over \$15,000 for student scholarships. Also, our Child Development class offers a free preschool like experience for children ages 3-5 during the school day. This program runs five weeks each semester. Our FIRST Robotics team is supported by local business donations and our Project Lead the Way Partnership Team, comprised of local business leaders, supports our Technical Education programs with donations and field trips.

In addition to these partnerships, the local community helps honor CHS students who might otherwise go unrecognized. CHS's 180° Awards Program recognizes students who increase their grade point average by .75 or more in one semester. CHS families and local businesses sponsor this event, providing a free breakfast program for students at a local country club. Over the past three years, 154 students have been recognized.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Offering over 160 courses, Cedarburg High School offers a diverse, comprehensive curriculum to meet the needs of each student. Requiring a minimum of 24 credits for graduation, CHS offers a range of skill development, college preparatory and vocational programs. Sixteen Advanced Placement (AP), five Project Lead the Way (PLTW) and twenty Dual Credit courses challenge our academically talented students. For students in need of interventions, more than ten classes are offered to develop specific reading, writing, and mathematical skills. CHS also utilizes an At-Risk program that includes tutoring and online credit recovery options for struggling learners. Additionally, a Writing Center, staffed by three certified teachers, supports skill development in English, reading, writing and provides tutoring for all students.

At CHS, teachers and administrators work collaboratively to ensure a guaranteed and viable curriculum. Utilizing Backwards by Design to establish curriculum, teachers work in teams to align essential content and learning targets to the Common Core. Once a collaboratively designed curriculum has been adopted, teachers engage in a continuous cycle of monitoring, adjusting, and assessing curriculum and instruction to respond to data trends and student needs. Teachers and administrators work in unison to positively affect student achievement, the student experience and ensure success for all students.

English courses at CHS are designed to develop students' abilities in the areas of: reading, writing, inquiry, and critical thinking. Students engage with a variety of different informational, classic, and contemporary works to facilitate growth in these skills. Focusing on preparing all graduates to meet the demands of college and career readiness, CHS offers a variety of different courses to appropriately meet the needs of each individual student.

Based on alignment to the Common Core, the CHS mathematics curriculum places strong emphasis on problem solving, abstract reasoning, communicating mathematically, and developing meaning from structures and patterns. The CHS math department offers 22 courses designed to meet the needs of all students, be they skill support and development or skill enhancement

Science courses at CHS work to mold students who understand scientific issues that impact our society and the global environment. Science courses focus on assisting students in developing skills in scientific reasoning, critical thought, and applying reasoning skills to solving problems.

At CHS, the Social Studies curriculum works to help students make connections between the past and present and develop the ability to make informed and reasoned decisions in a culturally diverse and interdependent world.

The arts, both visual and performance, are essential to any high school curriculum. Involvement in the arts enhances students' creative problem solving and communication skills, which are integral to intellectual development. The arts work to emphasize commitment to practice, exploration, and collaborative creation.

Equally valuable is an experience in the Allied Arts (Business, FACE, and Technology and Engineering Education). At CHS, these groups work to help students prepare for post-secondary success by developing knowledge and skills relating to technology and work. This is accomplished through the use of real-world projects that directly apply to society today.

In a growing global society, knowledge of a world language has become increasingly important. We work to improve linguistic skills and cultural awareness of students, while promoting integration into a global community. Students are offered five different leveled courses in the languages of: French, German, and Spanish. There is an optional summer travel abroad program in each language.

Lastly, in PE classes at CHS, students participate in health-enhancing physical activities to promote a healthy lifestyle. Students work in all courses to learn about responsible personal and social behavior by

exhibiting self-control, cooperative skills, and teamwork. Students experience Physical Education as a required class for freshman and sophomore year and many students continue to choose elective classes as upperclassmen.

CHS also offers a comprehensive experience for students with more significant educational needs. A modified curriculum is used to provide students with significant needs academic, vocational, personal living, and recreational experiences in our school and community. Career Clusters, a school to work partnership with Columbia St. Mary's Hospital, offers students opportunities to work in health-related occupations. Students are trained and rotate through two 18-week work experiences in various departments of the Hospital. Students are supervised and evaluated on a daily basis and receive high school credit.

2. Reading/English:

The mission of the Cedarburg High School English department is to guide students in improving their reading, critical thinking, communication (both oral and written), and language skills while reinforcing the importance of self-knowledge, responsible behavior, lifelong learning, and participation in the ongoing dialogue of our culture.

Graduates of Cedarburg High School have engaged in activities which foster mastery of close reading, annotating and analyzing text. They have a strong foundation in language usage and writing for a variety of purposes. Upon graduation, students are well-versed in college-readiness skills. To prepare for the ACT/SAT, students practice and refine the skills which are assessed.

Teachers collaborate regularly to develop unit and lesson plans, common assessments and rubrics; this practice ensures lessons and assessments are consistent among all sections of a particular class and confirm that skills being taught are progressive and responsive to student needs. Students are exposed to a strong guaranteed and viable curriculum that certifies all students are instructed and assessed on all essential skills.

Teachers utilize 21st Century technology to engage students with all types of learning styles. For example, students use the Google Suite for their projects and assignments. Students use Google Drive for their writing assignments; when in groups, students can share the document for peer editing and feedback, which fosters collaboration. Google Drive is also a great avenue for teachers to offer feedback to their students both written and orally.

Focused Essentials classes are offered for students who need to accelerate their learning to become more proficient readers and writers. Research-based instructional strategies are used to help students develop reading fluency and comprehension skills. Reading materials at appropriate skill levels integrate the ACT/SAT based standards. Contemporary selections in fiction and nonfiction engage and motivate students. Writing is guided in a setting that allows immediate feedback from the teacher and active engagement in the process by the student.

High-performing students are challenged through Honors and Advanced Placement courses. Over the past three years, 165 students have taken the AP Language and Composition test with 92% of students earning a score of at least a 3. In AP Literature and Composition, 150 students have taken the test over the past three years, with 77% of students earning a score of at least a 3. The English department continually opens doors for students by emphasizing skill development in the areas of reading, writing, and critical thinking.

3. Mathematics:

Our mathematics department is committed to providing outstanding instruction and support to all students. Any observer of a mathematics class at Cedarburg High School will immediately notice the effective blended use of direct instruction, cooperative group work, guided practice, labs, and practical, real world applications of skills. This approach facilitates a progressive approach to the teaching of math; students begin with direct instruction, engage in practice, and are provided an opportunity to shift learning from simply pen and paper to a hands-on application of learning. To assist this process, technology is intertwined

to help provide access, clarity, and engagement to all students. SMART Boards are used in each classroom to facilitate demonstrations while allowing teachers to easily share lessons with students, parents, special education teachers, paraprofessionals, and peers. Additionally, cutting-edge TI-Nspire graphing calculators are used to assist in providing students a hands-on experience; with these students are able to explore concepts in multiple formats by manipulating color graphs, gathering test data, and sharing data in real time. Nowhere is the hands-on approach to mathematics more evident than in Geometry where Geometer's Sketchpad is used regularly alongside traditional compasses and protractors. Each math teacher supports classroom instruction with web-based answer keys, study guides, and resources for both high and low performers.

Assessing, analyzing, and gathering data is paramount to the success of any student in mathematics. Utilizing best practice techniques with formative, classroom summative, and standardized assessments CHS math teachers are well versed in using data to inform, adjust, and respond to all students' mathematical needs. Students who perform poorly on assessments regularly practice with teachers during study halls, lunch, and after formal school hours to hone their skills. In order to ensure student success, peer tutoring is available to all students throughout the school day, and the CHS learning lab provides support and an additional blended opportunity for students to improve skills outside of their regularly scheduled math class.

Cedarburg High School boasts one of the largest competitive math teams in the state with 70 students (almost 7% of our student body) participating in conference, state, and national contests. This year we were one of the final eight schools in the Interstellar Contest; a live, virtual competition that matched us in a weekly mathematics contest against other high performing schools from across the country. At CHS, math is constantly evolving and adapting to ensure all students are successful.

4. Additional Curriculum Area:

The Cedarburg High School science department uses a hands-on, student-focused approach in all of the offered science classes. As a department, we have implemented the school district's mission to provide an exemplary education that challenges students in a nurturing environment to become lifelong learners.

The CHS science curriculum provides differentiation at all levels of science with regular and honors level classes in biology, chemistry, and physics. For students needing more support, the Foundations of Chemistry and Physics course ensures all students receive a well-round science background. Students can easily transition from this course to the traditional chemistry and physics classes.

CHS challenges its science students through Advanced Placement courses including AP Biology, AP Chemistry, AP Physics and AP Environmental Science. Students in AP Physics regularly achieve a 100% pass rate on the College Board AP exam. AP Chemistry classes have a 94% pass rate. Two CHS science teachers have received the Wisconsin Siemens Foundation Award for Advancement Placement Teaching.

Science at Cedarburg High School goes beyond the traditional classroom setting. The AP Environmental Science class uses Vernier probes to complete water testing at both nearby Cedar Creek and Riveredge Nature Center in Newburg, Wisconsin. Our SMART (Students Modeling a Research Topic) team has partnered with researchers at Milwaukee School of Engineering and the Medical College of Wisconsin to develop 3-D models and academic poster presentations for proteins associated with key diseases. The CHS SMART team members have presented their posters at national biology meetings in Boston, San Diego, and Washington, D.C.

CHS science teachers regularly share their science expertise beyond Cedarburg High School. CHS hosts the Milwaukee Regional American Chemistry Society Chemistry Olympiad each spring with over 100 students from more than 10 area high schools competing. The CHS telescope has been a featured attraction at our elementary schools' science fairs and parent nights. CHS science teachers regularly host community members at celestial viewings, such as the recent partial solar eclipse and the transit of Venus across the Sun.

The CHS science department focuses on and excels in technology implementation. From the use of Vernier sensors and probes for data collection to Chromebooks for lab report collaboration, CHS science students acquire essential skills that will support their transition to college-level work.

The social studies department has developed a curriculum that is rich in inquiry-based framework from the National Council for the Social Studies. This curriculum enhances state standards by embracing the four core social science perspectives, Geography, Civics, History, and Economics and links to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. To further develop student growth and to enhance the rigor of our core classes (Geography, Civics, US History, and Economics), students may enroll in other significant course offerings including psychology and sociology.

Through this vibrant and vertically-aligned curriculum, students are exposed to contemporary issues and engage in problem solving that reaches across Bloom's Taxonomy and Depth of Knowledge realms. Students who progress through CHS's program will match or exceed national career and college readiness benchmarks.

Through data supported best practices and department collaboration, CHS Social Studies teachers have been instrumental leaders in improving reading comprehension. Social Studies classes regularly incorporate historical fiction novels to extend students' abilities to make connections to content. Social Studies teachers, in a joint effort with English teachers, have also collaboratively crafted a flexible and dynamic reading comprehension tool to assist in building reading comprehension skills.

Six of the eight Social Studies team members teach multiple sections of an AP course, and two teach multiple sections of two AP courses. Four team members are AP readers and have brought their experiences back to directly impact the achievement of our students. Currently we offer six AP courses. Upwards of 250 CHS students a year earn social studies college credits.

Standardized test scores and accelerated students are not the only focus. In 2012-2013, Cedarburg successfully entered the National History Day competition qualifying to send ten representatives to the Wisconsin state competition and two students to Nationals in Washington D.C. Adopted as a required activity (competition is voluntary) for all students enrolled in United States History, National History Day builds historical inquiry, research skills, analytical thinking, and creative expression.

Social Studies classes at Cedarburg High School also promote citizenship, and aid in the fostering of relationships with the community, by working with the Ozaukee County American Legion to shift learning to the real world. In keeping with the school mission statement, Cedarburg social studies students graduate with the intellectual knowledge, social skills, and ethical awareness necessary to become positive partners in our communities and to pursue their goals and dreams.

5. Instructional Methods:

Cedarburg High School utilizes the Response to Intervention (RtI) framework to plan instruction and improve instructional strategies. The framework at CHS is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, evidence-based instruction, and access to a rigorous curriculum. Teachers at CHS have been focused on using data to improve and inform instructional practices and to plan differentiation to meet the needs of all students within the classroom setting. Teachers meet weekly during collaborative time to plan, design and review instruction and assessment practices to inform teacher instructional strategies and improve student achievement. Teachers are informed of student learning and understanding through the use of effective questioning, student-response systems, exit tickets, and use of peer feedback in addition to other formative strategies.

The use of team teaching has resulted in closing the achievement gap of our special and regular education students. When students are not finding success in the classroom, CHS has interventions built into the day. Students may be scheduled into a double-dose of Algebra, Wilson, Just Words or the Learning Lab. A certified At-Risk teacher oversees the Learning Lab and assigns National Honor Society members to serve

as tutors based on the needs of each individual student. To track student progress, a weekly at-risk meeting is held between school counselors, psychologist, administration and the at-risk teacher. During Thursday teacher collaboration time ninth and tenth grade students, that have multiple D's or F's in core academic subjects, are required to meet with their counselor to review grades and discuss strategies for future success.

For high achieving students we offer honors, dual credit and Advanced Placement (AP) classes. We offer a total of eighteen AP classes and, in the past five years, the number of AP tests taken has risen from 514 (taken by 27% of CHS students) to 691 (taken by 37% of CHS students).

Collaboration between students and staff has been enhanced with Google's platform. Gmail, Google Drive, Google Calendar and Moodle provide safe and efficient means for connecting, collaborating, and monitoring student progress. Computer labs, Chromebook carts, SMART Boards, document cameras, student response systems, and Bring Your Own Device (BYOD) policy provide a balanced learning environment. Our counselors utilize Naviance to provide a personalized process for each student to plan for life after high school. Finally, we utilize E2020 to provide students credit recovery and supplement our curriculum.

6. Professional Development:

A collaborative model is utilized to design, coordinate, and facilitate professional development at Cedarburg High School. Teachers and administrators work together to plan professional development activities that have a lasting impact on the student experience yet are differentiated and personalized for teachers. We believe that ongoing, job-embedded learning that focuses on specific goals is the best type of professional development.

Throughout the year, there are seven days built into the school calendar for professional learning in addition to each Thursday morning being designated "late start" for students. This weekly time provides an opportunity for teachers to collaborate both in and outside of their department on a regular basis. Department chairs set the agenda for their department each week, and the last Thursday of the month is focused on our RtI initiative. A Teacher Leadership Committee meets monthly after school to plan professional development activities. Two days are set aside for professional development that is in direct response to teacher's requests for topics. We utilize a differentiated approach where teachers select a session relevant to their needs. Our school's professional development budget has been increased to allow teachers to attend outside conferences, visit other high achieving schools, and continue learning. For example, last year our RtI committee of eleven staff members attended the national Association of Supervision and Curriculum Development (ASCD) conference to further develop our Tier I instruction by hearing national experts. Teachers that attended the conference then presented at the next faculty meeting as well as applied new understandings during collaborative time. An expectation for staff is that professional learning is to be shared and is not just for the individual's benefit.

Our professional development plans have been intentional and are driven by our building S.M.A.R.T (specific, measurable, achievable, result-oriented, and time-bound) goals. Recently, local and national experts have led development on the ACT, formative assessments, reading in the content area, Common Core, Google Drive and team teaching. The umbrella of RtI focuses our professional development plans.

For teachers new to our school, we offer a two-year mentoring program through the SEWNTP (Southeastern Wisconsin New Teacher Project) consortium for support. Each teacher is paired with a curriculum liaison for 14 hours of work before the year begins, and then has a mentor for their first two years in our district. An instructional coach also works with teachers new to the district to provide formative feedback and conduct quarterly meetings.

7. School Leadership

Collaboration is viewed as an essential part of the leadership structure at CHS. When interviewing new staff, there are multiple questions that ensure the candidate is not only a good fit instructionally but also

attitudinally. Having a large capacity for collaboration has instilled a great sense of pride and ownership in our staff when making decisions.

As the instructional leader of the school, the principal participates in multiple teams to help improve collaboration and positively affect student learning. Prior to the start of each year, teachers volunteer to review the previous year's school data during a data retreat. This group sets SMART goals that are shared with all staff at our first in-service day in the fall. Teachers then align individual goals based on the school goals.

During the school year, the administrative team meets weekly on Monday mornings. The team is comprised of two associate principals and one activities director. The team reviews the practices and procedures of the school as well as weekly school and community events. Monthly, the administrative team meets with the ten department chairs that lead our instructional departments. Department chairs support teachers in their content area in the area of curriculum, instruction and assessment. They also set agendas for weekly collaborative time and allocate resources as needed. A Teacher Leadership Committee, with at least one representative from each department, meets monthly after school to plan professional development activities and share any staff concerns/questions. Our RtI team, which also consists of a team of interdisciplinary teachers, meets monthly to continue to develop a comprehensive system of tiered interventions. This responsive education model is essential for addressing the full range of students' academic and behavioral needs. On a weekly basis, our two associate principals meet with the four counselors, school psychologist and at-risk coordinator to analyze individual student attendance and grade patterns. Conversations are designed to lead to specific interventions for students.

It is a shared belief that students should also have a voice in school leadership. The principal meets bi-monthly with twelve students in a Principal's Cabinet comprised of the president and vice-president of each class as well as the four Executive Committee members. These meetings facilitate open communication between the principal and the student body. This school year, four students have been added to our teacher RtI committee as a resource period is scheduled for implementation for the 2015-2016 school year.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: WKCE

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: CTB

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	71	70	64	65	60
% Advanced	25	27	16	16	18
Number of students tested	283	262	262	245	257
Percent of total students tested	99	100	98	100	100
Number of students tested with alternative assessment	3	2	4	1	4
% of students tested with alternative assessment	1	1	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	21	14	16	16	9
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	16	19	22	22	25
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	2	2	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	6	5	3	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	2	4	2	2
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	3	8	4	3
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	4	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	71	71	65	66	61
% Advanced	25	27	16	16	18
Number of students tested	266	247	244	236	250
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: CTB

Test: WKCE
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	67	70	62	77	63
% Advanced	12	12	6	18	9
Number of students tested	282	261	264	245	257
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment	3	2	4	1	4
% of students tested with alternative assessment	1	1	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	20	14	16	16	9
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	15	19	23	23	25
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	2	2	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	6	5	3	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	2	4	2	2
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	3	8	4	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	4	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	68	71	61	77	64
% Advanced	13	12	6	18	9
Number of students tested	263	246	246	236	250
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: