

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Carmen Burkum

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

Official School Name Fennimore Elementary School

(As it should appear in the official records)

School Mailing Address 830 Madison Street

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

City Fennimore State WI Zip Code+4 (9 digits total) 53809-1432

County Grant County State School Code Number* 18130020

Telephone 608-822-3285 Fax 608-822-3257

Web site/URL http://www.fennimore.k12.wi.us E-mail burkumc@fennimore.k12.wi.us

Twitter Handle NA Facebook Page NA Google+ NA

YouTube/URL NA Blog NA Other Social Media Link NA

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*Mr. Jamie Nutter E-mail: nutterj@fennimore.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fennimore Community School District Tel. 608-822-3243

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. James Griswold
(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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 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. 3 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	32	30	62
K	29	29	58
1	34	27	61
2	31	23	54
3	29	29	58
4	29	22	51
5	29	23	52
6	40	22	62
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	253	205	458

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 2 % 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: 8%

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	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1	450
(5) Total transferred students in row (3) divided by total students in row (4)	0.078
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 1 %
6 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 51 %
 Total number students who qualify: 233

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: 15 %
69 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.

4 Autism	0 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	9 Specific Learning Disability
8 Emotional Disturbance	33 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
3 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	7 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	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 17:1

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%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

The mission of the Fennimore Community School District is to continuously improve student achievement, utilizing all the resources available to our community. Since we adopted this mission, we have continued to pursue, initiate, and incorporate best practices. As a result our students continue to improve each year. This improvement does not happen by simply making it a goal. Rather, achieving at higher levels requires a commitment from all of us charged with serving students.

Our school community has always had a tradition of cooperation to improve opportunities for our students. In 2008 we committed to using this cooperative spirit to provide a greater focus on academic priorities that research indicated really mattered. Specifically, in order to realize this new mission we created a structure to improve efficiency. We seek out data to support classroom practices starting with our early childhood and 4-year-old kindergarten programs. The collaborative model we use is based on professional learning community (PLC) principles. PLCs dedicate time to analyze learning needs of students based on data. Representatives from PLCs and administration form a leadership team which identifies the needs for professional development and barriers to curriculum improvement and student achievement. Results are reported to the school board to make decisions about investments of district resources. This process allows us to quickly plan initiatives for the improvement of student learning.

Despite being in a rural community with limited resources and over 50% of our students facing poverty, the Fennimore Elementary staff believes all students can achieve. This belief is communicated and put into action. The staff and leaders transitioned from a wait-and-see approach to acting with a sense of urgency at the beginning of the school year. The district invested in initiatives considered best practice while staff sacrificed personal time for the betterment of the students. Elementary teachers committed to a collaborative group perspective supported by research based practice correlated to meeting student learning outcomes.

A milestone that can be credited in being the engine behind reaching academic goals was the creation of a 4-day summer professional development program coined the Eagle Academy. At the academy PLCs work together to incorporate curriculum and analyze achievement gaps in all areas that include classroom, local, district, and state assessments. PLCs coordinate knowledge and skills, define the level of mastery, and create common formative assessments to determine the students' levels of understanding. Curricular areas not covered by CCSS utilize existing standards and recommendations from leaders in their respective professional organizations. On the first day of inservice, following the summer Academy activities, PLCs present their accomplishments to the entire staff. As a result teachers at upper and lower grade levels understand student learning progression. The leaders mark the direction and help remind each team of the goals established; each team rises to this challenge. This process is not easy and all support each other so we do not resort back to former practices not supported by research. Teachers welcome and value this opportunity.

Two strategic teams have been established to support PLC teams during the school year with the goals established in the academy. These teams connect teachers and students with resources and support. The pupil service team meets monthly to discuss the progress of students and any other concerns that may have occurred during that time. The data team meets three times per year to analyze baseline and benchmark data for every student. The team will meet more often if there are concerns about; student learning, curriculum, instruction, differentiation, interventions, modifications and accommodations. By establishing guaranteed meeting times collaboration is not left to chance or convenience. Data is collected and results are reported to the superintendent. At the end of each year, student results are evaluated to determine needed curricular adjustments.

Our community takes pride in ensuring Fennimore Elementary provides the very best opportunities in all areas. Our students enjoy a top-notch lunch program, physical education every day, performing arts concerts, visual arts taught by a nationally board certified teacher, clean and neat facilities, and after school enrichment activities just to highlight a few. All teams support each other towards continuous improvement.

This creates a positive school culture with greater community involvement. Ultimately, this has allowed us to improve student learning outcomes for all students and close achievement gaps. Most recently the district passed a referendum with 84% approval for adding 34.000 square feet for more academic opportunities.

This process succeeds district-wide. During the past four years we have had an increase in the poverty rate which typically correlates to lower achievement results, but not at Fennimore Elementary School. We are proud of these accomplishments!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Fennimore Elementary School strives toward academic excellence. Subsequently, when the State of Wisconsin aligned the WKCE (Wisconsin Knowledge and Concepts Examination) with the more rigorous NAEP cut scores in the 2011-12 school year, Fennimore Community Schools adopted these standards as our proficiency standards on all local assessments over a two year period of time. These rigorous benchmark and cut scores served as a bridge between the old WKCE standards for proficiency in reading, math, science and social studies and the soon to be implemented Smarter Balanced Assessment. The Smarter Balanced Assessment is aligned with the Common Core State Standards. The Common Core Standards prepare students for college and career readiness goals. Fennimore Elementary School uses the new state standards (NAEP cut scores for proficiency) to develop local cut scores for all universal screening, benchmark, and classroom data. Our local scores define student needs. The cut scores determine the intensity and frequency of our response to this need. Wisconsin's state performance levels are Advanced, Proficient, Basic and Minimal.

Fennimore Elementary School students needing urgent support score below the 10th percentile against the NAEP cut scores. These students require our most significant evidence based interventions specific to the skill that is being measured. Students needing intensive supports score below the 25th percentile. Students needing strategic supports score below the 50th percentile. Conversely, students scoring above the 90th percentile receive extra supports. Interventions for these high achievers are designed to stem naturally occurring regression toward the mean as well as enrich or motivate students to expanded learning opportunities.

Fennimore Elementary School uses researched methodologies for interventions. By targeting specific interventions at the individual student level we have impacted the overall results of Fennimore Elementary School. The proficiency trend line has steadily increased each year over the past 5 years in reading. Mathematics trends have seen a sharp increase as a result of targeted interventions at the individual student level. These trends can be observed when looking at all students, but we are even more pleased because our students with disabilities and students who are economically disadvantaged show the same upward achievement trend.

Forty-five percent of all Fennimore Elementary students scored proficient and advanced this year in the area of reading compared to thirty-four percent in 2008-2009. Only eighteen percent of students with disabilities were proficient and advanced in 2008-2009 as compared to thirty-two percent in 2012-2013. Students who are economically disadvantaged increase from twenty-four percent to forty percent proficient and advanced. Both sub-groups' scores nearly doubled during this time period.

Fifty-six percent of all Fennimore Elementary students scored proficient and advanced this year in the area of mathematics compared to forty-one percent in 2008-2009. Only one in four students with disabilities was proficient and advanced in 2008-2009 as compared to almost one in two in 2012-2013. Students who are economically disadvantaged increase from twenty-nine percent to fifty-one percent proficient and advanced. Students responded similarly to the interventions in mathematics as they did to the interventions in reading.

The Wisconsin Department of Public Instruction now provides public feedback in the form of a School Report Card. The School Report Card has four areas that provide a score up to 100 points in each area. Those areas include: Student Achievement, Student Growth, Closing Gaps and On-Track and Postsecondary Readiness. The data referenced in the previous paragraphs are also reflected on the School Report Card in the area of Closing Gaps. The state average score in the area of Closing Gaps is 65.6. Fennimore Elementary has earned a score of 82.3. This provides us with data supporting the success of our practices, programs and interventions. We are confident achievement will continue to grow for all students in subsequent years.

In addition to the summative WKCE results, Fennimore Elementary School uses multiple pieces of data to support student learning needs. Data is collected by our classroom teachers using formative and curriculum-based measures. We use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to ensure progress of our early readers. We respond when students do not achieve benchmarks in alphabetic principles, phonemic awareness, accuracy and fluency, vocabulary, and comprehension. We collect data following the Quantile Framework for Mathematics. We identify when students do not demonstrate competence in number sense, operations, measurement, geometry, algebraic principles and functions, and data analysis and probability.

The intensity of our response (group size, frequency, duration) varies based on student assessment results. These flexible groups are progress monitored every two weeks to determine the efficacy of the intervention. In most cases teachers are able to respond to specific skill needs during instruction. However, assessment data results help teams determine if there is a need for more intensive intervention. Evidence based and scientific based interventions are chosen based on their student growth success.

Fennimore Elementary School is proud that data drives instructional practice. We involve all classroom teachers, special educators, and administrators in regularly scheduled meetings to review the achievement gaps in reading and math skills for all students. These teams identify and evaluate the efficacy of our instructional practices and interventions to ensure they are administered with fidelity.

2. Using Assessment Results:

Fennimore Elementary School relies on and values a wide variety of assessments to drive instruction and make decisions about student learning. We regularly collect and analyze data from WKCE, Star Early Literacy, Star Reading Enterprise, Star Math Enterprise, Phonological Awareness Literacy Screening (PALS) in 4K-1st grade, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in 5K-2nd grade, Assessment of Student Proficiency in Early Number Sense (ASPENS) in 5K and 1st grade, and grade level common formative assessments and/or curriculum based measures. Data from these tests and benchmark assessments are shared with parents during parent/teacher conferences. School-wide WKCE results are part of our School Report Card and available to parents and the community through our district's website.

Three times per year we hold grade level meetings to discuss the data that we have collected. These meetings are attended by grade level teachers, pupil service director, Title 1 teacher, special education teacher, related service providers, and building principal. Each member of the group reviews the data before attending the meeting. At the meeting we first look at the grade level as a whole. As a team we look for and address any information that points to a curriculum concern. Next we look at student specific data. The benchmark data that we collect gives us a snapshot of student progress. We compare this benchmark data with classroom data gathered from common formative assessments to make specific decisions about high and low achieving students. For example, we might start interventions, change interventions, increase intervention intensity, stop interventions, or modify flexible groupings.

Each grade level also meets weekly. These meetings follow the Professional Learning Community guidelines and are guided by four critical questions: What do we want our students to learn? How will we know that have learned it? How will we respond when a student experiences difficulty? How will we respond when a student already knows it? These weekly meetings allow the staff to maintain constant vigilance on student learning and curriculum. Teachers are able to use the data to plan for differentiation, make curriculum adjustments, flexible grouping adjustments, and check intervention effectiveness. With these weekly meetings student learning and progress is closely monitored allowing us to adjust our response.

In the spring of each year we hold a final grade level meeting. The purpose of this meeting is to look at student growth over the course of the year. We use this information to make plans for the next school year. We compile information such as enrichment activities, continuing interventions, changes in interventions are compiled. This documentation allows the next year's teacher to continue the intervention with efficacy. This work begins in our summer four-day professional development academy known as Eagle Academy.

3. Sharing Lessons Learned:

Fennimore Elementary School actively seeks opportunities to engage in learning about and sharing successful strategies at every level of our school community. We value partnerships focusing on the development of assets correlated to high levels of engagement and achievement for our students.

Our journey toward our model for implementation began by making a change from working in isolation to working in collaborative teams. We established opportunities for discussion within our structure that engaged teachers from all disciplines to join in the solution set. By doing this we developed common language and goals describing both identified problems and possible solutions.

We participate on teams of educators from our southwest region and the entire state of Wisconsin researching best practices. Professional development opportunities occur for administration, curriculum development, special education, gifted and talented, Title 1 programming, Early Childhood Education, and post secondary transition. Often state Department of Public Instruction consultants provide these opportunities. Through these workshops Fennimore Elementary staff develops networking and alliances with regional and state leaders.

We have been invited to share successful strategies implemented in the Fennimore Elementary School with others in our region. Examples include our early intervention programs, our professional learning community model, our intervention data, our gifted and talented programming, our use of technology, and many others. We have administrators, teachers, related service providers, and others who have become leaders in our region.

A recent regional Early Childhood team meeting included our team of teachers and related service providers describing their language enriched program and the outcome data supporting their strategies to bombard the child's language centers of the brain. Our data shows our Early Childhood Team's efforts have decreased the negative impacts of the identified developmental delays on early learning.

Fennimore Elementary School's Gifted and Talented program – based on a Response to Intervention model – was shared with State of Wisconsin consultants. Fennimore's model became part of the blueprint for the state model for Gifted programming using an RtI approach.

Lastly, many Fennimore Elementary School teachers and service providers have become recognized as leaders in their fields in our region and – in some cases – in the state. It is through this that we open ourselves to new ideas and successful strategies that positively impact the students we serve.

4. Engaging Families and Community:

Fennimore Elementary School believes that family and community engagement is an integral part of our school's success. We believe that accessing the many resources and supports in our district allows us to provide an environment in our school that is founded in family and area values.

We are very fortunate to have several opportunities for adults to be part of our school day. The district conducts strategic planning sessions. Community members are a necessary and integral part of these meetings. We partner with Friends of Fennimore Elementary School, an outside parent group, to provide additional wrap-around services. Our school utilizes district-sponsored and volunteer tutors to work with students and teachers. The tutors, under the direction of the classroom teacher, provide needed supports throughout the day. These tutors listen to students read, provide help with class work, support strategies being taught in the classroom, help chaperone events, and assist with programs and activities.

Written communication to families and the community happen in a number of ways. Our local weekly newspaper provides excellent coverage of events, activities and meetings that take place for our school. Our district administrator provides a monthly editorial, published in the local paper, focusing on national, state, and local educational issues and activities. The school district's website is kept up-to-date with information including the district report card. Quarterly we publish and mail a district newsletter to all households in our

school district. Newsletters include accomplishments, activities and important information. In addition to these public locations, each grade level or teacher weekly communicates to his or her students' parents using classroom or grade level specific newsletters which contain information, acknowledgements, up-coming events and opportunities for parents to support learning at home.

Many other events are planned and held to allow the community to be a part of Fennimore Elementary School. We hold concerts, fine arts night, and many programs for parents and grandparents during the school day. These events are very well attended. Each year the elementary and high school students team for an Earth Day project. Cross-grade teams are formed each led by an adult, to fan out throughout Fennimore to clean up litter.

Family access to outside interventions is also very important. We partner with River Way Community of Hope, a public nonprofit organization, to offer financial support, including transportation and counseling costs, for Alcohol, Tobacco, and Other Drugs (ATOD), and mental health counseling for students of low-income families.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission of Fennimore Community Schools is to continuously improve student achievement. Because of this belief, we do not accept curriculum as a completed document. Each curriculum is reviewed and updated as part of an ongoing process. We believe that it is important to create and use curriculum and instruction that is relevant and rigorous while engaging students in problem solving and higher order thinking. We utilize the Professional Learning Community model to allow for a collaborative team approach to creating, implementing and analyzing curriculum.

Core curriculum is created using the Wisconsin Model Academic Standards and the Common Core State Standards. Clear goals and benchmarks have been created which allow our staff to build engaging lessons and provide differentiation and interventions to meet student needs. A variety of technology resources allow for greater differentiation and engagement in all curricular areas.

The reading curriculum is based on the premise that foundational skills must be in place before students will meet success. Because of this many of our efforts to improve student learning occur in primary grades. There is an emphasis on phonemic awareness, phonics, and fluency in the primary grades and increased vocabulary and comprehension development in the intermediate grades. To ensure that all students are making growth in these areas, time is built into the schedule for reading intervention. This small group time allows teachers to serve students in flexible groupings designed to meet specific needs at all levels.

Foundational skills are an emphasis of our math curriculum starting in the early grades with a focus on number sense and fluency. As students progress teachers plan a balanced approach ensuring achievement in counting and cardinality, operations and algebraic thinking, numbers and operations, measurement and data, and geometry. To ensure that all students are making growth in these areas, time is built into the schedule for intervention. This small group time allows teachers to serve students in flexible groupings designed to meet specific needs at all levels.

Science and Social Studies curricula are based on the Wisconsin Model Academic Standards. These standards provide a foundation for lessons and experiences that give our students a wider view of the world. Science and Social Studies are looked at as inter-disciplinary subjects. Incorporating mathematics, reading and language arts gives our students the ability to make connections that provide deeper learning and meaning. Often our students, especially those who are economically disadvantaged, lack the experiences and activities to build solid understanding. Students are provided with first hand experiences such as attending virtual or real field trips, conducting hands-on experiments, engaging in activities designed by guest speakers, and utilizing technology resources.

Music and art classes use a performance task approach to meet the standards. These visual and performing arts are provided in a systematic and creative way where students are provided the opportunity to share their work with parents and the community.

Physical education and health/nutrition are treated as components of lifelong learning. We believe students need to develop habits that will provide them the skills to make healthy choices in adulthood. Using data collected from the Physical Education Curriculum Analysis Tool (PECAT) and the Health Education Curriculum Analysis Tool (HECAT), Fennimore Elementary has created curricula that focus on lifetime fitness and activities. We now provide physical education for 30 minutes every day at the elementary school. To enhance our health curriculum, we team with University of Wisconsin-Extension, which provides state-wide access to university resources and research to Wisconsin residents of all ages. UW-Extension has a nutrition educator who works with our students to create activities that promote healthy eating habits, which are also extended through summer school.

Library Media and Technology curriculum is very important to prepare our students to compete in a digital world. We provide direct and integrated technology skill development using a wide-variety of digital tools.

The district employs leaders in this area to ensure maximum use of these tools.

The Fennimore Elementary School curriculum is designed to create a community of life-long learners who are ready to address the challenges of the ever-changing 21st century. A one-size fits all curriculum will not meet the needs of our students. Differentiation, flexible grouping, problem solving are all essential elements in our comprehensive curriculum.

2. Reading/English:

Fennimore Elementary teachers utilize scientifically-based reading methods that are rich in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Our achievement success can be attributed to our sense of urgency in responding to students at the beginning of the year. We assess all students within the first 3 weeks of school rather than responding when they struggle. These data are combined with assessment results collected at the end of the previous school year to respond to students who are struggling and those who are far exceeding the skills of their grade level peers. Classroom teachers meet with our data team to plan for differentiated instruction. Students who require intensive intervention are supported by our specialized, highly-qualified Title 1 teachers.

Our entire program is based on students meeting the developmentally appropriate benchmarks in alphabetic and phonemic awareness principles needed to become emergent readers. As they gain more skills students are provided with more advanced and differentiated instruction appropriate to their instructional levels. As students display achievement beyond foundational skills, learning is focused on comprehension skills to increase literacy. Students move from learning to read to reading to learn.

Early instructional strategies include but are not limited to: whole group, Daily 5, Jolly Phonics, Direct Instruction, literacy circles, centers, and varying phonemic awareness activities. We use multi-sensory approaches including auditory, visual and kinesthetic activities designed to activate the whole brain and engage the child.

Fennimore Elementary reading instruction and methodology is driven by classroom-based progress monitoring using curriculum-based measures and common formative assessments to ensure students are making gains according to researched curriculum maps.

Reading is promoted outside of the allotted instructional time. Student motivation to read is a vital component of our reading program. Students enjoy the literacy activities promoted in our library media center. These resources include both traditional and digital materials. In addition to classroom reading activities, the library media center (LMC) allows students the opportunity to read by interest, genre, and the power of technology. Adult volunteers from the community, coordinated through the LMC, serve as reading mentors to help students enjoy and reach their literacy goals. There is also a school-to-home connection as user names and passwords are provided to families to access reading materials digitally.

3. Mathematics:

Fennimore Elementary School Mathematics curriculum and instruction utilizes Focal Points outlined by the National Council of Teachers of Mathematics and the standards, domains and clusters outlined by the Common Core Standards. This approach has allowed benchmarks to drive instruction and student learning.

Fennimore Elementary School instruction is informed through the use of common formative assessments and curriculum-based measures. Professional Learning Communities are able to make decisions regarding student learning and adjust learning activities that are differentiated to insure student growth. Student progress is monitored with the use of Universal screening data (STAR) and early math assessments (ASPENS).

Our achievement success can be attributed to our sense of urgency in responding to students at the beginning of the year. We respond with the same process for math as is used for reading. We assess all students within

the first 3 weeks of school. These data are combined with assessment results collected at the end of the previous school year to respond to students who are struggling and those who are far exceeding the skills of their grade level peers. Classroom teachers meet with our data team to plan for differentiated instruction. Students who require intensive intervention are supported by our specialized, highly-qualified Title 1 teachers.

Students found to be above the 90 percentile against national norms are provided opportunities to use these advanced skills to problem solve, analyze and reason. Students scoring below the 10th percentile are provided urgent interventions. We provide a second math instructional period in each day to provide these intervention and enrichment activities.

Student results are charted and student learning objectives are documented. Trend lines define expected growth. We also compare student results with the Quantile Framework for math. Our four-year-old kindergarten lays the foundation with number sense. In kindergarten we establish a strong foundation in math skills using a balanced approach incorporating counting and cardinality, operations and algebraic thinking, numbers and operations in base ten measurement and data, and geometry. Assessments include essential learning outcomes represented in each of these domains. Learning continues to be assessed in different contexts as they progress through grade levels. We utilize a spiraling curriculum approach.

Fennimore Elementary School's teachers have engaged in professional learning activities to incorporate best practices in mathematics instruction. The Professional Learning Community approach has challenged them to increase student learning results.

4. Additional Curriculum Area:

To create excitement for learning, the staff is unified under the theme Ignite Passion. We want our students to be excited about learning and have that excitement extend beyond our walls. Science is a curricular area that has great potential for igniting passion. Hands-on and first-person experiences are essential pieces to our science curriculum. Teaching students to think, problem-solve, and wonder will follow the students and be very important in other curricular areas. A passion for science leads students to search out more information through research, reading and experimentation.

To strengthen our science program we have partnered with a science instructor who has won the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). He works with our staff to create activities and lessons that support the science curriculum. He provides and delivers hands-on activities for classrooms and assists teachers in extending the lesson. Science curriculum professional development is delivered to staff in a one-on-one setting that allows staff to focus on areas of the curriculum that are most critical. Many of our students who struggle with other academic areas are able to demonstrate greater understanding when allowed to learn in a hands-on format.

We also developed after-school and summer school science enrichment programs. The after school lessons build on curiosity and focus on scientific method, problem-solving and exploration using a Science Olympiad framework. During the summer students explore specific topics related to physical science such as rocketry, pressure, motion and energy. While these activities are enrichment, they are offered to all students.

Fennimore Elementary Schools focuses resources on early intervention in preschool programs. We know that our investment in time and energy ensuring students come to school prepared to learn pays off in many ways. We benefit when we form trusting relationships with parents early in a child's educational career. We know building collaborative partnerships with community, regional and state agencies increases our efficacy to provide needed supports and services through referrals. We understand that our actions and efforts for these students will pay big dividends down the road.

Fennimore Elementary School's earliest intervention comes from increased child-find activities. Child-find activities are outreach activities to screen for developmental delays in our youngest students. Research

indicates early interventions are the most effective. We also know that the one natural environment for the vast majority of early childhood children will be in the school setting. Our efforts to ensure we offer significant language, motor, adaptive, social, behavioral, cognitive interventions pay off.

We have adapted our curriculum to the Early Learning Standards and established resource rich environments. We use an inclusive model. At any one time we include speech clinicians, occupational therapists, physical therapists, teachers and para-professionals in one classroom. All students benefit from activities provided by therapists interacting in the classroom. This results in our most needy Early Childhood students often demonstrating appropriate pre-readiness skills when they reach school age. Our data indicate students with significant early developmental skills respond positively to classroom-based interventions and have more success with early learning and instruction.

Students are provided access to language bombardment techniques, sensory modulation, core conditioning and balance activities, visual motor skills, social and adaptive play. When these systems are regulated, trained, or practiced during this early developmental period students have better outcomes. Since we have implemented a more integrated early childhood program, data indicates that our students have better understanding of letter sound relationships, are better able to attend to important stimuli, show better stamina and adaptive skills. We know and our data show better outcomes in reading and writing skills when they become school aged.

5. Instructional Methods:

Fennimore Elementary has been fortunate to have received a Student Achievement Guaranteed in Education (SAGE) grant for several years. This grant has allowed us to maintain small class sizes in grades kindergarten through third grade. The district has also been the recipient of several technology grants used to invest in a part-time position dedicated to provide technology leadership to teachers and connect them to technology and software to maximize differentiation activities. Finally, the staff has been committed to supporting their observations with data to make educational decisions based on results.

The smaller class sizes have been critical to providing high-achieving students with activities that match their abilities in addition to utilizing different tools to motivate or differentiate learning in ways that are meaningful to them. For example, teachers organize students into flexible groups that connect them with interest levels or abilities. High-achieving students love the opportunities provided in literacy circles so they are able to have discussions about deeper meaning of text. Students who struggle are provided with strategies that allow them to decode text and read in context. There are table applications (apps) that target fluency at an early age. These apps are highly motivating. As they become more fluent, they become more confident to read on their own. The most success is as a result of early intervention and phonemic awareness activities in our 4-year-old kindergarten program as literacy circles are now beginning as early as kindergarten.

In the area of math, the instruction has changed from scope-and-sequence, text-driven computation activities to one that provides more experiences with all mathematical domains/strands. Five years ago our emphasis was on literacy activities. Students have access to iPad applications for practice and the district has purchased software to challenge students. In addition, advisors are providing opportunities for contests which students enjoy. There is also communication with parents so they understand where their children are achieving.

In addition to professional development and a small class size structure, every elementary classroom is equipped with a smart board and document camera. This allows two-dimensional objects to be manipulated. The technology allows students to understand concepts in different contexts. These practices allow students not to be limited to their experiences. It is not the small class sizes that have increased achievement; it is what the students have been able to experience as a result of these class sizes that has made the difference.

6. Professional Development:

The Fennimore Community School District is proud of our professional development program. Our professional development begins each year by having our Professional Learning Community Leadership Team meet to plan our annual, summer professional development. The leadership team meets to discuss when and what will take place. Professional development is customized to each team's curriculum development. After meeting in the summer, they present their accomplishments and goals to the entire district on the first day of inservice.

Professional development throughout the school year consists of scheduled PLC time, book studies, speakers, and workshops. The staff is committed to taking part in activities that support their PLC –SMART (Specific, Measurable, Attainable, Result-oriented, and Timeline) goals. These goals focus on student results and the professional development activities will be used to increase the results.

In addition to time set aside each week, the district also supports an early release for students one day per month. The students leave early and the staff stay until 5:30 p.m. These days allow opportunities for vertical teaming activities. Older grade level teachers can share with younger grade levels areas of struggle for students. This information can be incorporated with the most recent results from the latest formative decisions when making instructional decisions.

In addition to our local professional development, our district subscribes to the opportunities provided by our local educational cooperative (CESA). Our CESA has 31 schools who contribute dollars toward different programs in order to get high-quality professional development. Our staff members both learn from and contribute to these activities. In fact, the word has spread about our Eagle Academy. Superintendents from other districts have asked permission for their team members to attend our summer professional development. This has allowed us to network and learn from successful programs from other school districts for no cost.

This approach has worked well and is a major factor in our curriculum development. Our district's philosophy is that it is difficult to learn and incorporate major changes by piggy-backing professional development in the middle of the week or the end of a school day. The investment in the Eagle Academy has given our staff a dedicated time that limits distractions.

7. School Leadership

Our school leadership team follows the same model of our teachers. We are organized in our own professional learning community with a focus on results. In addition our school board incorporates achievement in our strategic plan. Both groups provide leadership and support. Both groups have also committed to success. We also understand our roles. For example, just like a coach of a professional athletic team might not be able to perform as well as the players, he or she understands what is required to be successful. We have organized our leadership with that model. As a result there is a great amount of trust. This trust has been the foundation of everything that gets accomplished.

When a student is struggling and a teacher might need a resource not available, the leaders help connect them to it. There is a great deal of sacrifice by leaders and other staff members. They sacrifice because it is the right thing to do not for personal gain. We really believe that we can serve our students well when people do not care who gets the credit.

Even though a supportive culture resonates district-wide, at the elementary specifically, there is an expectation that leaders will fulfill their roles. For example, the principal and director of pupil services meet with data teams and each grade level every other week. This is great support for the classroom teachers, but they are a part of one team. The principal and director of pupil services are a part of all teams. After each meeting there are responsibilities to ensure students are growing, which requires the leaders to take part. As a result this has garnered respect by the staff members. There is an expectation that decisions will be based on what will help the student versus what is convenient for the staff member. Staff members know that this

expectation does not waver. The leaders would never expect a staff member to engage in an activity they were not willing to complete themselves.

In summary this success goes beyond the building level as there is a continued and supportive push from the school board and superintendent to strive for excellence. The school board has set this course in partnership with the students, parents, staff, and other community leaders to establish a strategic plan. This commitment from leadership sends the message loud and clear we will work together for our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: WSAS

All Students Tested/Grade: 3

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	65	57	39	53	40
% Advanced	6	9	5	2	6
Number of students tested	49	47	61	49	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	1
% of students tested with alternative assessment	0	0	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	52	52	32	42	25
% Advanced	4	5	3	4	6
Number of students tested	23	21	31	24	16
2. Students receiving Special Education					
% Proficient plus % Advanced	75	0	57	22	36
% Advanced	0	0	14	0	18
Number of students tested	4	3	7	9	11
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	4	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	1	0
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	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	66	60	40	52	40
% Advanced	6	9	4	2	6
Number of students tested	47	43	55	48	53
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
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: Math
All Students Tested/Grade: 4
Publisher: CBT

Test: WSAS
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	52	66	40	33	49
% Advanced	10	14	4	4	2
Number of students tested	48	58	53	57	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	1	0
% of students tested with alternative assessment	0	2	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	48	59	36	43	42
% Advanced	9	7	4	5	0
Number of students tested	23	29	25	21	12
2. Students receiving Special Education					
% Proficient plus % Advanced	50	89	14	57	50
% Advanced	0	22	14	14	0
Number of students tested	4	9	7	14	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	0	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	2	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	0	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	53	67	39	33	49
% Advanced	12	15	4	4	2
Number of students tested	43	54	51	57	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
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: Math
All Students Tested/Grade: 5
Publisher: CBT

Test: WSAS
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	53	48	43	39	47
% Advanced	7	7	5	2	0
Number of students tested	58	56	58	44	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	1	0	0
% of students tested with alternative assessment	2	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	44	38	38	35	38
% Advanced	4	7	10	6	0
Number of students tested	27	29	21	17	16
2. Students receiving Special Education					
% Proficient plus % Advanced	50	12	60	0	0
% Advanced	0	0	20	0	0
Number of students tested	10	8	10	4	7
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	1	0	0	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	1	0	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	56	46	43	39	47
% Advanced	7	8	5	2	0
Number of students tested	54	52	58	44	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
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: Math
All Students Tested/Grade: 6
Publisher: CBT

Test: WSAS
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	56	44	46	24	28
% Advanced	7	4	2	0	2
Number of students tested	54	57	46	45	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	1
% of students tested with alternative assessment	0	2	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	59	46	44	30	17
% Advanced	7	0	6	0	6
Number of students tested	27	24	18	20	18
2. Students receiving Special Education					
% Proficient plus % Advanced	30	33	0	0	17
% Advanced	10	0	0	0	17
Number of students tested	10	9	8	6	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	1	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	1	2
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	0	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	54	44	47	26	30
% Advanced	8	4	2	0	2
Number of students tested	50	57	45	43	44
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
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: 3
Publisher: CTB

Test: WSAS
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	51	43	31	53	26
% Advanced	6	6	7	10	4
Number of students tested	49	47	61	49	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	39	48	26	38	12
% Advanced	0	5	3	12	6
Number of students tested	23	21	31	24	16
2. Students receiving Special Education					
% Proficient plus % Advanced	25	0	14	22	27
% Advanced	0	0	14	0	9
Number of students tested	4	3	7	9	11
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	4	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	1	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	1	0	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	53	44	33	52	26
% Advanced	6	7	7	8	4
Number of students tested	47	43	55	48	53
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: 4
Publisher: CTB

Test: WSAS
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	38	36	38	30	37
% Advanced	6	12	15	5	7
Number of students tested	48	58	53	57	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	1	0
% of students tested with alternative assessment	0	2	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	30	28	32	24	33
% Advanced	0	7	8	5	0
Number of students tested	23	29	25	21	12
2. Students receiving Special Education					
% Proficient plus % Advanced	0	11	0	21	25
% Advanced	0	0	0	7	0
Number of students tested	4	9	7	14	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	0	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	2	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	0	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	42	39	37	30	37
% Advanced	7	13	16	5	7
Number of students tested	43	54	51	57	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
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: 5
Publisher: CTB

Test: WSAS
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	40	38	38	36	29
% Advanced	7	2	7	5	11
Number of students tested	58	56	58	44	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	1	0	0
% of students tested with alternative assessment	2	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	44	38	24	29	19
% Advanced	4	3	5	12	12
Number of students tested	27	29	21	17	16
2. Students receiving Special Education					
% Proficient plus % Advanced	50	38	10	0	0
% Advanced	0	0	0	0	0
Number of students tested	10	8	10	4	7
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	1	0	0	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	1	0	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	41	38	38	36	30
% Advanced	7	2	7	5	12
Number of students tested	54	52	58	44	43
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
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: 6
Publisher: CTB

Test: WSAS
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	54	53	52	29	46
% Advanced	7	9	7	4	2
Number of students tested	54	57	46	45	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	2	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	44	50	44	20	33
% Advanced	7	4	11	5	6
Number of students tested	27	24	18	20	18
2. Students receiving Special Education					
% Proficient plus % Advanced	30	22	0	0	17
% Advanced	10	0	0	0	17
Number of students tested	10	9	8	6	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	1	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	1	2
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	0	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	56	53	53	30	45
% Advanced	8	9	7	5	2
Number of students tested	50	57	45	43	44
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
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: