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

[X] Public or [ ] Non-public

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

Name of Principal Mrs. Tracy A. Stockwell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Prairie View Elementary School
(As it should appear in the official records)

School Mailing Address W330 S6473 Highway E
(If address is P.O. Box, also include street address.)

City North Prairie   State WI   Zip Code+4 (9 digits total) 53153-9751

County   Waukesha   State School Code Number* 3822-0070

Telephone 262-392-6310   Fax 262-392-6312

Web site/URL   http://www.masd.k12.wi.us/pves/   E-mail stocktr@masd.k12.wi.us

Twitter   Facebook
Handle @PrViewSchool   Page www.facebook.com/PrViewSchool   Google+ N/A
                                                              Other Social Media
YouTube/URL N/A   Blog N/A   Link N/A

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. Shawn McNulty   E-mail: mcnulsh@masd.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mukwonago Area School District   Tel.   262-363-6300
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. Loren Tieman
(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   <u>6</u> Elementary schools (includes K-8)
    (per district designation):   <u>1</u> Middle/Junior high schools
                                             <u>1</u> High schools
                                             <u>0</u> K-12 schools

                                             <u>8</u> 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
    [X] Small city or town in a rural area
    [ ] Rural

3. <u>14</u> 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	2	4	6
K	16	26	42
1	27	23	50
2	24	19	43
3	27	24	51
4	23	25	48
5	27	21	48
6	34	32	66
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	180	174	354

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
2 % Two or more races
100 % Total

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

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	10
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 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	377
(5) Total transferred students in row (3) divided by total students in row (4)	0.042
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 1 %
   2 Total number ELL

   Number of non-English languages represented: 2
   Specify non-English languages: Mandarin Chinese; Spanish

8. Students eligible for free/reduced-priced meals: 16 %

   Total number students who qualify: 57

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: <u>13</u> %

                                                    <u>45</u> 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.

5 Autism	0 Orthopedic Impairment
0 Deafness	7 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
5 Emotional Disturbance	16 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	1 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	1
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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%	97%	97%
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

Prairie View Elementary, one of six elementary schools in the Mukwonago Area School District in the rural community of North Prairie, is a challenging and exciting student-centered learning community. North Prairie is transitioning from farming to a more suburban setting, thereby creating a change in the families that we serve. The mission of our school is, "… to help all members of our school community realize and achieve their fullest potential in a rapidly changing world by promoting active learning, respectful actions, and critical thinking in a secure, supportive, child-centered environment." The staff internalizes this mission every day, realizing that success looks different for each of the 354 students in our care. We continuously strive to differentiate and individualize our teaching approach, helping the whole child experience success at Prairie View Elementary.

Our passion for lifelong learning motivates our team to remain as dynamic as the evolving needs of our students. Our staff is a dedicated group of professionals who tirelessly innovate and implement best practices for the classroom. Whether it is through book studies, workshops or continuing education – teachers collaborate and reflect both with and across grade levels to achieve this goal.

Prairie View has fair and consistent expectations, encouraging students to be responsible for themselves. Our school devotes considerable effort creating a safe environment where courtesy and kindness prevail; where there is respect for differences in other people, customs, and cultures. Prairie View's Guidelines for Success – I am Responsible; I am Respectful; I am Cooperative; I am Safe; I am Smart – are instrumental in making our school a safe, positive place to learn. Having consistent standards and a common language enables us to offer a successful environment for everyone.

A positive working relationship between school and home is crucial to learning and achievement. Prairie View is privileged with involved and concerned parents as enthusiastic partners in the educational process. "Our Kids are Worth Whatever it Takes!" is the mantra of our Parent Teacher Organization (PTO). We rely on their support immeasurably. From simple things like creating the monthly Birthday Board in our lobby or supporting Club Panther, an after school tutoring program, to offering Family Fun Nights and organizing special student experiences like Science Day, the PTO works hand-in-hand with staff to live the school's mission.

We are extremely pleased that Prairie View Elementary was rated "Significantly Exceeds Expectations" on the Wisconsin School Report Card. Our Overall Accountability Score of 86.2 puts us in the top 4% of Wisconsin schools. Furthermore, Prairie View students received Title I recognition from the Wisconsin Department of Public Instruction for the past two years – the School of High Progress Award and the School of Recognition Award, respectively. In addition, one of our teachers was one of one hundred educators across the nation honored by Office Max's A Day Made Better program.

While the academic accolades certainly give us pride, there is one award that is near and dear to our heart – The Waukesha County Christmas Clearing Council's Angel Award. Our students earned this award through their community service work in Coins for Kids, raising over $13,500 to fill the shelves of the Council's Toy Shop. The school's staff fully participates – setting class goals, sponsoring individual families, and even performing stunts – to support our students' efforts in helping those less fortunate, and finding yet another way to teach more than just academics to our kids.

There are many Prairie View traditions helping build our school community that round out the core curriculum. We begin the year with an all-school assembly, where we reconnect with "old friends" and welcome those new to our family. November is our Month of Giving with many opportunities (i.e. Coins for Kids; Hat and Mitten Tree; Books and Bears; etc…) for our staff and students to help out others in the community. The annual staff holiday play, an original production taking place before the all-school sing-along, and the Eggstravaganza!, an all-school egg crack-off kicking off our Spring Break, are events that students eagerly anticipate. Pawsitively Prairie View runs throughout the year, recognizing students going above and beyond to help others, and spring brings Caught Red Handed!, a program challenging students to

make a conscious effort to be "caught" doing good. All events are showcased and promoted on PKAT-TV, our student-run news broadcast. Every June, we celebrate the year with our awards ceremony and year-end video that captures all our hard work and memories, and reminds everyone Prairie View Elementary is a school where each and every child can realize his/her goals and dreams.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Prairie View Elementary students participate in a variety of formal assessments throughout the year. Mukwonago Area School District employs the STAR assessment system, and students in Kindergarten through sixth grade participate in benchmark screeners three times a year. Reading and math results are utilized to inform instruction for individual students, grade levels, and ultimately the entire school. Students must score in the "At/Above Benchmark" category to be considered as meeting the standard.   Additionally, our Kindergarten and first graders are assessed using the Phonological Awareness Literacy Screening (PALS) twice a year. Benchmark scores are set for students to achieve on this state-wide assessment.

Our third through sixth grade students take the Wisconsin Knowledge and Concepts Exam (WKCE). Each grade level is assessed in reading and math, while fourth grade has additional evaluations in science, social studies, and language arts. Achievement on the WKCE is reported in four performance levels – Advanced, Proficient, Basic and Minimal – and students' individual reports additionally give proficiencies for sub-skills within each content area. Students must score Proficient or Advanced to meet school and state standards.

Furthermore, student growth is progress monitored using the STAR system, running records, and district benchmark assessments. Students demonstrate an average student growth percentile of 62 on the STAR from the fall to winter benchmark assessment, and 82% meet or exceed expectations on our end-of-the-year district benchmarks.

DPI hosts the Wisconsin Information System for Education dashboard (WISEdash - http://wisedash.dpi.wi.gov), which enables visitors access to school performance reports. Statistics from this clearinghouse, in addition to the information we garner from the various formal and informal assessments employed at the school level, provides our staff the information needed to enhance our students' growth and achievement. Our data driven approach is an ever-evolving journey, giving our students the best opportunity to succeed.

b) Wisconsin's Department of Public Instruction (DPI) annually assesses all public school third through eighth grade students and tenth grade students utilizing the Wisconsin Knowledge and Concepts Exam (WKCE.) Up until 2013-2014, Prairie View tested 100% of its student population, and tested all but one student this past school year. (Due to extreme circumstances, parents requested an exemption for that one student.) A minimal amount – two percent or less – of Prairie View students are administered alternative assessments. The WAA-SwD, Wisconsin Alternate Assessment for Students with Disabilities, is administered to our students with significant cognitive disabilities, and to those on the severe end of the autism spectrum.

Since 1996, when DPI began using the WKCE as the state assessment, Prairie View has consistently out-performed the state average in all areas of the exam. In 2012-2013, Prairie View's percentage of Proficient and Advanced students was on average 27.3% and 20.8% above the state in math and reading, respectively. Prairie View Elementary was rated "Significantly Exceeds Expectations" on the Wisconsin School Report Card that was issued in September 2013. Our Overall Accountability Score of 86.2 put us in the top 4% of Wisconsin schools. This accountability index is comprised of scores awarded in the areas of student achievement, student growth, closing gaps, and on-track to graduation/post-secondary readiness.

Several factors contribute to our students' success, but a driving force is our culture of analyzing our student data to inform instruction. Staff systematically analyzes results from the WKCE, STAR assessments, district benchmarks, and classroom assessments to discover achievement gaps on a school-wide, as well as individual student, basis. We employ a variety of techniques – small, flexible grouping; preteaching; reteaching; skill-specific instruction; etc… – differentiating the curriculum to afford each student the opportunity to meet or exceed the standards.

Based on WKCE results, 67.2% of Prairie View third graders have achieved proficiency in math and 53.2% have achieved proficiency in reading over the past five years; 76.4% of fourth graders are proficient in math and 55% in reading; 79.6% of fifth graders are proficient in math and 58.8% in reading; 73.2% of sixth graders are proficient in math and 56.6% in reading. While our scores put us near the top of Wisconsin schools, we continuously strive to help our Basic and Minimal scoring students grow to reach proficiency.

One achievement gap we have been addressing through differentiation and our Response to Intervention (RtI) measures is that of our free and reduced lunch population. An average of 24% in reading and 44% in math separated this group from the school's overall proficiency scores in 2008. Since that time, we have closed that gap to 7% in reading and 7% in math.

Our Students with Disabilities (SwD) is the other subgroup in which there is a discrepancy in achievement. Our students with disabilities currently make up 13% of the overall population at Prairie View. Closing the gap with this particular subgroup is a primary motivator for our staff. We operate using a full inclusion model, keeping our students with disabilities with their homeroom class for instruction as much as beneficially possible. Everyday classroom practices such as goal setting and differentiation clearly impact student learning. We specifically designed our building's schedule to assure daily time for intervention and built in extra resource assistance during these time blocks. Our data analysis and goal setting procedures have helped us close the gaps with all our students, but SwD specifically, by targeting the learning issues first and designing our instruction to attack those deficits, providing every opportunity to grow.

2.   Using Assessment Results:

Prairie View staff works tirelessly to balance our charge of educating the whole child with the necessity to deliver data-driven instruction. Teachers are constantly reviewing data to help our students achieve and grow. Formal assessments, such as the Wisconsin Knowledge and Concepts Exam (WKCE), STAR assessments, Dynamic Indicators of Beginning Literacy Skills (DIBELS), and district benchmark measures are analyzed, and coupled with formative, informal assessments, and anecdotal information recorded by the classroom teacher, thereby assuring the best opportunities for our students.

Our Data and Intervention Days, scheduled meetings three times a year, allow for concentrated conversation to take place regarding assessment results and goal setting. Grade-level teams meet with the principal, psychologist, reading specialist and Title I teacher to disaggregate STAR data and monitor student growth. Intervention groups are established and best practices are researched and discussed on these days. Records from these meetings are housed in the school's shared computer drive for all teachers to access. The collaborative analysis that takes place at these meetings assist the staff in adjusting instruction to meet the needs of classroom, as well as creating a plan of action for individual students.

The Data and Intervention Days also are a starting point of communication regarding students who continue to struggle in spite of the team's plan. Child Study Teams (CSTs) are utilized when it is clear our differentiation and current interventions are not impacting learning. A CST involves the principal, psychologist, classroom teacher, and may include the reading specialist, guidance counselor, or special education staff. The team reviews extensive data on a student and collaborates to determine what additional measures can be employed to support the child's learning.

Communication with home regarding student progress is ongoing throughout the year. Weekly classroom newsletters and the school's monthly publication highlight the learning of and goals for our kids. Progress reports are sent home three times a year in addition to the standards-based report cards that are compiled each trimester. Parent-teacher conferences offer a formal platform for conversation to take place, and Prairie View's open door policy has encouraged parents to keep the conversation flowing throughout the year, whether it is by e-mail, phone calls, or in-person classroom visits.

Formal STAR assessment reports are shared with both students and parents in a timely fashion. The Wisconsin State Assessment System provides parents with individual student reports from the WKCE. Prairie View's performance on this standardized test is shared via our school newsletter and website. In

addition, the state hosts WISEdash (Wisconsin Information System for Education Data Dashboard), providing public access to a multitude of data, WKCE results included, about each public school in our state.

Our district's motto is, "Students – Staff – Community – Building Better Schools Together." The communication and understanding of our school's data is a key part in this. A transparent, open dialogue regarding the relationship between assessments, goal setting, instruction, and achievement are pivotal in the learning partnerships we build with our students, families, and community.

3.   Sharing Lessons Learned:

The Prairie View staff firmly believes in lifelong learning, but our best lessons most often come from collaborating and sharing best practices with others. Our teachers are involved in many district committees, and five Prairie View staff members head district Content Area Teams (CATs.) A CAT chairperson is not only responsible for the agenda and execution of team meetings, but he/she must stay current with research and impart that knowledge so that informed decisions can be made.

In addition to having 25% of the district CAT leadership at Prairie View, we also have one of the district's five CRISS (CReating Independence through Student-owned Strategies) trainers on staff. This person is responsible for leading professional development to keep our district teachers up to date with CRISS methods in the classroom.

Numerous staff members have presented at local workshops offered through various educational organizations, as well as through local universities. One example is the Technology Academy – Interactive Conference. One Prairie View teacher created and taught a sectional involving technology in the classroom to educators from districts across Southeast Wisconsin at this conference. In addition to workshops, our principal has taught graduate classes for the University of Wisconsin – Whitewater (UW-W), working with students pursuing their Masters in Education.

Prairie View partners with five other colleges as well, hosting field study placements and student teachers. Our principal has been a guest speaker for Mount Mary College's undergraduate classes to discuss curriculum and development and UW-W classes to speak on mentoring and educational leadership. Furthermore, many university faculty and students have been welcomed by our school to observe our autism program, which serves as a model for those educating students who are on the spectrum.

What we are most proud about is the fact that our Pawsitively Prairie View program has been sought out by other schools. District schools have modeled their individual Positive Behavioral Interventions and Supports (PBIS) programs after this student-created system. Our sharing has gone beyond the boundaries of our district, and students, along with our principal, have presented to parent groups and administrators in neighboring districts.

Whether we are sharing and collaborating, or formally leading a group of colleagues, Prairie View staff is passionate about lifelong learning. We fully embrace the well-known secret that, while we may be the designated "teacher" in these circumstances, the lessons we take away from our "students" makes Prairie View a better place for our kids.

4.   Engaging Families and Community:

Prairie View has a family-oriented culture that promotes cooperation and engagement among staff members, students, their families, and greater community. Pursuing academic excellence and developing a strong character creates productive, lifelong learners. This strong sense of community is at the heart of all we do. Staff-run events expand beyond the four walls of our school, to the small community of North Prairie, the greater Mukwonago area, and throughout Waukesha County.

Each month brings a seasonal, themed event, from community lunches with our students, to pumpkin carving for the Jack o' Lantern Jaunt, a community fundraising event for various charities. Students and staff take a very "active" role in and around the community with a two-mile walk around our neighboring subdivisions to promote health and wellness. Residents join the fun by voluntarily decorating their yard and handing out treats to our kids. The school staff volunteers at the annual Harvest Fest, manning numerous booths and stands. In the months of November and December, our Prairie View family works to earn donations and give back to those in need. These efforts result in many deserving families having gifts under the tree and food for holiday meals.

Reading and literacy promotion happens throughout the school year. We invite authors into our school to share their craft and ignite a love for reading and writing in our students. In March, we continue special events to celebrate literacy with Read Across America. All-school read-ins, guest readers from our community, and special contests fill the schedule. The Summer Reading Blitz encourages our students to go above-and-beyond standard reading requirements with thematic incentives.

Prairie View's Parent Teacher Organization (PTO) is very active, working hand-in-hand with our teachers to enrich our curriculum with many interesting opportunities. Events supported by our PTO include The Science Challenge, The Battle of the Books, Cinco de Mayo, Book Club, and neighborhood caroling, to name a few.

To round out our community engagement, we have multiple non-profit groups that partner with Prairie View, impacting our school in many positive ways. A Girl Scouts Bronze Award project provided students with a "tree house" reading spot in our Library. One Boy Scout Eagle project brought improvements to our playground. A local reporter volunteers countless hours directing Silver Pens, an after school writers' workshop, assisted by former students who valued their experiences at Prairie View and give back, showing yet another way our mission is fulfilled.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Mukwonago Area School District employs a cross-functional system that enables us to utilize the same curricula throughout the six elementary schools. Content Area Teams (CATs) develop the demanding district-wide curriculum. CATs are comprised of teachers from across the entire district, encompassing all grade levels (K-12) and every building. Every single teacher is a member of a subject specific CAT. They meet throughout the entire calendar year, benchmarking best practices, student achievement, current research and curriculum development/implementation.

Language Arts and reading are integrated and delivered using Houghton Mifflin Reading as our primary source. Guided Reading groups allow differentiation to occur naturally as we solidify student skills. Implementing the Six-Traits writing curriculum throughout the content areas provides our students with a common language, encouraging proficient, effective writers. There are many opportunities for students to have their writing showcased - the district produces an annual calendar featuring student art and writing; the local paper publishes student pieces every week; and student work is entered in local and national contests. Furthermore, students also participate in an annual School Speech Contest, in which they prepare and present an original persuasive speech on a specified topic.

Our district adopted the Everyday Math (EDM) series in 2005. Since that time, district math scores on the Wisconsin Knowledge and Concepts Exam (WKCE) have improved. Published by McGraw-Hill Education, EDM is a comprehensive Pre-K through sixth grade spiraling curriculum allowing students to develop a deeper understanding of concepts in arithmetic, data, probability, geometry, algebra, and functions through inquiry-based, hands-on activities.

McGraw-Hill also publishes our social studies texts, with the exception of our fourth grade, which the Wisconsin Historical Society produces. Teachers incorporate current events into the classroom through a variety of sources including Scholastic News magazines and CNN Student News. Students explore the "big ideas" of each concept and further demonstrate understanding through exit slips and written assessments, as well as hands-on projects and real-life simulations.

Our inquiry-based science curriculum is comprised of FOSS kits and Delta Science Modules, combined with Addison-Wesley's Destinations in Science units. Students not only participate in hands-on activities, they utilize Discovery Ed to access articles and demonstrations that facilitate introducing and/or solidifying the concepts learned. Moreover, our kids also experience science through the annual Science Challenge Activity sponsored by our PTO, and through programs such as The Consumer Challenge, requiring students to utilize all their skills to meet challenges presented. Our health program is integrated with both the science and physical education classes.

All Prairie View students participate in physical education, music, art, and library/technology. Our kids also gain exposure to these areas through various extra-curricular activities, such as our Variety Show, Panther Basketball, and Book Club, to name a few. Although foreign language is not part of our formal curriculum, many teachers informally expose students to this area in their classrooms.

Technology is integrated throughout our students' day. We have many tools such as Smart Boards, Chromebook labs, computer lab, and educational software that enhance student learning. Staff not only utilizes technology daily in their lessons, but to collaborate, sharing lessons and ideas regarding subject integration, affording our students every opportunity to learn and grow.

Project CRISS (CReating Independence through Student-owned Strategies) is utilized throughout all the disciplines in our school. CRISS strategies help our students develop knowledge about learning through reading, talking, writing, and listening. On the basis of this metacognition, it is our hope that our students leave Prairie View with the skills needed for their future.

Prairie View's focus on lifelong learning and educating the whole child is also embedded in our "not-so-hidden" curriculum of respect – with the overarching idea that the words and actions we choose to use every day convey the respect we are showing to those around us. Pawsitively Prairie View, our Guidelines for Success, We Don't Say That Here!, a program in which students ban a disrespectful word from the vocabulary at school (i.e. "stupid"; "idiot"), and our daily Words of Wisdom are formal ways in which we impart this message. Those programs, coupled with the service projects we participate in throughout the year, help our kids become caring, respectful, and involved citizens of our world.

2. Reading/English:

Our district's reading mission is, "… to create students who recognize reading as a lifelong learning skill which adds enjoyment to life and success to his/her future academic life and career." Developmentally appropriate, dynamic, and interactive curriculum continues to connect the reader and text. Reading extends across all curricula in our school with the intent to create literate individuals by establishing and expecting mastery of skills and strategies necessary to read with accuracy, fluency, and comprehension in literature, informational, and everyday text.

Assessments to monitor progress and create instructional groups include DIBELS, PALS, and STAR. Baselines, reading benchmarks, and running records are also administered to track student growth. Small groups for differentiated instruction are formed based on test results. Programs such as RAZ Kids, Words Their Way, Reading A-Z, Leveled Literacy Intervention, and Junior Great Books are used to supplement our core.

The K-6 balanced literacy incorporates Houghton Mifflin's anthology as a base, coupled with Guided Reading and read alouds. Our school's reading goal focuses on reading to understanding essential questions and citing responses with details from passages read. Making connections with nonfiction material, such as Scholastic News, Time for Kids, and CNN News, improves reading and listening skills, helping to target the Common Core State Standards. Research strategies such as Big 6 and Super 3 enable students to utilize critical thinking and inquiry, thereby expanding their learning.

Primary grades use Fountas and Pinnell leveled readers and Daily 5 instruction methods to meet the need for strong foundational skills. To bridge the learning curve from just reading words to strong fluency/comprehension skills, we use phonemic awareness, word recognition skills, and cognitive strategies.

Upper elementary continues reinforcement of reading strategies and skills, then strengthens comprehension with leveled readers, novels, literary circles, and inquiry groups, using the latest technology (i.e. blogs; Glogster) to make connections.

Prairie View staff and families work together to improve reading skills, helping students make connections between reading and their daily lives. The Summer Reading Blitz is a fun incentive for our students, and Spark Bags, filled with themed readers, are taken home to share the love of reading as a family.

Interpretive Reading, a forensic-style event, guest authors, poetry jams, author teas, Battle of the Books, Reading Buddies, and numerous other classroom activities showcase this curricular area. Students leave Prairie View reinforced with strong reading skills and strategies to make them lifelong readers.

3. Mathematics:

The Mukwonago Area School District adopted Everyday Math (EDM) in 2005 to create confident, enthusiastic students who understand and apply mathematical strategies and skills. The program's design is a spiraled approach, allowing for extended exposure to concepts, precipitating mastery of skills for more students due to multiple styles of instruction. EDM allows students to go beyond just using algorithms and completing problems. Everyday Math further extends to higher skill levels, utilizing constructive response, problem solving, and real-life math problems. Mathematical intuition is a goal through the emphasis of creativity and ingenuity. Flexibility is key and teachers differentiate instruction based on pre-unit

assessments. Whole group instruction establishes our base, followed by small group, hands-on activities. If students show understanding of concepts, extensions are implemented to engage their higher level/logical thinking skills.

Assessments record student growth, allow for differentiation, and drive instruction. EDM recently aligned its program with the Common Core State Standards, and Prairie View teachers apply the methods prescribed by the series, including posting the target goal(s) of each lesson, informal oral-slate assessments, and exit slips. STAR progress monitoring helps create RtI groupings, as well as show student growth and academic trends.

Struggling students partake in small group work in our Math Club, or in tutoring groups such as Munchin' Math, to reinforce concepts. The Title I math specialist and RtI instructors reinforce basic ideas, building a stronger foundation upon which these students can grow. Students needing more intensive intervention are instructed through Saxon Math, a more direct-instruction method. Our Fact Power program has students improve basic and advanced math fact skills by establishing weekly goals. Personal rewards create success with this program. Additional programs, such as Fourth Grade Math Wizards, use a building-block approach to improve upon foundational skills.

The EDM Suite is available for our families to access the Student Reference Book, as well as online games, tutorials, simulations, and virtual manipulatives, to assist with reinforcing the lessons taught in the classroom. Interactive SMART Board programs allow hands-on activities with manipulation of math materials.

Prairie View's Gifted/Talented program extends learning by providing students opportunities such as Math Olympiad, a national mathematical competition. Additionally, work is provided for students to extend their higher level thinking and problem solving aptitude.

Our extensive math program instills in our students the math skills necessary to succeed in everyday life and compete in today's world of science and technology.

4. **Additional Curriculum Area:**

Prairie View Elementary boasts a highly successful art program that includes opportunities for our students to develop skills in self-expression and gain appreciation for their own place in the world. The vision for the art program is to provide students with knowledge of art as it relates to heritage, cultures, daily living, and technology.

The art program's curriculum is rich, robust, and rigorous, in which specific learning targets for each grade level are integrated with academic curricula, and emphasize personal responsibility, organization, and cooperation. Technology is integrated in creative and motivating ways. A SMART Board, document camera, Chromebooks, and iPADs are used to enhance and support the art curriculum.

There is a vast array of art experiences offered to our students. All-school murals permanently enhance our environment and promote school collaboration. Art work is highlighted in our local paper, the district's activity calendar, and at the annual display at Waukesha County's Courthouse. Competitions, such as the state fire prevention contest and yearbook logo contest are promoted. All student work is featured on Artsonia (www.artsonia.com) for extended families to enjoy. The Spring Art Show, complete with scavenger hunt and hands-on activities, provides an evening of family-friendly learning. The Prairie View Art Gallery grows yearly as one piece of artwork from each grade level is framed and displayed prominently in our hallways. These art opportunities bring the talents of our children to the forefront of our school.

Parent volunteers eagerly donate their time and talents to support the program through Artsonia, and help with changing the student art displays around the school. One parent shared, "As a parent of three - soon to be four - Prairie View students, I have seen the art program as a very successful tool in strengthening my children's confidence. They are aware of art in their everyday lives using the names of famous artists and

talking about the medium that they see the art done in. I believe the whole school has benefited from the art program by giving the kids the freedom to think what they want to and a fresh way for them to be creative and to use their imagination. When I walk around the school and see how each child has created different art from the same concept, it clearly shows that everyone is accepted and that everyone's thoughts can be expressed freely in their own way."

5. Instructional Methods:

The mission statement of Prairie View Elementary School is, "…to help all members of our school community realize and achieve their fullest potential in a rapidly changing world by promoting active learning, respectful actions, and critical thinking in a secure, supportive, child-centered environment." Our staff continuously works to uphold the school's mission statement each day and meet the various needs of all students. Differentiated instruction, as well as assessment data, guides our instruction, especially in the areas of reading, writing, math, and technology.

Project CRISS (Creating Independence through Student-owned Strategies) provides strategies that increase student knowledge through independent learning and student-centered teaching. Project CRISS is easily applied and implemented to what we know about how students learn. CRISS meshes well with diverse educational initiatives, focusing on student empowerment and teacher effectiveness.

All students' educational needs are met, and standards are achieved through the implementation of varied teaching practices. Response to Intervention (RtI) and the inclusion of children with special needs enact flexible grouping and small group intervention. Classroom teachers assess student achievement through universal screeners, on-going assessments, and progress monitoring. Our teachers are proficient in leading, attending, facilitating, and reviewing assessment data in order to determine students' strengths and weaknesses. The results may indicate a need for further differentiated instruction, whether extension or remediation. Small group settings, one-to-one learning, and access to technology provide resources benefiting all learners.

Technology is used to promote student engagement and enhance instruction in many diverse methods. It is used often to help equalize the levels of success for all of our students. Specifically, iPads, Chromebooks, Nooks, audio books, e-books, and digital voice recorders are used to enhance individualized learning and increase student engagement. The Library Technology Specialist helps to assist in the implementation of these tools and team-teaches alongside classroom teachers to develop twenty-first century learning strategies.

Another key element in our instructional methods is the day-to-day collaboration amongst teachers. Common planning time is available due to a specialized schedule. Teachers meet to discuss assessments and to plan future instruction. Problem Solving Teams help assess the needs of a wide range of learners and their unique styles. Plans are developed, implemented, and revisited to continually revise and more clearly redefine necessary strategies to engage all learners in their educational journey.

6. Professional Development:

Prairie View's professional development is a partnership between the staff and principal. Through various educational opportunities, staff is committed to providing the best learning outcomes for our students. Focused staff meetings have broadened knowledge on the Danielson Model and Educator Effectiveness, math, and literacy. Various book studies encourage vibrant discussions on educational topics such as the Common Core, Six Traits of Writing, Daily Five, and Close Reading. These professional learning communities encourage staff collaboration and promote student achievement throughout the entire school.

Teacher initiatives increasing technology awareness and skills of our 21st century learners evolved into a variety of professional development opportunities. Our Library Technology Specialist keeps staff abreast of new digital technology and how to incorporate it into the classroom. The highly successful summer Tech Academy has enabled teachers to interact with other professionals in creating motivating lessons using tools

such as SMART Boards, SMART Response Units, video streaming, Web 2.0, Storybird, Wikispaces, and Moodle.

Project CRISS (CReating Independence through Student-owned Strategies) is a district-wide initiative. CRISS's philosophy is to keep students actively engaged in their learning. Teachers continuously assist students to drive their own learning in reading, writing, and thinking skills. Teacher training is ongoing with district Leadership Coaches for support and encouragement. Staff meetings and district professional development days are dedicated to CRISS to insure that staff remains focused on the program, which in turn impacts student achievement.

Professional development opportunities enable teachers to address their individual learning needs. Ongoing staff development through district in-services, various workshops on specific topics (i.e. autism; RtI), conventions, and Parent United meetings encourage teachers to employ best practices. District staff surveys drive the in-service sessions, grade level team meetings, training in specific curricular areas and in technology advancement.

The Mukwonago Area School District provides new teachers with a mentoring program. Experienced, trained mentors are partnered with initial educators to reflect on successes, evaluate instruction, and view best practices. These instructors are transitioned into teaching with encouragement personally and professionally, enhancing student achievement in a supportive, educational environment.

Prairie View provides to its committed staff various opportunities for professional growth. Our student outcomes on assessments demonstrate our teachers' dedication to optimize the learning for all students. Prairie View is very fortunate to have decades of teaching experience on staff. That experience, coupled with a love for lifelong learning, enables us to provide the best possible educational environment for all of Prairie View.

7.   School Leadership

Positive, student-centered leadership is the foundation of Prairie View's success. Our multifaceted leadership lineup includes administration, teachers, community members, parents, and students. These dedicated, hardworking individuals meet the ever-changing needs of our students, staff, and community through teamwork, communication, and clear goal setting.

The core of this leadership team is the highly visible and extremely hands-on administrator. Her high expectations, positive attitude, and open-door policy are just a small part of the "lead-by-example" approach she models daily. Our administrator remains focused on the well-being of her students, staff, and community. As education continues to evolve and grow, she is ready with a can-do attitude that is reassuring to all. The impact of this administrator's work goes well beyond the school walls with her volunteer work for charities and events. Whether she is greeting students on bus duty, team-teaching with her staff, assisting with high school events, or volunteering for a multitude of charities and organizations, she is a clear representation of what she expects from her students.

Prairie View's Parent Teacher Organization generates funds, provides support, and implements enriching activities that enhance our school's curriculum and environment. This group works hand-in-hand with administration and staff to meet the needs our students in a variety of ways. These tireless volunteers fundraise to purchase necessary equipment for opportunities like technology integration or Club Panther, an after school tutoring program. The PTO meets monthly with teachers and administration to ensure their efforts and focus are on track with the needs of all involved.

Prairie View's highly educated and diversely experienced staff takes on many leadership roles in and outside of the classroom. These teachers commit themselves and their time to creating a warm, nurturing environment.   From running after school tutoring programs and evening family fun nights, to attending community charity events, staff is committed to modeling excellence in education and citizenship.

Students are just as much a part of the leadership team as they are the learning team at Prairie View. Many students participate in the school's Student Advisory Team. This student-run group, in conjunction with our principal, plans and implements many events. School spirit days, charity events, and the variety show are just a few examples of how these young leaders work to make Prairie View an excellent place to learn.

Through Prairie View's multifaceted leadership plan, all members of our school community achieve their fullest potential in this rapidly changing world.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3
Publisher: CTB - McGraw/Hill

Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	63	62	60	78	73
% Advanced	12	13	10	12	15
Number of students tested	41	39	58	60	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	1	1
% of students tested with alternative assessment	5	0	0	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	75	83	67	50	
% Advanced	0	17	0	0	
Number of students tested	8	6	6	6	4
2. Students receiving Special Education					
% Proficient plus % Advanced			100	43	33
% Advanced			0	0	0
Number of students tested	5	2	2	7	6
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	1	0	1	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	1	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	1	0

7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	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	62	61	60	79	73
% Advanced	14	13	11	12	15
Number of students tested	37	38	57	57	59
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	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: CTB - McGraw/Hill

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	68	78	78	80	78
% Advanced	7	14	22	25	22
Number of students tested	44	58	60	59	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	80	100	44	71	
% Advanced	20	25	0	0	
Number of students tested	5	4	9	7	2
2. Students receiving Special Education					
% Proficient plus % Advanced			57	25	40
% Advanced			14	0	20
Number of students tested	3	2	7	8	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	3	0	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	1	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	0	1	1	0	1
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	67	79	80	81	79
% Advanced	7	12	22	26	23
Number of students tested	43	56	54	58	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	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: CTB - McGraw/Hill

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	80	82	78	83	75
% Advanced	27	34	28	34	31
Number of students tested	59	61	60	59	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	0	0
% of students tested with alternative assessment	2	2	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	62	44	62	33	100
% Advanced	38	0	12	0	0
Number of students tested	8	9	8	3	1
2. Students receiving Special Education					
% Proficient plus % Advanced			33	67	20
% Advanced			0	33	0
Number of students tested	3	6	12	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	2	0	1	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	0	1	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	79	84	80	84	76
% Advanced	28	34	29	36	31
Number of students tested	58	56	59	56	51
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	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 6

Publisher: CTB - McGraw/Hill

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	84	71	81	78	52
% Advanced	30	23	29	28	18
Number of students tested	63	62	58	54	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	2	0	0	1
% of students tested with alternative assessment	3	3	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	57	71	40	0	
% Advanced	0	14	0	0	
Number of students tested	7	7	5	0	5
2. Students receiving Special Education					
% Proficient plus % Advanced			33	17	11
% Advanced			0	0	0
Number of students tested	7	11	3	6	9
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	2	0	2	0	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	1	1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	86	72	82	79	53
% Advanced	33	23	29	28	18
Number of students tested	57	60	55	53	57
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	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0

NOTES:

Subject: Reading/ELA

All Students Tested/Grade: 3
Publisher: CTB - McGraw/Hill

Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	68	36	52	47	63
% Advanced	20	8	17	8	14
Number of students tested	41	39	58	60	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	1	1
% of students tested with alternative assessment	5	0	0	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	62	67	50	33	
% Advanced	12	17	0	17	
Number of students tested	8	6	6	6	4
2. Students receiving Special Education					
% Proficient plus % Advanced			0	0	17
% Advanced			0	0	0
Number of students tested	5	2	2	7	6
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	1	0	1	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	1	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	1	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	2	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	70	37	53	49	63
% Advanced	19	8	18	9	14
Number of students tested	37	38	57	57	59
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	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 4
Publisher: CTB - McGraw/Hill

Test: Wisconsin Knowledge and Concepts Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	50	57	60	59	49
% Advanced	9	19	15	17	11
Number of students tested	44	58	60	59	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	80	50	22	29	
% Advanced	40	0	11	14	
Number of students tested	5	4	9	7	2
2. Students receiving Special Education					
% Proficient plus % Advanced			29	12	20
% Advanced			0	12	0
Number of students tested	3	2	7	8	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	3	0	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	1	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	0	1	1	0	1
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	51	57	59	60	52
% Advanced	9	20	17	17	12
Number of students tested	43	56	54	58	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	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 5

Publisher: CTB - McGraw/Hill

Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	59	57	60	56	62
% Advanced	8	13	12	17	19
Number of students tested	59	61	60	59	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	0	0
% of students tested with alternative assessment	2	2	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	38	11	62	0	
% Advanced	0	0	0	0	
Number of students tested	8	9	8	3	1
2. Students receiving Special Education					
% Proficient plus % Advanced			25	33	20
% Advanced			0	0	0
Number of students tested	3	6	12	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	2	0	1	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	1	1
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	1	0	1	0
9. White Students					
% Proficient plus % Advanced	60	57	61	57	63
% Advanced	9	14	12	18	20
Number of students tested	58	56	59	56	51
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	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 6

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Test: Wisconsin Knowledge and Concepts Exam

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	52	55	60	63	53
% Advanced	8	11	7	9	10
Number of students tested	63	62	58	54	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	2	0	0	1
% of students tested with alternative assessment	3	3	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	29	71	20	0	
% Advanced	0	14	0	0	
Number of students tested	7	7	5	0	5
2. Students receiving Special Education					
% Proficient plus % Advanced			33	17	11
% Advanced			0	0	0
Number of students tested	7	11	3	6	9
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	1	1	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	1	1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	53	55	60	64	53
% Advanced	9	12	7	9	9
Number of students tested	57	60	55	53	57
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	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0

NOTES: