

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Christopher Holt

Official School Name: Allenton Elementary School

School Mailing Address:
228 Weis Street
Allenton, WI 53002-9570

County: Washington State School Code Number*: 5390-0010

Telephone: (262) 629-5546 Fax: (262) 629-1821

Web site/URL: www.slinger.k12.wi.us E-mail: holtc@slinger.k12.wi.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Robert Reynolds

District Name: School District of Slinger Tel: (262) 644-9615

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Tim Wiedmeyer

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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: (per district designation)
- | | |
|----------|-----------------------------------|
| 3 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 11296

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.

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	26	23	49	6			0
K	18	24	42	7			0
1	30	20	50	8			0
2	28	20	48	9			0
3	29	35	64	10			0
4	36	22	58	11			0
5	28	25	53	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							364

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ 3 % Black or African American
 _____ 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 96 % White
 _____ % Two or more races
 _____ **100 % Total**

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

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is 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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	364
(5)	Total transferred students in row (3) divided by total students in row (4).	0.016
(6)	Amount in row (5) multiplied by 100.	1.648

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Russian

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 55

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 free and reduced-price school meals 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: 11 %

Total Number of Students Served: 39

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>15</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>7</u>
Support staff	<u>1</u>	<u>5</u>
Total number	<u>22</u>	<u>19</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	96%	96%	97%	98%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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	0	%

PART III - SUMMARY

Allenton Elementary School is located in the Kettle Moraine region about 40 miles north of Milwaukee, Wisconsin, serving approximately 360 students in grades 4K- 5. It is one of three elementary buildings in the School District of Slinger.

Schools in the district share a common mission to “successfully educate all children, and thereby, to graduate high quality, lifelong learners” by challenging students, employing highly qualified staff, involving the community, and providing a safe, friendly environment. With its theme, Our Home, Our School, Our Community, Allenton Elementary School does its part everyday to reach this common goal.

Allenton Elementary is not just a school. It is a family. People feel welcome here. Our teachers have worked together for many years and respect each other’s experience and strengths. With this kind of continuity, students receive instruction that is not only innovative but rich in tradition. Teachers understand the curriculum continuum. Knowing the scope and sequence helps them plan and set expectations for students. There is a respectful communication among staff members who feel comfortable seeking advice from a student’s previous teacher or a specialist who might have ongoing experience with a child. This eases the transition between grades, socially, emotionally and academically.

Everyone at Allenton shares the belief that all staff members are responsible for meeting the needs of all students. If a child needs a band-aid, breakfast, or a good listener, someone jumps in to help. The manner in which students and staff conduct themselves, their physical and emotional well being, academic successes, and challenges all matter at Allenton. This makes our school OUR HOME.

Allenton Elementary is not only a family but a place where people learn. The education of Allenton students begins with highly qualified teachers. Over 80% hold a Masters degree, and all have furthered their education with studies beyond their degree. Resource staff includes exceptional education teachers, a reading specialist, and a school counselor. Tutor aides and a media/tech aide also assist each grade level. No matter the role at Allenton, our dedicated teachers and staff continuously update their knowledge of content or instructional approaches that will enrich and deepen student learning.

Allenton teachers set high expectations by differentiating curriculum to challenge student needs. Beyond the curriculum, children may participate in competitions or extracurricular activities where they can shine in art, music, athletics, or public speaking. One parent said, “We appreciate the Allenton staff’s tremendous effort to create a learning environment in which our children were able to succeed and be happy. The foundation established at Allenton has enabled our children to excel in their subsequent schooling, and for this we are most grateful.” The Allenton staff believes that all students have the right to succeed and be challenged at OUR SCHOOL.

A school is more effective when it partners with its community. Our parent organization, People Behind the Owls (PBO), is involved in many Allenton events. District and staff members are often requested to attend their meetings to explain curriculum, programming, or upcoming assessments. The organization supports academic initiatives and joins in hosting activities like our Family Fun Nights. PBO raises funds for Allenton Elementary. Our Walk-a-Thon is now an annual community event for school, parents, and neighbors alike.

Allenton families value their children’s education. Participation in Open House and parent/teacher conferences consistently nears 100%. Parent volunteers prepare materials, chaperone, and assist students in activities. The list of how our school, parents, and neighbors work together is long. From honoring our veterans with song and a meal on November 11th to helping our families whatever the need, Allenton Elementary School is a proud member of OUR COMMUNITY.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Allenton Elementary School participates in the Wisconsin Knowledge and Concepts Exam (WKCE), the performance-based state assessment as required by No Child Left Behind. Allenton administers the test for grades 3, 4, 5 in reading and math. Fourth grade is further assessed in language arts, writing, science and social studies. Results of individual student assessments are reported to schools and parents in spring using performance levels and descriptors. Students are **Advanced** in each subject if they demonstrate in-depth understanding of grade level academic knowledge and skills tested, **Proficient** if they demonstrate grade level competency, **Basic** if they demonstrate only some knowledge of grade level content and skills tested, or **Minimal** if knowledge and skills are very limited. Test results are later reported as a district composite as well as disaggregated into subsets such as special education, poverty, or gender and used for data analysis and to establish a district's annual yearly progress (AYP). More information about this assessment can be obtained at <http://dpi.wi.gov/oea/profdesc.html>.

The WKCE assessment provides data on student academic performance and growth. It is also a "snapshot" of a school's success. Consistency might describe Allenton Elementary School because it has performed well on the state assessments since their inception. Over a five year period, 92% to 100% of Allenton students have scored at the Proficient or Advanced level in reading. In 2007-08 and 2008-09, 65 % of our students were Advanced. Math scores were similar over the same time span. Since 2005, the number of math students scoring in the Advanced range has steadily increased from 37% to over 60% in third grade, from 47% to 63% in fourth grade, and from 60% to 79% in grade 5 suggesting that the curriculum is clearly meeting assessment standards and improving our students' math abilities.

When analyzing individual test items in reading and math, a few areas in need of improvement were noted. Vocabulary test items received lower scores than other types of questions on the reading portion of the assessment. Constructive responses appeared to lack detail in all areas tested. Teachers have implemented strategies and instruction to address these concerns.

Allenton uses a variety of other assessments to evaluate student success. As part of its on-going curriculum review process, The School District of Slinger is developing learning benchmarks for all curricular areas. Local Common Assessments (LCAs) based on those benchmarks provide data that can drive instruction within the district. The LCAs are in place for math with assessments being administered and reported electronically twice yearly. In 2008-09 a district language arts committee selected benchmarks and a common assessment for reading. The Fountas and Pinnell Benchmark Assessment System monitors fluency, comprehension, and student reading levels in the elementary schools that helps direct teachers to appropriate practice material for students while challenging students who are well above the benchmark.

Teachers can access test data through technology and analyze the results to improve instruction. The STAR Test, part of the Renaissance Learning Accelerated Reading Program, is scored electronically and helps teachers set recreational reading goals for their students. Skyward technology allows teachers to record test results. The program maintains averages, and progress information can be obtained immediately if requested by a parent or needed to provide data at a Student Assistance Team meeting (SAT). Textbook or teacher-developed assessments play a role in assessing the curriculum and following student progress at Allenton. Our teachers use alternative or informal assessments, giving opportunities to differentiate for learning styles or abilities. Through observations and discussions, teachers discover their students' individual personalities and learning styles.

2. Using Assessment Results:

Allenton Elementary uses results from all assessments to improve teaching and develop materials for instruction. After the WKCE results become available, teachers review the data to determine areas of strength and weakness. When a trend such as vocabulary weakness was noted, teachers looked for methods to improve. A greater emphasis is now placed on innovative strategies that instill meaning and relevance to words that are introduced. “Robust” vocabulary discussions are included in reading lessons which broaden word knowledge and enhance comprehension of text. More effort is put on context and morphology as ways to determine word meaning. Data analysis suggested that constructive responses lacked detail and thorough explanation. In-depth instruction on how to communicate clear and detailed responses along with consistent practice has helped improve student writing skills overall. The WKCE test results have also indicated that over the past five years, Allenton has increased its number of students that score in the Advanced range of the assessment. This has led to discussion about how to challenge our higher students as well as assist those who score at the lower end of the Proficient range, prompting greater efforts to differentiate instruction.

Results of the STAR test or performance on the Fountas and Pinnell Benchmark Assessment measure growth in reading and influence instruction. Both provide data that can chart progress in independent reading, fluency, or comprehension. Teachers can then place their students in appropriate reading material and monitor progress.

Data from Local Common Assessments in math is analyzed at district grade-level meetings and used to drive instruction. Teachers share methods of instruction that seem to help students learn. Successful lessons can also be posted via a location on the district website.

3. Communicating Assessment Results:

Allenton teachers keep parents informed of upcoming assessments as well as ongoing academic and social progress. Communication with families regarding the WKCE begins early in fall with a letter and information from the Wisconsin Department of Public Instruction on the purpose and format of the assessment as well as a schedule of all testing. The Allenton PBO occasionally requests a staff presentation regarding the WKCE to learn more about state assessments and how they will affect students and their school. During testing, families are urged to support the importance of testing by sending healthy, well-rested children to school. When the WKCE results are received, they are sent home to families with a letter of explanation. Individual results are further explained and reviewed at the spring parent/teacher conference, and concerns are discussed at that time. Families may choose to make an appointment with the principal, school counselor, or reading specialist to follow up on any questions. Grade level results of the WKCE are published in the Allenton Elementary Parent Newsletter. District test results are reported to the community in the local newspaper, The Milwaukee Journal, and The School District of Slinger Report Card. Results are also posted on the district website.

Parents receive a quarterly student grade report based on tests, rubrics, and performance standards outlined for that time period. Conferences are held near the end of the first and third quarters to share current information, student achievement, and to discuss a team plan of action, if one is needed. Progress reports go home at any time if a teacher wants to share a concern or praise a student for noteworthy improvement or performance. E-mails and phone calls home are the most immediate, and most appreciated, communication to families because they provide daily or weekly feedback on student progress.

4. Sharing Success:

Test result data reported in newspapers, websites, and district newsletters demonstrates that Allenton is successful at educating our students. That success is shared in several ways. Staff members meet with grade level teams from other Slinger schools throughout the year to discuss what works and what needs revision in district curriculum, benchmarks, or instructional practices. This opportunity blends ideas that measure success

for students at Allenton and the other elementary schools. Student teachers from local colleges and universities learn effective teaching methods and professionalism during their stay at Allenton. Some teachers have brought recognition by being awarded grants, presenting at conferences, or teaching graduate classes. The Holiday Concert, the Art and Activity Fair, and the family-volunteer Field Day are guaranteed to draw enthusiastic crowds. All are Blue Ribbon Events that impact the overall success of Allenton Elementary School.

Our school website communicates Allenton activities and the pride taken in them. It is maintained and regularly updated by a faculty member. Articles in the local newspapers share Allenton events with the community.

Difficult to capture is the “essence” of what makes Allenton a “Great School.” All staff members have high expectations for their students and for themselves and are dedicated to providing quality and differentiated education. Our teachers do the right thing for children everyday without much fanfare. Visitors to Allenton can see the results of these efforts by the welcoming atmosphere and displays of student projects throughout the building. Allenton is proud of its accomplishments, but in celebrating our success, the school could do more.

A plan to invite other schools and school board members to observe Allenton’s success firsthand needs to be developed. Sharing our excellence with other schools, presenting to the school board, or meeting with the Allenton Town Board are ideas under discussion. A Blue Ribbon nomination for Allenton is cause for celebration and an honor to be shared.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum taught at Allenton Elementary School is set forth by The School District of Slinger. All curricular areas align with the Wisconsin State Standards and are routinely reviewed and updated. The district uses an eight-year cycle to review, research, and revise each subject area. During the review process a committee is created. Teachers knowledgeable in the curriculum, both novice and veteran, representing all schools, a building principal, and the Director of Instruction meet over a two-year period. An out-of-district advisor may be included to guide the process. Together they review the present curriculum, analyze test data, compare present instructional practices to current research, and make recommendations for possible revision.

The School District of Slinger has committed to developing benchmarks that measure student progress in all curricular areas. The curriculum committee aligns concepts and content with the *McREL Content Knowledge Standards and Benchmarks for K-12 Education*, and essential standards are selected as “power” benchmarks. This information becomes accessible to staff on the district website using the Curriculum4Schools software. The committee presents its findings to the Slinger School Board and recommends texts and other resources to implement the curriculum. Finally, Local Common Assessments (LCAs) are written for the selected benchmarks.

Reading, language arts, and math are the cornerstones of Blue Ribbon education and will receive more attention in further sections of Part V. At Allenton, students also follow a rigorous social studies and science curriculum. Art, music, and physical education are taught from kindergarten through grade 5. Our 4K students focus on social skills, early literacy, and math. All subjects have a scope and sequence and are considered essential components to balanced student learning. The reading specialist uses a teamwork approach and critical thinking activities to model and implement reading/writing strategies for all curricular areas. Grade level tutor/aides impact students by reviewing or enriching content when needed. The school counselor is available for individual or small group sessions but also visits classrooms with lessons that connect positive behaviors to a good education. Each member of the Allenton team is key to delivering the curriculum in a safe and comfortable environment.

Allenton’s science curriculum utilizes a spiraled approach that follow the strands of life, earth, and physical sciences. Instruction focuses on helping students make cognitive connections between scientific disciplines and critical thinking, history, or the arts. Scientific inquiry and hands-on activities are major components to lessons. Our curriculum is based on the National Science Education Standards. Science is currently beginning the district evaluation process to select benchmarks and write Local Common Assessments for the revised curriculum.

Social studies curriculum encompasses life skills and historical influences using experiential learning throughout. Students learn about their connection to the community and good citizenship. They learn map skills, geography, and how the past shapes the present through Wisconsin and United States history. Hands-on activities and local speakers often supplement textbook and instructional strategies. Field trips to local theaters, museums, and historical sites further impress on students their connection to the community and its past.

In the computer lab or the classroom, all students learn age-appropriate computer literacy. Technology is infused into the curriculum as research and presentation, skill development, or an assessment tool. Teachers enjoy using Smart Board technology for presentations and find it a “teachable moment” tool they can quickly use to present information.

Through the arts, students learn drawing and sculpting techniques and the basic skills of music and musical instruments. They explore the world of artists and musical styles. Physical education provides skill development in sports and encourages fitness and fairness in competition.

Wherever possible, the staff teams up to integrate the curriculum. It is our belief that students learn at a higher and more sustainable level when they see the connections between disciplines, each other, and their world.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Reading curriculum for the School District of Slinger includes all strands of language arts. In 2009 the language arts committee completed the review cycle with standards and benchmarks aligned and in place. The Harcourt Brace series, *Storytown*, was adopted to meet those standards and benchmarks and assist teachers with delivering the established curriculum. This reading series offers a balanced program of authentic literature, literacy skills, comprehension strategies, and a connection to other language arts. Local Common Assessments have begun in fluency and comprehension. Six Plus One Traits Writing guides the writing process.

Allenton teachers use *Storytown* as a resource. Its scope and sequence ensures that a range of literacy skills and comprehension strategies are taught. The series includes leveled readers and assessments. It presents a variety of literary styles, skills, and strategies, but teachers may choose other material when better suited for activating background, modifying instruction, or challenging students. Programs like *Storylords* or Accelerated Reader strengthen comprehension strategies and independent reading. Book conversations provide opportunities to share ideas and develop critical thinking. Children read silently and listen to rich literature during read-aloud time.

Allenton teachers excel at extending language arts both richly and creatively. Visitors to our building might hear children reciting the *Pledge of Allegiance* over the loudspeaker or observe kindergarteners demonstrating phonemic awareness with their head, shoulders, and knees. They might see first grade practicing plays based on *Aesop's Fables*, or second graders discovering that a menu is read differently than a story. Down the hall, third grade teams feverishly discuss questions, hoping to be Grand Champions in our version of *Battle of the Books*. Fourth grade is enjoying dinner theater to culminate their mystery unit, and fifth graders are creating illustrations for a poem by Robert Frost.

Making connections between words heard, spoken, read, or written and a child's world is the difference between literal comprehension and engaged learning. That's how "reading" works at Allenton.

3. Additional Curriculum Area:

Math instruction at Allenton Elementary is a balance between hands-on creative problem solving and a traditional approach. Students have extensive experience with manipulatives to make intangible concepts more real. Math is tied to real life use and other curricular areas in many different ways throughout all grades. Students are taught problem solving strategies and given many opportunities to think mathematically. At the same time, basic facts and concepts are practiced and drilled to master these building blocks of math accuracy. Smart Boards, computers, games and activities are tools used to enhance this learning. Differentiation, flexible grouping, and cooperative learning are teaching strategies that encourage individual success.

Allenton Elementary's math instruction is closely aligned with the National Council of Teachers of Mathematics (NCTM) and Mid-continent Research for Education and Learning (McREL) Standards. The math committee for the School District of Slinger has recently reviewed its curriculum and identified benchmarks at each grade level that reflect these standards. All grades assess these benchmarks through our Local Common Assessments at the end of each semester. Analysis of these test results guides future

instruction. The Standards are also the basis for the Houghton Mifflin textbook series used in all grades. This common text, augmented by supplemental resources, encourages sequential instruction and spiraling experience from one year to the next for students. Creative and traditional instruction, instruction based on National Council of Teachers of Mathematics (NCTM) Standards, and instruction delivered by enthusiastic, knowledgeable teachers, all combine to give Allenton Elementary students a solid, confident math foundation.

4. Instructional Methods:

Allenton Elementary's model of instruction is inclusive with differentiation built in to give students both a challenging and successful experience. Through team planning, teachers utilize various methods to deliver the written curriculum including lectures, discussions, or hands-on activities that incorporate all learning styles. Students develop strategies to organize and retain content and have opportunities to practice skills, deepen knowledge, and share points of view. Exceptional Educational Needs (EEN) students participate in classroom programming, supported by their specialist with supplemental instruction, materials, or modified assessments. All students enjoy the speakers who visit Allenton and the field trips that connect and extend our curriculum to everyday life.

Allenton kindergarteners are assessed in reading readiness using multiple tools that help determine placement in Title 1 early intervention programming. Teachers in all grades use standardized tests, benchmarks, and informal assessments to monitor progress and set realistic expectations for each child. Teacher observations and interactions with students also help shape the differentiation of instruction. Children demonstrating mastery may explore topics in greater depth while others receive small group or individual help.

A former student said, "Allenton puts forth a lot of effort to make learning an enjoyable experience for kids." We want our students to learn in ways that work for them. One way to do this is to differentiate by integrating disciplines thematically using centers, activities, or assessments that engage students in a variety of learning styles. Writing and the arts combine with social studies, math, and science allowing students to apply their understanding of basic concepts at a personal level. Science becomes writing and art when students build molecules and create poems describing scientific properties. Math and art connect with 100th Day items displayed in number sets of two, five, or ten. Weather, calculations, and problem solving intertwine with history and art as students create an illustrated pop-up diary depicting their adventures on the Oregon Trail. By integrating curriculum, children see how their learning connects; they work successfully, and they have fun.

5. Professional Development:

The School District of Slinger believes highly qualified teachers should educate its students. Therefore, when initiatives or benchmarks are adopted, the district provides the necessary education. Training to successfully use differentiation, Six Plus One Traits Writing, and Strategies for Instruction has occurred over a period of time allowing teachers to introduce, develop, and practice each initiative. Inservice may come from an outside resource or a committee of teachers who become building trainers for their colleagues. Opportunities are available to visit schools, attend conferences, or request summer curriculum hours to extend expertise. Our technology department offers training whenever new equipment or software is purchased. The district also requires a Professional Development Plan (PPDP) so that all teachers may improve as educators through personally selected goals.

Everyone at Allenton, including teachers, administration, office, kitchen and support personnel, have opportunities to stay current. Teachers grow professionally by attending conferences or Cooperative Educational Service Agency 6 (CESA 6) trainings for Exceptional Educational Needs (EEN) and Title 1 programming. Teachers returning from conferences share ideas and new research that energize teaching. After attending a workshop on Four Square, an enthusiastic group arranged a podcast for all staff to learn the writing strategy. Our fourth grade team visited Forward Energy Company in the summer and followed up by

submitting a grant. Forward Energy awarded the grant that financed a field trip to its local wind farm. Our students witnessed first-hand the connection between what they learned about alternative energy in the classroom and the real world. The opportunity has extended to the high school where students are building wind turbine kits received from the grant and later will use them to record data with our fourth graders.

Allenton teachers initiate professional growth within the building. We have learned to use Classroom Performance System (CPS), Inspiration, and Smart Boards from each other. Our teachers are experts at weaving their expanding knowledge and innovation with traditional methods and are always eager to grow professionally.

6. School Leadership:

School leadership at Allenton Elementary includes the principal and teacher representatives that also serve on curriculum committees. This team meets monthly to discuss building and district issues. Together they report information and share ideas and concerns that help make informed decisions for the school. The curriculum coordinators also represent grade levels and can communicate information discussed at meetings to their teams. The principal is ultimately responsible for providing a safe and effective learning atmosphere at Allenton, but this is accomplished using a collaborative rather than a top-down model.

Our school principal meets bi-weekly with the other elementary principals in the district. A council comprised of all principals and other administrative members of the district also meets bi-weekly to discuss common concerns and to share ideas. Our principal reports these discussions to the curriculum coordinators at their monthly meetings and then shares them with the entire staff.

At Allenton, grade level teams have common planning time. They use that time to prepare for upcoming lessons or for long range planning. Teachers working together ensure that curriculum goals are being met and lessons are varied and meaningful. Responsibility for materials, speakers, or communicating with a specialist or school principal can also be arranged during this time.

Teachers are leaders when responding to student needs. If a concern arises academically or socially for a student, a Student Assistance Team meeting (SAT) may be called in which the school counselor, principal, teacher, and specialists develop an improvement plan. An Exceptional Educational Needs (EEN) referral sometimes results from these team meetings.

People often say, "Allenton runs itself," because everyone takes responsibility for what happens in the building. This results in our children being happy, respectful, and eager to learn from professional educators every single day.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: WKCE

Edition/Publication Year: 2009

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	93	96	94	92	
% Advanced	61	40	56	37	
Number of students tested	54	52	50	59	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	1	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Test not administered in 2004-2005

Subject: Reading
Edition/Publication Year: 2009

Grade: 3 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	93	
% Advanced	69	79	72	58	
Number of students tested	54	52	50	59	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	1	
Percent of students alternatively assessed	0	2	0	2	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-2005

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 4 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	100	92	96
% Advanced	63	66	56	48	47
Number of students tested	51	56	63	63	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	3	3
Percent of students alternatively assessed	2	0	2	5	6
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2009

Grade: 4 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	97	97	92
% Advanced	69	77	60	67	69
Number of students tested	51	56	63	63	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	3	3
Percent of students alternatively assessed	2	0	2	5	6
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 5 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	96	100	
% Advanced	79	66	68	60	
Number of students tested	58	65	68	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	2	1	
Percent of students alternatively assessed	0	2	3	2	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-2005

Subject: Reading
Edition/Publication Year: 2009

Grade: 5 Test: WKCE
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	100	97	99	100	
% Advanced	71	69	60	72	
Number of students tested	58	65	68	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	2	2	
Percent of students alternatively assessed	0	2	3	4	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-2005