

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Linda Wandtke

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

Official School Name Elm Dale School

(As it should appear in the official records)

School Mailing Address 5300 South Honey Creek Drive

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

Greenfield

Wisconsin

53221-2683

City

State

Zip Code+4(9 digits total)

County Milwaukee

State School Code Number* 2303

Telephone (414) 281-7100

Fax (414) 281-2580

Web site/URL WWW.greenfield.k12.wi.us/ed

E-mail lwandtke@admin.greenfield.k12.wi.

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Conrad Farner

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

District Name School District of Greenfield

Tel. (414) 525-5816

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Donald Almquist

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 4 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 6 TOTAL
2. District Per Pupil Expenditure: _____ 10880
 Average State Per Pupil Expenditure: _____ 10989

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 17 Number of years the principal has been in her/his position at this school.
 _____ 0 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
Pre K	25	24	49	7			0
K	25	33	58	8			0
1	39	32	71	9			0
2	30	37	67	10			0
3	39	39	78	11			0
4	38	33	71	12			0
5	41	29	70	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							464

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 2 | % American Indian or Alaska Native |
| 9 | % Asian or Pacific Islander |
| 7 | % Black or African American |
| 12 | % Hispanic or Latino |
| 70 | % White |

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 7 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	20
(2)	Number of students who transferred from the school after October 1 until the end of the year	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1	464
(5)	Total transferred students in row (3) divided by total students in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 16 %
- | | |
|----|---|
| 76 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 18

Specify languages: Albanian, Arabic, Hindi, Hmong, Italian, Laotian, Polish, Punjabi, Serbian, Sicilian, Slovak, Spanish, Tagalong, Thai, Turkish, Urdu, Vietnamese, Wollof

9. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 126

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: 14 %
68 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>7</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>10</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>8</u>	Specific Learning Disability
<u>4</u>	Emotional Disturbance	<u>33</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>4</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>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>3</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support Staff	<u>1</u>	<u>6</u>
Total number	<u>33</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of 24 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	95 %	96 %
Daily teacher attendance	97 %	96 %	98 %	97 %	97 %
Teacher turnover rate	3 %	7 %	5 %	10 %	5 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Elm Dale School in Greenfield, Wisconsin, is a suburban school in the Milwaukee metropolitan area that serves approximately 470 students in early childhood through fifth grade. The diverse student population includes 27% from non-white ethnic groups and 17% designated as English Language Learners (ELL) with 18 different languages represented. Twenty-eight percent of the students qualify for the free or reduced lunch program. Special Education services are received by 14% of the student population.

Elm Dale School has had a continuous school improvement model in place for over 15 years. Within the North Central Association Commission on Accreditation and School Improvement (NCA CASI) framework, we are currently working on the Transitions Model that tracks individual student progress as well as provides documented lines of communication between teachers and parents. Intervention plans are in place for students who need remedial help as well as those students who receive enrichments and extensions. The school improvement plan focuses on school wide goals that are determined by reviewing student achievement scores and classroom performance. Instructional decisions are data driven and progress is documented across time. Instructional programs, such as Reading Recovery, Peer Tutoring and Reading Buddies enhance the learning of the students. Elm Dale School also has a comprehensive Counseling and Guidance program that provides developmental classroom guidance lessons at all grade levels as well as opportunities for youth service learning through its 'Caring Community' program.

Instruction is differentiated according to students' needs. At Elm Dale, a strong staff community is enriched by open discussions of new ideas. Teachers are encouraged to take leadership roles in which they share their areas of expertise with colleagues in order to meet the instructional needs of students. Flexible grouping is used within and across grade levels to meet the needs of learners. Teachers collaborate to develop lessons and units of study. Lines of communication are open between teachers and parents. Parents are actively involved in the academic progress of their children. Attendance at parent conferences is consistently around 97%. Teachers are also easily accessible via voicemail and e-mail messages.

Elm Dale School is fortunate to have strong parental support and involvement. The Parent Teacher Organization (PTO) is very active and provides over \$30,000 annually to enrich and improve students' educational experience. Many social and educational events are held during the school year. Volunteers are present everyday, helping in various capacities throughout the school, generously offering their time and talents to the teachers and students at Elm Dale.

Elm Dale School and its staff have been the recipients of several awards. Elm Dale was the first school in Wisconsin to be accredited in the NCA CASI Transitions Model. In 2006, the faculty received the State Farm Excellence in Schools Award. Staff members have received many awards from various organizations including Greenfield Chamber of Commerce, Greenfield School District, Wisconsin Council of Administrator of Special Services, Wisconsin Division for Early Childhood Education, Wisconsin Association for Gifted and Talented, Wisconsin School Counselor Association and Kohl Foundation.

The data supports the belief that Elm Dale School is a great place for children to learn and succeed. The faculty continuously evaluates the effectiveness of instruction and student performance to ensure that all children are successful. The mission statement speaks of the commitment to students, parents, teachers and community. The mission statement reads:

The staff members of Elm Dale School, along with students, parents and community members work collaboratively to educate and further develop children's academic, creativity and social emotional and behavioral realms. Staff and children work together as a team while growing as individuals to become lifelong learners and make a positive impact on the community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Elm Dale Elementary School fully participates in the Wisconsin Knowledge and Concept Examination (WKCE) in grades three through five. Fourth graders are assessed in reading, language, mathematics, science and social studies. Third and fifth grade students are assessed in reading and math. All examination results are reported in four proficiency categories: advanced, proficient, basic and minimal. Students who achieve proficient scores on the WKCE meet state standards. Those who achieve advanced scores exceed state standards. More information on the Wisconsin Assessment system can be found at <http://www.dpi.state.wi.us/oea/wkce.html>

A high percentage of students in third, fourth and fifth grades have consistently scored at the advanced and proficient levels in both reading and math. Students at Elm Dale School continue to perform well above the state average.

The percentage of students who score in the advanced and proficient levels on the reading portion of the WKCE remains high from year to year. Ninety-one percent of third grade students in 2006-07 and 88% in 2005-06 scored at advanced and proficient levels. Eighty-three percent of fourth grade students scored at the advanced and proficient levels in 2006-07, 97% in 2005-06 and 98% in 2004-05. Ninety-seven percent of fifth grade students scored at the advanced and proficient levels in 2006-07 and 93% in 2005-06.

Students consistently score at the advanced and proficient levels on the math portion of the WKCE assessments. Ninety-one percent of third grade students in 2006-07 and 90% in 2005-06 scored at advanced and proficient levels. Eighty-seven percent of the fourth grade students scored at the advanced and proficient levels in 2006-07, 90% in 2005-06 and 89% in 2004-05. Ninety-four percent of fifth grade students scored at the advanced and proficient levels in 2006-07 and 89% in 2005-06.

The only subgroup large enough to disaggregate and report data for is the Economically Disadvantaged (ED) students. Twenty-six percent of students fell into this category in the 2006-07 school year. An analysis of data at third, fourth and fifth grades in math and reading for the last three years showed that the ED students performed as well as and in some cases outperformed the non-economically disadvantaged (NED) students. For example, the percentages of third grade students who scored advanced and proficient for the 2006-07 reading tests is 93% for ED compared to 91% NED.

Analysis of the 2006-07 reading scores for fourth grade did indicate a larger discrepancy between the subgroups. Sixty-four percent of the ED and 83% of NED students were at the advanced and proficient levels. The actual number of ED students who did not meet the proficient level was three. Results from the previous two years for fourth grade students were similar to the findings in third and fifth grade with 83% and 93% of ED students scoring at the advanced and proficient levels in years 2004-05 and 2005-06. Ninety-seven percent and 98% of our NED students scored at the advanced and proficient levels in the same years.

Math scores in 2004-05 for fourth grade students showed 93% of the ED students were in the advanced and proficient levels as compared to 89% of NED students. In 2005-06, 67% of ED students scored in advanced and proficient while 90% of NED scored at these levels. Results were similar for the 2006-07 school year. Four ED students did not meet the proficient level in 2005-06 and five did not meet that level in 2006-07. These issues are being addressed through individual intervention plans as well as reluctant learner plans. A math aide and a reading specialist on staff provide additional support. Classroom teachers are using a variety of techniques and strategies to meet student needs. The staff is strongly committed to differentiating instruction.

2. Using Assessment Results

The Elm Dale staff has been analyzing student data since the early 1990's. Every year we have become more sophisticated in our analyses and are, therefore, more able to directly impact

classroom instruction and student learning. Assessment data from the WKCE, data from district assessments and informal formative assessment data drives development of the school improvement plan and guides classroom instruction. Pre- and post-tests are used to ensure that students are receiving instruction at their appropriate performance level. The entire staff reviews WKCE test data, as well as internal data, for the school improvement plan in order to identify trends. Through this process, student strengths and weaknesses are identified. Intervention plans for both remediation and enrichment are developed for individual students. The faculty identifies areas in which the curriculum needs to be supplemented so there are no gaps in instruction for the students. Once identified, best practices and strategies are researched in order to choose methods the staff believes will work for the students at Elm Dale. Faculty meetings are used as the forum for discussion about, selection of, and training in new instructional practices. While this is not always an easy process, the faculty has created a supportive environment in which teachers can take lead roles and share practices they believe in. Once a consensus is reached, all agree to use the instructional strategies because it is in the best interest of students. Student progress is monitored through a variety of assessments, and the data guides instruction and program decisions. An item analysis is conducted to identify gaps within the curriculum or instructional practices.

3. Communicating Assessment Results

Student performance is celebrated at Elm Dale School and successes are shared with individual children, parents and the community.

Teachers communicate daily with students regarding short term goals and accomplishments which help direct individualized instruction that facilitates student achievement. Students understand that classroom assessments are tools to help teachers provide appropriate learning activities. Teachers communicate assessment results directly to their students.

Elm Dale staff strives to communicate with parents so they, in turn, can provide meaningful support for their children. Information sessions are held at the annual Open House in order to communicate the curriculum goals for the school year. Each parent receives a brochure stating grade level expectations. An informational night is also held for parents to explain the structure of standardized testing so they will be able to understand and interpret their children's test scores. Parents receive their children's standardized assessment results accompanied by an explanatory letter, and school staff is available to answer any questions they may have. The results of district assessments are shared with parents on an on-going basis as well as being indicated on the trimester report card. Parents also receive information through newsletters, assignment notebooks and the school website.

Standardized testing scores are shared with the local newspaper, Greenfield Now. The principal also presents Elm Dale's standardized test results to the PTO each year. This presentation includes an analysis of the results as well as plans for school improvement. The district website provides a link to the Wisconsin Department of Public Instruction site where test results are reported. Test results are also published in an Annual Performance Report from the School District of Greenfield. Elm Dale has shared many accomplishments of the student body with the local media. Student work is posted on Elm Dale's website and is displayed in the hallways. The sights and sounds of the classrooms at Elm Dale are a great display of the learning that is occurring here.

4. Sharing Success:

The staff at Elm Dale is constantly involved in researching, learning and implementing innovative strategies to facilitate student success. Our staff is highly qualified. Seventy-three percent of staff members have earned their Masters Degree and one has also has earned the National Board of Professional Teaching Standards certification. The staff generously shares their ideas and time within the building, the district, the state and even across the country.

At conferences across the state, and even the country, the staff has designed and led educational sessions for teachers and administrators in the areas of school improvement, looping, our Transitions plan, and various counseling programs. The talented teachers of Elm Dale have presented a wide spectrum of workshops. Seventeen members of the faculty have presented workshops on various topics including Six-Trait Writing, Touch Math, differentiation in reading, spelling strategies, problem solving, algebra, inclusion of special education students, bully proofing, child abuse, hands-on learning, technology, learning centers, caring communities and writing processes. Three articles written by

staff members have been published in educational journals. The building principal recognizes and encourages staff leadership. She models professional collaboration through her leadership within the School District of Greenfield as well as in NCA CASI at the state and national levels. She has also extended her expertise by reviewing Department of Defense schools overseas and stateside. Several staff members have also participated on NCA CASI accreditation peer review teams within the state.

Elm Dale is a place that opens its doors for others and shares the innovations that make us special. Educators visit Elm Dale from other schools and districts to see our programs in action and to gain ideas to implement similar opportunities in their schools. Future educators are readily welcomed at Elm Dale. In the last three years, Elm Dale has hosted fourteen student teachers and seven field students. Many teachers are qualified to mentor student teachers and field students in their classrooms and actively share their professional knowledge.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Elm Dale School, teaching is based on the curriculum developed by the School District of Greenfield and is aligned with Wisconsin State Standards. As a staff that believes in continual school improvement, however, there is constant analyzing of data and collaboration to increase student achievement.

Reading and Language Arts:

At the core of the Reading and Language Arts curriculum is the faculty's philosophy that the following four beliefs are true of reading and writing. 1) All children can learn how to read and write. Classroom teachers teach the Reading and Language Arts curriculum to their students. 2) The goal of all reading and writing assistance is the acceleration of learning. Students are taught at their level to meet their specific needs. This includes enrichment as well as remediation in reading and writing. 3) Reading and writing are the keys to all other academic areas. Students are assessed on a regular basis. These scores assist teachers when planning instruction. 4) Reading and writing are lifelong skills. Teachers model many opportunities for recreational reading and writing as well as reading and writing for authentic purposes. Each student is challenged according to these four beliefs.

Mathematics:

The staff at Elm Dale believes that all children do not develop in their mathematical thinking at the same rate; therefore a 'cookie cutter' approach to teaching is not used. All grade levels use flexible grouping techniques to ensure that all students are being instructed at their appropriate levels. Students move between classrooms within their grade level and have the opportunity to move up a grade if the need arises. A strong emphasis is placed on critical thinking and problem solving strategies, and all teachers within the school use an age appropriate version of the same problem solving formula.

Science:

Our Science curriculum, as stated above, is based on the state standards. Each grade level infuses their science program with literature, small group work, hands-on experiments and investigations. At each grade level, our staff works as a team to ensure that the best methods and information are shared with our students.

Social Studies:

In Social Studies, the curriculum is divided into segments. Early grades study families, communities, rules and laws and citizenship. At the upper grades, the focus is on the state of Wisconsin, government, geography and U.S. history. The curriculum is enhanced through guest speakers, field trips, maps, globes, internet and other hands-on materials that allow students to acquire and share information.

Physical Education:

The Physical Education curriculum offers a wide range of noncompetitive and competitive activities that help foster interest in life-long fitness, health and wellness. Physical Education class also places an emphasis on fair play, cooperation and team building.

Music:

The core of the Music curriculum includes singing, dancing, playing a variety of classroom instruments and piano keyboards, listening to different styles of music, reading musical notation and performing. Students have a wide variety of opportunities to express themselves musically through classroom experiences as well as public performances. Students study the piano keyboard beginning in kindergarten and continue through fifth grade. Upper elementary students can join chorus and a before-school keyboard club.

Art:

Art encompasses each developmental domain of child growth and helps to build a foundation for creative thinking and problem solving. Art helps children learn about themselves and better understand the world in which they live. Through the challenging curriculum, students are not only taught the art elements and principles, but they receive meaningful experiences through uniquely guided, well-planned and highly motivating activities.

2a. (Elementary Schools) Reading:

Elm Dale's Reading and Language Arts program has four components that support the four beliefs: Formal Reading and Language Arts Instruction, Reading and Language Arts

Support, Assessment, and Recreational Reading and Writing. These four areas are proactive in their implementation. They work together to help all the students move forward in their reading and writing abilities. Elm Dale's Reading and Language Arts program works from students' strengths, not their deficits.

1. Formal Reading and Language Arts Instruction: (All children can learn how to read and write.) The faculty teaches curriculum goals that are research based and aligned to Wisconsin State Standards. This is accomplished through direct instruction in the classroom, which includes reading and writing strategies identified in the curriculum.

2. Reading and Language Arts Support: (The goal of all reading and writing assistance is the acceleration of learning.) Reading and Language Arts support comes in many forms: volunteers working with students, parent classes the reading specialist teaches, appropriate materials matched to select students, the Reading Recovery Program, school-wide SRA program, and the largest avenue of support, Reading Skills Groups. Reading Skills Groups are flexible groups that meet for additional instruction in reading or writing. These group lessons support curriculum goals. The reading specialist, the English Language Learner teacher, all of the classroom teachers, and all of the students in kindergarten through fifth grades participate in Reading Skill Groups.

3. Assessment: (Reading and writing are the keys to all other academic areas.) The goal in assessing students is to guide instruction. The formal assessments are state and federal tests and the district's measurable objectives which are reported on the report card. The informal formative assessments are performance based, ongoing and flexible. The reading specialist also will assess for specific needs, such as new student placement in leveled books, group placement, Reading Recovery placement, diagnostic testing of a student at the classroom teacher's request, special education evaluations, measuring the progress of kindergarten and first grade students and annual testing of at-risk students.

4. Recreational Reading and Writing: (Reading and writing are lifelong skills.) The recreational Reading and Language Arts component models reading and writing for fun as well as for authentic purposes across the curriculum. The staff hopes Elm Dale students will develop lifelong reading and writing habits. Formal examples of this effort are community volunteers reading and writing with students, peer buddies, the Six Flags Reading Incentive, Elm Dale's parent classes, the Book Character Parade and the Red Ribbon Week. Informal recreational reading and writing experiences happen throughout the school day.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

The staff at Elm Dale views math competencies as essential components for continued lifelong learning. A strong emphasis is placed on critical thinking and problem solving. To that end, the staff has developed and implemented a school-wide problem solving strategy. The same problem solving formula is taught to all students at Elm Dale. Each grade level has customized that formula to suit the needs of its students. We believe that the ability to problem solve and use logical reasoning will heighten the students' future education and allow them to be informed consumers as well as positive members of society. Students at Elm Dale School are expected to work at their own instructional level. Smaller groupings allow teachers to monitor students' progress and provide more appropriate challenges and remediation when needed. A significant population of students is working above grade level and receives extensions and enrichments within the curriculum.

4. Instructional Methods:

Through the school improvement process, the faculty at Elm Dale has adopted and/or developed many school-wide instructional methods to improve student learning. Flexible grouping between classes at the same grade level and between different grade levels has been very beneficial in improving student learning. This method is used most effectively for math instruction where a schedule has been created in which a common math period is designed to align with as many grade levels as possible, usually first through fifth grade. Students are pre-tested to determine which math group best matches their needs and are then placed in a grade level group or moved up a grade for higher-level math skills. A math problem solving formula was developed by a staff member and is used in all of the grade levels to promote problem-solving skills. Power Writing and Six-Trait Writing instructional methods are used to improve the students' writing skills. The staff is currently exploring

Robert Marzano's strategies to build academic vocabulary and Lucy Calkins' Writers' Workshop model as methods to continue to improve the students' communication and writing skills. Reading Recovery, Early Success and Soar to Success are used as intervention methods for reading throughout the building. All of the grade levels also have Reading Skills Groups two to four times per week as an instructional strategy to improve student learning. All grade level teachers have scheduled times to team with the reading specialist and English Language Learner teacher to divide the students at a particular grade level into five homogeneous reading groups for reading skills instruction. Differentiated instructional practices are also used to improve individual student learning. NCA CASI's Transitions program is used to maintain documentation on individual student learning. The Transitions documents follow the student to each grade level so that the receiving teacher is aware of instructional methods that have been used to help each student improve his or her learning.

5. Professional Development:

Elm Dale staff believes that professional development is a pathway to success for students and teachers. The focus for professional development at Elm Dale is school improvement. Through the national accreditation with NCA CASI, continuous improvement is used as a strategy and to establish a comprehensive school improvement plan. Currently, the faculty is focusing on two critical goals: academic vocabulary and multi-step problem solving. Professional development days are used to examine test scores, to identify areas of weakness and success and to read and discuss current research based instructional strategies that support the goals. After gaining a solid understanding of students' needs and current research, the staff works as a team to establish a consistent process to implement goals in the classrooms through professional development. Offering a consistent process from junior kindergarten through fifth grade gives the students the necessary building blocks to gain knowledge and understanding of a process versus simple memorization of information. Instructional strategies are outlined in the accreditation binder for easy access and to maintain consistency between staff members and grade levels. The final component of professional development is collaboration. As a staff that continually reexamines instructional methods and the impact they have on student learning, the collaboration is completed by sharing professional conversations, reading research and examining standardized test scores as well as local data that has been collected. Elm Dale truly uses professional development as a pathway to success for every child.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test WKCE

Edition/Publication Year 2006-07 Publisher WI Department of Public Instruction/McGraw

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient Advanced	91	88			
% "Exceeding" State Standards					
Advanced	60	61			
Number of students tested	68	59			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	4			
Percent of students alternatively assessed	0	7			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Advanced	93	80			
% "Exceeding" State Standards					
Advanced	57	33			
Number of students tested	14	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient Advanced	83	97	98		
% "Exceeding" State Standards					
Advanced	66	69	60		
Number of students tested	53	61	45		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	1	1		
Percent of students alternatively assessed	4	2	2		
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Advanced	64	83	93		
% "Exceeding" State Standards					
Advanced	29	50	57		
Number of students tested	14	12	14		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient Advanced	97	93			
% "Exceeding" State Standards					
Advanced	76	62			
Number of students tested	67	45			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed	0	2			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Advanced	85	86			
% "Exceeding" State Standards					
Advanced	62	36			
Number of students tested	13	14			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient Advanced	91	90			
% "Exceeding" State Standards					
Advanced	60	58			
Number of students tested	68	59			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	3			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Advanced	93	80			
% "Exceeding" State Standards					
Advanced	57	33			
Number of students tested	14	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient Advanced	87	90	89		
% "Exceeding" State Standards					
Advanced	57	57	38		
Number of students tested	53	61	45		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Advanced	64	67	93		
% "Exceeding" State Standards					
Advanced	21	42	29		
Number of students tested	14	12	14		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient Advanced	94	89			
% "Exceeding" State Standards					
Advanced	57	42			
Number of students tested	67	45			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Advanced	85	86			
% "Exceeding" State Standards					
Advanced	31	36			
Number of students tested	13	14			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					