

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Adam Carl Baier

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

Official School Name Sevastopol Middle and High School

(As it should appear in the official records)

School Mailing Address 4550 Hwy 57

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

City Sturgeon Bay State WI Zip Code+4 (9 digits total) 54235-9695

County Door County State School Code Number\* 51300040

Telephone 920-743-6282 Fax 920-743-4009

Web site/URL http://www.sevastopol.k12.wi.us/ E-mail abaier@sevastopol.k12.wi.us

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\*Dr. Linda Underwood

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

E-mail:

lunderwood@sevastopol.k12.wi.us

Other)

District Name Sevastopol School District Tel. 920-743-6282

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 Mrs. Sue Today

(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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
  - 0 K-12 schools
- 3 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. 6 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	16	27	43
7	19	26	45
8	20	28	48
9	17	20	37
10	21	27	48
11	26	16	42
12	16	14	30
<b>Total Students</b>	135	158	293

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 89 % 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 2013 - 2014 year: 6%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1	279
(5) Total transferred students in row (3) divided by total students in row (4)	0.057
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 5 %  
13 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 38 %  
 Total number students who qualify: 111

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 38 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %  
42 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.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	7
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 23:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	97%	98%	93%	98%	98%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	32
Enrolled in a 4-year college or university	47%
Enrolled in a community college	6%
Enrolled in career/technical training program	31%
Found employment	16%
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

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

15. Please summarize your school mission in 25 words or less: We will provide students with the knowledge, skills, and attitudes necessary to be lifelong learners and responsible citizens.

## **PART III – SUMMARY**

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In 1918, seven Door County one-room school houses merged, creating the first consolidated rural area school district north of Milwaukee, Wisconsin, and one of the first in the United States. Families with an iron-willed desire sought an innovative way to provide an excellent education for their children. A sense of family and a disciplined work ethic are the underpinnings of the culture that the Sevastopol School District upholds today.

Sevastopol Middle and High Schools serve residents dispersed over 150 square miles, from the shores of Lake Michigan to the waters of Green Bay. The small and unique communities of Institute, Valmy, Carlsville, Jacksonport, Juddville, Egg Harbor, and parts of Sturgeon Bay cultivate culturally rich identities, yet unite to form the Sevastopol School community. This melding of diversity is at the core of Sevastopol's values. More than just a brick and mortar building, Sevastopol is the magnet toward which families, artists, farmers, business owners, entrepreneurs, students, retirees, and seasonal residents gravitate; Sevastopol School is the soul of a culturally rich community.

Sevastopol serves 293 students in grades 6-12 with four out of ten students coming from economically disadvantaged homes (receiving free or reduced lunch) and yet achieves excellent results. A 96 percent attendance rate, along with challenging coursework, reveals exceptional student commitment. Sevastopol fosters individualized learning by offering 99 classes. The staff endeavors to create intellectual magic for each child, offering classes such as French, Japanese, and Aviation through distance learning, in addition to enrichment, Advanced Placement (AP), technical, and college classes. Hands-on programs offer career training through the high school Home Construction Program and the Door County Medical Center Career Hospital Program, placing students off campus to gain real-world experience and skills.

A wide variety of early interventions and a full-inclusion special education program ensure student success. In meeting students where they are on the achievement spectrum, Sevastopol cultivates an atmosphere of personal growth. Besides progress monitoring and flexible grouping, we allow for direct instruction to fill in the gaps, extended time for math and English, and timely content presentation as a foundation in fostering growth and responsiveness to student needs.

Sevastopol strives to develop the whole child through co-curricular offerings filled with artistic, intellectual, and athletic playfulness and grit, evoking inherent curiosity in adolescents. Seventy-three percent of students participate in over 25 co-curricular opportunities. Peer Mentors, a program that pairs older teens with younger children, allows a glimpse into the nature of Sevastopol's environment. Thirty-one percent of high schoolers of varying backgrounds participate. Every day throughout the building, one can see teenagers reading quietly on benches to primary students. It is magical to see the two-way rapport, respect, and relationships bloom from these exchanges. Peer Mentors defines the special dynamic found at Sevastopol: one of collaborative care.

This caring family atmosphere is grounded in the community. Regardless of changing influences in policies, politics, and economics in the country, Sevastopol's stakeholders demonstrate unwavering commitment to children through intrinsic value of education, fiscal responsibility, a history of passing referenda with the highest voter approval in the state.

Teachers in a small school have a unique opportunity to know all students individually. The staff's creative ingenuity and artistry help students find their personal niches and pursue their dreams. Best practices, team teaching, collaboration, continual professional development, data and assessment analysis, and the development of homeroom families create an atmosphere where students strive to reach their potential.

Sevastopol's emphasis on creating a culture of learning produces academic success. Sevastopol has a long history of surpassing the state's expectations on standardized assessments. Last year Sevastopol's eighth grade was the fifth highest, and the tenth grade was the 19th highest among schools ranked, according to combined proficiency totals as measured by the Wisconsin Student Assessment System's (WSAS) Wisconsin Knowledge and Concept Examinations (WKCE). Newsweek named Sevastopol as one of

America's Top High Schools and a Beating the Odds 2014-Top Schools for Low-Income Students. U.S. News and World Report selected Sevastopol as one of the Best High Schools in America. Sevastopol's achievements have been recognized with the rating of "significantly exceeds" expectations, the highest category, on the 2014 Wisconsin School State Report Card.

A flagship for our district, the journalism program has produced first place Northeastern Wisconsin Scholastic Press Association (NEWSPA) writing recipients since 1989. While the yearbook has won first place for small schools over 25 times, the book garnered the 2012 and 2014 Jostens' National Yearbook of Excellence.

Continuing a tradition deeply rooted in community, Sevastopol's students grow and develop into well-rounded, life-long learners, and global citizens. Through individualized attention, we educate, inspire, and prepare students for their future endeavors. It is a great joy to watch our children blossom into the wonderful beings they are destined to become. We truly aspire to live up to Sevastopol's motto: "Pioneering the Next Generation."

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Sevastopol's curriculum is tailored to provide a world-class, individualized education, encouraging students to explore passions while developing a voice through literacy, problem solving, creation, and performance. Continual staff dialogues build a keen responsiveness to student needs and alignment to standards. Creating meaning in everyday experiences generates inspiration that transports students successfully into a larger world.

In the past, Sevastopol followed the Wisconsin Academic Standards in science but is currently aligning with the Next Generation Science Standards (NGSS). The curriculum stresses hands-on laboratory experiences and acquisition of scientific literacy. Many graduates pursue careers in science because of outstanding Science, Technology, Engineering, and Math Education (STEM) opportunities and inspiration. Anatomy students visit a cadaver lab. Astronomy students see an observatory and planetarium. Engineers and retired professors visit, sharing enthusiasm for science. The curriculum improves scientific literacy in understanding data representations and experimental design. Students devise and present experiments in middle school for the Science Fair. Students with skill deficiencies receive instruction through English as a Second Language (ESL), special education, or teacher-led modifications. Accelerated learners extend knowledge with individual projects or replacement curriculum leveled to provide challenges.

The English curriculum accentuates all aspects of literacy: reading, writing, speaking, and listening as tools fostering student inquiry, contemplation, critical thinking, and personal growth. It balances informational, classic, and contemporary works and instruction in narrative, analytical, expository, and creative writing, interweaving technology into all facets of the program.

In addition to 90-minute classes, middle school students are closely guided in scheduled intervention or enrichment sections to attain grade-level reading or to substantially increase skills. To continue building foundational reading skills in high school, students are exposed to a vast selection of material. An All-School Summer Read was initiated to encourage life-long reading. Parents, staff, board members, and 9-12 students are provided a nonfiction book. Participants blog about the book over the summer and later discuss in groups. After participants read *Truck: A Love Story*, Wisconsin author Michael Perry visited and discussed different writing purposes and audiences. Students saw themselves in Perry's music and fiction and took a step toward becoming authentic writers.

Offered in two sections, AP Literature emphasizes close reading and deep analysis of poetry, short stories, and novels. Its rigor demands personal commitment. At every grade level literature is brought to life through performance.

The math curriculum centers on a coordinated K-12 approach, which follows the Common Core State Standards (CCSS). The underlying philosophy is conceptual and is the most effective best practice for all learners. Math content is critical for career and college readiness; thus, substantial investment is made to assess and address individual needs yearly. Starting in middle school, students receive 90-minute extended math instruction. Accelerated students start high school algebra early, while others may receive remediation if below grade level. AP calculus is offered as an option. Algebra Plus concentrates on developing skills that ensure entrance into more difficult math classes. Students earn technical college credit in an articulated course taught by a certified staff member. The overall goal is to foster growth in math understanding for every student in every year.

Literacy is at the heart of the social studies curriculum, which focuses on conceptual and experiential learning. Students are called upon to integrate background knowledge and personal experience that will foster new learning. Whether using historical or current events, teachers frontload upcoming vocabulary and concepts, guaranteeing better retention and application.

The social studies curriculum brings history to life through hands-on teaching methods. Teachers use props and other realia to pique student interest and engagement, which leads to attaining foundational skills. For example, a dowel becomes a tension rod to demonstrate the buildup of the Revolutionary War. Strain on the rod is increased with each added episode of friction between Britain and the colonies. Classroom anticipation builds until the rod finally snaps at the signing of the Declaration of Independence.

To aid instruction, implement interventions, and add enrichment, teachers consult data from the Measure of Academic Progress (MAP), Smarter Balanced, Education Planning and Assessment System or ACT Suite, and WKCE. In addition to data analysis, the middle school team has common planning time, making cross curricular connections and interventions successful.

Sevastopol challenges individuals to grow and reach their potential through rigorous study. Twenty-one percent are enrolled in college coursework, 51 percent in advanced math, and 35 percent in AP English. Since 2012, of the students taking AP tests, 78 percent passed with a three or higher, exceeding both state and global averages. To prepare students for college and technical school, the staff implements ACT reading practice tests across the curriculum. Constant dialogues and exposure to test-like practices build confidence and awareness of college and technical school readiness standards.

## **2. Other Curriculum Areas:**

Sevastopol ensures well-rounded post-secondary preparedness by offering a spectrum of classes, serving as transitional catapults for students. Customized approaches to technical training, information technology, life skills, fine arts, and language act as building blocks to self-actualization.

### Technical and Agricultural Education

Forty-two percent of our students explore electives in technical education, which builds skills encountered in industry and beyond. Students are propelled by possibilities: exposure to woodworking; manufacturing functions, including STEM, Energy Concepts, and CNC machines; and computer graphics and printing. Through trial and error, students build a Rube Goldberg machine.

Local agri-businesses inspire a dozen agricultural and resource management courses, motivating 45 percent to enroll in horticulture, veterinary science, wildlife management, and more. An acclaimed artist demonstrates the art of taxidermy, and a game warden field dresses a deer. Graphic arts students design and print all school publications, forms, posters, and programs using printing presses.

### Life Skills

Training in life skills, including business and personal finance, information technology, and Family and Consumer Science (FACS), is integral to successful transitions. These elective courses serve as young adults' survival guide to independent living.

The business and information technology department develops computer and technology skills to improve media literacy, including keyboarding, email etiquette, and internet safety. Students learn cutting-edge techniques of website and videogame design, photo editing, and video creation. They become multi-dimensional with platforms such as Microsoft Office and Google Drive. Business Life Skills, required for all seniors, highlights the connection between income and education. Topics include investing, financial management, and establishing good credit.

FACS courses focus on career development and employability. Twenty-two percent of students gain insight about nutrition, food preparation, family economics and parenting with the goal of establishing healthy lifestyles. The unit "Baby Think it Over" introduces the realities of caring for a newborn 24 hours a day. Another class plans for real-life budgeting to conquer living on one's own.

## Fine Arts

With a long history of success, band and choir enrich young and old. Offered as electives in grades 6-12, 53 percent of middle school and 21 percent of high school students participate daily. Enrollment numbers have tripled since 2010. Students connect with music beyond the classroom, whether it is performing at local, state, and national levels in Solo and Ensemble; state Honors Band and Choir; and marching band. Last year they performed at Disney World.

Sevastopol recognizes that music training results in rapid changes in cognitive mechanisms, creating pathways in the brain not otherwise developed. Summer programs, including camps, individual lessons, and performance opportunities, provide year-long continuity.

Sevastopol's art program fosters worldly connections, providing creative outlets for collaboration while acquiring essential knowledge and skills. Art students meet daily for a trimester in grades 6-8. High school classes meet in daily semester electives, culminating with AP Studio Art and Drawing. For each of the past 25 years, at least 25 talented artists have had showcases at the Door County Miller Art Museum.

## Health and Physical Education

A trimester of health and physical education (PE) is required every other day in middle school. High school health meets daily for a semester, and PE meets every day for three semesters. Helping become life-long lovers of exercise, students are exposed to hundreds of unique activities: cross country skiing, bow hunting, yoga, zumba, self-defense, and snow shoeing, just to name a few. Infused with activities is the study of nutrition and fitness. One health initiative, Fitnessgram, offers comprehensive health-related fitness and activity assessment, providing feedback on overall wellbeing.

## Foreign Language

Creative expression is explored through foreign language. Seventh and eighth graders are required to study Spanish every other day. In ninth grade, elective Spanish classes are held daily. Last year more than 86 percent of high school students completed one level of Spanish, and 38 percent took advanced courses. German, French, and Chinese are also offered through distance learning.

Foreign language sharpens skills in reading and problem-solving, expands world views and cultural awareness, and improves skills in one's native language. It emphasizes language acquisition and development through listening, reading, and writing. For example, after reading *Don Juan*, advanced students write an essay in Spanish analyzing the portrayal of Romanticism and then create a movie trailer advertising the novel.

### **3. Instructional Methods and Interventions:**

Instructional methods center on differentiation that cultivates growth at every level of proficiency. The principle objective is to engage students in their goal setting and learning. Adding to this foundation, special education and ESL provide student and teacher support, as well as alternatives to conventional instruction with assessments and choices for tiered activities to accentuate learning at all levels.

Data is the foundation of instructional methods. Regular assessments, intervention plans, and collaborative prioritization of student goals incorporate data, evaluating student progress and teacher performance. The high school monitors failing students, providing increased guidance and support in study halls until improvements are made. The middle school meets twice a month to analyze data and growth, adjusting implemented individualized plans. As part of Response to Intervention (RTI), the daily schedule includes differentiated extended periods in the core curriculum and intervention and enrichment based on student needs. Homework support, parent involvement, and summer school, ensure development of solid study habits and responsibility before entering high school.

Instruction is differentiated; it builds on prior knowledge allowing faster gains. Common core planning time allows teachers to discuss pacing and group productivity and to examine how to employ multiple intelligences within student groups. For example, three teachers are pioneering a co-teaching experience in English 10. English, ESL, and special education teachers plan units together, maximizing creativity, differentiation, personal growth, and clarity of objectives.

In the classroom, instructions, standards, and learning outcomes are presented orally and in writing. When targets are clear, all students value and understand teacher goals, empowering learning. Now trained in autism strategies, the staff prioritizes the inclusion of visuals in every classroom, increasing learning not only for the autistic child but for every child.

Technology is infused in instruction through Smart Boards, iPads, iPods, Google's platform, and Adobe Suite to accentuate critical thinking and attain 21st century skills, self-reflection, and expression. Students use digital tools to set goals, prepare for the ACT, take practice assessments, get results, track progress, and reflect on learning.

Discussion and vocabulary acquisition are focal points in all classrooms. Students at all levels are introduced to a variety of discussion models such as role play, debate, round table, jigsaw, Socratic circles, and quescussion (a type of discussion that is conducted entirely in the form of questions). Students develop their voices through posing complex questions and delivering thoughtful responses. Academic vocabulary is visible and emphasized in all classrooms where they are encouraged to incorporate it in authentic conversations.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Sevastopol School involves students in their learning by setting individual goals and empowering staff to make informed instructional decisions based on data. Three primary assessment tools measure students' academic growth: WKCE, ACT Suite, and MAP. Each tool serves a specific purpose, is individualized, and provides insight for instruction and learning goals.

Attainment of grade-level standards has been measured using Wisconsin's Student Assessment System, the WKCE test. When comparing the past five years, both middle and high schools have realized consistent growth in reading and math proficiency. Test results from the 2009-2010 school year to 2013-2014 indicate that the total percent of students scoring proficient plus or advanced in reading increased from 47 to 48 percent in grade seven; 42 to 56 percent in grade eight; and 51 to 58 percent in grade ten. During the same time period, similar increases were revealed in math when comparing the percent of proficient plus or percent advanced students. The percent of proficient and advanced scores increased from 53 to 64 percent in grade seven, 75 to 82 percent in grade eight, and 54 to 75 percent in grade ten.

Further review of WKCE assessment results also reflects improved test proficiency percentages for students in our largest disaggregated tracked segment. The middle and high school student population includes 38 percent economically disadvantaged students (defined as students receiving FRL) in our small, rural setting. In addition, when comparing the 2009-2010 school year to the current 2013-2014 school year, the total FRL group gained an astounding 21 points in math and 12 points in reading.

Even after tremendous improvement, achievement gaps still exist. To address this, Sevastopol has added an additional special education teacher, a part-time English Language Learning teacher, and specific professional development. We created additional instructional time in math and English, intervention periods, and modified approaches toward learning goals. Struggling students see challenging concepts three times during a school day with varied approaches to improve learning growth.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Sevastopol's improvement in state assessment scores can be partly attributed to the implementation of the new Common Core Standards and staff commitment to ongoing curriculum updates, reviews, and accountabilities. Results are celebrated with the community through newsletters, signage, and annual meetings.

The middle school faculty not only depends on MAP assessments as a universal screener but also as a measure against grade-level expectations and to establish individual growth goals. Students and parents are involved with MAP implementation through a Goal Progress Setting Worksheet. Intervention teams meet bi-weekly to analyze other probes into student learning and growth trends, ensuring successful accommodations. As a result, 59.5 percent of identified math and reading students improved at least one grade level in a single semester from September 2010 to December 2014.

Sevastopol emphasizes college and career readiness through a shared curriculum. To measure student attainment of college benchmarks, all students complete ACT's Aspire testing in grades 8–10. Juniors take a full-length practice ACT test. Test results are then evaluated by our ACT Focus Team, and individual goals are addressed with students in quarterly ACT for Your Future half-day workshops. A faculty member assists students one-on-one, setting post-graduation goals.

The ACT Focus Team was organized in 2012 after our composite score was lower than Wisconsin's average score. Since the team's formation, Sevastopol students have exceeded Wisconsin's average by 1.3 points with an average score of 23.33 over the last three years.

Even after tremendous improvement, achievement gaps still exist. To address this, Sevastopol has added an additional special education teacher, a part-time English Language Learning teacher, and specific professional development. We created additional instructional time in math and English, intervention periods, and modified approaches toward learning goals. Struggling students see challenging concepts three times during a school day with varied approaches to improve learning growth.

## **Part VI School Support**

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### **1. School Climate/Culture**

Sevastopol's positive and productive school climate is the result of common organizational core values rooted in relationships of care, transparency, and respect. Leaders understand that academic success at school is only part of a child's overall health. Social and emotional growth need to be nurtured. Positive behaviors and effort are not only encouraged but celebrated, and when conflict or issues arise, an effective and swift resolution occurs.

We believe a motivated, engaged student learns best. Young people have a uniquely intrinsic desire to do well; however, when motivation needs cultivating, tools in place keep students on track and inspired. The staff encourages young people to challenge themselves academically through high expectations, individual goal-setting conferences, and education plans.

A 6-12 grade advisory program focuses on social and emotional growth. It provides a connection between teachers and students that a typical classroom setting may miss. Important topics such as peer relationships, leadership opportunities, college and career readiness, goal setting, communication skills, and problem solving are covered through student check-ins, group discussions, and presentations.

The middle school holds quarterly incentive game days in which teachers and students compete in tournaments. Students are rewarded for positive school contributions, homework completion, and academic success. These fun, sometimes whacky, out-of-ordinary activities motivate students to bring out their best efforts and to build relationships.

Project 180 is a student-led high school program involving four Door County schools. Peer leaders meet regularly to plan events, such as open mic nights, dances, and guest speakers to provide alternatives to drugs and alcohol. All county districts benefit from this strong core group.

Sevastopol's stakeholders work together toward a common school mission and take pride in the noted accomplishments. Teachers are regularly recognized at school board meetings for program success such as FFA, Math Team, and band and choir. Students select a Teacher of the Week, and teachers nominate a Student of the Week.

The continuous efforts and extra hours teachers put in make the school outstanding. Community support fuels teacher retention. In such a community, teachers are free to make decisions, collaborate, take professional risks, and make positive changes. The administrators support teachers, provide resources, and eliminate teacher roadblocks. A teacher's energy can then be focused on student academic, social, and emotional growth.

### **2. Engaging Families and Community**

A strong school is the heart of a good community. Sevastopol's 91-year-old building is rarely empty. Community members pack the gyms for sporting events, concerts, and musicals. Before the Homecoming game, the Booster Club hosted a tailgate party, serving up dinner and enthusiasm for over 200 fans. After the annual holiday concert, students serve hundreds of senior citizens a turkey dinner. The high level of family and community involvement validates Sevastopol as a cultural center.

Founded in 1923 and still thriving today, the Future Farmers of America (FFA) and FFA alumni are a testament to our rural heritage and agricultural roots. The FFA, comprised of 25 percent of the student body, promotes leadership through service. Projects include flag placement for veterans on Memorial Day, Adopt a Highway, community tree planting, Red Cross blood drives, and the Dairy Breakfast that serves more than 5,000 visitors annually.

The Sevastopol Music, Art and Theater Guild (MAT) highlights the value of fine arts. It raises funds and offers volunteer support to music, art, and drama such as buying, renting, or refurbishing instruments for

needy students. MAT financed a 20-person resident artist showcase. During a recent performance of Shakespeare's "A Midsummer Night's Dream," MAT provided meals, bottled water, and a party for the 50-person cast. Collaborations like these are essential for sustaining quality programs.

Sevastopol's Destination Imagination (DI) program began in 1986. Over 30 years, 109 out of 204 teams advanced to state competition. Of these, 41 qualified for Global Finals, with 30 finishing in the top ten. This success is a direct result of community support: Parents and volunteers step forward and manage teams, local businesses donate products and money, teachers and community members work together to acquire funds, and administrators and school board members encourage and support the endeavor.

Retired professionals value education and donate time to improve student learning in math and reading intervention. Retired adults are often seen reading, talking about books, or listening to students reading.

Sevastopol responds to people in need. The school hosts an annual food drive, and the principal delivers food to those facing hardships during the holidays. When a person in the "community family" becomes ill, there is a resounding call to service. We raise money, provide food, or offer emotional support. The Student Council recently hosted a Thanksgiving Day parade with the money benefiting a parent battling cancer.

### **3. Professional Development**

One of the five main school board goals is to recruit, develop, and retain quality and qualified professional and support staff, emphasizing the importance of fostering continued growth among teachers. Inspiring and promoting highly qualified teachers is imperative to ensuring that students reach their full potential.

The professional staff demonstrates a love of learning through collaboration, peer teaching, and staff development. Perpetually ahead of the curve on staff training, Sevastopol has made literacy a staff development focus since 2007 when Doug Buehl, a reading expert, presented content area reading strategies. Staff shared personal implementation of strategies during in-service and staff meetings, fostering discussions and modeling throughout the building.

In 2009 the staff focused on writing assignments that accompany reading. After watching Kelly Gallagher videos and reading his books, "Teaching Adolescent Writers and Deeper Reading," the staff brought in writing assignments with rubrics and discussed traits of writing and approaches to grading. This proved inspirational and unifying. The staff created cross-curricular writing expectations and school-wide guidelines, increasing student consistency and accountability.

In 2012-2013 all staff took the Smarter Balanced Assessment. The staff gathered reading and writing assignments and assessments and compared their components with The Smarter Balance Assessment and the CCSS. Departments tailored writing and reading assignments to align with the test and standards. The staff transitioned easily into the 2013-14 CCSS literacy initiative, unpacking content area literacy in the technical areas and developing common core units.

The administration encourages staff members to attend professional conferences, observe other programs, and visit other classrooms. A "train the trainer" mentality allows staff to become experts and return to teach others. This highlights a love of learning and collaboration and fortifies lasting relationships among staff. Last year, in an effort to learn from one another, the high school staff identified areas they were interested in learning more about and were then provided release time to observe in-house experts, gaining insight and percolating ideas.

In 2013 the staff began an initiative to improve ACT. Collaborative faculty teams successfully analyzed data and offered instruction, boot camps, parent meetings, goal setting, and cross-curricular timed reading practice to improve student achievement. As a result, students increased the average ACT score by 1.85 points, placing Sevastopol in the top ten percent of all Wisconsin schools for the last two years and leading all local conference schools.

#### **4. School Leadership**

Similar to an efficiently run business, the leadership of a public school has a responsibility to key stakeholders to develop strategies and implement a vision addressing not only today's critical goals, but also preparing the school for the future within an ever-changing, competitive environment.

Sevastopol's leadership philosophy is based on a culture of caring with core values of life-long learning, respect, and responsibility to community. The faculty and staff have common student-centered goals that are reinforced regularly: Helping each student achieve his/her full potential by providing academic excellence and co-curricular opportunities to develop the whole person for life.

Communication is transparent; stakeholders, including parents, students, staff, and district residents are kept apprised of opportunities and issues. All are invited to become engaged with and take ownership of solutions. Together with the superintendent, the school board meets bi-monthly to set policy, review and approve budgets, and provide overall governance and planning for the school district. A student representative participates on the board providing first-hand feedback and perspective. This involvement creates invaluable two-way communication between multi-generational groups. Weekly administration meetings take place between the superintendent and the principal to ensure synergy between plan and action items and to meet plan implementation timelines.

Other key leadership structures exist at Sevastopol. A Faculty Senate works as a microcosm of the larger faculty and is an advisory committee assigned with the mission of improving school culture and communication. Senate members survey students and staff, research best practices, and offer solutions to staff.

In addition, Wisconsin's new assessment system and Educator Effectiveness initiatives have required greater administrative responsibility. To ensure that our focus remains on students, Sevastopol hired a (.5 FTE) Dean of Students as an administration support to the principal for grades 6-12. This person plans and implements state assessments, helps promote student life activities, and facilitates programming for community outreach and project-related grant initiatives.

Policies adopted for Sevastopol involve review by or recommendations from professional educational consultants. When policy changes take place, each is proactively communicated not only to inform, but also to help build support and understanding. Similarly, procedures and expectations are established within the school. Families agree to proper computer use, homework completion expectations, and attendance rules. All guidelines are designed to create positive school discipline, responsibility, and leadership.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Wisconsin Student Assessment System</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	75	69	58	79	54
Advanced	19	15	16	26	10
Number of students tested	36	26	31	42	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	46	25	50	83	25
Advanced	8	0	17	8	0
Number of students tested	13	8	12	12	12
<b>2. Students receiving Special Education</b>					
Proficient and above	0	20	20	0	0
Advanced	0	0	0	0	0
Number of students tested	2	5	5	6	6
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0		40
Advanced	0	0	0		0
Number of students tested	1	2	1	0	5
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	2	3	2	2	5
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	76	74	62	78	54
Advanced	21	17	17	25	11
Number of students tested	33	23	29	40	35
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Wisconsin Student Assessment System</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above	76	79			
Advanced	19	33			
Number of students tested	42	42			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	60	60			
Advanced	10	27			
Number of students tested	20	15			
<b>2. Students receiving Special Education</b>					
Proficient and above	50	20			
Advanced	25	20			
Number of students tested	8	5			
<b>3. English Language Learner Students</b>					
Proficient and above	0	50			
Advanced	0	25			
Number of students tested	1	4			
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	3	4			
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	1			
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	1			
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0			
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	82	81			
Advanced	21	31			
Number of students tested	39	36			
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Sixth grade was moved to our middle school in the fall of 2012.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Wisconsin Student Assessment System</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	64	77	65	65	53
Advanced	11	10	30	12	22
Number of students tested	44	31	37	34	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	47	69	62	45	33
Advanced	6	0	23	9	0
Number of students tested	17	13	13	11	15
<b>2. Students receiving Special Education</b>					
Proficient and above	17	50	0	50	0
Advanced	17	0	0	0	0
Number of students tested	6	4	2	2	5
<b>3. English Language Learner Students</b>					
Proficient and above	0	0		50	20
Advanced	0	0		0	0
Number of students tested	3	2	0	2	5
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	4	2	2	2	5
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above				0	0
Advanced				0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	1	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	68	83	66	68	62
Advanced	11	10	29	13	27
Number of students tested	38	29	35	31	26
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Wisconsin Student Assessment System</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	82	74	87	65	75
Advanced	29	19	23	42	17
Number of students tested	34	42	30	26	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	80	59	82	38	62
Advanced	20	6	27	12	12
Number of students tested	15	17	11	8	8
<b>2. Students receiving Special Education</b>					
Proficient and above	50	0	50	20	0
Advanced	0	0	0	20	0
Number of students tested	4	2	2	5	2
<b>3. English Language Learner Students</b>					
Proficient and above	50	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	1	1	2	1
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	2	2	2	3	1
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	84	78	89	70	78
Advanced	29	20	21	48	17
Number of students tested	31	40	28	23	23
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Wisconsin Student Assessment System</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	58	46	55	60	51
Advanced	8	4	6	10	2
Number of students tested	36	26	31	42	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	38	12	42	42	8
Advanced	0	0	0	8	0
Number of students tested	13	8	12	12	12
<b>2. Students receiving Special Education</b>					
Proficient and above	0	20	20	0	0
Advanced	0	0	0	0	0
Number of students tested	2	5	5	6	6
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0		0
Advanced	0	0	0		0
Number of students tested	1	2	1	0	5
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	2	3	2	2	5
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					100
Advanced					0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	58	48	59	57	57
Advanced	9	4	7	10	3
Number of students tested	33	23	29	40	35
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Wisconsin Student Assessment System</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above	48	40			
Advanced	17	5			
Number of students tested	42	42			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	30	27			
Advanced	10	7			
Number of students tested	20	15			
<b>2. Students receiving Special Education</b>					
Proficient and above	25	20			
Advanced	12	20			
Number of students tested	8	5			
<b>3. English Language Learner Students</b>					
Proficient and above	0	0			
Advanced	0	0			
Number of students tested	1	4			
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	3	4			
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	1			
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	1			
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	49	44			
Advanced	18	6			
Number of students tested	39	36			
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Sixth grade was moved to our middle school in the fall of 2012.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Wisconsin Student Assessment System</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	48	71	43	39	47
Advanced	5	6	5	0	9
Number of students tested	44	31	37	33	32
Percent of total students tested	100	100	100	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	35	69	31	20	27
Advanced	0	15	8	0	0
Number of students tested	17	13	13	10	15
<b>2. Students receiving Special Education</b>					
Proficient and above	33	50	0	0	0
Advanced	0	25	0	0	0
Number of students tested	6	4	2	2	5
<b>3. English Language Learner Students</b>					
Proficient and above	0	0		0	0
Advanced	0	0		0	0
Number of students tested	3	2	0	1	5
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	4	2	2	1	5
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above				0	0
Advanced				0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	1	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	50	76	43	42	58
Advanced	5	7	3	0	12
Number of students tested	38	29	35	31	26
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Wisconsin Student Assessment System</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	56	67	40	62	42
Advanced	6	14	0	8	4
Number of students tested	34	42	30	26	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	53	53	36	50	50
Advanced	7	6	0	0	0
Number of students tested	15	17	11	8	8
<b>2. Students receiving Special Education</b>					
Proficient and above	25	0	0	20	0
Advanced	25	0	0	0	0
Number of students tested	4	2	2	5	2
<b>3. English Language Learner Students</b>					
Proficient and above	0	0	0	50	0
Advanced	0	0	0	0	0
Number of students tested	2	1	1	2	1
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	2	2	2	3	1
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	58	68	43	61	43
Advanced	6	15	0	9	4
Number of students tested	31	40	28	23	23
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**