

REVISED 3/13/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Michael D. Fesenmaier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name New Berlin Eisenhower High School
(As it should appear in the official records)

School Mailing Address 4333 S. Sunnyslope Rd.
(If address is P.O. Box, also include street address)

New Berlin, WI 53151-6844
_City State Zip Code+4 (9 digits total)

County Waukesha State School Code Number* 50

Telephone (262) 789-6330 Fax (262) 789-6313

Website/URL www.nbps.k12.wi.us E-mail fesenmam@nbps.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. James Benfield
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New Berlin Public Schools Tel. (262) 789-6200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Jennifer Eitel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application 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 has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 6 Elementary schools
 2 Middle schools
 Junior high schools
 2 High schools
 Other - Middle/High schools
- 10 TOTAL
2. District Per Pupil Expenditure: \$11,419
- Average State Per Pupil Expenditure: \$10,590

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	101	118	219
2				10	94	114	208
3				11	92	97	189
4				12	124	99	223
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							839

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 93 | % White |
| 1 | % Black or African American |
| 2 | % Hispanic or Latino |
| 4 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	839
(5)	Total transferred students in row (3) divided by total students in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
3 Total Number Limited English Proficient

Number of languages represented: 2
 Specify languages: Russian & Hmong

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 19

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{8}{70}$ % 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> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 8 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 34 </u> Specific Learning Disability
<u> 13 </u> Emotional Disturbance	<u> 4 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 14 </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 46 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> </u>
Paraprofessionals	<u> 7 </u>	<u> </u>
Support staff	<u> 10 </u>	<u> 4 </u>
Total number	<u> 70 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	96 %	91 %	91 %	91 %	84 %
Teacher turnover rate	8 %	6 %	2 %	5 %	11 %
Student dropout rate (middle/high)	0 %	1 %	0 %	0 %	1 %
Student drop-off rate (high school)	0 %	2 %	0 %	1 %	2 %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>209</u>
Enrolled in a 4-year college or university	<u>73</u> %
Enrolled in a community college	<u>21</u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u>1</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	<u>3</u> %
Unknown	<u> </u> %
Total	100 %

PART III-SUMMARY

New Berlin Eisenhower High School (EHS) is a college preparatory high school and one of two high schools in the New Berlin community. EHS serves approximately 850 students in an upper-middle class community with a parent support group interested in academic, social and community success for their children who attend school.

The values of our district can be easily identified in the district mission statement as follows: “Our mission is to ensure that our students demonstrate skills and knowledge that exceed the community and society's expectations. We are committed to accomplishing this through a caring and effective school system that is both introspective and dynamic.” The mission statement of EHS aligns and gives clear focus to the underlying district theme: The faculty and staff of Eisenhower, in harmony with the parents and community of New Berlin, accept as their mission the responsibility of assisting every student to: become both academically and vocationally proficient; become an effective decision maker and problem solver; develop a healthy esteem for self and others; become a responsible and functioning citizen; communicate and work with others effectively; acquire a respect for knowledge and a desire for learning.

The curriculum outside the core academics consists of opportunities in art, music, foreign languages, computer sciences, business education and technology education. EHS provides advanced opportunities including courses and co-curricular activities for students who have the ability to challenge themselves further such as advanced placement and honors classes. In addition, there are multiple support programs for students who are not meeting proficiency and/or identified goals for success. These programs include: summer school, extended learning opportunities within the school year, writing lab, mathematics lab, National Honor Society tutoring, student services support, special education services, section 504 accommodations, and others in addition to the regular support of instructors and communication and involvement of parents. We are very proud of our successes and continue to grow in these areas.

As part of our co-curricular offerings, in which over 80% of our students participate, we offer opportunities that are academic, social, athletic, music and arts related. These clubs and activities allow students the opportunity to gain the skills identified in the school mission statement. Also, as a part of these organizations, students interact with people from other schools and in different communities. It is through these experiences that skills are developed that will assist students after their high school career is completed.

The high school is fortunate to have a very involved parent community. Parents are interested in their children and the education they achieve, working as partners with the high school to gain knowledge and ensure appropriate opportunities, performance, effort and support on behalf of their student. We see this involvement at the school level through parent/student meetings, parent/teacher conferences, school activities, fundraising supports and other events that positively impact the students of EHS.

Instructors in the school continue to look for methods to best serve student needs. Curriculums are reviewed and developed with specific focus to improve learning opportunities for students. The school and district seek to employ and retain people who have a passion for students and education, individuals who seek to grow throughout their educational career and in turn provide the impetus and opportunity for students to learn through a curriculum differentiated in order to meet the needs of all students.

In conclusion, EHS can be identified as a vibrant learning community where all students are provided opportunities to learn with a focus on achievement in the core subject areas. This core focus is supported by an array of opportunities both inside and outside the classroom, where students continue to develop skills and grow as individuals. The faculty and staff are an integral part of the school community and an outstanding student resource, while parent involvement, interest and support completes the circle of dedicated interest in student success.

PART IV

1: ASSESSMENT RESULTS

New Berlin Eisenhower gives the WKCE exam (Wisconsin Knowledge and Concepts Exam) each year to students at the 10th-grade level. Students fall into one of four general performance categories on the state exam: minimal, basic, proficient, or advanced. A student who performs at the *minimal* level demonstrates limited academic knowledge and skills. A *basic* level indicates some knowledge and skills. *Proficient* means the student is competent, and an *advanced* rating demonstrates an in-depth understanding of the standard material being tested. Cut-scores were originally set for the state in 1997-1998 and were changed in 2002-2003 after WKCE content changed to improve alignment with Wisconsin standards, the No Child Let Behind Act was implemented, and WKCE test dates were moved from February to November. The new standards beginning in 2002-2003 were based on what students should know and be able to do at the beginning of the school year. The website for Wisconsin's assessment system can be accessed at the Wisconsin Department of Public Instruction, http://dpi.wi.gov/oea/kce_q_a.html.

When looking at the area of mathematics, New Berlin Eisenhower has had 90% or more of all students at a proficient or advanced level in the last three years according to standards set by the state of Wisconsin. In addition, in the last three years the proficient and advanced scores have continued to increase from 90% in 2002-2003 to 95% in 2004-2005. When looking at the subgroup scores in mathematics, the most impressive category is in looking at the scores of the students with disabilities. In the course of three years the proficiency and advanced levels of these students went up from 42% to 93%. Although the percentage of students with disabilities scoring at the basic or minimal level in 2003-2004 was 36% (3 out of 11 students), that number decreased to 8% (1 out of 13) by the 2004-2005 school year. New Berlin Eisenhower's scores in mathematics have been in the top 5% of schools in the state of Wisconsin consistently for the last three years. The number of students scoring in the minimal and basic levels in mathematics has stayed consistently low, ranging from 4-8% in the last three years, with the lowest number of students not proficient occurring in the 2004-2005 school year.

Reading scores at New Berlin Eisenhower in the last three academic years have ranged from 90% up to 95% in the proficient and advanced levels. The only non-Caucasian subgroup of note tested in the years was the Asian population, and these students scored at only an 82% proficient or advanced. This 82% meant only 2 out of 11 students tested were at the minimal or basic level. In addition, another important subgroup with a discrepancy was students with disabilities. In the last two years proficiency and advanced levels for these students ranged from 72%-78%. When looking at raw numbers, this means that only 3 students each year were not proficient. The needs of students performing at minimal or basic proficiency levels are addressed through their Individual Education Plans (IEP).

Eisenhower students also consistently perform above their peers not only statewide but also nationally on other standardized college-entrance tests such as the ACT. In each of the four areas tested (English, mathematics, reading, and science), Eisenhower students top other local schools by 1-2 points within the last five years of data. In addition, the composite score for Eisenhower students average 23.6 in the last five academic years in comparison to a composite among local schools of 22.2. It is clear through these scores that Eisenhower students are being challenged through the curriculum and are rising to the challenge.

Using results from various standardized tests as indicators of academic success demonstrated that students at Eisenhower High School excel year after year when compared to other schools around us.

2: USING ASSESSMENT DATA

EHS uses data from assessments in various ways throughout the school year to improve student learning. One way information is used is to help develop curriculum. After the information is received from the state, the district's assessment coordinator goes over the data with each department. Departments are then asked to disaggregate the information to find areas of needed improvement and strengths. Departments use this information to add to or change areas in the curriculum. For instance, when looking at the 2002-2003 test score results, the English department noted that students had done poorly on making inferences in the reading passages. The department made an effort to add inference questions to assessments given throughout the next school year to improve scores. The math department added a writing portion to the district math assessments to help improve a noted area of weakness on constructed response answers on the WKCE. Also, the school has a curriculum procedure that begins by asking departments to look at the data from various assessments to decide the direction the curriculum needs to go. Whenever curriculum is up for revision, teachers find points of weakness and strengths from the assessments to help guide the curriculum process.

In addition, the school uses the information to improve individual student learning. Scores are used as one indicator of which students should be recommended for after-school extended learning opportunities (E.L.O.) in both math and English. These students can then receive focused study in the areas that need improvement. Finally, assessment data is used to help improve school performance each year. The school is constantly looking to improve testing conditions. By using data to show which areas were the weakest in last year's test, it helps to arrange the order and time of tests for the next year. Eisenhower is consistently looking at ways to have the data guide improvement in student learning.

3: COMMUNICATING ASSESSMENT RESULTS

The high school is working diligently to promote the positive test results to the students, staff, parents and community while using these test results to enhance opportunities and learning strategies for students currently attending high school. Depending upon the different type of test, each one is communicated in different ways with parents, students, staff and the community.

State level standardized assessments are communicated to students and parents individually through the mail but also discussed in conferences between the students and parents with our student services staff. These results are communicated to the community and general public through the media in newspaper and website submissions by media or the state department of public instruction. The school and area of the United States have an emphasis in the area of ACT assessments for college entrance. These scores are reported in much the same way as the state level examinations.

Other standardized assessments such as the PSAT and PLAN are communicated with students and parents through mailings and school conferences. It is important that we meet with the students and parents to ensure a clear understanding of the assessment data and what it means for students as they move forward in their educational careers.

The school district also has a writing assessment given to students in all high school grade levels. These results are communicated to students through English classes at the high school. Communicating these results and reviewing allows for students to understand their performance and identify growth areas.

We continually look for opportunities to share our positive assessment results with our parent population and the greater community. Through the use of the school website, parent newsletters, district mailings, student registration materials and other means, we attempt to promote the many positive things that are happening at the high school. We will be meeting with realtors in the area to provide this information along with other information about school performance, activities, and programs for students to enhance the school profile along with giving parents and community members a clear picture of the positive outcomes students are achieving.

4: SHARING SUCCESSES WITH OTHER SCHOOLS

EHS is working to build relationships with other schools to share successes, and therefore, improve student learning. New Berlin has two high schools in the district, Eisenhower and West. These two high schools consistently try to learn from each other's success. The core department areas meet to coordinate curriculum and analyze data. By building this relationship Eisenhower is able to share our areas of strength. In addition, staff members attend and speak at local and national conventions to spread news of areas of success at Eisenhower. After building a successful school-wide writing assessment, one member of Eisenhower's English department spoke at North Central Association's national convention in Chicago. Another staff member in math spoke at the National Conference for Teachers of Mathematics on the topic of measurement and geometry. Eisenhower also has had representatives visit neighboring school districts to share its successes in the NCA process. The school finished its first five-year goal of writing across the curriculum in the 2004-05 school year. Eisenhower staff members who were familiar with the goal and its improvement procedures went to another local high school to share information with its staff who were beginning the same goal.

PART V

1. Curriculum:

The curriculum is focused through the core area subjects with an emphasis on electives based upon the district wide pyramid of learning. This pyramid emphasizes the traditional basic skills of reading, writing, and computational fluency through the core subject areas of English, mathematics, science and social studies. The next level of emphasis through the curriculum is art, foreign language and music that are considered high quality elective offerings in our district direction document. Beyond these two levels other mandated requirements are prioritized above the various electives and co-curricular offerings.

The core curriculum in English, mathematics, science and social studies is enhanced through offerings that accelerate learning opportunities for students who have shown they have the ability to succeed at this higher level along with a support system for students who have not demonstrated the ability and/or focus to achieve success. The following will provide a brief explanation of the focus in each curricular area:

English – The English offerings begin with a broader scope and move further to a directed focus as students move through the curriculum. There is an emphasis on reading, grammar, and writing with great effort to provide student experiences in all of the literary genres. The curricular area culminates at the highest end with courses in Advanced Placement Literature and Composition and Advanced Placement in Language and Composition. Included is a required speech class in the sophomore year.

Mathematics – The mathematics offerings provide a traditional focus on algebra and geometry proficiency as students work towards elective offerings in the advanced levels. Advanced Placement offerings in this area include: Statistics, Calculus AB and Calculus BC. As a support for students, courses are offered in either the forty-five or sixty minute options. Students in the sixty-minute will cover the same material and receive additional support and assistance from instructors.

Science – The science offerings focus on the required areas of biology and chemistry. Students have a wide array of elective offerings beyond chemistry including the Advanced Placement classes of Chemistry, Biology, Physic B and Physics C. The benefit of the arrangement of this program is that students can take courses in a variety of sequences after the completion of Chemistry.

Social Studies – The curriculum offerings in this area have a focus on U.S. History and World History with a European emphasis. Advanced Placement offerings include European History and U.S. History. There are multiple semester electives in this curricular area that encourage the exploration of different areas of social studies including economics, wars, western civilization, political science and psychology.

Foreign Language – Offerings in the foreign language areas include six levels of French, German and Spanish. These levels begin with the offering of the first level in the student's seventh grade year. The goal of the program is to prepare students for post-secondary options in the language area of their choice. Although there are no Advanced Placement courses offered in this area, students traditionally test into higher-level classes and/or earn college credits for their knowledge of foreign language.

Music – The offerings in music encompass band, chorus and orchestra. There are a variety of offerings for students that allow students to explore the different areas of music throughout their school career. Each performance area has two levels of participation based upon student ability and the offering of Advanced Placement Music Theory provides a course for students who are truly advanced in this arena.

Physical Education/Health – This curricular area is designed to meet the state level standards and offer the opportunity to take courses that will increase knowledge and participation in lifetime activities. The health offering is focused on providing information to make healthy choices throughout life.

In conclusion, there is a definite focus to the curricular offerings at the high school level. Besides those offerings mentioned, there is an Advanced Placement offering in art and another in computer science bringing the total advanced placement offerings to eleven. Other curricular subject areas include: art, business, computer science, and technology education. The overall curriculum emphasizes the focus on core areas, but also the development of the whole student through elective and co-curricular offerings.

2b. English: Eisenhower's English language curriculum was rewritten in the 2004-2005 school year to better align with the state standards. The current curriculum includes ninth and tenth-grade English classes that focus heavily on writing and reading skills as well as grammar and research skills. The units at these levels include: media, nonfiction, novel, composition, drama, poetry, short stories, and research paper. Students are also required to take a semester of Speech in addition to the full two years of English, where they can develop speaking and listening skills. The goal at this level is to have every student learn to organize effectively and develop strong analytical reading and writing skills. Junior year is comprised of American literature. The focus in American literature is for students to begin to synthesize information and notice patterns in reading and writing. Finally, the senior year is one semester of composition and one semester of literature. In this year, the expectation is that students will focus on style and refine their skills. The department has four district assessments in each year to trace student development. These assessments help to focus student learning and provide opportunities to enrich student learning for over and underachievers. The English curriculum offers students honors courses at each level as well as AP Language and Composition in the junior year and AP Literature and Language in the senior year.

The school is focusing on improving the reading and writing skills of each and every student, but especially those who are currently not reading at grade level. In the 2004-2005 school year the school purchased the Read 180 program to help improve student reading. This program is expanding in the 2006-2007 school year to reach a larger portion of the student body struggling with reading skills. In addition, the school has started its second NCA goal of reading across the curriculum to bring reading into the focus of every content teacher. The school began the goal by sending a group of cross-curricular staff members to an ASCD conference on reading strategies to bring back to the entire staff. This will be a continued area of focus for the future at Eisenhower and in the English department.

3. Music: Throughout the years, Eisenhower has developed an impressive music curriculum that helps enhance student learning throughout the school. With nearly 450 students in band, orchestra and choir, the music department services nearly a third of Eisenhower's student population. The core of the program includes concert bands, orchestras and choirs, but students can participate in any number of groups, including any number of specialty groups. Marching band, pep band, jazz ensemble, vocal jazz, men's choir, chamber strings, annual all-school musicals and solo and small ensemble activities are just a sample of what students are able to participate in outside of the regular class. Students in the concert groups are also afforded the opportunity to travel, both domestically and internationally as trips are planned. The music department seeks to provide opportunities that develop the whole student and philosophically strive to develop self-esteem, confidence, leadership and the inherent qualities that being involved in a large group activity provide.

The music curriculum at the high school enhances areas of the school's mission statement. One section of the mission statement is that "students will become both academically and vocationally proficient." Music programs throughout the nation have been proven to help students connect more to core area curriculum such as math or science. By having a strong music program at Eisenhower, students are receiving a well-rounded education that enhances and goes beyond core curriculum. In addition, the mission statement states that "students will learn to communicate and works with others effectively." Our strong music program strongly emphasizes this section because students learn to work together with a group. Also, students are given opportunities for leadership roles and to work in smaller group settings for solo ensemble. Another section of the statement states that students will "acquire a respect for knowledge and a desire for learning." Students in these classes explore their own learning. The students in these classes often learn many aspects of education through music. For instance, English teachers have gone down to discuss meanings of poems put to music so students can understand the emotional appeal to the piece. History teachers have spoken about time periods to also help students grasp the music better. Through music, cross-curricular strands are built. Eisenhower is proud of its strong music background, and staff, students, and parents alike know the benefits that the program offers the school.

4. Instructional Methods: Staff members at EHS work with the belief that all students can learn. Although specific strategies vary from teacher to teacher, the common goal is to have all students reach proficiency or above in all areas. Students learn through direct instruction, discussion, project work, laboratory assignments, group work, demonstration, modeling and other methods designed to differentiate learning based upon the student's primary learning style. There is an emphasis to increase the use of technology as a means to change the instruction and learning for students. Teachers and students alike have responded to the challenge of learning through different methods, allowing for each student to grow through exploration. Different courses are offered to challenge students of higher ability while providing all students the appropriate level of learning through core course offerings.

Beyond the core classes, there are many different learning opportunities available to students both within and outside of the regular school day. Students have the opportunity to select from a variety of elective courses, some leading to specific programs or program credit beyond high school. These individual choices allow students the opportunity to learn in select areas that are important and rewarding to them as students. These courses, along with co-curricular offerings in academic, theatre and arts areas among others, allow students to develop further, beyond that available only through classroom experiences.

Support programs complete the circle of differentiated instructional methods for students. As students learn differently, individual or small group programs for students needing additional support and instruction are very beneficial. These supports are offered through extended learning opportunities, writing and math labs, and the ability to be in different study halls that meet specific needs of students.

It is important to note that instructional strategies are differentiated for each student as appropriate through course selection, class, level and the individual needs of the student in the course. Instructional methods are modified within a course if appropriate to ensure the best learning opportunity for students. Communication related to student performance is essential to providing the appropriate learning environment and strategies from instructors can enhance the student learning experience.

5. Professional Development: This is the cornerstone to teacher development and is valued highly in the school district. All instructors at EHS participate in a minimum of forty hours of professional development on a yearly basis within and/or outside the district. This district level commitment provides a base level for teacher involvement and growth.

There are two different strands to the teacher development program. The first strand relates to district goals and initiatives. Instructors at the secondary level work within the department framework to complete most staff development, but are currently working on building level writing and reading goals developed through the NCA accreditation process. The second strand relates to individual teacher growth and can be encompassed in district professional development offerings by grade level and/or subject area, technology workshops, teacher evaluation programs, mentoring programs and individual, instructor chosen staff development opportunities.

The strength of the program lies in the individual instructors and willingness to share within the school and district. As instructors attend different events and activities that allow them to grow and learn, they share this information with department or staff as appropriate. This cooperative learning venture among instructors within the building provides the opportunity for growth and is evidenced through teacher teams and departments working on common goals and strategies to enhance student learning.

We are working at the school level to enhance opportunities for professional growth by offering monthly programs to enhance skills in technology or other areas. Additionally, there are school level teams based upon identifying assessment criteria and developing assessment techniques to measure student achievement. As we continue to develop the EHS program, it is expected that we will provide a professional growth series to instructors based upon needs identified by staff members and district guidelines.

PART VII - ASSESSMENT RESULTS

State of Wisconsin 2005 Blue Ribbon School Nominee Proficiency Information

School Name and District: New Berlin Eisenhower High School, New Berlin

Test Grade Level, Subjects and Years of Data: Grade 10 Reading and Mathematics, 2002-03 - 2004-05

	Math			Reading		
	2004-05	2003-04	2002-03	2004-05	2003-04	2002-03
Testing month	November	November	November	November	November	November
SCHOOL SCORES (Full Academic Year Students):						
% Proficient + Advanced (meeting state standards)	95%	93%	91%	91%	95%	90%
% Advanced	49%	56%	51%	73%	75%	69%
Number of students (full academic year)	205	188	212	205	188	212
Percent tested	100%	100%	96%	100%	100%	96%
Number of students alternatively assessed	4	2	0	4	2	0
Percent of students alternatively assessed	2%	1%	0%	2%	1%	0%
SUBGROUP SCORES (Full Academic Year Students):						
1. White, non-Hispanic						
% Proficient + Advanced (meeting state standards)	96%	94%	90%	93%	95%	90%
% Advanced	53%	57%	51%	75%	76%	69%
Number of students tested	187	180	202	187	180	202
2. Asian/Pacific Islander						
% Proficient + Advanced (meeting state standards)	100%			82%		
% Advanced	18%			64%		
Number of students tested	11	2	5	11		
3. Students with Disabilities						
% Proficient + Advanced (meeting state standards)	93%	63%	41%	78%	72%	42%
% Advanced	8%	27%	4%	16%	45%	13%
Number of students tested	13	11	14	13	11	24