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

Official School Name Ozaukee Middle School
(As it should appear in the official records)

School Mailing Address 401 Highland Dr
(If address is P.O. Box, also include street address.)

City Fredonia State WI Zip Code+4 (9 digits total) 53021-9491

County _____ State School Code Number* 19450080

Telephone 262-692-2489 Fax 262-692-6257

Web site/URL http://www.nosd.edu E-mail jhastreiter@nosd.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ 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* Mr. Blake Peuse E-mail: bpeuse@nosd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Northern Ozaukee School District Tel. 262-692-2489

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. Paul Krause
(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)
   1 Middle/Junior high schools
   1 High schools
   1 K-12 schools

   4 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
   [X] 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	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	28	22	50
7	37	26	63
8	20	20	40
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	85	68	153

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
1 % 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 ***to*** the school after October 1, 2012 until the end of the school year	3
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	153
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 2 %
3 Total number ELL
Number of non-English languages represented: 2
Specify non-English languages: Spanish and Hmong

8. Students eligible for free/reduced-priced meals: 28 %
Total number students who qualify: 43

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 %
23 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	2 Other Health Impaired
0 Deaf-Blindness	13 Specific Learning Disability
3 Emotional Disturbance	1 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 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	2
Classroom teachers	5
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 14:1

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	97%	97%	97%	100%	98%
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

With a district spanning a mostly rural area, the Northern Ozaukee School District (NOSD) continually strives to engage families from multiple towns, cities and villages in order to create a shared community focused on school, students, and learning. As it says in the name, Northern Ozaukee School District does not represent one city but rather represents sprawling communities across the northern part of our county. Our school plays an important role in focusing the people, strengths, and assets of each separate community, into one school-based community where students' learning comes first.

Ozaukee Middle School (OMS) is located in the Village of Fredonia, Wisconsin, and serves students from the Village of Fredonia, Town of Fredonia, Town of Belgium, Town of Saukville, and the Village of Newburg. Though located in a fairly rural environment, Ozaukee Middle School is about twenty miles to the north of Milwaukee. Ozaukee Middle School's geographic location makes it an outstanding option for students from in and around our community to experience a school with very high standards, the ability to meet individual learning needs, and prepare students for whatever awaits in their future.

Ozaukee Middle School serves approximately 150 students in grades six through eight. As one of four schools that comprise the Northern Ozaukee School District, Ozaukee Middle School has consistently served as an excellent transitional and transformational learning environment for students moving from elementary to high school and from private/parochial education to public education.

Ozaukee Middle School emphasizes individualized attention and experiences. With student/teacher ratios of approximately 14:1, students feel as though they are not just a number but rather a person. Being able to customize learning experiences while offering a number of exciting electives and learning opportunities is a tremendous asset to our students and community. In many smaller schools whether or not an opportunity can be offered is limited by size or budget. Ozaukee Middle School typifies the "why can't we work together to make that happen" mantra and comes together to provide opportunities. Even though we are a smaller school, we do not lack for student opportunities.

Professional Learning Communities (PLCs) are highly functional at Ozaukee Middle School. Working together toward the betterment of ALL students is an everyday expectation for all members of the school community. The usage of these PLC's has helped students continue to grow and close the achievement gaps because of the high focus on individual needs. Students are engaged in a caring environment with a high set of expectations attached to their learning. Students, staff, and families highly embrace this environment and push for excellence in education, giving the school the ability to close gaps and giving the ability for students to excel past their grade level expectations.

Congruity through the usage of standards-based teaching, learning, and assessment has been the key to our student's success. Utilizing the Common Core State Standards, and customizing these standards to our needs, has provided a solid framework from which to start our work. Everything that we do as a school hinges on creating the relationship between student needs, curriculum, resources, and assessments to hone in on helping students achieve at higher levels. This expectation goes well beyond the core subject areas and has been the impetus for creating high levels of learning through our elective and technology class offerings. All of our students take Spanish in grades seven and eight and our 8th grade students showcase their learning in a highly interactive culmination seminar project. These opportunities, along with the aligned curriculum and assessments, set a high bar and ultimately prepare our students to be college and career ready.

Ozaukee Middle School emphasizes increasing music and arts programs and technology integration. Staff members, with regular student and parent/guardian input, have created excellent options for our students to explore all avenues of their learning style, whether it be a more concrete-sequential, process-based class, such as our Introduction to Engineering, or the more audio-visual classes such as art, chorus, or band. Our students continually ask for high quality options and our school and district do not disappoint.

Ozaukee Middle School was recognized as an Exemplary School by the Association of Wisconsin School Administrators (AWSA) in 2010. The district, with Ozaukee Middle School being a large piece of the equation, was recently awarded a $20,000 grant from the Wisconsin Technology Initiative (WTI) for implementation of Next Generation Science Standards and received new technology to engender this work. In all, Ozaukee Middle School offers a welcoming environment with great parental support, a strong community presence, and the ability to truly match the district's mission of "Knowing, valuing, and appreciating the uniqueness of every child." We could not be more proud of Ozaukee Middle School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Wisconsin uses the Wisconsin Knowledge and Concepts Examinations (WKCE) by CTB-McGraw Hill to measure student academic achievement and school attainment of Annual Yearly Progress (AYP). The WKCE is administered at the end of October. All students in Grades 3 - 10 are required to take the WKCE assessment in reading and mathematics. In grades 4, 8, and 10 additional assessments are givne in the academic areas of language arts, social studies, and science. The State of Wisconsin has 4 assessment levels: advanced, proficient, basic, and minimal. Acceptable scores are proficient and above. For every student scoring below proficient, a deduction is calculated into the overall school report card. The school report card demonstrates the performance of each school.

The Northern Ozaukee School District has established district expectations of exceeding the State of Wisconsin averages in all of the tested subjects at all grade levels. Ozaukee Middle School staff has prioritized meeting these expectations. From 2008 to 2012, OMS increased 6th grade reading scores 20 points being 22 points above the state average (57%), 7th grade reading was above state average by 6 points with a slight decrease overall of 7 points (43%), and a 20 point increase in 8th grade reading with a total of 24 points above state average(64%). Similar progress was made in mathematics. OMS increased 6th grade mathematics from 4 points below state average to 7 points above for a gain of 19 points(59%), 7th grade math remained the same being 7 points above the state average(54%), and 8th grade mathematics increased 16 points being 17 points above state average(62%).

Evaluation of this information demonstrates Ozaukee Middle School's staff dedication to student achievement. When examining the entire school data, double digit percentage gains speak to the commitment the staff has for individual student academic success. Over the past five years, student growth has continued to increase, and we expect continued growth each year.

Ozaukee Middle School operates as a Professional Learning Community focused on individual student academic achievement. As such, there is great emphasis placed upon data driven decision-making. To accomplish this goal, evidence of student performance is obtained on a regular basis.

Beyond the overall scores, we believe in analyzing subgroup data. OMS staff analyzes the various subgroups of students and target the students in the subgroup areas of students with disabilities (SwD) and economically disadvantaged of two major growth areas over the past five years. When evaluating the data, these subgroups have made the most significant gains. SwD increased in reading from only 6% proficient to 29% achieving proficiency on the WKCE while economically disadvantaged increased from 31% proficient and 3% advanced to 35% proficient and 10% advanced respectively. Mathematics results were even more significant. Our economically disadvantaged subgroup increased from 25% proficient and 6% advanced in 2008-09 (total 31%) to 42% proficient and 13% advanced in 2012-13 (total of 54%), while the SwD increased from 6% Proficient in 2008-09 to 23% proficient and 6% advanced in 2012-13 (total 29%).

Additionally, Ozaukee Middle School students participate in the ACT assessments. In April of their seventh grade year, all students receive the Explore assessment. Along with the exposure to this rigorous assessment, the Explore provides data for students to begin to analyze Career Clusters already within the middle school. In April of their eighth grade year the students take the Explore assessment again. This provides direct correlation data of student academic growth and solidifies career pathways for students to focus on when entering high school.

Beyond the WKCE and Explore results, all Ozaukee Middle School students take the Acuity test once per term. Acuity, a Common Core State Standards and Wisconsin State Standards (prior to 2009) aligned online assessment program, created by CTB-McGraw Hill, provides individual student academic growth achievement data specifically tied to standards. This data is analyzed quarterly by grade-level and subject-level PLCs.

In order for Acuity information to be meaningful, all staff members realigned the academic standards within their curricular areas. This allowed for the creation of common academic assessments, both formative and summative, to create comparable data. The process began with the Wisconsin Standards, and when the Common Core State Standards were released, NOSD adopted these standards. Along with the Acuity assessment data, PLC teams are able to use unit formative and summative assessment data to guide individual academic performance.

The past five years have allowed for the refinement of the data analysis and intervention process to truly focus on personalizing education at Ozaukee Middle School. It is the academic data along with anecdotal evidence that allows for informed decision-making.

2. Using Assessment Results:

Data-driven decision-making is at the heart of the operation of OMS. Our staff members believe, as a PLC, the data tells us what we need to do. Analyzing student data on a regular basis has become a common practice.

To assist with the organization of the data, electronic documents are created and include all types of assessment data for each graduating class. Data charts begin with elementary school data as students enter sixth grade and are completed as student's progress through OMS. The academic and behavioral information are updated monthly by staff and include but are not limited to: WKCE results, quarterly Acuity results, seventh and eighth grade Explore results, running reading records, mastery of math standards, attendance, and discipline data. This electronic document is shared among all staff at OMS and serves as a communication tool to track student progress.

With focused efforts on Common Core alignment, departments have created common unit assessments. Ongoing formative assessments focused on standards drives instruction at the classroom level. Differentiated instructional strategies and flexibly grouping students within the classroom take place based on data analysis. With standards alignment, we know how students are performing. Standards attainment is measured several times in school-wide spiral assessment system to ensure accurate results and encourage student retention of knowledge and skills.

Beyond the classroom, results are used for additional individualized support. Built into the daily schedule is an intervention period for 35 minutes. On a daily basis, OMS students needing assistance outside the classroom are assigned to work with their specific teachers during the intervention period to attain weekly learning objectives. If this support is not sufficient, an additional intervention time is provided after school. The Homework Club is facilitated by multiple teachers, twice weekly, with a focus on literacy and math interventions for students demonstrating skill deficiencies.

On a monthly basis, grade level teams review student progress in math and reading. This has become even more valuable with the implementation of our Response to Intervention (RtI) program started in 2011-12. All staff are aware of the current performance of every student in relation to standards attainment. During grade level PLC time, data discussions focus around:

1. Which students need additional assistance and to what RtI level (Universal, Targeted, Intensive)?
2. What evidence is needed to show student progress?
3. Which students need to be challenged and to what extent? How do we offer this challenge?

Should a student become involved in our RtI program, progress monitoring data is collected to answer whether the student is making expected gains. EasyCBM is a website used to assess students using curriculum-based measures in reading and math. Students are constantly being reassessed on progress toward the identified standards. The fluidity of the RtI program offers the maximum amount of assistance needed for each student.

Ozaukee Middle School is focused on individual student success. The data assists in creating personalized education plans. The ongoing nature of data review informs us of student academic achievement.

3. Sharing Lessons Learned:

As a PLC, Ozaukee Middle School believes in reflecting upon all practices to continue to improve as a school. In addition, OMS values sharing out what has been learned with numerous other stakeholders so they may assist in personalizing the education of each student. This begins first within the district. As a small school, it is critical to share among all levels the professional expertise each teacher possesses.

One of the greatest lessons shared has been adopting the Common Core State Standards as the NOSD Standards. These reading, mathematics, and literacy standards have been aligned vertically K-12 and horizontally among grade levels. In addition, the Next Generation Science Standards have been integrated as well. This alignment done through PLCs has allowed for the professional understanding of expectations, creation of common unit and end of term summative assessments. Success is measured by common rubrics created by grade level teams. This practice is now a standard operation at all schools in NOSD. This process has also led to district wide standards based report cards at all grade levels and all subject areas. OMS has been instrumental in leading this development. Staff members have presented the process of using PLCs to develop CCSS aligned curriculum as part of a Post Secondary Ed Leadership course for a local college for the past 2 years. In addition, staff teams have presented to other school districts the creation of the NOSD standards based report cards and curriculum alignment process.

Beyond meeting the "typical" students needs, OMS has created several other interventions for individual student success. We created a resource time in the daily schedule where students report to teachers they need to work with or teachers who can provide the best assistance. Our RtI system is specific, tiered, and targeted based on evidence we gather. The critical component is flexibility. Flexibility in meeting times and commitment to providing interventions are crucial to our success. The RtI model has worked so well that a similar program is being implemented at the high school under the guidance of the OMS staff. The principal has been contacted numerous times from districts across the state to share our block schedule with the RtI block and flex time for intervention. Several OMS staff members have visited other schools in the area to present our RtI model as well.

Support from the community, school board, and the Superintendent is essential to our success. Weekly release time for professional development is provided for grade level, team, and PLC focus. Time is maximized to communicate, share, and analyze results. Professional growth, creativity, and risk-taking are part of the culture supported at OMS to improve student academic successes. The sharing of successes and failures among staff contributes to our overall achievement. Every month an update is provided to board of education regarding the use of professional development time. The staff have also presented to the Board, at PAG, and an open session about the operation of our RtI program. During the conversion to Standards-Based report cards, monthly stakeholder presentations and listening sessions took place to make sure complete understanding of the grading method existed.

NOSD staff willingly share in our successes. We believe through sharing we also evaluate and learn how to improve upon our own programs. Much of what happens at OMS takes place district wide. The expectation is soon all schools will follow the success demonstrated at OMS.

4. Engaging Families and Community:

Ozaukee Middle School is always working to strengthen the bridge between parent, student, and school. While OMS offers many opportunities for parents to be an integral part of their child's education, the staff also believes strongly that relationships with parents are two-way streets.

One of the most basic but powerful examples of how OMS works to engage families is through consistent and open two-way communication. Through traditional activities such as open houses, parent teacher conferences, automated phone messages, and personal phone calls home, emphasis is placed on

parent/teacher communication. OMS increases communication through uses of technology including Schoology which is a learning management system; Remind101, a school-based text messaging service; Google Drive; school, teacher, and classroom websites; blogs; and school emails. School, teacher and parent communication is at the root of engaging families at OMS.

Additionally, our Parent Advisory Group (PAG) serves as a critical mechanism for increasing parent communication and ownership. Our building principal, along with a rotation of teachers, work closely with our PAG. Through ongoing communication and monthly meetings, the PAG addresses successes and concerns regarding the school and is another tool families can use to be involved in our school community.

Eighth grade parents are encouraged to attend freshman orientation with their child in the spring. During this meeting, our high school principal and guidance counselor explain high school expectations and course offerings. After the meeting, parents and students are encouraged to sign up for classes. Eighth grade advisory teachers and select high school teachers are on hand to assist students and parents with the registration process.

Ozaukee Middle School also has numerous ways for students to help shape the community and culture of our district. Clubs promoting community building within our school include; Big Brothers/Big Sisters, Leo Club which is a Lions Club activity geared for youth, Student Council and Chain Reaction, an organization focused on positive role-modeling. We created a transition program for students arriving in seventh grade from a neighboring parochial school and buddy system for all students new to the district.

Monthly events promoting a positive school community also include Students of the Month and an incentive program built upon our school's PBIS expectations. Incentives are built upon the Warrior Way which focuses on being respectful, responsible, and ready to learn. Rather than an honor roll, we celebrate students achieving standards and making academic progress as part of Student of the Month.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Three key ideas drive curriculum development at Ozaukee Middle School. First, all classes are designed around the Common Core ELA/Reading standards. OMS strongly believes that the connections taught in our ELA and reading strategies classes will be strengthened when applied across the curriculum. Second, OMS stresses not only the importance of Common Core Standards, but also incorporating 21st Century Skills throughout the curriculum. Creativity and innovation, critical thinking and problem solving, and collaboration skills are integrated across our curriculum. The final area of focus which drives all of Ozaukee Middle School's curriculum development is the attention paid to developing the whole child. Pre-assessments, formative and summative assessments, small class sizes, effective resource/guidance time, and care paid to student/teacher relationships ensure curriculum is personalized to meet the needs of individual students. Curriculum at OMS is ever changing and offers students a variety of opportunities, rigor, and appropriate challenges as they make the important transition from elementary through middle to high school.

ELA 6, 7, 8 - Sixth grade ELA classes teach students how to apply reading strategies to both fiction and nonfiction text in addition to writing constructed responses. Throughout seventh and eighth grade, OMS students continue to build on these skills at a more in-depth, analytic level and are expected to "read to learn". By eighth grade, students are writing research papers and analyzing fictional text at a comprehensive level. Literacy skill development is incorporated in all subject areas with development in the ELA courses.

Mathematics 6, 7, 8, Algebra - OMS math courses are aligned to the common core standards and designed for students to demonstrate knowledge on a spiraling assessment basis. Included is Marzano's L to J mathematics assessments. Students have the ability to advance course levels by demonstrating advanced standards knowledge including taking high school Algebra. Courses are also designed to routinely show connections between other courses specifically in the STEM areas.

Social Studies 6, 7, 8 - Our Social Studies department has worked closely over the past five years to ensure proper alignment of Social Studies standards being taught in grades 6-12. There's a simple belief in the alignment of Social Studies classes here at OMS: start local to think global. Students study Wisconsin state history in sixth grade, US history in seventh grade and world history in 8th grade.

Science 6, 7, 8 - Our science curriculum has also been realigned using Next Generation Science Standards in grades 6-12. Students taking sixth grade science are introduced to earth science, followed by seventh grade life science, and eighth grade physical science. Over the course of three years, students have the opportunity to participate in an overnight environmental education science nature camp, emu hatching, boat races, introduction to genetics, and calculating force and work through Rube Goldberg machines.

Art 6,7,8
OMS students have enriching art opportunities through our sixth, seventh and eighth grade courses. In our middle school offerings, students work with media displaying their skills, techniques and creativity in a variety of ways. Beyond traditional art assignments, students incorporate literacy skills in multiple ways to keep our school-wide focus on literacy skill acquisition. Students research specific artists and artwork, drawing significance between past, present, and future.

Music
We have a variety of music course offerings at OMS. Sixth graders have the choice to enroll in general music or band, while seventh and eighth graders can choose to take band, choir, or both. Given the size of our school, middle school students have the opportunity to work closely with high school students to create a middle school/high school band or choir for selected concerts. An option exists for those not interested in the performing arts to be introduced to business concepts related to the humanities, such as running a museum or convention center.

ITECH
Itech is designed to create connections between the world of information technologies and other classes. Beyond studying internet safety and computer skills, students integrate content knowledge from other classes and apply technology to website, blog, video, and application reviews. These reviews are compiled and shared with teachers across the district as a tool they can use for future classes.

Spanish
All OMS students gain valuable foreign language skills as they can take an introductory Spanish class in seventh grade as well as Spanish 1 in eighth grade. These classes focus on conversational language that is introduced through topical subjects and vocabulary in each unit. Students gain experience reading, writing and speaking Spanish during both the introduction class as well as in Spanish 1.

Global Economics (7th Grade)
All OMS students are introduced to key concepts regarding economics, finances, and personal choices. Students learn concepts including media literacy, supply and demand, inflation, recession, federal tax dollar spending, and personal finance. This course is a foundation for high school economics and finance courses.

2. Reading/English:

At OMS, the English curriculum encompasses full literacy skill development along with word study and grammar. Students meet for 90 minutes every other day to build their literacy skills. Teachers use a variety of instructional tools to facilitate learning in all areas of literacy, based on the Common Core State Standards.

Teachers design the English curriculum to integrate reading, writing, language, speaking, and listening into each unit of study. One example is book clubs. Students select their own novels based on interest and reading level. This opportunity for self-selection motivates students to read books and take ownership of their education, while meeting individual academic needs. Numerous aspects of English are incorporated throughout the typical three-week unit. Through mini-lessons, teachers model effective small-group discussion skills, strategies to help readers understand text, and literary analysis. After modeling, students meet frequently in book club groups to practice these skills and strategies while receiving timely, individual, teacher feedback. Though many of these skills are integrated into the small group discussions, the literary analysis is enhanced through the writing process. In a written response, students use evidence from the text to support an in-depth analysis on various topics including character, setting, plot, and theme.

Through the instructional method of release of responsibility, students move from teacher guided instruction, to small group practice, and to independent demonstration of skills and knowledge. This process allows teachers to provide timely and differentiated feedback driven by students' academic needs. This is one example of how the curriculum integrates all aspects of English and supports the needs of under- and over-performing students.

Beyond English classes, the teachers at OMS are incorporating literacy skills into all content areas. English teachers have developed workshops to instruct all staff how to integrate literacy strategies into content areas. This includes reading strategies such as RAFT which is summarizing text through note taking, and analyzing the organization of informational text. In addition, all staff uses graphic organizers and the 6 traits of writing to instruct writing in the content areas. The OMS staff created and used common rubrics in writing, speaking, and listening throughout all content areas. Another example of expanding literacy is the use of Dr. Robert Marzano's research-based vocabulary strategies. In this system, each grade level has identified the vocabulary that students learn and practice throughout the year, so there is enduring understanding of the vocabulary.

3. Mathematics:

For more than five years, students at Ozaukee Middle School have been ability grouped in mathematics. Besides teacher recommendation, several other data pieces are analyzed to determine student placement,

such as: WKCE, Acuity, and summative assessments. The mathematics teachers have continuously worked at implementing and aligning the Common Core State Standards both horizontally and vertically within each course to ensure students are college and career ready.

In addition, several other components of the OMS mathematics program are designed to create student success. As with all of the course areas, emphasis is placed on integrating real-world, application-based curriculum. This is demonstrated through project-based learning and specifically focuses on the mathematics standards involved in the project. For example, each grade level incorporates cross-curricular projects requiring mathematical analysis. Some of these courses include Science Technology Engineering and Mathematics (STEM) courses, Global Economics, and Seminar.

Multiple instructional strategies are used to present the educational standards. Students are strongly encouraged to use YouTube and Khan Academy as resources for additional learning or remediation. The teachers model the use of these resources in class as part of their instruction. Unit folders have been created and are shared with students through their school email accounts. The unit folders include classroom notes, video instructional clips, study guides, additional homework problems, online mathematics games, and a variety of solutions to problems presented in class and on homework assignments. This extends the learning beyond the classroom and the four walls of the school as well as keeping parents informed about the learning taking place in the courses. The teachers are continually evaluating the effectiveness of their instruction through data analysis and adjusting accordingly. Additionally, exploration in new strategies for increased effectiveness and student involvement are explored in the mathematics classrooms. One such strategy is occasionally flipping the classroom where the contact time is maximized for individual assistance and the instructional component takes place outside the classroom using technology.

As with all of the staff at Ozaukee Middle School, the mathematics teachers also make sure to emphasize cross-curricular connections. Literacy is incorporated in mathematics courses. The teachers have created blog pages sharing what has happened or will be happening in the math courses. In addition, students create blogs expressing what they have learned and additional areas where help is needed. Proper grammar and 6-traits writing components are assessed through the blogs, as well as numerous assessments requiring written justifications.

4. Additional Curriculum Area:

Seminar - Northern Ozaukee Middle School places a high priority on implementing Common Core Standards and 21st century learning standards in all of our exploratory (elective) courses, and one of the best examples of this is our 8th grade Seminar class. The course is broken down into four major components including planning, researching/constructing, presenting and reflecting. Students are taught how to implement Bloom's Taxonomy into their learning, as they work to develop a class around a topic of their choice. With a partner or individually, students create assignments addressing each of the six levels. Since its development seven years ago, Seminar has continued to grow, and has seen tremendous community support. There has been a shift in the middle school culture surrounding the 8th grade Seminar Exit Project. A majority of our middle and high school staff, as well as community members, volunteer to mentor 8th grade students throughout this process. Seminar has now become an integral part of our 8th grade year thanks to our district PLC mindset.

STEM 6, 7, and 8 - Our Middle School STEM program has been aligned and expanded over the past five years to support our High School course offerings and build a strong foundation of 21st century learning standards. In sixth grade, students are introduced to structural and mechanical engineering through a Lego Discovery Lab curriculum as well as other inquiry based lessons. In 7th grade, students are introduced to the design and modeling components of engineering, including scale measurements, blueprints and creating models from 3D blueprints. Finally, in 8th grade Civil Engineering, students use the SimCity computer program and curriculum based on the National Future City curriculum. Students spend time researching possible civil engineering concerns and solutions. Our STEM classes are based on our engineering process: identify the problem/need/question, learning the specifications, brainstorming and evaluating possible

solutions, designing prototypes, testing/retesting prototypes and finally, recording results and communicating findings.

These courses are representative of our focus on helping to mold young people into successful adolescents. Both areas focus highly on incorporating numerous 21st Century skills. In addition, the curriculum is clearly focused on problem solving real world issues, communicating the issue and solutions, and working to include content from all areas of instruction. These courses embody personalized learning while developing the whole child.

5. Instructional Methods:

The staff at OMS aligned the curriculum to the Common Core State Standards in all departments from sixth to eighth grade. To teach to these standards, teachers use a variety of instructional methods that address multiple modalities of learning such as: warm-ups, summarizing, note taking, incorporating words and symbols, using physical movement, setting objectives and providing feedback, identifying similarities and differences, using graphic organizers, creating hypotheses and testing them, and applying cooperative learning strategies.

On a daily basis, teachers use formative assessments to drive instruction. Descriptive and timely feedback guides student learning. Teachers adjust their instruction accordingly based on the formative assessments to create the personalized learning environment.

Teachers use whole group instruction to introduce units and teach lessons. From there, small group instruction is applied to individualize student learning. Student groups are flexible and based on student interests and academic needs.

Technology is woven into all classes at OMS. Google tools are utilized throughout the day. Students use Gmail and Blogger for communication with teachers while other tools are used to work collaboratively on projects in and out of school. Schoology is used by staff to instruct and manage student work beyond the classroom walls.

When student data and teacher observation identifies students who are at-risk of not meeting standards, teachers apply more individualized and differentiated instruction. Many students receive extra support at recess, in homeroom, or after school. If challenges persist, students are supported within the RtI system. Students receive 25 minutes, 2 to 3 times a week, of additional instruction in math or reading. Interventionists apply research-based instructional strategies. Progress monitoring guides future instruction. The RtI team meets regularly to analyze student data and make adjustments to student programming.

The special education department at OMS collaborates with regular education staff to integrate the special education students into classes. OMS operates under a full inclusion model and has made gains by specifically focusing on subgroups of students. We believe differences enhance the learning of all. The flexibility of all teachers allows for special education students to move between regular academic classes, small group special education classes, and individual support.

Positive professional relationships between students and staff create a safe and effective learning environment. Teachers meet weekly with individual students in advisory to review grades, homework completion, and character traits. These conversations are vital to student success as students take an active role in their education. We do not give up on students. “Failure on our part is not an option” resonates throughout the staff as a mantra.

6. Professional Development:

Ozaukee Middle School staff engages in a variety of professional development focused on ways to improve our knowledge and skills as educators. This development aligns with our vision of educating the whole-child. We are constantly asking “how will this improve student learning?” PLCs is the guiding philosophy

for student success in our district. In 2007, the previous administration was trained by Rick DuFour in the PLC model. Slow introduction was taking place with various pockets of teachers. The new administration adopted the full PLC model and made sure all staff were trained. Prior to the start of every school year, the critical attributes of the NOSD PLC operation are part of the teacher professional development inservice. To assist teachers new to the district, deeper understanding of the PLC operation is part of the teacher induction program which begins a full week prior to the rest of the staff reporting. Working along side a mentor, a full day is dedicated to understanding PLC components and in addition to becoming acquainted with their assigned students.

Through PLCs, teachers are empowered to share their own experiences with colleagues. This collaboration is clear when we meet weekly for professional development and Quality Circles. Quality Circles is a true professional growth philosophy. Educators select various professional topics from instructional strategies to technology integration. In teams, staff works collaboratively to research the topic and develop an expertise. Research and pilot implementations generate data for our educators to be able to present to other colleagues knowledge gained and further areas to study. Teacher groups have studied various technology integration strategies to improve student achievement including SMART activities, Google tool use, and flipped classroom practices. Quality circles have also led to numerous initiatives being implemented effectively including common assessment design and rubric implementation, Standards Based report cards K-12, and personalized learning plans.

As a part of Ozaukee Middle School's commitment to individualized learning, grade level PLCs are created. The members of a PLC track the student progress from entry into OMS until they enter the high school. This three year commitment builds true understanding of the strengths and weaknesses of each student. Working together, the staff has built a large repertoire of strategies to help students achieve.

There were some student's needs we were not meeting. The staff created our own Response to Intervention process to identify, instruct, and assess students with academic needs in reading and mathematics. Our process is shared in-house with all teachers to develop a common understanding for fidelity of implementation. This system includes: a common process for student identification, research-based interventions, and standardized curriculum-based measures for progress monitoring. Beyond all-staff workshops, smaller, interventionist workshops were presented to staff members who were going to assume the role of interventionist. These workshops addressed the following topics: What is RtI, understanding universal bench marking, differentiating instruction in the classroom, and understanding the Tier 2 and 3 intervention process. Interventionists for Tier 2 and 3 are trained how to use and implement research-based instruction, progress monitor using curriculum-based measures, and documenting lesson plans and student progress.

Professional development at OMS is a daily expectation. The job-embedded approach allows for teachers to pilot numerous pedagogical and instructional strategies. The high trust involved in this implementation has been earned as the stakeholders know OMS educators are working to improve student achievement for all.

7. School Leadership

Ozaukee Middle School operates as a school under shared and distributed leadership. Staff works in collaborative PLCs to improve student learning and achievement using frequent formative and summative assessments, monitoring each student's proficiency level, and identifying those who need additional support as well as further challenges. OMS staff works diligently to provide opportunities for students to demonstrate proficiency in standards and have an open sharing practice centered on student success. The building principal supports staff members to follow the expectations established for shared leadership.

The Building Leadership Team (BLT) was developed by the building principal to allow teacher leaders ownership in the school improvement process by leading faculty in initiatives focused on academic achievement. The BLT designs and facilitates professional development and by leading educational endeavors to improve student academic success, school culture, and community confidence in a high quality school programs. Members of BLT work closely with the entire staff to ensure effective communication of

building initiatives and consistent implementation of best practices in every classroom. The building principal provides resources for each committee to perform the duties assigned and keeps the focus on academic achievement.

Ozaukee Middle School plays an integral role in our District's School Administrators Institute for Transformational Leadership (SAIL) initiative. SAIL is a statewide pilot partnership with the Association of Wisconsin School Administrators (AWSA) to bring distributed and collective leadership to the forefront. The goal is for all members of the school to be empowered to take ownership of the school's initiatives. The main driver of our school leadership is our PLCs. Through the collaboration of PLCs, we focus on NOSDs top three initiatives: Common Core Standards, Educator Effectiveness, and RtI. Based on the above focus areas, the SAIL team creates 100-day plans, with specific action steps, and timelines. These detailed plans are reviewed monthly and adjusted by the staff and reported to the Board of Education to achieve the District's initiatives. OMS serves as a model school for shared leadership by taking ownership in all initiatives.

Leadership is also welcomed by other stakeholders beyond the staff. Parents through the Parent Advisory Group provide feedback and guidance in operational procedures, effective instructional strategies, and communication from the school and staff. Community members serve as mentors and evaluators of the Seminar projects providing feedback to the students. The students use this information to self evaluate project success.

Student council also plays a role in the leadership of the school. During monthly meetings, the principal converses about various procedural reviews seeking student input. Students have provided input regarding technology use procedures, recess expectations, and the students lead our monthly PBIS Students of the Month recognition programs.

Through the approach of shared and distributed leadership, OMS has focused on building strong relationships among staff and students. OMS has developed a mentality that every staff member is a leader within the classroom, school, and community. The building administrators ensure this culture stays at the forefront of school leadership.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: CTB-McGraw Hill

Test: WSAS
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	59	50	52	61	40
% Advanced	22	13	6	18	0
Number of students tested	51	30	48	49	52
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	4	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	54	29	56	45	22
% Advanced	23	14	0	18	0
Number of students tested	13	7	9	11	9
2. Students receiving Special Education					
% Proficient plus % Advanced	43	25	20		
% Advanced	14	0	0		
Number of students tested	7	4	10	4	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	1	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	62	52	52	60	40
% Advanced	23	14	6	17	0
Number of students tested	48	29	48	48	52
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: 7
Publisher: CTB-McGraw Hill

Test: WSAS
Edition/Publication Year: 2012

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	65	44	54
% Advanced	21	8	20	10	6
Number of students tested	28	49	46	59	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	50	56	45	17	40
% Advanced	12	0	9	0	0
Number of students tested	8	9	11	12	5
2. Students receiving Special Education					
% Proficient plus % Advanced	0	12	33		
% Advanced	0	0	0		
Number of students tested	3	8	3	3	5
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	0	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	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	54	53	64	44	54
% Advanced	21	8	18	10	6
Number of students tested	28	49	45	59	54
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: 8
Publisher: CTB-McGraw Hill

Test: WSAS
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	62	62	40	49	46
% Advanced	6	17	10	7	5
Number of students tested	53	48	62	59	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	60	45	8	50	43
% Advanced	0	9	8	17	14
Number of students tested	10	11	13	6	7
2. Students receiving Special Education					
% Proficient plus % Advanced	29	33	0		
% Advanced	0	0	0		
Number of students tested	7	3	5	4	4
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	0	0	1	0	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	2	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	62	63	41	49	47
% Advanced	6	15	10	7	5
Number of students tested	53	46	61	59	58
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-McGraw Hill

Test: WSAS
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	57	50	58	53	37
% Advanced	6	10	2	14	8
Number of students tested	51	30	48	49	52
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	4	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	38	43	44	27	22
% Advanced	15	14	0	9	0
Number of students tested	13	7	9	11	9
2. Students receiving Special Education					
% Proficient plus % Advanced	57	25	20		
% Advanced	0	0	0		
Number of students tested	7	4	10	4	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	0	1	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	60	52	58	52	37
% Advanced	6	10	2	12	8
Number of students tested	48	29	48	48	52
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: 7
Publisher: CTB-McGraw Hill

Test: WSAS
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	43	57	54	44	50
% Advanced	4	12	11	3	11
Number of students tested	28	49	46	59	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	25	56	45	100	40
% Advanced	0	0	9	0	0
Number of students tested	8	9	11	12	5
2. Students receiving Special Education					
% Proficient plus % Advanced	0	12	0		
% Advanced	0	0	0		
Number of students tested	3	8	3	3	5
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	0	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	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	43	57	53	44	50
% Advanced	4	12	9	3	11
Number of students tested	28	49	45	59	54
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: 8
Publisher: CTB-McGraw Hill

Test: WSAS
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	64	50	44	47	44
% Advanced	13	2	6	7	3
Number of students tested	53	48	62	59	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	70	36	23	33	43
% Advanced	10	0	0	0	0
Number of students tested	10	11	13	6	7
2. Students receiving Special Education					
% Proficient plus % Advanced	14	0	0		
% Advanced	0	0	0		
Number of students tested	7	3	5	4	4
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	0	0	1	0	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	2	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	64	50	44	47	45
% Advanced	13	2	7	7	3
Number of students tested	53	46	61	59	58
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: