

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

Official School Name Evansville High School
(As it should appear in the official records)

School Mailing Address 640 S. Fifth St.
(If address is P.O. Box, also include street address)

Evansville WI 53536-1362
City State Zip Code+4 (9 digits total)

County Rock State School Code Number* 1694

Telephone (608) 882-4600 Fax (608) 882-6157

Website/URL www.evansville.k12.wi.us E-mail gillespiej@evansville.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* Mrs. Heidi Carvin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Evansville Community School District Tel. (608) 882-5224

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 Mr. Mike Larson
President/Chairperson
(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 _____

**Private 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 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: 2 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$10,230
- 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. 2 Number of years the principal has been in her/his position at this school.
- 1 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 | 89 | 71 | 160 |
| 2 | | | | 10 | 60 | 64 | 124 |
| 3 | | | | 11 | 71 | 63 | 134 |
| 4 | | | | 12 | 51 | 51 | 102 |
| 5 | | | | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 520 |

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

6. Racial/ethnic composition of the students in the school:
- 95 % White
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Asian/Pacific Islander
 - 1 % 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: 1 %

[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. | 2 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 2 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 4 |
| (4) | Total number of students in the school as of October 1 | 520 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0 |
| (6) | Amount in row (5) multiplied by 100 | 1 |

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 14 %
 Total number students who qualify: 73

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: $\frac{15}{77}$ %
 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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u> </u> Deafness | <u>15</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>29</u> Specific Learning Disability |
| <u>20</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u>8</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u> </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>1</u> | <u>1</u> |
| Classroom teachers | <u>33</u> | <u>3</u> |
| Special resource teachers/specialists | <u>8</u> | <u>2</u> |
| Paraprofessionals | <u>5</u> | <u> </u> |
| Support staff | <u>3</u> | <u> </u> |
| Total number | <u>50</u> | <u>6</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1

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 | 94 % | 94 % | 95 % | 94 % | 93 % |
| Daily teacher attendance | 96 % | 99 % | 98 % | % | % |
| Teacher turnover rate | 8 % | 6 % | 8 % | % | % |
| Student dropout rate (middle/high) | 1 % | 1 % | 0 % | 1 % | 2 % |
| Student drop-off rate (high school) | 2 % | 3 % | 4 % | 2 % | 2 % |

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

| | |
|--|-------------|
| Graduating class size | <u>114</u> |
| Enrolled in a 4-year college or university | <u>53</u> % |
| Enrolled in a community college | <u>18</u> % |
| Enrolled in vocational training | <u>5</u> % |
| Found employment | <u>12</u> % |
| Military service | <u>5</u> % |
| Other (travel, staying home, etc.) | <u>7</u> % |
| Unknown | <u>0</u> % |
| Total | 100 % |

Part III – Summary

Evansville High School is a 9th through 12th grade public high school located in Evansville, Wisconsin. Evansville is a small town in a rural community that is located about 25 miles southeast of Madison. Currently, we serve 520 students. Over 95% of our students are White, and we have less than one percent Black, two percent Hispanic, one percent Asian and less than one percent Native American. The overwhelming majority of the students who enroll in our school as 9th graders will eventually graduate from our school. We serve a very small population of English language learners, all of whom speak Spanish as their first language. We have 77 (15%) students with disabilities requiring special education. Seventy-three (14%) of our students are eligible for free or reduced-priced meals.

The vision of Evansville High School is to partner with families and the community in providing a positive learning environment that challenges all students to achieve personal excellence and to become contributing citizens of the world community. To graduate from Evansville High School, students must complete four credits of English, three credits of social studies and math, two credits of science, one and one-half credits of physical education, one-half credit of health, one credit of an academic elective, and 13 credits of electives, for a total of 28 credits. However, our students go beyond these requirements. Most (75%) of our students complete at least three credits of science and go beyond the required four credits of English. Many students complete more than three credits of math. We strive to provide our students with a comprehensive education that prepares them for either post-secondary education or the world of work.

Evansville High School is successful because of a strong sense of ownership of the school on the part of the staff, the students, and the community. Our Building Leadership Team is comprised of staff members, parents, and administrators and leads the school in goal-setting and data analysis. The Student Council and the Principal's Advisory Council provide opportunities for students to be heard and to influence decisions that will affect them. The Hispanic Community Project allows our students to participate in activities that strive to bring our Hispanic community members into the school and to help them feel welcome everywhere in our community. Our professional development structure allows teachers to identify their own areas of need and to set individual and small-group goals for improvement.

We offer 35 different extra- and co-curricular activities to our students and we have very high participation rates. In our academic co-curricular activities (e.g., Math Team, FFA, Forensics), we have 28% of our students participating. In our athletic extra-curricular activities (e.g., football, volleyball, soccer), we have 54% of our students participating. Finally, in our music co-curricular activities (e.g., band, choir, musical), we have 26% of our students participating. The majority of our students are involved in at least one extra-curricular activity. This leads to our school being open and actively occupied from 7:00 am to 10:00 pm nearly every day of the week.

Parents are informed of their children's progress through special reports four times each year, progress reports four times each year, and report cards four times each year. Additionally, we have parent-teacher conferences four evenings each year, which the majority of our students' families attend. The school's monthly newsletter informs parents of activities occurring in classrooms; testing dates for the PLAN, PSAT, ACT, and SAT; scholarship opportunities; concerts; dramatic performances; and school-community events. Our families also have access to school information via the school's web site. Parents can look up their children's attendance, homework assignments, athletic competitions, and lunch account status. We also provide a service, K-12 Now, which alerts parents to important announcements through email and voicemail.

Our teachers constantly evaluate their practices and strive to rely on research-based strategies and materials. All teachers incorporate the 6+1 Traits of Writing program into their curricula and expect high quality writing from their students. Additionally, teachers use strategies such as multiple intelligences, cooperative learning, and differentiation of the curriculum to help their students access the curriculum and

demonstrate their learning in a variety of ways. Although we are pleased with the performance of our students on the Wisconsin Knowledge and Concepts Examinations, we are constantly looking for ways to improve our practices.

Part IV-1 – Indicators of Academic Success

The Wisconsin Knowledge and Concepts Exam (WKCE) assess student performance in Reading, Language, Math, Science, and Social Studies. Only the data from Reading, Language Arts, and Math are relevant for Blue Ribbon consideration, but we conduct annual data retreats with our K-12 Academic Council to analyze the results for all of the curriculum areas further broken down by Content Standards within each academic area.

Reading includes the State Content Standards related to Reading/Literature. Mathematics includes Mathematical Processes and content strands of Number Operations, Relationships, Geometry, Measurement, Statistics and Probability, and Algebraic Reasoning.

Scores are reported at four proficiency levels. Advanced indicates the student demonstrates in depth knowledge and skills. Proficient indicates the student demonstrates competency in academic knowledge and skills. Basic indicates the student demonstrates some academic knowledge and skills. Minimal indicates the student demonstrates achievement below the range assessed. The ultimate goal for NCLB is for 100% of students to be proficient. For purposes of determining success in reaching this goal, the combined number of students scoring proficient or advanced is typically used. Assessment results can be viewed at the Wisconsin Department of Public Instruction website by selecting the WINNS tab at <http://www.dpi.state.wi.ud/sig/index.html>.

In 1997-98, only 20% of our students scored proficient or advanced in Language Arts, compared to 83% in 2004-05. During these same years, we have increased our Math scores from 21% to 95% and our Reading scores from 58% to 92%. This success is due, in some part, to the district-wide initiatives to align our curriculum with the State standards, develop standards-based unit plans, differentiate the curriculum, and integrate technology into our units. We continue to work on developing quality district assessments as part of our unit plans.

Among subgroups, there are some disparities worth noting. In Reading, non-disabled students scored 11% higher than disabled students, and economically disadvantaged students scored 8% lower than their non-disadvantaged peers. In Math, non-disabled students scored 31% higher than disabled students, and economically disadvantaged students scored 11% lower than their non-disadvantaged peers. We continuously review our disaggregated data to identify students who are not proficient and we have a number of support programs in place to assist them.

Part IV-2 – Using Assessment Results

Each year, our teachers work together to study the item analysis and standards analysis from the WKCE. Teachers identify specific items or topics on which our students did not perform to our expectations and then discuss how to address these areas. Frequently, teachers find that the items on which our students did not perform well included vocabulary that the students had not been taught or the questions were phrased in ways that the students had not seen before. In these cases, they identify the vocabulary and incorporate it into their instruction or they work a broader variety of question types into their lessons. Rarely, they discover that the curriculum does not include enough content on a particular topic. If this is the case, the curriculum is analyzed in relationship to the State Standards to determine the extent of its alignment. At that point, curriculum modifications and/or staffing additions or changes may be recommended.

Our teachers also use ACT and AP results to improve the curriculum. Although these tests are not used as part of the statewide assessment program, we have a steady student population that elects to participate in these exams. Therefore, it is important for us to understand the assessments and how our students perform on them. Annually, the faculty reviews ACT data from the previous five years by subject area and looks for trends. We look at our students' scores in comparison to the national, state, and conference averages. In this way, we can determine how prepared our students have been for college acceptance, enrollment, and success. Specific subject areas that show downward trends are evaluated in depth to determine why our students have struggled. We also review our students' AP scores to determine if their instruction in those subject areas has been successful. This helps us identify changes to the courses and instruction that may benefit future students.

The results of our analyses of these sources of data are then discussed by our Building Leadership Team (BLT), comprised of staff members, administrators, and parents. The BLT determines if the school needs to work on any particular areas and sets school goals accordingly.

Part IV-3 – Communicating Assessment Results

At Evansville High School, the faculty and administration inform parents of their children's academic performance frequently. Confidential information, such as grade reports and standardized test results, are forwarded to parents via standard mail, through email, or in phone conversations. Many parents receive a weekly progress update and all parents are mailed a special report form if their son or daughter is experiencing academic difficulty. Four times each year, at the midpoint of each quarter, parent-teacher conferences are held in the evening. This event allows parents to meet individually with all teachers that are working with their children.

Information about student performance that can be shared with the general public is made available through a variety of avenues. The *Evansville Review*, a newspaper published locally, reaches approximately 4000 homes weekly. The *Janesville Gazette*, a daily newspaper, is distributed to almost 650 households with Evansville addresses. *The Link*, our monthly school newsletter, is mailed to all parents who have children attending our school. These three publications provide an opportunity for the school to communicate important academic information, including overall assessment results, to a large percentage of the residents in our school district.

Every year, the *Evansville Community School District Report to Parents and the Community* is compiled and distributed to all households in the district. This report provides information about the academic performance, standardized test scores, and attendance patterns of students in our schools. Evansville High School holds a National Honor Society induction ceremony for juniors and seniors who meet the qualification criteria to enter that organization. Additionally, our school holds an annual Awards Night when the school acknowledges the efforts of students earning exemplary grades in all subject areas; an annual Scholarship Night, when seniors are rewarded financially by the school, community, and a variety of organizations and agencies, for being excellent students and citizens; and an annual Fine Arts Awards Night, when students participating in the arts are rewarded for their achievements and commitment. All of these events, held during evening hours, are advertised in our local newspapers and are open to the general public. Parents of students being honored at these functions are formally invited by teachers or administrators.

Part IV-4 – Sharing Success

We have several faculty members who have been invited to present their successful instructional techniques to their colleagues at state and regional conferences and workshops. Our teachers have presented successful lesson activities, curriculum units, and instructional programs. Several of our staff

members attend regularly scheduled meetings in our conference, or in our geographic region, at which they share our school's successes and how they were achieved. For example, the principal attends monthly meetings with other school principals and frequently discusses strategies Evansville High School has used to improve student performance on standardized assessments, to improve our school's curriculum, and to support our students who struggle.

Evansville High School is also part of a consortium of area high schools that work together to improve career and technical education through the Carl Perkins Grant. This group meets regularly to discuss how the grant funds are being used to improve instruction and to increase educational opportunities for our students. We also have staff members who meet regularly with other high-school staff and our local technical-college staff to discuss how we are preparing our students for post-secondary education. All of these meetings are opportunities for us to continue to share our successes with other schools.

Part V-1 – Curriculum and Instruction

Our Language Arts curriculum includes several courses in each of the areas of language arts, speech, literature, composition, and senior English. Our students are required to complete at least four credits of Language Arts in order to graduate. Our course offerings include English 9, Pre-AP English 9, English 10, Pre-AP English 10, Introduction to Communication, Mass Communications, Drama Seminar, Writing Skills, Practical English, Writers' Workshop, Creative Writing, World British Literature, American Literature, Modern Literature, Advanced Literature Seminar, Seminar Composition, English 12, and AP English Exam Prep. More information on our Language Arts curriculum can be found in Part V-2b.

Our math curriculum builds on a foundation of basic mathematical operations. Students are required to complete at least three credits of mathematics to graduate, but most go beyond that requirement. Our course sequence includes Algebra, Geometry, Algebra II, Precalculus/Trigonometry, AP Calculus, and Discrete Mathematics. These courses allow students to progress in their fluency with mathematical notation and computation, reasoning and problem-solving, while instructing them in the content of the State Standards. More information on our math curriculum can be found in Part V-3.

Science courses help students understand the scientific method and the difference between a hypothesis and a theory. Our curriculum builds on the skills our students develop through our math curriculum and helps students understand that math is a symbolic language and is the language of all scientific endeavors. Students are required to complete at least two credits of science in order to graduate; however, the overwhelming majority of our students complete three or more credits of science. Our course sequence includes Physical Science, Biology, Conceptual Physics, Chemistry, Earth Science, Astronomy, Anatomy & Physiology, AP Physics, AP Chemistry, and AP Biology. Among other things, these courses help students develop their understanding of the scientific enterprise.

Our Social Studies curriculum builds students' basic understanding of the social sciences. Students are required to complete at least three credits of social studies in order to graduate. Our course sequence includes U.S. History, World History, World Cultural History, A Land Ethic, Human Relations, Current Issues, Anthropology, Free Market America, Wisconsin History, AP U.S. History, AP U.S. Government, and AP Psychology. Among other things, these courses help students understand significant events in history, basic concepts of economics and geography, types of government, social problems, and elements of culture.

Our Second Languages curriculum includes courses in Spanish, Latin, German, American Sign Language (ASL), and Japanese. The course sequences include Spanish I – V, Latin I – III, German I – II, ASL I – II, and Japanese I – II. In these courses, students build their skills in communicating in realistic contexts, expressing personal meaning in a variety of formats, constructing meaning from spoken and written

language, and understanding cultural perspectives. The curriculum helps students build their technical linguistic skills, verbal fluency, auditory comprehension, reading comprehension, and understanding and appreciation of other cultures

Fine Arts courses build students' skills in visual and performing arts. Our course offerings include Basic Design, Drawing and Painting I and II, Sculpture and Ceramics, Drawing and Printmaking, Jewelry and Metalwork I and II, Applied Design: Crafts, Photography, Art Appreciation, Digital Design-Multimedia Production, Stage Design, Computer Graphic Design, Chamber Choir, Concert Choir, Symphonic Band, Wind Ensemble, Jazz Band, Vocal Jazz, Solo and Ensemble Festival, and Music Theory I and II. Among other things, these courses help our students learn fundamental techniques, understand how the arts are related to culture and history, practice improvisation and performing alone and in groups, and solve challenging artistic problems.

Our Career and Technical Education courses are in seven different areas: drafting-graphic communication, metals and manufacturing, energy and transportation, construction trades, agriculture, business, and family and consumer education. Among other things, these courses build students' abilities to visualize, represent, and analyze objects in three dimensions; investigate the role of technology in product development; develop personal consumer economic skills, and; understand business operations.

Part V-2b – Curriculum and Instruction - English

Our English/Language Arts curriculum helps students develop their skills in reading and understanding literature and expository texts, recognizing a variety of genres, understanding the relationships between literature and its historical and social contexts, grammar and writing conventions, communicating clearly, revising and editing written work, finding a variety of sources and using them properly, and thinking independently. The writing portion of the curriculum builds from the structure of the paragraph, to the essay, to the research paper. Teachers use a variety of techniques to teach students the important elements of writing and the instruction allows students to develop their editing and revision skills. The curriculum helps students develop the ability to express ideas coherently to different audiences. Students learn to support arguments effectively, which requires understanding the material in depth and being aware of the opposing side's arguments.

The literature portion of the curriculum builds in the complexity of the literature throughout the four years of high school. The critical thinking skills required for literary analysis progress over time, so that eventually, students are required to think comparatively and make connections across texts and points of view. The curriculum requires students to reflect and to discuss questions in depth. Taking a position on literature and defending it requires a careful analysis of the material. Students are taught to analyze literature at progressively complex levels. The literature used includes short stories, essays, novels, plays, poetry, and periodicals.

Students who read below grade level are supported in all classes, not just in Language Arts. Our teachers use a variety of strategies to improve students' content-area reading skills. Some of the strategies used are text highlighting, concept ladders or maps, K-W-L, Cornell Note-Taking, skimming and scanning, Q-A-R, outlining, flow charts, Q-3R, Think-Pair-Share, identifying key vocabulary, summarizing, graphic organizers, study guides, identifying bias vs. factual statements, peer tutoring, flash cards, and vocabulary graphs. Our program for students at-risk provides small group and 1:1 assistance in helping students develop the reading skills and study strategies that will allow them to succeed in the different subject areas. Finally, for students with disabilities, our special education program provides specialized instruction, as needed, to build skills that will improve students' reading skills.

Part V-3 – Curriculum and Instruction – Mathematics

Our math curriculum integrates real-world situations and problem-solving into instruction of computational and conceptual skills. Students are provided with opportunities to work alone and in small groups to develop their skills in:

- algebraic concepts;
- problem-solving techniques;
- the relationship between equations and graphs;
- plane and solid geometry;
- analytic geometry;
- the relationships between geometry and algebra;
- trigonometric principles;
- functions and graphical analysis;
- polar and complex coordinates and graphs;
- logarithmic and exponential functions and graphs;
- concepts of statistics and data analysis;
- concepts of probability; and
- real-life applications.

Our math curriculum helps students develop their inductive and deductive reasoning skills, visual reasoning skills, and the ability to generalize and to go from specific to abstract and back again. Students learn to think conceptually, use logical reasoning, and to check their work. Teachers help students understand that failure is part of the learning process and an opportunity to experiment after reviewing the procedures they used unsuccessfully. Students are expected to write their solutions clearly, in a genuine effort to communicate. The curriculum helps students develop the ability to persevere, even when understanding doesn't come immediately. Students learn the importance of understanding why one step must come before another in a problem-solving sequence. The courses build in complexity until students are able to pull a problem from a context, use math to solve the problem, and communicate the solution to the problem effectively.

All of the skills included in our math curriculum provide our students with skills they will need in order to be productive members of our society and responsible citizens. If one thinks of math as an international language, then our students' fluency in math will help them function successfully in the world community, helping to fulfill the mission of our school.

Part V-4 – Instructional Methods

Instructional methods vary at Evansville High School, depending on the course, students, instructor, and specific content being taught. Teachers in Language Arts and Social Studies use lecture-discussions, cooperative groups, web quests, investigations, and a variety of software, among other techniques, to convey their content to students. In our Science and Career & Technical Education classes, teachers use those techniques, as well as hands-on activities and laboratory experiments to facilitate learning. Fine Arts and Physical Education teachers often model or demonstrate the skills they are teaching and use one-on-one feedback to help students improve. Our teachers are well-versed in the multiple intelligences and vary their instructional methods to engage all students. They also work closely with our special education, at-risk, and gifted and talented faculty to differentiate, as needed. In all cases, the needs of the students and the specific content will determine which instructional methods teachers will use.

Part V-5 – Professional Development

Teachers at Evansville High School have a variety of opportunities to further their professional learning. At the beginning of each school year, teachers identify between one and three individual professional

goals, which they articulate in a Professional Growth Plan (PGP). Teachers' goals must be aligned with the school's goals. Each teacher meets with an administrator to discuss the PGP and finalize the action plan. Teachers work throughout the year to implement their action plans, which may include activities such as researching, visiting other schools, attending workshops or conferences, or completing coursework.

Also at the beginning of each school year, teachers join Learning Teams. These teams are comprised of between two and seven colleagues who work toward team goals. The goals are aligned with the school and/or district goals. Each team meets with an administrator to finalize its action plan. Teams meet on 5 early release days throughout the year and on their own time to complete their action plans. Their activities might include reading articles or books or viewing videos or DVDs and discussing them, investigating various instructional strategies, visiting another teacher's classroom, or attending conferences or workshops. These teams can include teachers from other schools within the district, depending on their goals.

On professional development days, the principal and other staff members lead the teachers in activities designed to help achieve the school's goals. Together, they analyze data, review research, and identify and share instructional strategies that have been successful. At monthly faculty meetings, the principal leads the faculty in discussions of professional literature and best practices. At bi-monthly department meetings, the principal leads teachers in content-specific discussions of curriculum and instruction. During the 2005-06 school year, departments have been looking at the Standards for Success report from the Association of American Universities.

Finally, our teacher evaluation program provides opportunities for one-on-one professional development. Our program is modeled after Charlotte Danielson's work and the Pathwise model. Teachers complete self-evaluations and discuss them with administrators, identifying areas in which they need to improve. Administrators do multiple observations of teaching and provide feedback to the teachers, organized around the four domains of planning, classroom environment, instruction, and professional responsibilities. A summative evaluation is completed by the administrator and the teacher together, which identifies the teacher's strengths and outlines the improvements that have been made in the previously identified areas. The teacher's PGP is attached to the evaluation as further documentation of those improvements. For all of our teachers, regardless of their levels of expertise, our evaluation program focuses on helping them improve their teaching and student achievement.

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Evansville High, Evansville Community School District**

Subject: **Reading**

Tested Grade(s): 10

Test: Wisconsin Knowledge & Concepts Examination (WKCE)

Publisher: State of Wisconsin and CTB/McGraw-Hill

Note 1: No performance data are reported for student subgroups with fewer than 10 full academic year (FAY) students. In addition, performance data for some subgroups larger than 10 are not reported in order to avoid indirect disclosure of confidential information; these are noted with an asterisk (*).

Note 2: Performance data for 2004-05 and 2003-04 include students scoring in each of Wisconsin's four proficiency categories on the WKCE + the Wisconsin alternate assessments for students with disabilities (WAA-SwD) and English Language Learners (WAA-ELL). Data for 2002-03 are for the WKCE + the WAA-SwD only, due to a change in the way WAA-ELL results were reported beginning in 2003-04.

Note 3: Totals for the four proficiency categories may not add to 100% due to some combination of (a) rounding, (b) the exclusion of WAA-ELL results for 2002-03 (see Note 2), (c) the suppression of certain data to protect student privacy (see Note 1), and/or (d) student non-participation in testing.

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|------------------|------------------|------------------|
| Testing month | November | November | November |
| SCHOOL SCORES (Full Academic Year Students): | | | |
| % Proficient + Advanced (meeting state standards) | 92% | 77% | 84% |
| % Advanced | 66% | 61% | 69% |
| Number of students (full academic year) | 127 | 102 | 120 |
| Percent tested | 100% | 99% | 100% |
| Number of students alternatively assessed | 2 | 0 | 3 |
| Percent of students alternatively assessed | 3% | 0% | 2% |
| SUBGROUP SCORES (Full Academic Year Students): | | | |
| 1. White, non-Hispanic | | | |
| % Proficient + Advanced (meeting state standards) | * | * | * |
| % Advanced | * | * | * |
| Number of students tested | 122 | 101 | 116 |
| 2. Economically Disadvantaged | | | |
| % Proficient + Advanced (meeting state standards) | 84% | 70% | |
| % Advanced | 50% | 30% | |
| Number of students tested | 18 | 10 | 9 |
| 3. Students with Disabilities | | | |
| % Proficient + Advanced (meeting state standards) | 81% | 47% | 30% |
| % Advanced | 25% | 42% | 30% |
| Number of students tested | 16 | 19 | 10 |

Wisconsin 2006 Blue Ribbon School Nominee Proficiency Information - REVISED

School and District Name: **Evansville High, Evansville Community School District**

Subject: **Mathematics**

Tested Grade(s): 10

Test: Wisconsin Knowledge & Concepts Examination (WKCE)

Publisher: State of Wisconsin and CTB/McGraw-Hill

Note 1: No performance data are reported for student subgroups with fewer than 10 full academic year (FAY) students. In addition, performance data for some subgroups larger than 10 are not reported in order to avoid indirect disclosure of confidential information; these are noted with an asterisk (*).

Note 2: Performance data for 2004-05 and 2003-04 include students scoring in each of Wisconsin's four proficiency categories on the WKCE + the Wisconsin alternate assessments for students with disabilities (WAA-SwD) and English Language Learners (WAA-ELL). Data for 2002-03 are for the WKCE + the WAA-SwD only, due to a change in the way WAA-ELL results were reported beginning in 2003-04.

Note 3: Totals for the four proficiency categories may not add to 100% due to some combination of (a) rounding, (b) the exclusion of WAA-ELL results for 2002-03 (see Note 2), (c) the suppression of certain data to protect student privacy (see Note 1), and/or (d) student non-participation in testing.

| | 2004-2005 | 2003-2004 | 2002-2003 |
|---|------------------|------------------|------------------|
| Testing month | November | November | November |
| SCHOOL SCORES (Full Academic Year Students): | | | |
| % Proficient + Advanced (meeting state standards) | 95% | 75% | 86% |
| % Advanced | 47% | 32% | 34% |
| Number of students (full academic year) | 127 | 102 | 120 |
| Percent tested | 100% | 99% | 100% |
| Number of students alternatively assessed | 2 | 0 | 3 |
| Percent of students alternatively assessed | 3% | 0% | 2% |
| SUBGROUP SCORES (Full Academic Year Students): | | | |
| 1. White, non-Hispanic | | | |
| % Proficient + Advanced (meeting state standards) | * | * | * |
| % Advanced | * | * | * |
| Number of students tested | 122 | 101 | 116 |
| 2. Economically Disadvantaged | | | |
| % Proficient + Advanced (meeting state standards) | 84% | 40% | |
| % Advanced | 28% | 20% | |
| Number of students tested | 18 | 10 | 9 |
| 3. Students with Disabilities | | | |
| % Proficient + Advanced (meeting state standards) | 64% | 53% | 40% |
| % Advanced | 13% | 11% | 10% |
| Number of students tested | 16 | 19 | 10 |