



**Continuous Improvement
Annual Report for
Elm Lawn Elementary
December 12, 2011**

Principal: Mike Pisani	Grades Served: K-5
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Continuous Improvement Team Members:

Mike Pisani – Principal	Maria Nygard-Gifted and Talented Teacher
Nancy Karls-Niehaus – Grade 1	Margit Gundlach – Grade 3
Donna Kracht – Kindergarten	Brenna Siebold – Special Education
Jerry Nicholson – Ed Services Liaison	MaryBeth Paulisse – Continuous Improvement Specialist

School Mission:

To create a safe learning environment for children to reach their full potential.

Core Values and Beliefs:

We started to address these during the previous school year and will follow up again this year.

Student Demographics

Demographic Area:	2011-12 Data (Current Data)	2009-10 Data (1 Year change)	2006-07 Data (5 Year Change)
Overall Enrollment (3 rd Friday Count)	538	506	470
Average Class Size (3 rd Friday Count)	22.4	22.0	21.4
% Free/Reduced Lunch (Title I Count)	15.42%	15.61%	5.17%
% Students of Color (3 rd Friday Count)	23.02%	18.77%	16.67%
% Students with Disabilities (3 rd Friday Count)	11.05%	11.66%	13.99%
% English Language Learners (3 rd Friday Count ELP 1-5)	9.58%	9.88%	7.41%

Analysis of Demographic Situation and Significant Changes:

As you can see from the data above, we had a major demographic shift in all areas that has now leveled off. These changes have been great for our school because we are more in line with district averages and our community as a whole. What I am most pleased about is that the data we are monitoring (included in this report) indicates that students are continuing to grow each

year, student behavioral incidents continue to decline, and we are meeting the needs for more and more children while seeing growth in all students. Of specific interest are these facts:

- This year we are the largest we have ever been (538 students).
- Our percentage of students with disabilities has gone down almost 4% points in 5 years and .5 percent since last year.
- Our percentage of student of color continues to grow.

Continuous Improvement Goals and Results

Goal 1:

All K-5 students will be assessed through established multiple measures in the area of math. 100% of Students in grades K-5 will show growth over time as measured by the common assessments by the end of the 2012-2013 school year.

Prior Reality:

Elm Lawn does not have consistent multiple measures to assess K-5 students' growth in the area of math. This precludes us from efficiently and systematically collecting, sorting, and analyzing data. The WKCE is not valuable as a tool in measuring student growth. In contrast, Elm Lawn does successfully implement consistent multiple measures of assessment in the areas of reading and writing which drives instruction and monitors all student growth. In reading, some students do achieve perfect scores on tests and may not show improvement on current district assessments. However, of the remaining students 59.64% demonstrated growth from fall to winter and 65.23% from winter to spring; 0.25% declined from fall to winter and 1.78% from winter to spring; 6.09% stayed the same from fall to winter and 3.05% from winter to spring; 16.24% of students on fall to winter and 23.60% of students on winter to spring achieved maximum scores on the assessment; the balance of the students didn't have enough information to determine growth (moved in so no prior assessment data, etc). Math assessment tools will be developed to allow a growth measure for all students.

Year End Reality (2010-11):

During the course of last year we worked with an outside consultant to pilot a EverydayMath chapter assessment and used daily assessments to monitor student growth. 4 of 6 grade levels participated in the pilot. From the pilot and related staff development our staff learned how to use EverydayMath to its fullest potential. Because of the change in EverydayMath editions for this year we were not able to use the materials that we piloted because they aligned to the third edition. Staff is able to carry forward what they learned about implementation of the program because the structure of the program is very similar. We are now much closer to a common math assessment that we can use to monitor student growth K-5.

Brief Summary of Progress on Goal 1:

When I arrived here during the summer of 2007, the district had identified three essential questions: 1) What do we want all students to know and be able to do? 2) How will we know if they know it or can do it? And 3) What will we do if/when they don't learn it or already know it?

Our goal is to make sure we can monitor each student's progress in math and that the

assessment tool that we use will help teachers drive their instruction to increase student achievement even more. Since the beginning of the year, we have started down the path of implementing a 3 time a year assessment, similar to the one we use with our building's reading and writing processes. The further we get into this process, however, the more the discussion has focused on what parts of the process will drive instruction the most. This has been a great discussion in which our entire staff has become involved.

2010-2011 School Year:

As stated earlier we are much closer to a common assessment that we will be able to use to measure student growth. During the 2011-2012 school year we will implement MAP Testing which will allow us to assess students three times a year. Now staff are asking "then what" because three times a year is good but we need more regular information to drive student instruction between MAP assessments.

Summary of Literacy Performance Data:

2009-10 School Year:

As you can see from the data, our kids are high performers as they enter kindergarten, and what I am most proud of is that the longer students are with us, the fewer of them remain below or fall below grade level.

Our Value Added Data is impressive, placing us as a quadrant 1 school in reading for all three years.

Our Value Added Data is higher than the district average in all grade levels and across the building by nearly a factor of 1.

2010-11 School Year:

Our students are typically high performers especially at the 3rd, 4th, and 5th grade levels, which means the longer they are with us the higher they are performing.

Our Value Added Data continues to be a strength for us in the area of reading

Summary of Mathematics Performance Data:

2009-10 School Year:

Our students are high performing in Math, as well. You will also notice we don't have as many measures in place for math as we do for reading, which is why our building chose this as our focus. The highlights in Math for our building are:

We are a quadrant 1 school for Math as well as Reading.

Our Value Added Data shows a factor of 2.5 to 4.5 higher than the district average in most grade levels and across the building.

I am looking forward to having multiple measures in place for all students in our building when we complete our goal.

2010-11 School Year:

Our students are typically high performers especially at the 3rd, 4th, and 5th grade levels, which means the longer they are with us the higher they are performing.

Our Value Added Data continues to be a strength for us especially in the area of Math. There has been talk that the Value Added researchers would like to look at our school more closely because of our performance in Math.

I am looking forward to having even more measures to monitor student progress in Math.

Summary of WKCE Science, Social Studies, and Language Arts Data:

2009-10 School Year:

Science and Social Studies are areas our students typically do well in, and because of this, these subjects have not been as much of a focus during our continuous improvement efforts.

2010-11 School Year:

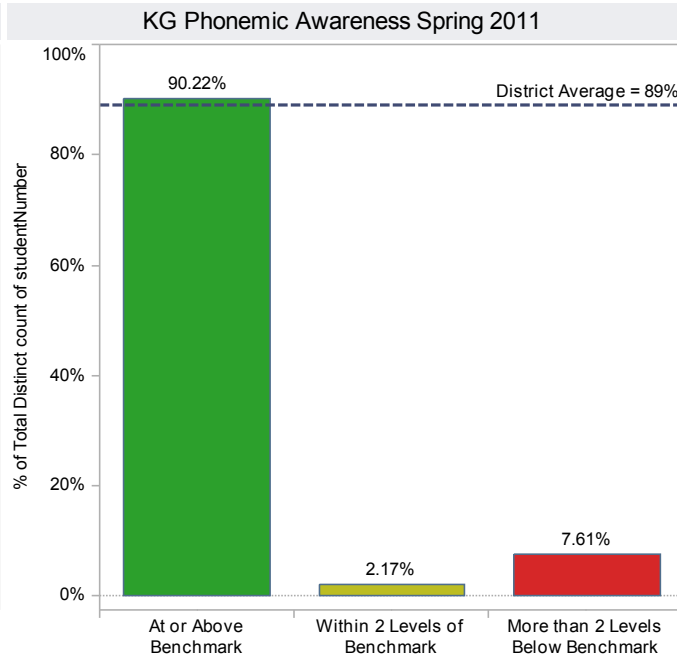
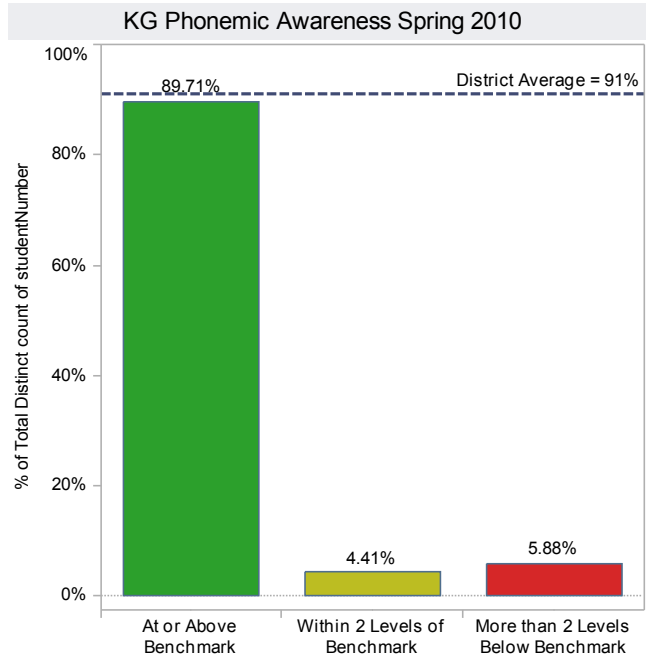
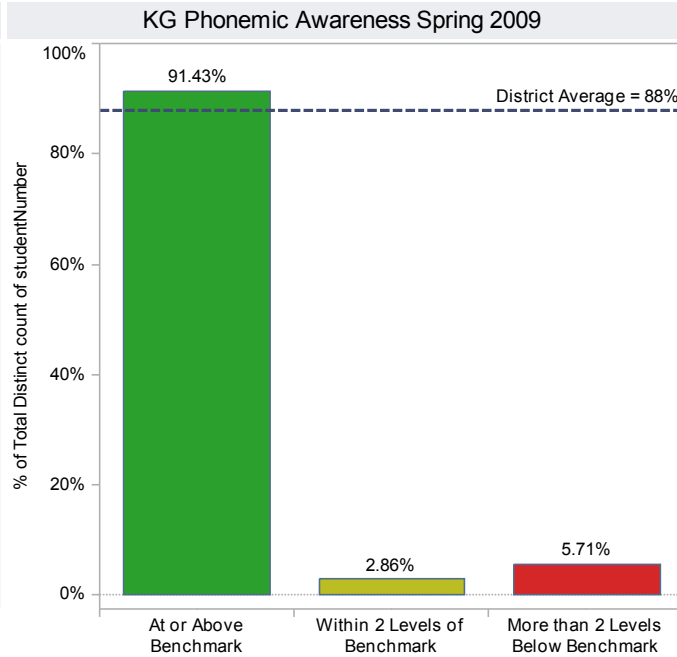
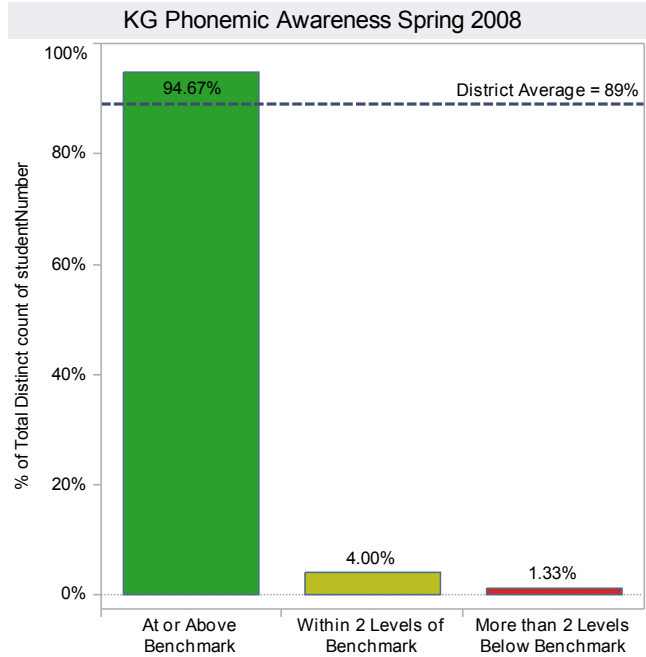
Our students did well again in these areas. In all subjects our students are well above the state averages and in line with or above the district averages.

Behavioral Data Summary 2010-11			
Average Daily Attendance: 96.05%		Average Days Absent per Student: 0.96	
# of Behavioral Events: 18		# of Students with a Behavioral Event: 18	
<u>Suspensions</u>			
<u>Type of Behavior Event</u>	<u># In-School</u>	<u># Out of School</u>	<u>Average Number of Days</u>
Harassment	1	0	1.00
<u>Expulsions</u>			
<u>Type of Behavior Event</u>	<u>Number of Events</u>	<u>Average Number of Days</u>	
n/a	n/a	n/a	
Implications When Intersected with Other Data:			
<p>Our behavior data support the fact that behavior incidents at our school continue to decrease. We had only one student who received an in-school suspension. This tells me that when we modify behavior, our students are learning from the experience.</p>			

Phonemic Awareness for Kindergarten

Phonemic Awareness Scale Score Group

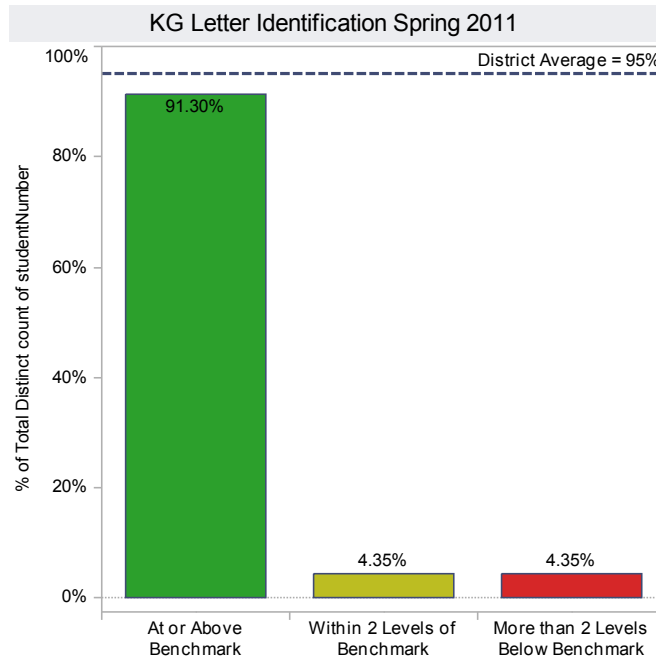
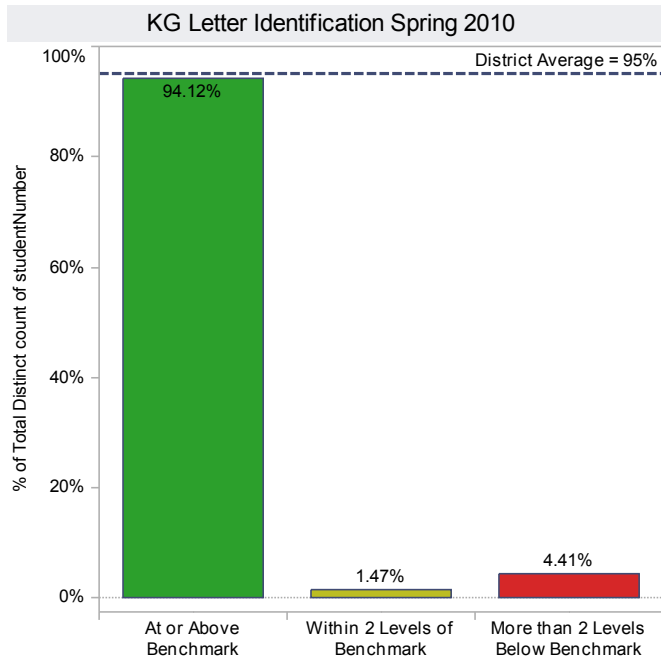
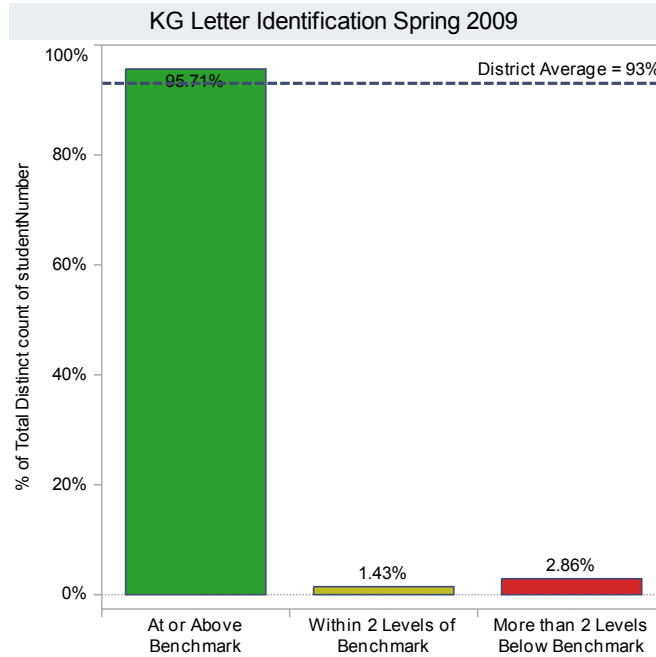
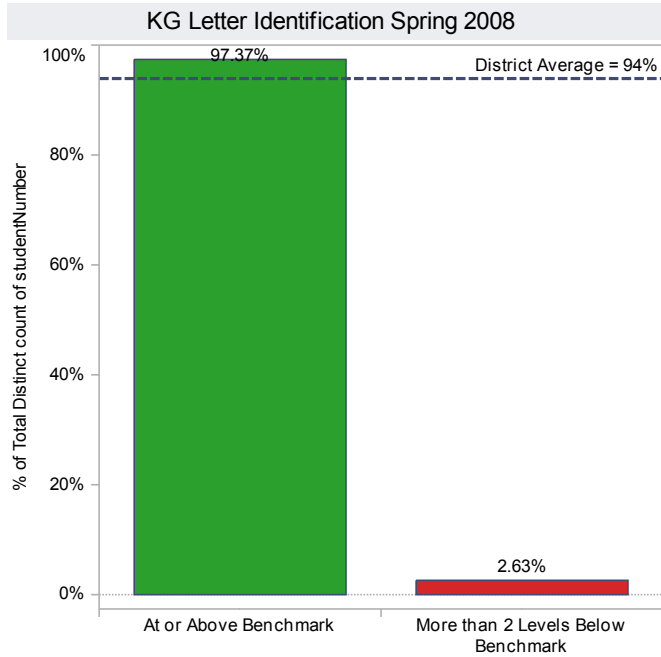
- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark



Letter Identification for Kindergarten

Letter ID Scale Score Group

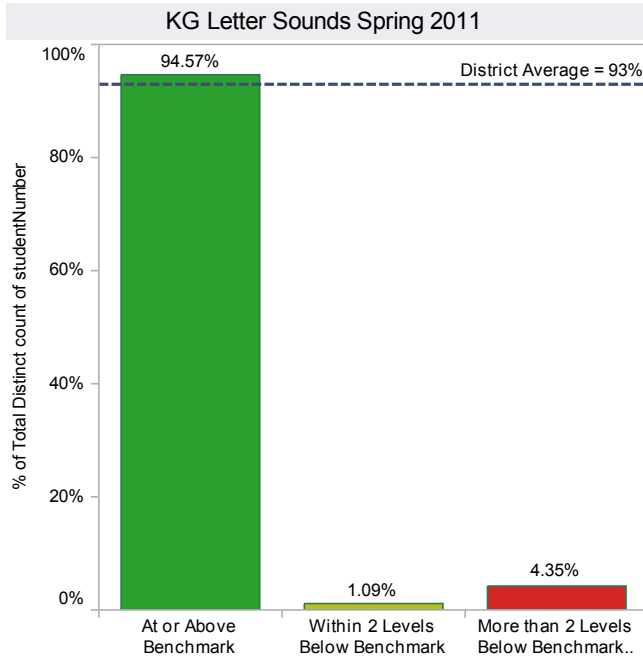
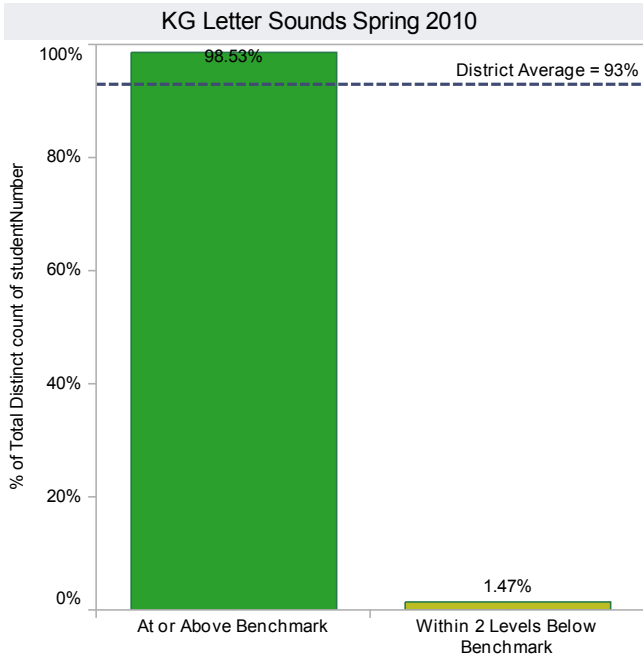
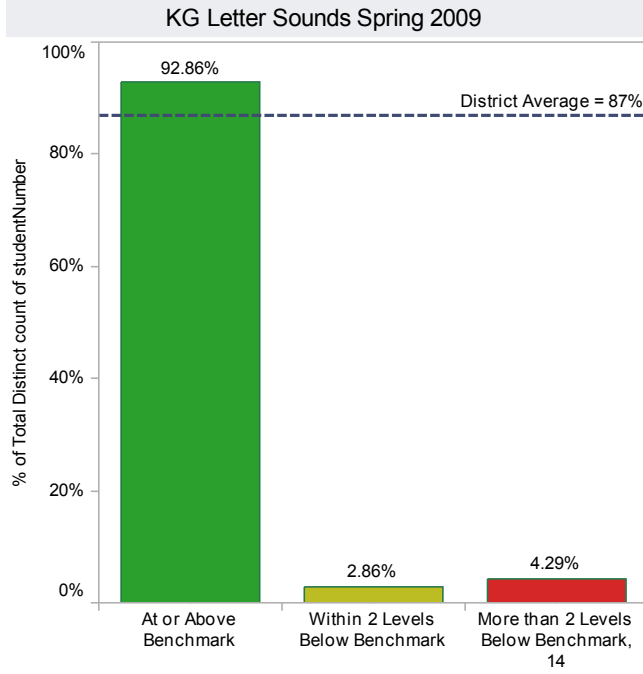
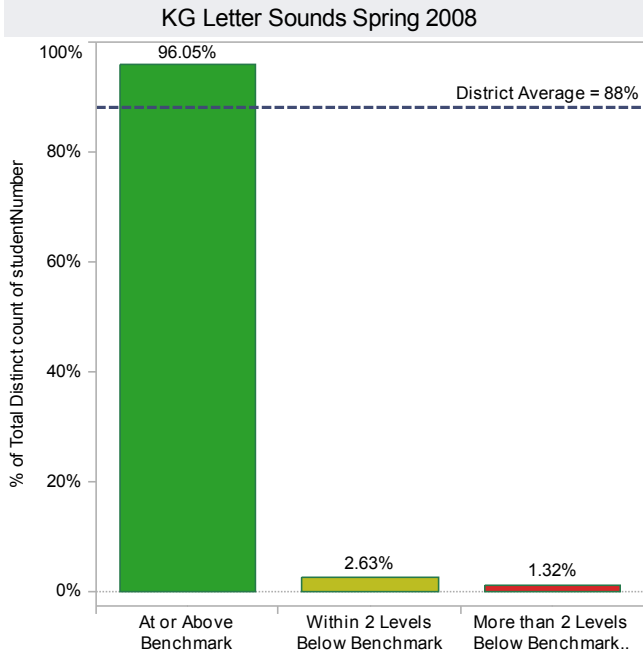
- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark



Letter Sounds for Kindergarten

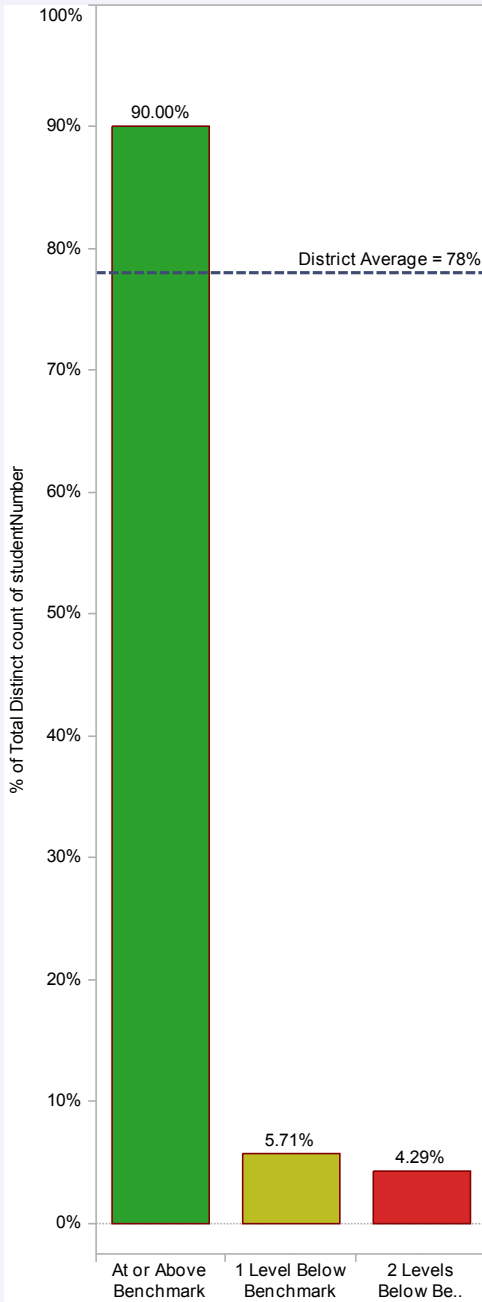
Letter Sounds Scale Score Group

- At or Above Benchmark
- Within 2 Levels Below Benchmark
- More than 2 Levels Below Benchmark, 14

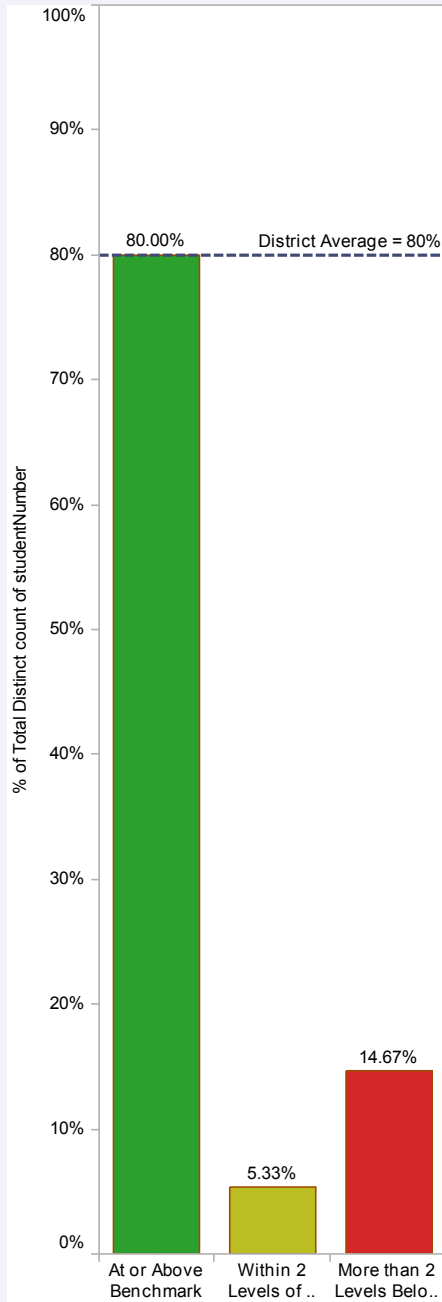


Class of 2021 Longitudinal District Literacy Performance

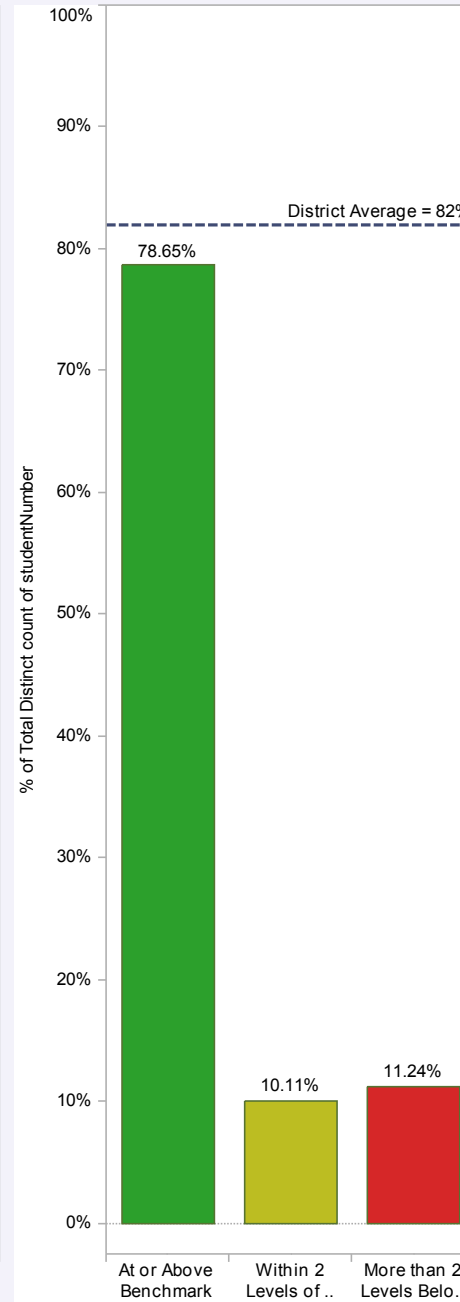
KG Rigby Benchmark Spring 2009



1st Grade Rigby Benchmark Spring 2010



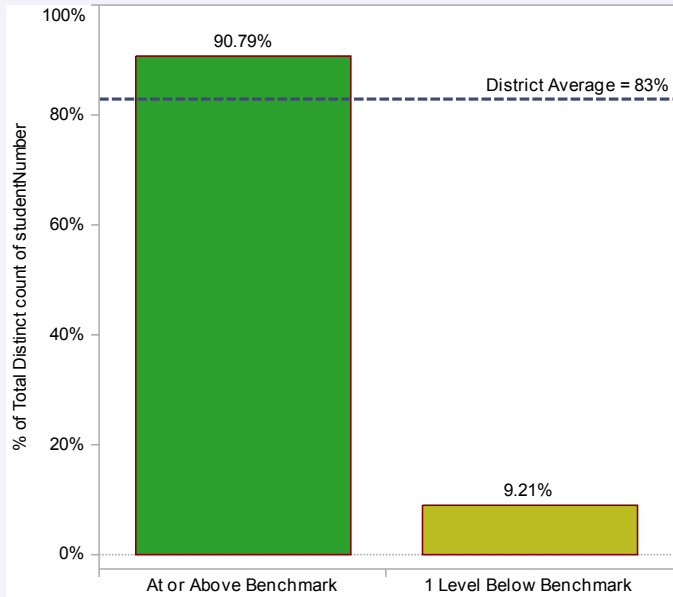
2nd Grade Rigby Benchmark Spring 2011



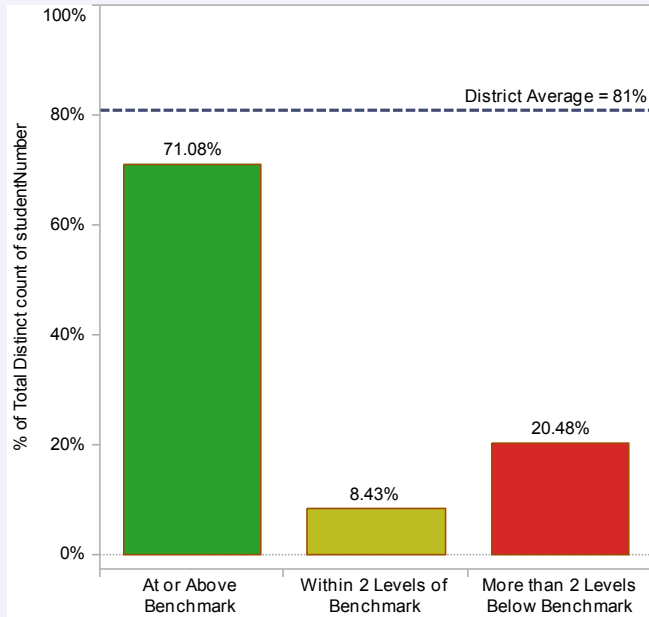
Rigby Benchmark KG
■ At or Above Benchmark
■ 1 Level Below Benchmark
■ 2 Levels Below Benchmark

Class of 2020 Longitudinal District Literacy Performance

KG Rigby Benchmark Spring 2008



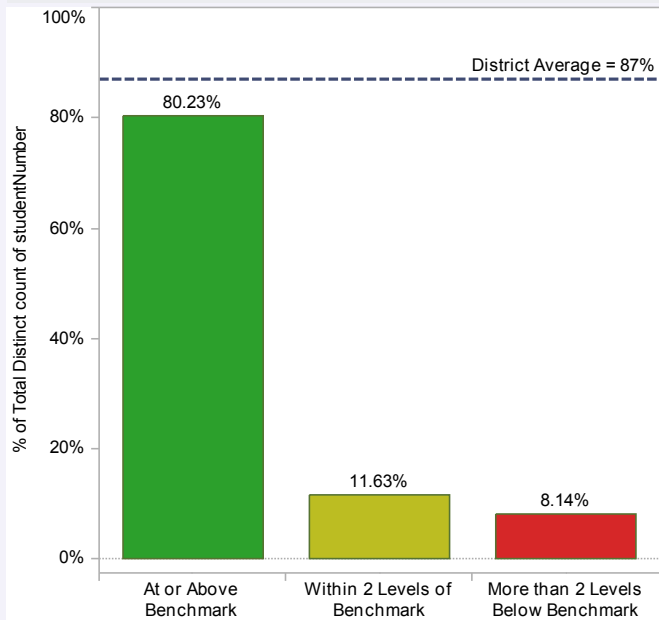
1st Grade Rigby Benchmark Spring 2009



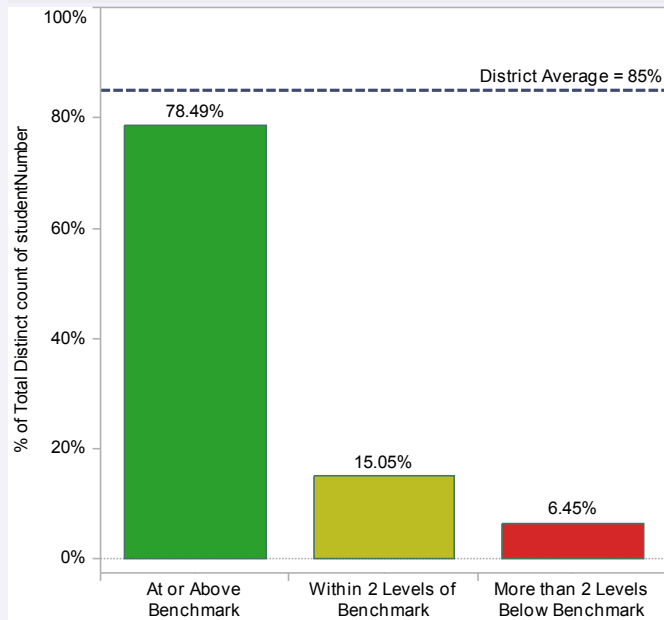
Rigby Benchmark 3rd

- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark

2nd Grade Rigby Benchmark Spring 2010



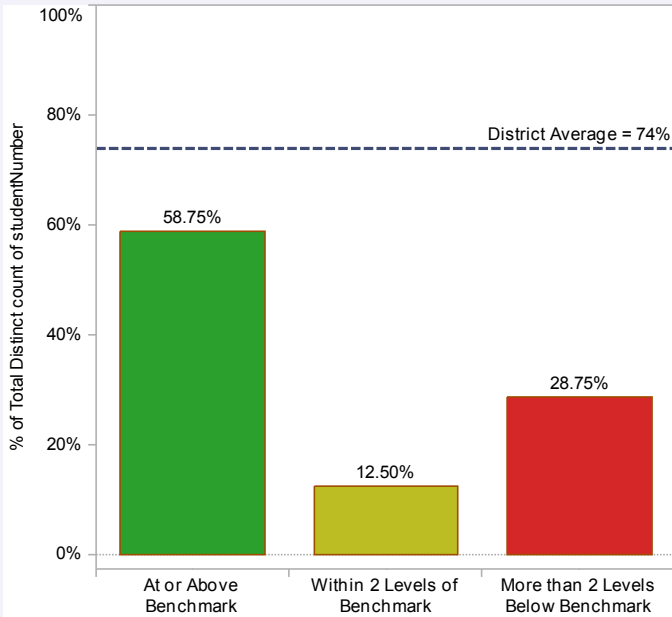
3rd Grade Rigby Benchmark Spring 2011



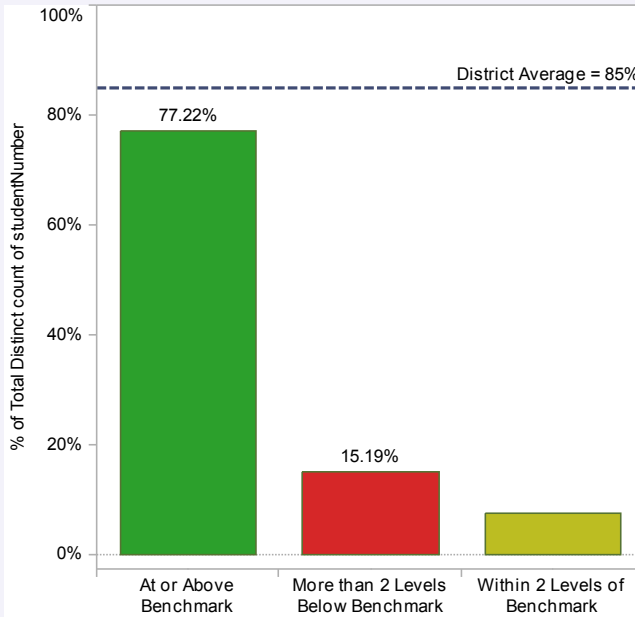
Class of 2019 Longitudinal District Literacy Performance

Rigby Benchmark 4th
■ At or Above Benchmark
■ Within 2 Levels of Benchmark
■ More than 2 Levels Below Benchmark

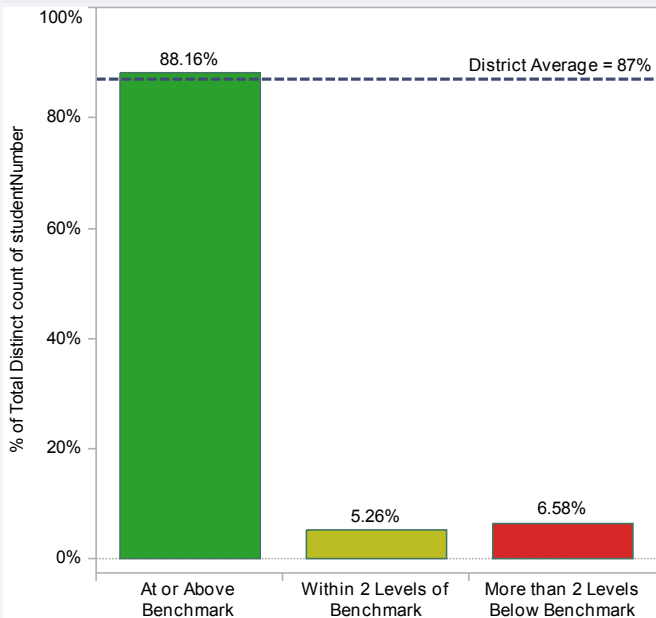
1st Grade Rigby Benchmark Spring 2008



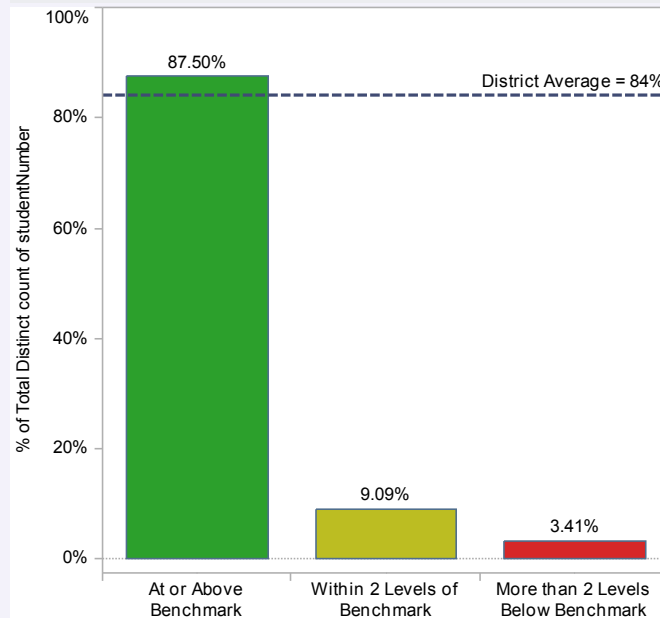
2nd Grade Rigby Benchmark Spring 2009



3rd Grade Rigby Benchmark Spring 2010

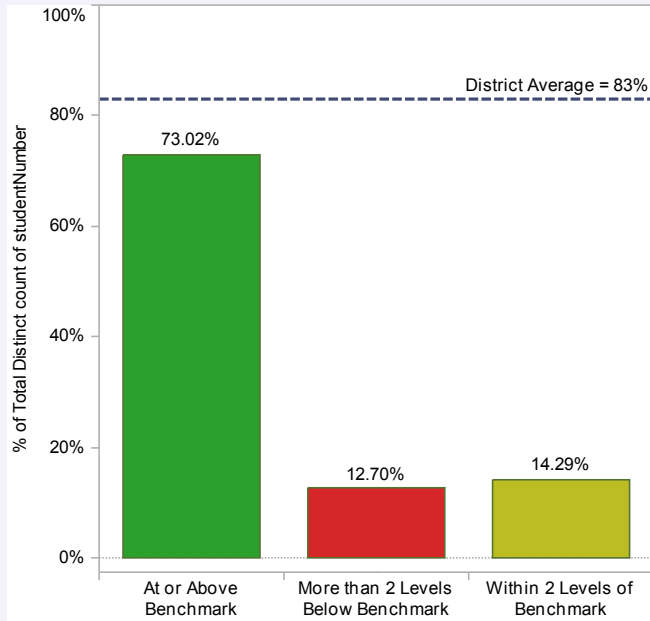


4th Grade Rigby Benchmark Spring 2011

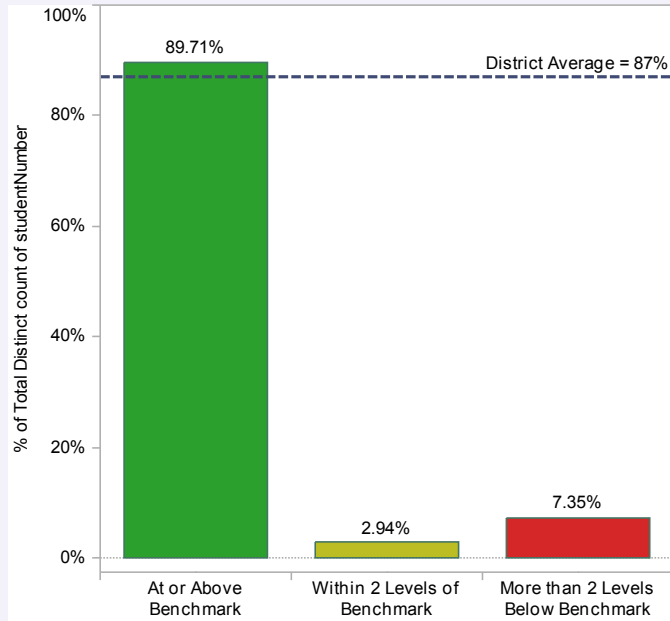


Class of 2018 Longitudinal District Literacy Performance

2nd Grade Rigby Benchmark Spring 2008



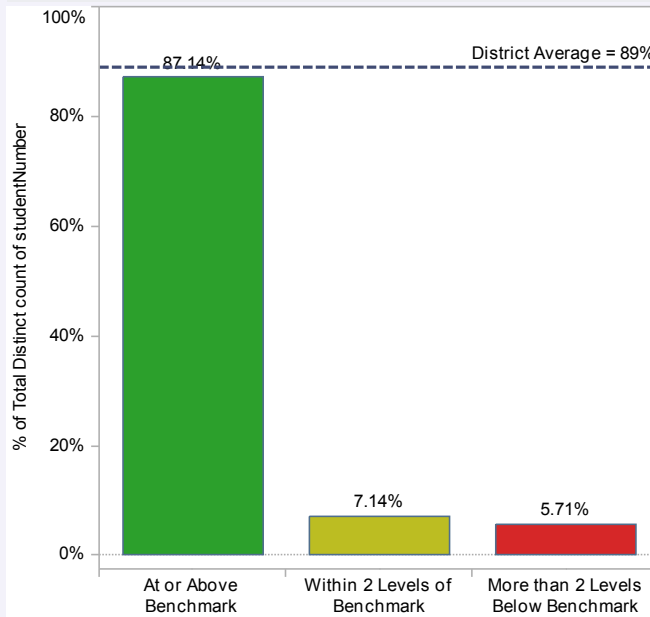
3rd Grade Rigby Benchmark Spring 2009



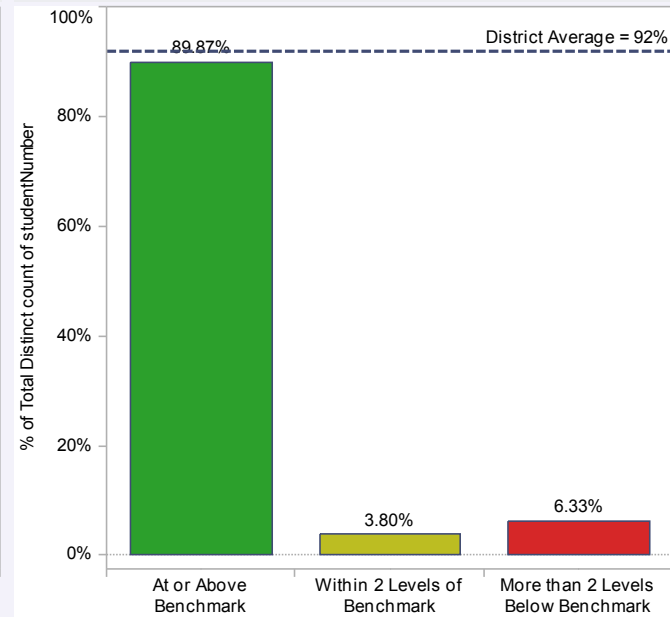
Rigby Benchmark 5th

- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark

4th Grade Rigby Benchmark Spring 2010

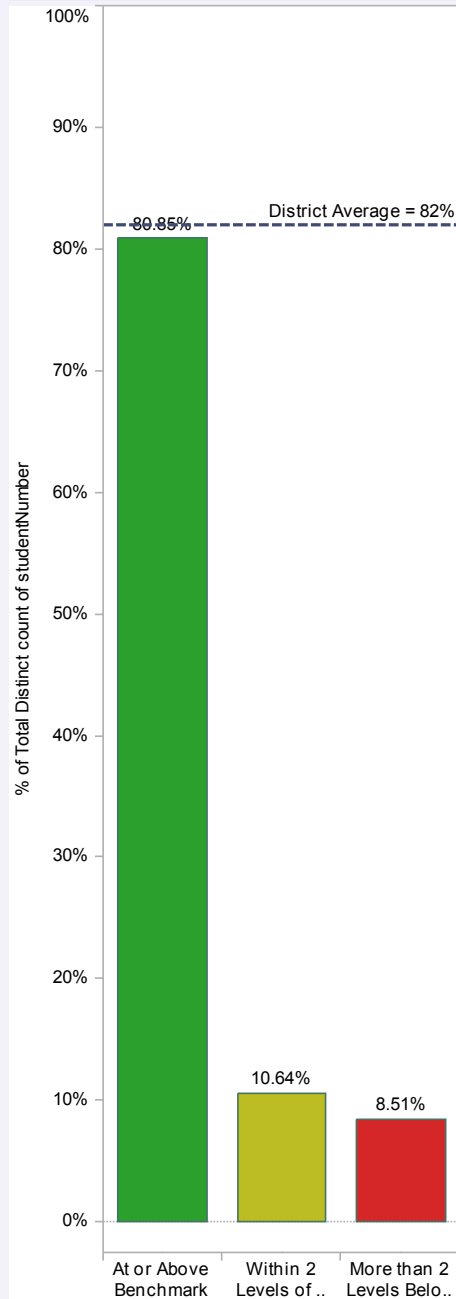


5th Grade Rigby Benchmark Spring 2011

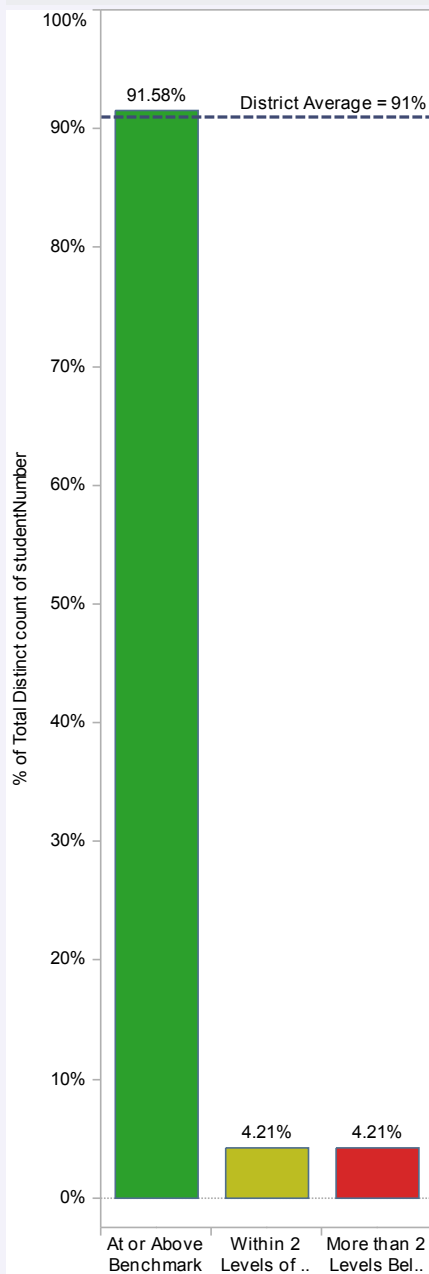


Class of 2017 Longitudinal District Literacy Performance

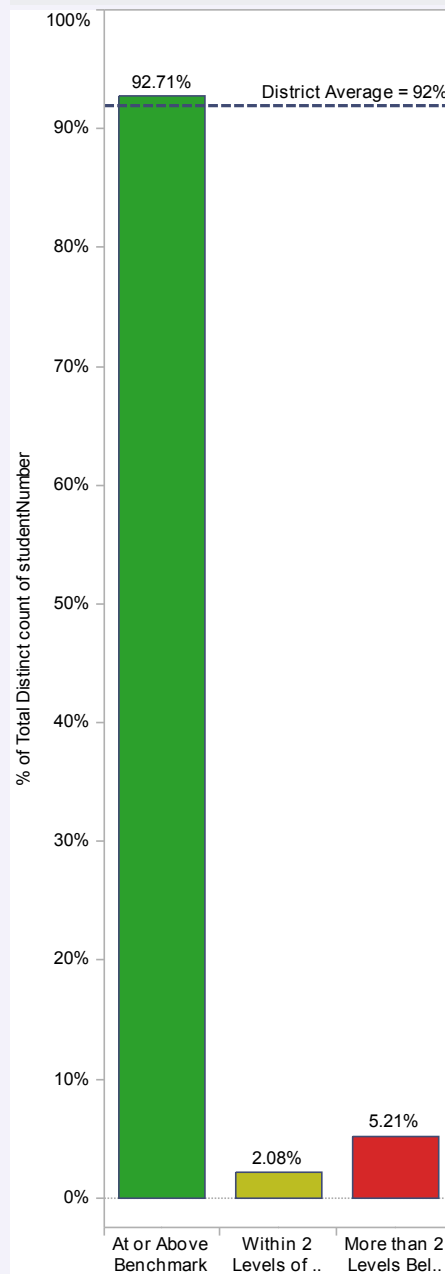
3rd Grade Rigby Benchmark Spring 2008



4th Grade Rigby Benchmark Spring 2009



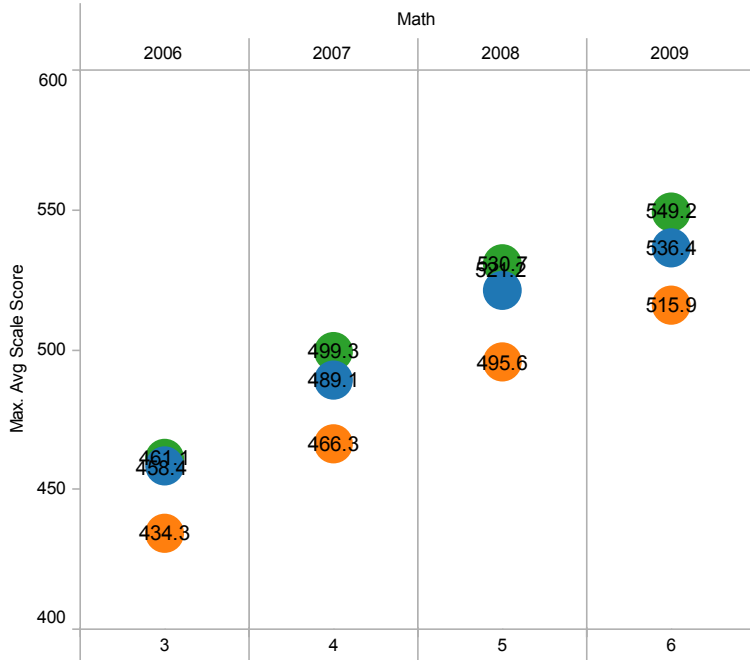
5th Grade Rigby Benchmark Spring 2010



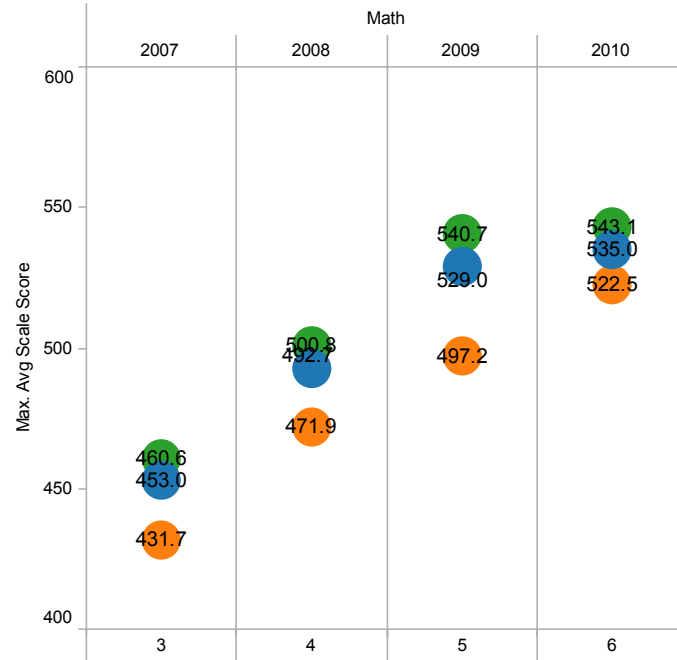
Rigby Benchmark 3rd

- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark

Class of 2016 WKCE Math Average Scale Score Progression

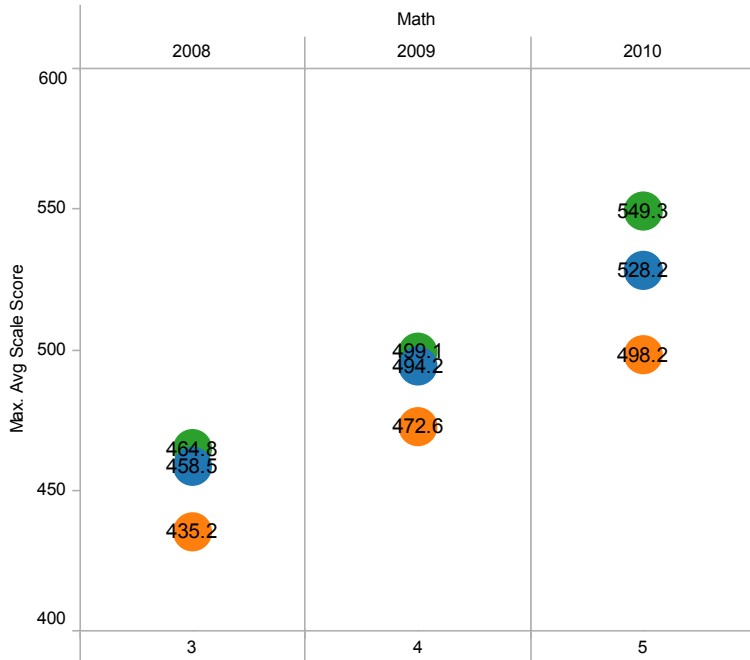


Class of 2017 WKCE Math Average Scale Score Progression

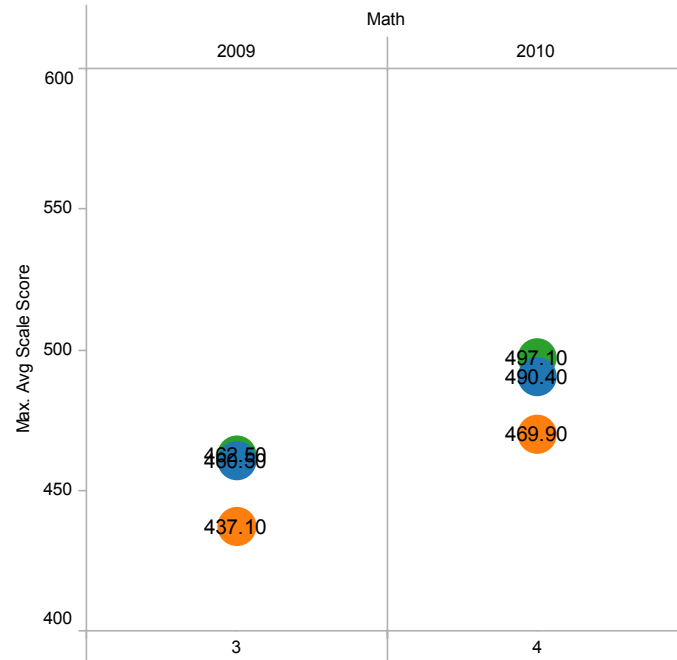


School
■ District
■ Elm Lawn
■ State

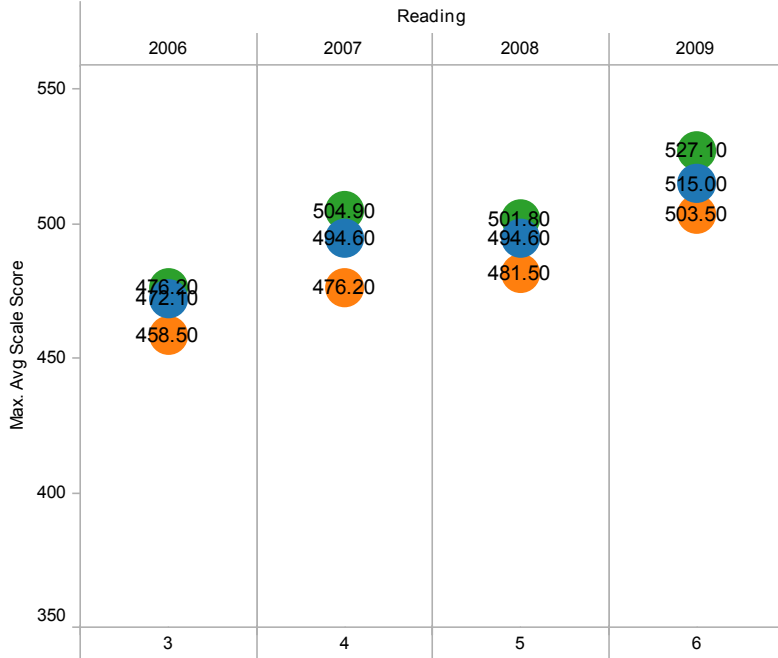
Class of 2018 WKCE Math Average Scale Score Progression



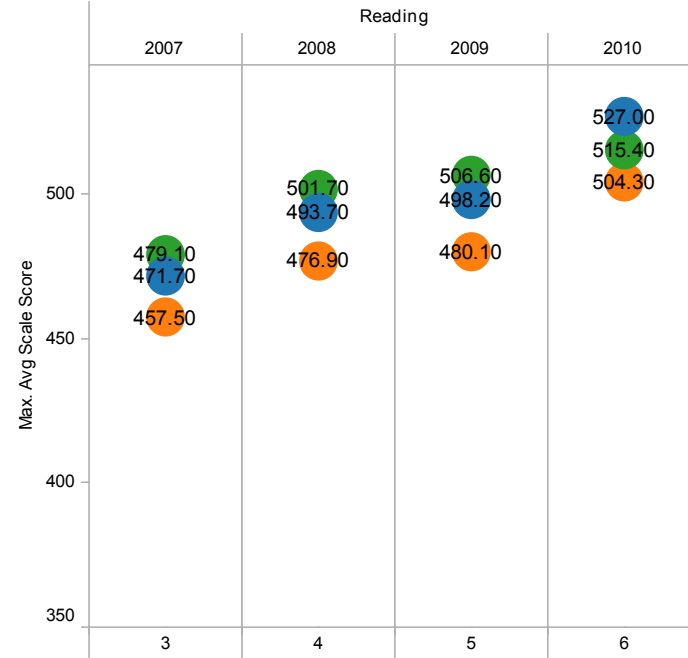
Class of 2019 WKCE Math Average Scale Score Progression



Class of 2016 WKCE Reading Average Scale Score Progression

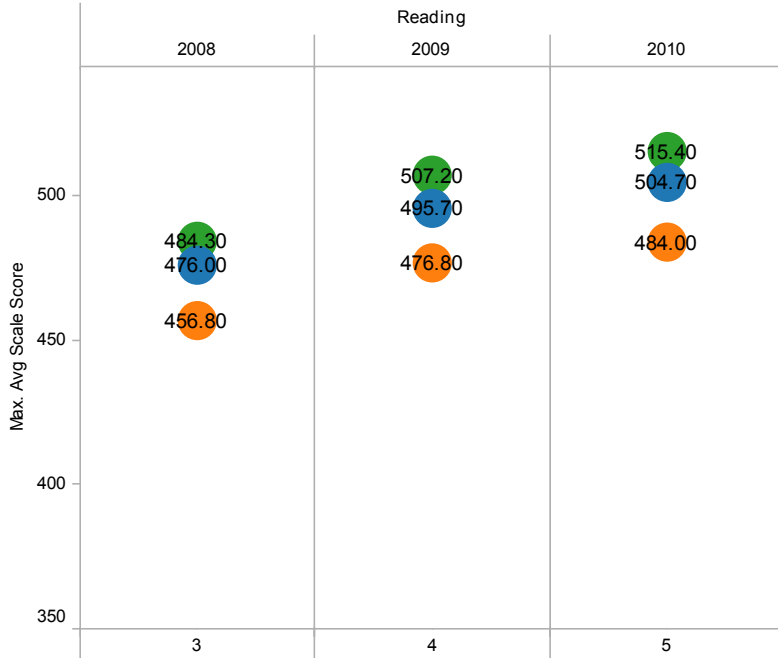


Class of 2017 WKCE Reading Average Scale Score Progression

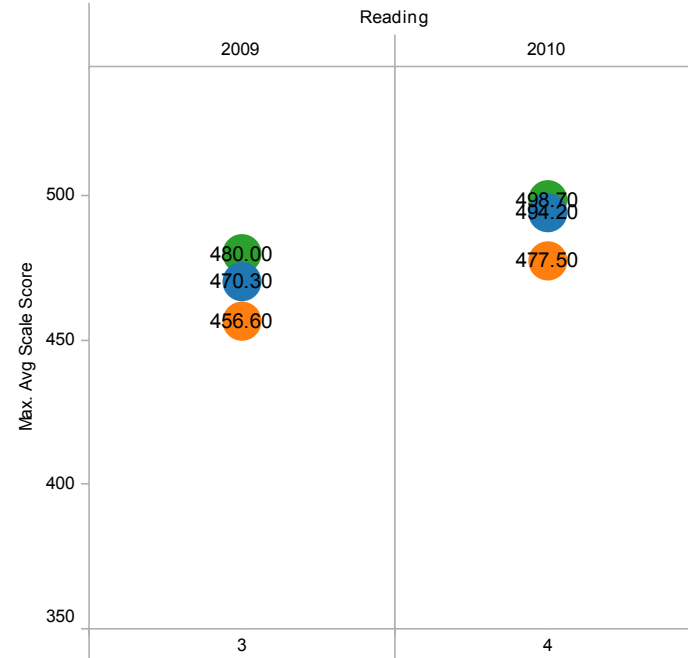


School
 District
 Elm Lawn
 State

Class of 2018 WKCE Reading Average Scale Score Progression



Class of 2019 WKCE Reading Average Scale Score Progression





Welcome to the Value Added Reporting System. This system includes presentations of both **WKCE** and **MAP** value-added and attainment data (where applicable)

School Value Added

The charts below compare your school's student growth (value-added) in reading and mathematics to student attainment (percentage of students who meet or exceed the WKCE proficiency cutoff). Value-added scores are read along the bottom, and attainment is read along the left-hand side.

School:

Test:

Year:

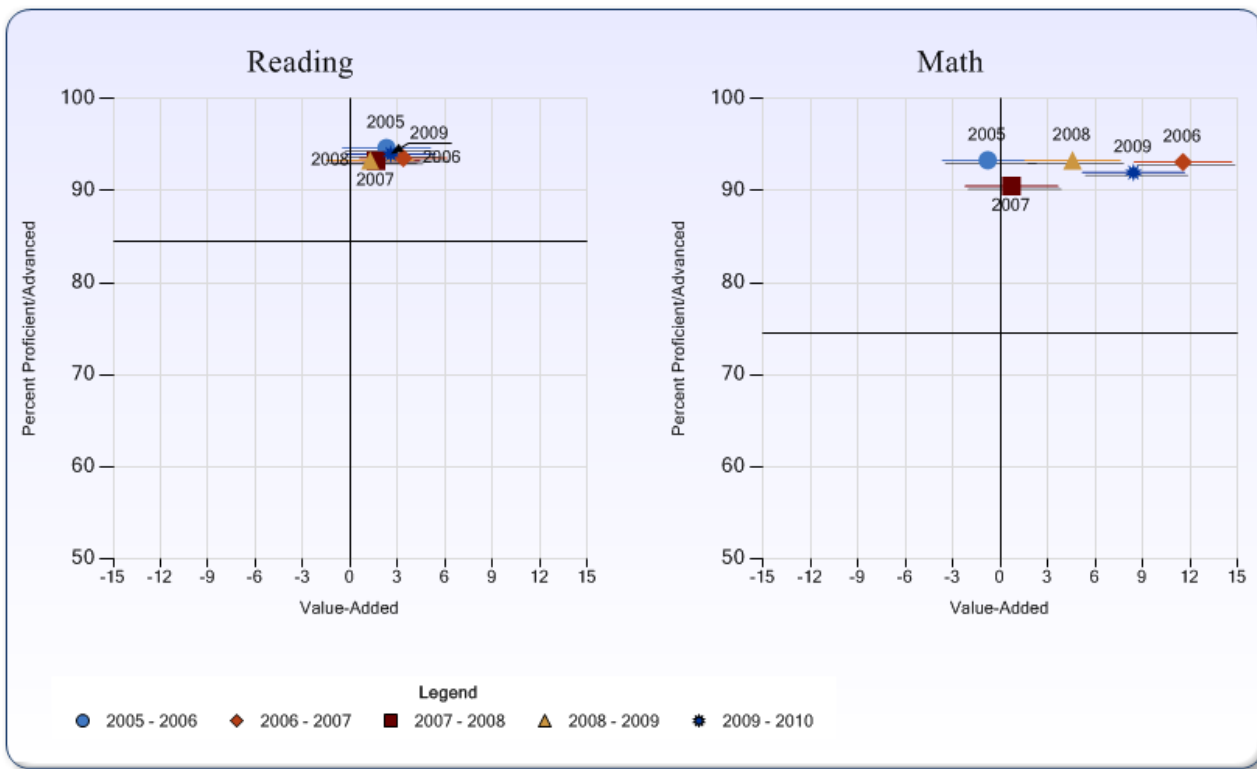
Grade Level:

Elm Lawn Elementary

WKCE

All Years

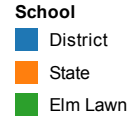
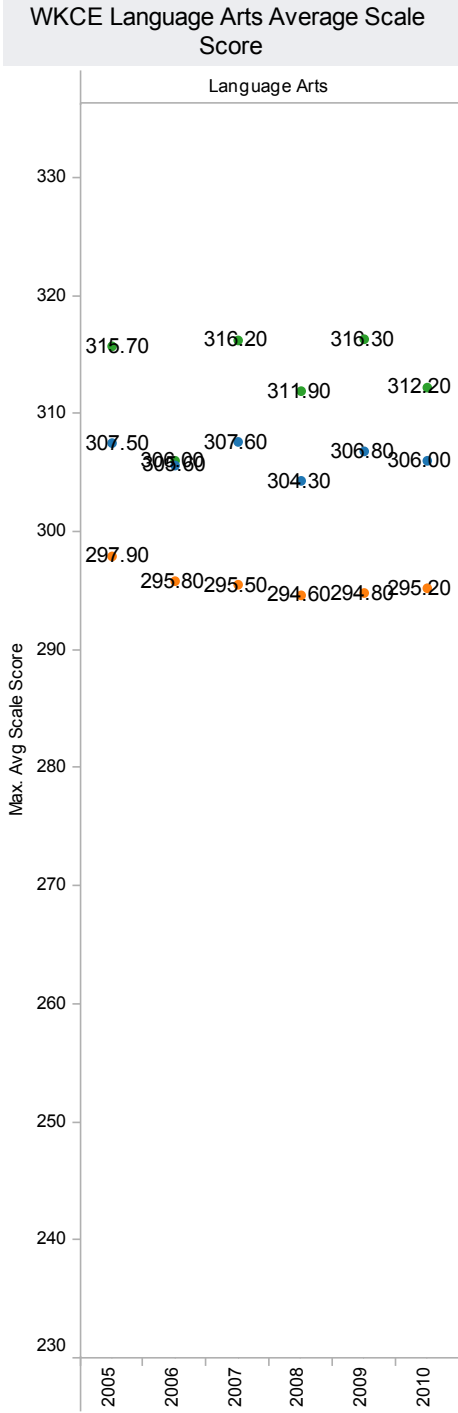
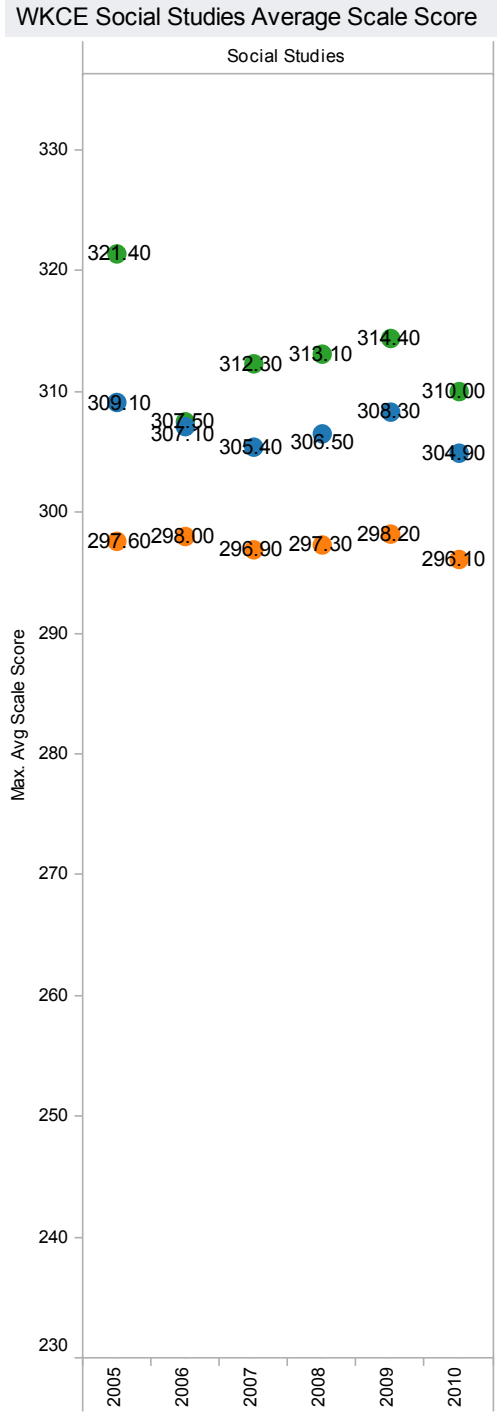
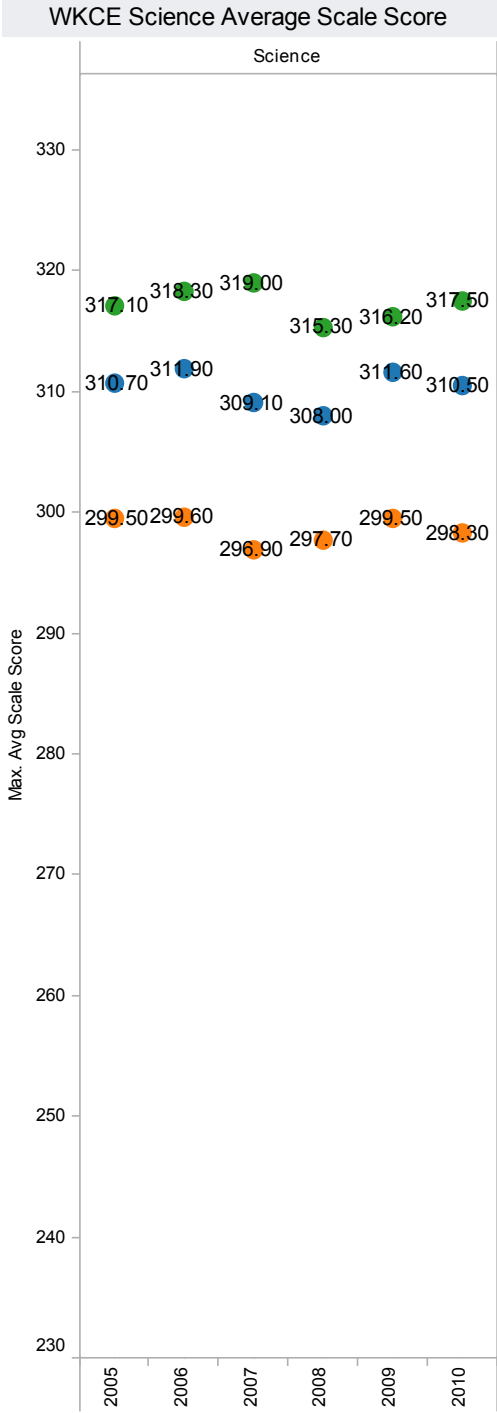
School Avg



Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2005 - 2006	School Avg	2.29	94.67	-0.50 - 5.07
Math	2005 - 2006	School Avg	-0.80	93.33	-3.67 - 2.08
Reading	2006 - 2007	School Avg	3.35	93.56	0.60 - 6.10
Math	2006 - 2007	School Avg	11.56	93.13	8.47 - 14.64
Reading	2007 - 2008	School Avg	1.62	93.28	-1.14 - 4.39
Math	2007 - 2008	School Avg	0.71	90.51	-2.22 - 3.64
Reading	2008 - 2009	School Avg	1.25	93.31	-1.51 - 4.01
Math	2008 - 2009	School Avg	4.57	93.33	1.55 - 7.59

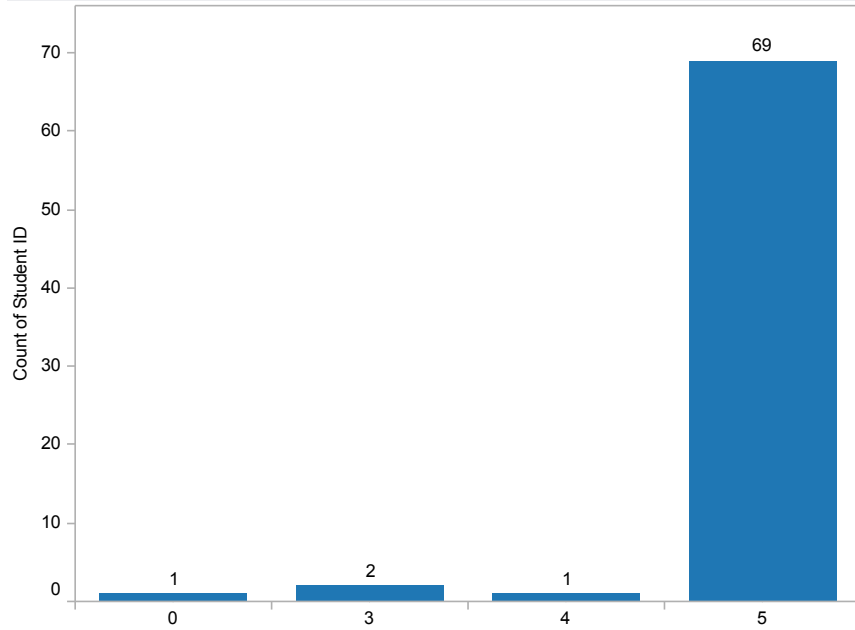
Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2009 - 2010	School Avg	2.55	94.00	-0.29 - 5.39
Math	2009 - 2010	School Avg	8.42	92.00	5.19 - 11.66

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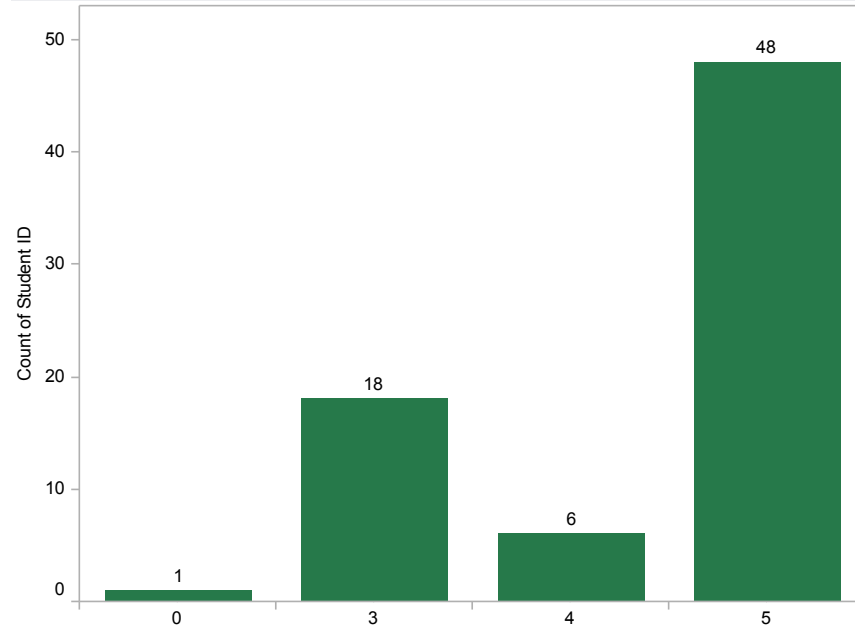


Math AddVantage Data Grade 1 Spring 2010

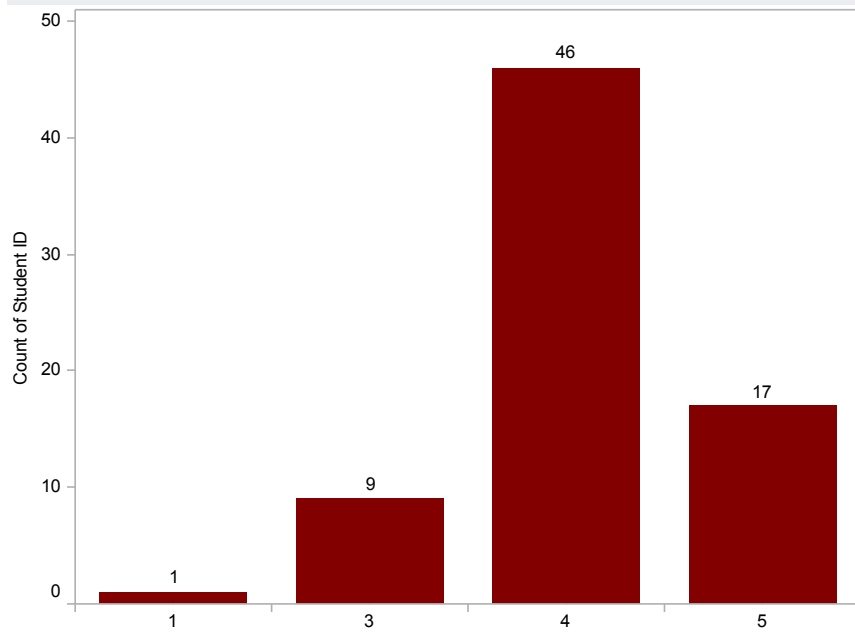
Number of Students at Each Level FNWS Spring 2010



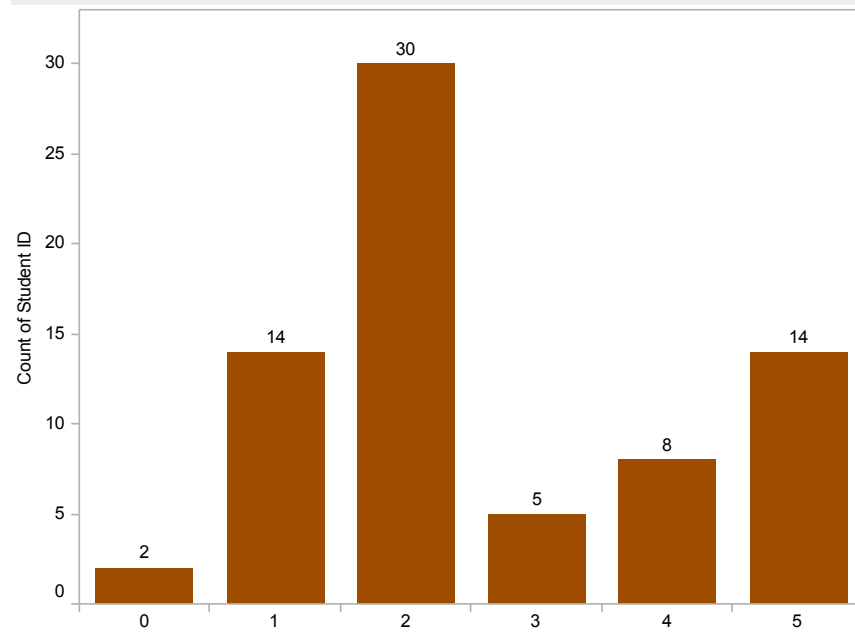
Number of Students at Each Level BNWS Spring 2010



Number of Students at Each Level Number ID Spring 2010

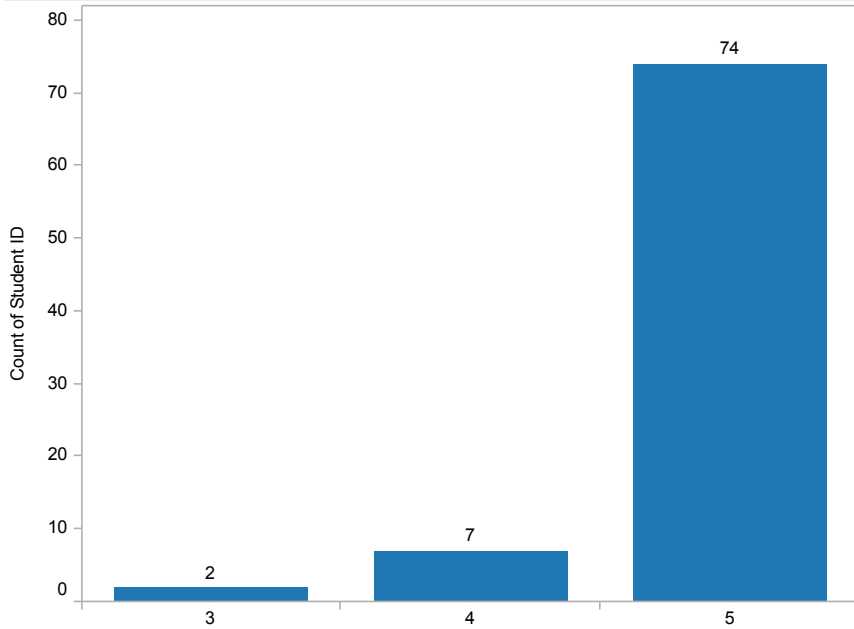


Number of Students at Each Level Structuring Spring 2010

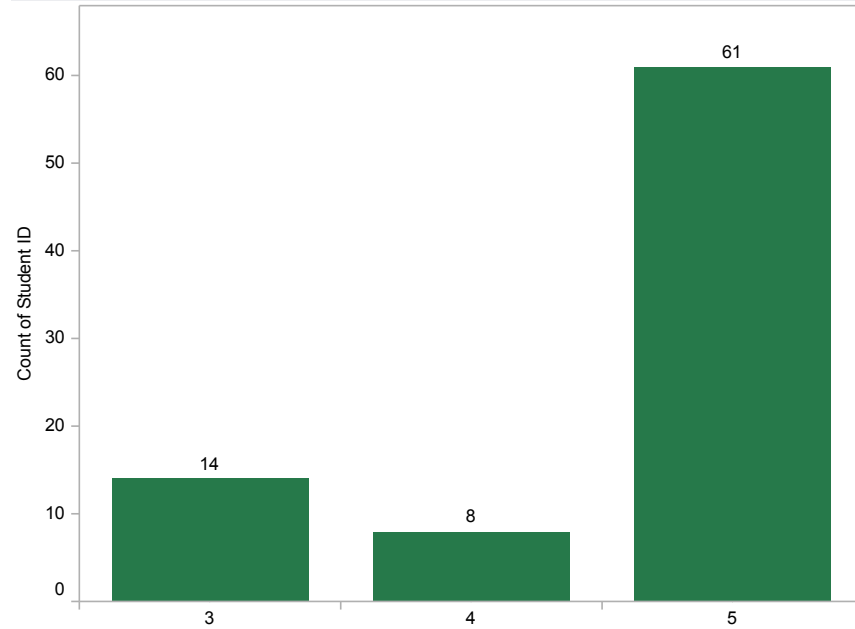


Math AddVantage Data Grade 1 Spring 2011

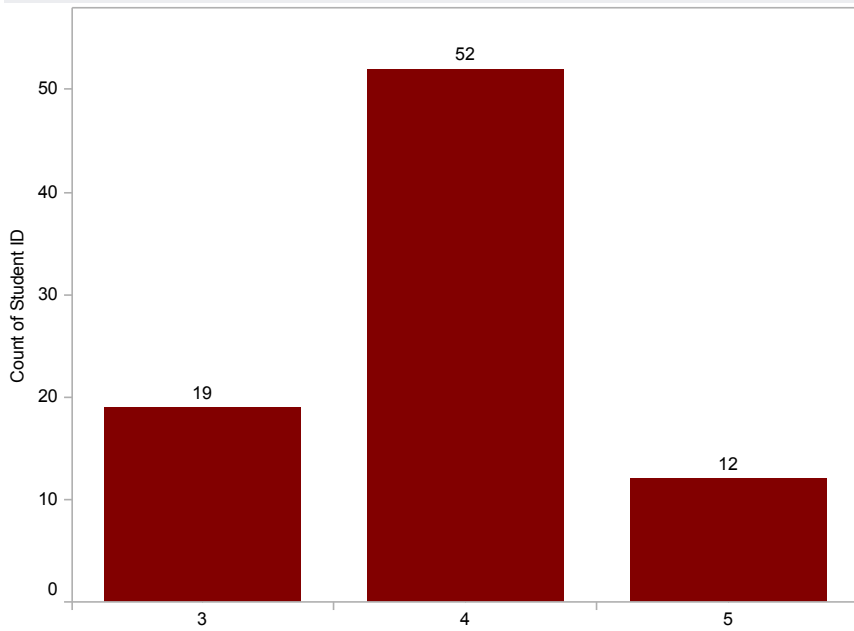
Number of Students at Each Level FNWS Spring 2011



Number of Students at Each Level BNWS Spring 2011



Number of Students at Each Level Number ID Spring 2011



Number of Students at Each Level Structuring Spring 2011

