

DOUGLASS SCHOOL

2005-2006 Report Card

Grades Kgn. - 6

MPS Elementary School

School Information	
Address	3409 N 37 ST
Phone	414-874-5500
Fax	414-874-5515
Site Number	0127
School Operation	7:45 - 2:25

Administration	
Principal (05-06)	TRONEY HUTCHINS
Principal (06-07)	SITE CLOSED
05-06 Principal Years at Site	1
Board Member	DIRECTOR JOHNSON

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
Total	215	168	120
Pre-Kindergarten	16	13	8
Kindergarten	30	24	14
Grade 1	28	23	17
Grade 2	27	16	18
Grade 3	28	25	11
Grade 4	25	24	19
Grade 5	32	24	17
Grade 6	29	19	16

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	57%	60%	54%
	Female	43%	40%	46%
Ethnicity	Asian	0%	N/A	N/A
	Native American	0%	1%	1%
	African American	97%	96%	98%
	Hispanic	N/A	1%	2%
	White	N/A	N/A	N/A
Groups	Special Education	21%	17%	23%
	English Language Learners	N/A	1%	N/A
	Free/Reduced Lunch	87%	89%	94%

Student Movement		03-04	04-05	05-06
	Mobility Rate	19%	17%	8%
	Stability Rate	49%	47%	N/A

School Profile

Frederick Douglass School closed in the 2006-2007 school year.

Frederick Douglass School is comprised of grades Head Start through sixth grade. There are eleven classrooms and one severe/profound Cognitive Disability Program. Seven of the eleven classrooms are full inclusion. The special education programs are: Speech and Language, Learning Disabilities, and Mild Cognitive Disabilities.

Mathematical and Scientific Reasoning: Preparation for the science proficiencies were addressed through modeling, practice assessment questions, and special emphasis on critical thinking skills development. Science and computer classes were block scheduled, thus allowing the classes to be divided into half, thereby allowing greater pupil/teacher interaction. Finally, math and science connections were emphasized at each grade level. The integration of math and science concepts was accomplished through predicating, data collecting and organizing, and developing graphs, charts and drawings to communicate and summarize conclusions.

Communication: The school continues to implement a balanced literacy approach in teaching reading/language arts. Target Teach was used in grades 1-5 to better prepare the students for the WRCT and WKCE. Target tutoring was implemented to assist students in need of improvement and not reading on grade level. Accelerated Reader was used in classrooms to increase the level of independent reading. The writing process and *Power Writing* are used to help improve student writing at all grade levels.

Community Membership (Social Studies): The students at Frederick Douglass School are developing good character skills that will lead them to become good citizens. The school curriculum instills a sense of personal responsibility for choices the student makes that can be life changing. Some activities and accomplishments related to our goal areas for this past year include: a community march for a drug free school and neighborhood, Grandparents Day recognition breakfast, food drive for Thanksgiving baskets, and a career day which highlighted the careers of parents of the school. In addition, our students participated in the Goodwill Clothing Drive, Jump Rope for the Heart, and Great American Cleanup.

Technology: Technology is integrated into daily classroom lessons within the library, the classroom and the computer lab. Computers are used for multimedia presentations, research, writing, word processing, reading, recording, basic skills, Internet access, and more.

For example, Kindergarten students have created moving objects in *Blocks in Motion* and have learned graphing in *The Graph Club*. The graphs were used to introduce writing and to provide review of basic skills. The first and second graders created slide shows and wrote books for their classroom libraries using *Claris Works for Kids*. Third, fourth and fifth grade students have created hyperstudio stacks and researched topics on the Internet and by using interactive CD ROM's. In addition, these students create a monthly newsletter using *Claris Works*. The severe CD students are developing computer skills using *Reader Rabbit* and *Jump Start* programs. They are learning colors, shapes, sizes, counting and more.

Arts: The students were encouraged to express themselves through various mediums of exploration. Art and music are integrated into all subject areas and are used to help students with communication, skill building, self-expression, self-esteem and creativity. Through the arts, children have gained an increased awareness of culture and places in the world. Cultural expressions were apparent through the students' art projects, dance, drama, piano recitals and chorus presentations.

DOUGLASS SCHOOL

Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																									
					Total			Ethnicity															Gender							
								Asian			Native American			African American			Hispanic			White			Male			Female				
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School		
3	Reading	03-04	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	12	100%	80%	61%	17%	73%	66%	N/A	75%	70%	N/A	58%	55%	9%	65%	61%	N/A	86%	77%	100%	77%	57%	25%	85%	65%	0%		
3	Math	03-04	28	100%	N/A	52%	36%	N/A	66%	N/A	N/A	62%	N/A	N/A	44%	37%	N/A	54%	N/A	N/A	74%	N/A	52%	40%	N/A	52%	31%			
		04-05	22	100%	N/A	53%	0%	N/A	66%	N/A	N/A	65%	N/A	44%	0%	N/A	58%	N/A	N/A	69%	N/A	53%	0%	N/A	52%	0%				
		05-06	12	100%	73%	43%	0%	71%	60%	N/A	62%	48%	N/A	37%	32%	0%	55%	50%	N/A	79%	65%	0%	74%	44%	0%	70%	42%	0%		
4	Reading	03-04	28	100%	82%	67%	46%	75%	75%	N/A	74%	71%	N/A	64%	62%	46%	69%	64%	N/A	87%	83%	N/A	78%	62%	31%	86%	72%	67%		
		04-05	24	100%	82%	62%	29%	74%	64%	N/A	76%	80%	N/A	60%	57%	29%	65%	62%	N/A	87%	79%	N/A	78%	56%	27%	86%	69%	31%		
		05-06	18	100%	82%	61%	33%	72%	66%	N/A	74%	72%	N/A	59%	54%	33%	68%	63%	N/A	88%	79%	N/A	80%	60%	36%	84%	62%	29%		
4	Language	03-04	28	100%	79%	64%	43%	73%	72%	N/A	70%	64%	N/A	60%	59%	43%	65%	62%	N/A	85%	83%	N/A	76%	60%	38%	83%	69%	50%		
		04-05	24	100%	79%	59%	29%	72%	64%	N/A	71%	73%	N/A	56%	53%	29%	64%	61%	N/A	85%	77%	N/A	76%	53%	27%	83%	65%	31%		
		05-06	18	100%	79%	58%	17%	70%	62%	N/A	70%	66%	N/A	54%	50%	17%	65%	62%	N/A	85%	78%	N/A	76%	54%	9%	83%	62%	29%		
4	Math	03-04	28	100%	74%	53%	11%	72%	67%	N/A	62%	44%	N/A	46%	45%	11%	58%	55%	N/A	81%	73%	N/A	74%	53%	13%	73%	52%	8%		
		04-05	24	100%	72%	46%	0%	73%	61%	N/A	59%	55%	N/A	41%	38%	0%	56%	49%	N/A	79%	66%	N/A	73%	46%	0%	71%	45%	0%		
		05-06	18	100%	73%	44%	17%	68%	55%	N/A	59%	52%	N/A	39%	34%	17%	56%	47%	N/A	80%	67%	N/A	73%	45%	18%	70%	42%	14%		
4	Science	03-04	28	100%	80%	57%	21%	71%	67%	N/A	74%	62%	N/A	50%	47%	21%	64%	63%	N/A	88%	80%	N/A	81%	57%	19%	81%	56%	25%		
		04-05	24	100%	78%	47%	8%	65%	52%	N/A	69%	63%	N/A	41%	37%	8%	54%	51%	N/A	86%	74%	N/A	79%	47%	18%	76%	46%	0%		
		05-06	18	94%	77%	49%	6%	67%	56%	N/A	66%	51%	N/A	45%	39%	6%	60%	56%	N/A	85%	72%	N/A	78%	50%	9%	78%	48%	0%		
4	Social Studies	03-04	28	100%	90%	76%	29%	87%	86%	N/A	84%	80%	N/A	73%	71%	29%	79%	78%	N/A	95%	91%	N/A	89%	75%	25%	90%	77%	33%		
		04-05	24	100%	91%	76%	29%	86%	81%	N/A	89%	90%	N/A	74%	70%	29%	83%	79%	N/A	95%	90%	N/A	90%	75%	36%	97%	77%	23%		
		05-06	18	100%	91%	77%	61%	86%	83%	N/A	88%	85%	N/A	75%	71%	61%	82%	80%	N/A	94%	89%	N/A	90%	76%	64%	92%	79%	57%		
5	Reading	03-04	31	100%	N/A	63%	58%	N/A	67%	N/A	N/A	74%	N/A	N/A	59%	58%	N/A	63%	N/A	N/A	80%	N/A	N/A	58%	50%	N/A	68%	69%		
		04-05	24	100%	N/A	57%	46%	N/A	59%	N/A	N/A	51%	100%	N/A	51%	43%	N/A	54%	N/A	N/A	79%	N/A	53%	43%	N/A	60%	50%			
		05-06	17	100%	83%	61%	41%	77%	68%	N/A	75%	78%	N/A	59%	54%	41%	67%	64%	N/A	89%	82%	N/A	81%	58%	57%	84%	65%	30%		
5	Language	03-04	31	100%	N/A	50%	35%	N/A	56%	N/A	N/A	60%	N/A	N/A	45%	35%	N/A	52%	N/A	N/A	70%	N/A	N/A	45%	17%	N/A	56%	62%		
		04-05	24	100%	N/A	42%	21%	N/A	52%	N/A	N/A	43%	0%	N/A	35%	22%	N/A	40%	N/A	N/A	66%	N/A	N/A	37%	21%	N/A	47%	20%		
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
5	Math	03-04	31	100%	N/A	54%	26%	N/A	71%	N/A	N/A	58%	N/A	N/A	45%	26%	N/A	58%	N/A	N/A	77%	N/A	N/A	54%	11%	N/A	54%	46%		
		04-05	24	100%	N/A	50%	21%	N/A	67%	N/A	N/A	46%	100%	N/A	41%	17%	N/A	52%	N/A	N/A	75%	N/A	N/A	51%	29%	N/A	49%	10%		
		05-06	17	100%	72%	40%	0%	69%	56%	N/A	60%	53%	N/A	37%	32%	0%	52%	43%	N/A	80%	65%	N/A	72%	40%	0%	72%	41%	0%		

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 school year in grades 3, 5, 6, and 7 CANNOT be compared with 2003-04 and 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2003-04 and 2004-05.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.

State targets for meeting adequate yearly progress for 2005-06 = 67.5% for Reading and 47.5% for Mathematics.

The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

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Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																							
					Total			Ethnicity															Gender					
								Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
6	Reading	03-04	26	100%	N/A	65%	58%	N/A	76%	0%	N/A	75%	N/A	N/A	60%	60%	N/A	64%	N/A	N/A	84%	N/A	N/A	60%	50%	N/A	71%	70%
		04-05	21	100%	N/A	51%	10%	N/A	59%	N/A	N/A	66%	N/A	N/A	45%	10%	N/A	55%	N/A	N/A	71%	N/A	N/A	45%	0%	N/A	57%	29%
		05-06	18	100%	83%	57%	39%	73%	63%	N/A	73%	62%	N/A	56%	51%	39%	67%	59%	N/A	88%	79%	N/A	81%	53%	23%	85%	62%	80%
6	Language	03-04	26	100%	N/A	46%	38%	N/A	57%	0%	N/A	57%	N/A	N/A	40%	40%	N/A	44%	N/A	N/A	70%	N/A	N/A	40%	38%	N/A	53%	40%
		04-05	21	100%	N/A	41%	0%	N/A	49%	N/A	N/A	47%	N/A	N/A	33%	0%	N/A	45%	N/A	N/A	64%	N/A	N/A	36%	0%	N/A	46%	0%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	03-04	26	100%	N/A	38%	23%	N/A	55%	0%	N/A	50%	N/A	N/A	29%	24%	N/A	44%	N/A	N/A	67%	N/A	N/A	37%	13%	N/A	39%	40%
		04-05	21	95%	N/A	39%	14%	N/A	57%	N/A	N/A	43%	N/A	N/A	30%	14%	N/A	47%	N/A	N/A	65%	N/A	N/A	39%	7%	N/A	39%	29%
		05-06	18	100%	72%	38%	22%	69%	54%	N/A	60%	41%	N/A	37%	29%	22%	55%	41%	N/A	79%	62%	N/A	72%	37%	8%	74%	39%	60%
7	Reading	03-04	N/A	N/A	N/A	52%	N/A	N/A	60%	N/A	N/A	68%	N/A	N/A	46%	N/A	N/A	52%	N/A	N/A	78%	N/A	N/A	46%	N/A	N/A	58%	N/A
		04-05	N/A	N/A	N/A	60%	N/A	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	N/A	N/A	63%	N/A	N/A	78%	N/A	N/A	54%	N/A	N/A	66%	N/A
		05-06	N/A	N/A	84%	59%	N/A	74%	66%	N/A	77%	70%	N/A	56%	52%	N/A	66%	64%	N/A	89%	80%	N/A	81%	54%	N/A	86%	64%	N/A
7	Language	03-04	N/A	N/A	N/A	46%	N/A	N/A	62%	N/A	N/A	50%	N/A	N/A	39%	N/A	N/A	47%	N/A	N/A	72%	N/A	N/A	40%	N/A	N/A	52%	N/A
		04-05	N/A	N/A	N/A	41%	N/A	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	N/A	N/A	46%	N/A	N/A	63%	N/A	N/A	34%	N/A	N/A	48%	N/A
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	03-04	N/A	N/A	N/A	39%	N/A	N/A	61%	N/A	N/A	48%	N/A	N/A	29%	N/A	N/A	46%	N/A	N/A	71%	N/A	N/A	39%	N/A	N/A	40%	N/A
		04-05	N/A	N/A	N/A	38%	N/A	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	N/A	N/A	48%	N/A	N/A	66%	N/A	N/A	37%	N/A	N/A	40%	N/A
		05-06	N/A	N/A	73%	37%	N/A	69%	55%	N/A	58%	41%	N/A	35%	26%	N/A	55%	49%	N/A	81%	64%	N/A	73%	37%	N/A	73%	36%	N/A
8	Reading	03-04	N/A	N/A	79%	52%	N/A	62%	56%	N/A	69%	63%	N/A	50%	47%	N/A	59%	55%	N/A	85%	74%	N/A	77%	46%	N/A	83%	58%	N/A
		04-05	N/A	N/A	85%	59%	N/A	74%	69%	N/A	76%	69%	N/A	56%	52%	N/A	65%	62%	N/A	89%	83%	N/A	81%	53%	N/A	87%	65%	N/A
		05-06	N/A	N/A	84%	58%	N/A	77%	70%	N/A	75%	77%	N/A	56%	51%	N/A	68%	62%	N/A	89%	78%	N/A	82%	53%	N/A	86%	62%	N/A
8	Language	03-04	N/A	N/A	67%	42%	N/A	56%	53%	N/A	52%	47%	N/A	37%	36%	N/A	45%	44%	N/A	74%	64%	N/A	62%	35%	N/A	74%	50%	N/A
		04-05	N/A	N/A	65%	37%	N/A	51%	47%	N/A	46%	47%	N/A	32%	29%	N/A	40%	38%	N/A	71%	65%	N/A	59%	32%	N/A	70%	42%	N/A
		05-06	N/A	N/A	66%	37%	N/A	49%	48%	N/A	47%	43%	N/A	36%	32%	N/A	43%	36%	N/A	72%	60%	N/A	61%	32%	N/A	70%	42%	N/A
8	Math	03-04	N/A	N/A	65%	29%	N/A	57%	46%	N/A	46%	31%	N/A	25%	21%	N/A	42%	35%	N/A	73%	53%	N/A	66%	28%	N/A	66%	30%	N/A
		04-05	N/A	N/A	73%	36%	N/A	68%	58%	N/A	55%	50%	N/A	32%	26%	N/A	53%	41%	N/A	81%	65%	N/A	72%	36%	N/A	73%	36%	N/A
		05-06	N/A	N/A	73%	37%	N/A	72%	58%	N/A	56%	41%	N/A	38%	29%	N/A	52%	44%	N/A	81%	62%	N/A	74%	36%	N/A	74%	39%	N/A
8	Science	03-04	N/A	N/A	69%	29%	N/A	48%	41%	N/A	52%	40%	N/A	26%	20%	N/A	41%	34%	N/A	78%	60%	N/A	70%	29%	N/A	69%	29%	N/A
		04-05	N/A	N/A	73%	32%	N/A	54%	41%	N/A	57%	50%	N/A	30%	23%	N/A	48%	35%	N/A	82%	66%	N/A	75%	33%	N/A	72%	32%	N/A
		05-06	N/A	N/A	73%	36%	N/A	61%	52%	N/A	56%	54%	N/A	34%	27%	N/A	51%	39%	N/A	81%	65%	N/A	74%	36%	N/A	73%	36%	N/A
8	Social Studies	03-04	N/A	N/A	84%	52%	N/A	74%	67%	N/A	71%	60%	N/A	50%	44%	N/A	66%	60%	N/A	90%	76%	N/A	82%	50%	N/A	84%	54%	N/A
		04-05	N/A	N/A	83%	50%	N/A	75%	65%	N/A	70%	65%	N/A	49%	41%	N/A	66%	56%	N/A	89%	78%	N/A	82%	49%	N/A	84%	52%	N/A
		05-06	N/A	N/A	84%	52%	N/A	80%	69%	N/A	71%	61%	N/A	50%	44%	N/A	68%	57%	N/A	89%	77%	N/A	82%	49%	N/A	84%	55%	N/A

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DOUGLASS SCHOOL

Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																			
					Special Education Status						English Language Learner Status						Economic Status							
					EEN			Non-EEN			ELL			Non-ELL			FRL			Non-FRL				
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School		
3	Reading	03-04	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	12	100%	50%	30%	0%	86%	66%	22%	57%	52%	N/A	82%	62%	17%	65%	56%	17%	88%	76%	N/A	N/A	N/A
3	Math	03-04	28	100%	N/A	28%	40%	N/A	57%	35%	N/A	53%	N/A	N/A	52%	36%	N/A	49%	38%	N/A	66%	0%	0%	
		04-05	22	100%	N/A	31%	0%	N/A	57%	0%	N/A	53%	N/A	N/A	53%	0%	N/A	48%	0%	N/A	70%	0%	0%	
		05-06	12	100%	48%	26%	0%	75%	46%	0%	54%	48%	N/A	73%	42%	0%	55%	39%	0%	80%	58%	N/A	N/A	
4	Reading	03-04	28	100%	55%	34%	20%	87%	73%	61%	62%	57%	N/A	84%	68%	46%	71%	63%	44%	89%	83%	100%	100%	
		04-05	24	100%	53%	31%	0%	86%	69%	33%	59%	53%	N/A	84%	63%	29%	68%	59%	29%	88%	80%	N/A	N/A	
		05-06	18	100%	53%	34%	0%	87%	67%	50%	56%	45%	N/A	84%	63%	33%	69%	57%	33%	90%	76%	N/A	N/A	
4	Language	03-04	28	100%	49%	31%	30%	84%	71%	50%	55%	53%	N/A	81%	66%	43%	67%	60%	41%	85%	81%	100%	100%	
		04-05	24	100%	48%	27%	0%	84%	66%	33%	55%	49%	N/A	81%	61%	29%	66%	56%	29%	87%	77%	N/A	N/A	
		05-06	18	100%	56%	35%	0%	83%	63%	25%	53%	43%	N/A	81%	60%	17%	64%	53%	17%	88%	74%	N/A	N/A	
4	Math	03-04	28	100%	50%	31%	10%	78%	57%	11%	56%	53%	N/A	75%	53%	11%	58%	49%	11%	81%	70%	0%	0%	
		04-05	24	100%	49%	25%	0%	76%	50%	0%	56%	48%	N/A	74%	46%	0%	55%	43%	0%	80%	64%	N/A	N/A	
		05-06	18	100%	48%	28%	0%	76%	47%	25%	51%	38%	N/A	74%	44%	17%	54%	39%	17%	81%	60%	N/A	N/A	
4	Science	03-04	28	100%	61%	34%	10%	85%	61%	28%	56%	58%	N/A	82%	57%	21%	65%	52%	22%	88%	78%	0%	0%	
		04-05	24	100%	56%	24%	0%	82%	52%	10%	47%	45%	N/A	80%	47%	8%	59%	42%	8%	87%	73%	N/A	N/A	
		05-06	18	94%	57%	32%	0%	81%	53%	8%	52%	43%	N/A	80%	50%	6%	61%	44%	6%	87%	65%	N/A	N/A	
4	Social Studies	03-04	28	100%	78%	54%	10%	93%	81%	39%	74%	75%	N/A	91%	76%	29%	82%	73%	30%	95%	88%	0%	0%	
		04-05	24	100%	78%	53%	0%	93%	81%	33%	75%	72%	N/A	92%	76%	29%	84%	74%	29%	95%	88%	N/A	N/A	
		05-06	18	100%	80%	59%	33%	93%	81%	75%	76%	71%	N/A	92%	78%	61%	83%	74%	61%	95%	87%	N/A	N/A	
5	Reading	03-04	31	100%	N/A	29%	60%	N/A	71%	57%	N/A	48%	N/A	N/A	65%	58%	N/A	60%	57%	N/A	78%	67%	67%	
		04-05	24	100%	N/A	24%	33%	N/A	64%	50%	N/A	36%	N/A	N/A	59%	46%	N/A	52%	48%	N/A	76%	33%		
		05-06	17	100%	50%	27%	0%	88%	69%	58%	58%	41%	N/A	85%	63%	41%	69%	58%	41%	90%	75%	N/A	N/A	
5	Language	03-04	31	100%	N/A	21%	40%	N/A	57%	33%	N/A	36%	N/A	N/A	52%	35%	N/A	46%	32%	N/A	68%	67%		
		04-05	24	100%	N/A	15%	33%	N/A	47%	17%	N/A	25%	N/A	N/A	44%	21%	N/A	36%	19%	N/A	63%	33%		
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
5	Math	03-04	31	100%	N/A	28%	10%	N/A	59%	33%	N/A	49%	N/A	N/A	54%	26%	N/A	50%	21%	N/A	69%	67%		
		04-05	24	100%	N/A	26%	17%	N/A	55%	22%	N/A	44%	N/A	N/A	50%	21%	N/A	45%	24%	N/A	70%	0%		
		05-06	17	100%	43%	20%	0%	77%	45%	0%	51%	31%	N/A	74%	41%	0%	54%	36%	0%	81%	57%	N/A	N/A	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	03-04	N/A	N/A	N/A
		04-05	N/A	N/A	N/A
		05-06	458	436	387
3	Math	03-04	N/A	587	579
		04-05	N/A	585	529
		05-06	431	398	330
4	Reading	03-04	647	628	597
		04-05	646	623	600
		05-06	477	446	410
4	Language	03-04	648	633	609
		04-05	646	626	605
		05-06	298	279	254
4	Math	03-04	632	615	578
		04-05	633	610	569
		05-06	463	428	401
4	Science	03-04	640	619	568
		04-05	637	609	580
		05-06	300	276	241
4	Social Studies	03-04	648	632	595
		04-05	646	629	602
		05-06	298	280	264
5	Reading	03-04	N/A	649	633
		04-05	N/A	641	626
		05-06	485	452	432
5	Language	03-04	N/A	648	624
		04-05	N/A	643	627
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	601
		04-05	N/A	623	596
		05-06	484	449	418

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 school year in grades 3, 5, 6 and 7 CANNOT be compared with 2003-04 and 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2003-04 and 2004-05.

The 2005-06 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2003-04 and 2004-05. The state modified the scaling for the 2005-06 WKCE-CRT assessment in grades 3-8 and 10, thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.
 State targets for meeting adequate yearly progress for 2005-06 = 67.5% for Reading and 47.5% for Mathematics.
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

N/A indicates: Not available / Not applicable

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Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																	
					Special Education Status						English Language Learner Status						Economic Status					
					EEN			Non-EEN			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
6	Reading	03-04	26	100%	N/A	30%	50%	N/A	73%	61%	N/A	50%	N/A	N/A	67%	58%	N/A	61%	55%	N/A	79%	75%
		04-05	21	100%	N/A	19%	17%	N/A	58%	7%	N/A	35%	N/A	N/A	53%	10%	N/A	47%	5%	N/A	69%	100%
		05-06	18	100%	47%	21%	0%	89%	65%	64%	55%	33%	N/A	85%	59%	39%	68%	53%	31%	90%	73%	100%
6	Language	03-04	26	100%	N/A	17%	38%	N/A	52%	39%	N/A	28%	N/A	N/A	48%	38%	N/A	41%	27%	N/A	63%	100%
		04-05	21	100%	N/A	15%	0%	N/A	46%	0%	N/A	28%	N/A	N/A	42%	0%	N/A	36%	0%	N/A	60%	0%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	03-04	26	100%	N/A	19%	25%	N/A	42%	22%	N/A	34%	N/A	N/A	39%	23%	N/A	34%	9%	N/A	53%	100%
		04-05	21	95%	N/A	23%	17%	N/A	43%	13%	N/A	35%	N/A	N/A	40%	14%	N/A	35%	10%	N/A	59%	100%
		05-06	18	100%	37%	15%	0%	79%	43%	36%	50%	24%	N/A	73%	39%	22%	53%	33%	13%	82%	54%	100%
7	Reading	03-04	N/A	N/A	N/A	18%	N/A	N/A	60%	N/A	N/A	34%	N/A	N/A	54%	N/A	N/A	48%	N/A	N/A	65%	N/A
		04-05	N/A	N/A	N/A	24%	N/A	N/A	68%	N/A	N/A	45%	N/A	N/A	61%	N/A	N/A	56%	N/A	N/A	74%	N/A
		05-06	N/A	N/A	47%	24%	N/A	89%	67%	N/A	52%	38%	N/A	85%	60%	N/A	69%	55%	N/A	90%	72%	N/A
7	Language	03-04	N/A	N/A	N/A	15%	N/A	N/A	53%	N/A	N/A	31%	N/A	N/A	47%	N/A	N/A	42%	N/A	N/A	60%	N/A
		04-05	N/A	N/A	N/A	14%	N/A	N/A	47%	N/A	N/A	31%	N/A	N/A	42%	N/A	N/A	37%	N/A	N/A	58%	N/A
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	03-04	N/A	N/A	N/A	19%	N/A	N/A	44%	N/A	N/A	39%	N/A	N/A	39%	N/A	N/A	35%	N/A	N/A	55%	N/A
		04-05	N/A	N/A	N/A	16%	N/A	N/A	44%	N/A	N/A	34%	N/A	N/A	39%	N/A	N/A	34%	N/A	N/A	55%	N/A
		05-06	N/A	N/A	35%	16%	N/A	80%	41%	N/A	48%	32%	N/A	74%	37%	N/A	55%	32%	N/A	82%	52%	N/A
8	Reading	03-04	N/A	N/A	42%	18%	N/A	86%	60%	N/A	40%	37%	N/A	81%	54%	N/A	61%	48%	N/A	87%	70%	N/A
		04-05	N/A	N/A	50%	23%	N/A	91%	67%	N/A	50%	38%	N/A	86%	60%	N/A	67%	55%	N/A	91%	78%	N/A
		05-06	N/A	N/A	50%	23%	N/A	90%	66%	N/A	55%	37%	N/A	86%	59%	N/A	69%	54%	N/A	91%	68%	N/A
8	Language	03-04	N/A	N/A	25%	13%	N/A	75%	49%	N/A	29%	27%	N/A	69%	43%	N/A	46%	38%	N/A	76%	60%	N/A
		04-05	N/A	N/A	24%	12%	N/A	71%	43%	N/A	26%	22%	N/A	67%	38%	N/A	42%	32%	N/A	74%	60%	N/A
		05-06	N/A	N/A	26%	12%	N/A	72%	43%	N/A	30%	20%	N/A	66%	38%	N/A	44%	33%	N/A	73%	48%	N/A
8	Math	03-04	N/A	N/A	25%	13%	N/A	73%	32%	N/A	34%	29%	N/A	66%	29%	N/A	42%	25%	N/A	75%	45%	N/A
		04-05	N/A	N/A	34%	15%	N/A	80%	41%	N/A	49%	28%	N/A	75%	36%	N/A	51%	31%	N/A	82%	59%	N/A
		05-06	N/A	N/A	35%	16%	N/A	80%	43%	N/A	53%	32%	N/A	75%	38%	N/A	56%	34%	N/A	82%	48%	N/A
8	Science	03-04	N/A	N/A	33%	12%	N/A	76%	33%	N/A	25%	22%	N/A	71%	30%	N/A	44%	24%	N/A	79%	50%	N/A
		04-05	N/A	N/A	39%	12%	N/A	80%	37%	N/A	34%	16%	N/A	75%	33%	N/A	50%	27%	N/A	83%	57%	N/A
		05-06	N/A	N/A	40%	13%	N/A	79%	41%	N/A	40%	21%	N/A	75%	37%	N/A	54%	31%	N/A	83%	50%	N/A
8	Social Studies	03-04	N/A	N/A	53%	23%	N/A	89%	59%	N/A	53%	45%	N/A	85%	53%	N/A	66%	47%	N/A	91%	71%	N/A
		04-05	N/A	N/A	51%	20%	N/A	88%	58%	N/A	56%	40%	N/A	84%	51%	N/A	66%	46%	N/A	90%	72%	N/A
		05-06	N/A	N/A	51%	19%	N/A	88%	60%	N/A	59%	28%	N/A	85%	53%	N/A	67%	47%	N/A	90%	66%	N/A

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	03-04	N/A	651	639
		04-05	N/A	637	611
		05-06	501	462	436
6	Language	03-04	N/A	650	642
		04-05	N/A	645	618
		05-06	N/A	N/A	N/A
6	Math	03-04	N/A	633	616
		04-05	N/A	634	620
		05-06	508	470	450
7	Reading	03-04	N/A	647	N/A
		04-05	N/A	650	N/A
		05-06	511	474	N/A
7	Language	03-04	N/A	653	N/A
		04-05	N/A	648	N/A
		05-06	N/A	N/A	N/A
7	Math	03-04	N/A	649	N/A
		04-05	N/A	647	N/A
		05-06	528	486	N/A
8	Reading	03-04	682	654	N/A
		04-05	689	661	N/A
		05-06	526	484	N/A
8	Language	03-04	683	659	N/A
		04-05	680	657	N/A
		05-06	397	372	N/A
8	Math	03-04	697	659	N/A
		04-05	704	668	N/A
		05-06	540	495	N/A
8	Science	03-04	695	663	N/A
		04-05	699	666	N/A
		05-06	398	362	N/A
8	Social Studies	03-04	689	662	N/A
		04-05	687	662	N/A
		05-06	398	363	N/A

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 school year in grades 3, 5, 6 and 7 CANNOT be compared with 2003-04 and 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2003-04 and 2004-05.

The 2005-06 Mean Scale Scores for grades 3-8 and 10 CANNOT be compared to Mean Scale Scores reported for 2003-04 and 2004-05. The state modified the scaling for the 2005-06 WKCE-CRT assessment in grades 3-8 and 10, thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.
 State targets for meeting adequate yearly progress for 2005-06 = 67.5% for Reading and 47.5% for Mathematics.
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

N/A indicates: Not available / Not applicable

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DOUGLASS SCHOOL

Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	03-04		2.29	N/A	3.12	N/A	2.06	N/A	2.09	N/A	2.36	N/A	2.82	N/A	2.08	N/A	2.50	N/A
		04-05		2.30	N/A	3.07	N/A	2.25	N/A	2.10	N/A	2.37	N/A	2.77	N/A	2.08	N/A	2.52	N/A
		05-06		2.30	N/A	3.03	N/A	1.97	N/A	2.13	N/A	2.34	N/A	2.75	N/A	2.11	N/A	2.50	N/A

Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				EEN		Non-EEN		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	03-04		1.98	N/A	2.36	N/A	2.41	N/A	2.28	N/A	2.19	N/A	2.65	N/A
		04-05		1.94	N/A	2.38	N/A	2.38	N/A	2.29	N/A	2.26	N/A	2.30	N/A
		05-06		1.94	N/A	2.38	N/A	2.26	N/A	2.30	N/A	2.21	N/A	2.66	N/A

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity												Gender								
							Asian			Native American			African American			Hispanic			White			Male		Female			
Gr.	Year	Students	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	03-04		96%	93%	91%	97%	96%	N/A	93%	92%	95%	93%	92%	91%	95%	94%	N/A	96%	95%	N/A	96%	93%	89%	96%	94%	93%
		04-05		95%	93%	91%	96%	96%	N/A	93%	91%	83%	93%	92%	91%	94%	94%	88%	96%	94%	N/A	95%	93%	90%	95%	93%	93%
	State Target = 85%	05-06		N/A	93%	93%	N/A	96%	N/A	N/A	92%	87%	N/A	92%	93%	N/A	93%	86%	N/A	94%	N/A	N/A	92%	91%	N/A	93%	94%

* State target for meeting annual yearly progress in student attendance is 85% in 2004-05.

Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				EEN			Non-EEN			ELL			Non-ELL			FRL		Non-FRL			
Gr.	Year	Students	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	03-04		N/A	91%	91%	N/A	94%	90%	N/A	95%	N/A	N/A	93%	91%	N/A	93%	90%	N/A	96%	96%
		04-05		N/A	91%	92%	N/A	93%	91%	N/A	95%	90%	N/A	93%	91%	N/A	93%	90%	N/A	93%	91%
		05-06		N/A	91%	90%	N/A	93%	93%	N/A	94%	N/A	N/A	92%	93%	N/A	92%	92%	N/A	95%	98%

Ethnicity and Gender

Promotion from Grade 4 to Grade 5				Percent Promoted From Grade 4 to 5															
				Total				Ethnicity								Gender			
								Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate		03-04	27	96%	96%	99%	N/A	92%	N/A	95%	96%	97%	N/A	98%	N/A	96%	100%	97%	92%
		04-05	22	97%	82%	99%	N/A	97%	N/A	96%	82%	97%	N/A	99%	N/A	96%	70%	97%	92%
		05-06	13	97%	92%	96%	N/A	100%	N/A	96%	92%	97%	N/A	99%	N/A	96%	88%	97%	100%

Other Student Groups

Promotion from Grade 4 to Grade 5				Percent Promoted From Grade 4 to 5											
				Special Education Status				English Lang. Learner Status				Economic Status			
				EEN		Non-EEN		ELL		Non-ELL		FRL	Non-FRL		
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School				
Promotion Rate		03-04	27	98%	100%	96%	94%	97%	N/A	96%	96%	96%	96%	97%	100%
		04-05	22	98%	67%	97%	84%	97%	N/A	97%	82%	97%	85%	98%	50%
		05-06	13	98%	100%	96%	88%	96%	N/A	97%	92%	96%	92%	99%	N/A

ES indicates Elementary grade students.

N/A indicates: Not available / Not applicable

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DOUGLASS SCHOOL

Ethnicity and Gender

Student Attendance Rate			Percent of Actual Days of Attendance																							
			Total			Ethnicity															Gender					
						Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
MS	03-04		95%	88%	92%	97%	94%	88%	91%	83%	N/A	89%	87%	92%	92%	89%	N/A	96%	91%	N/A	95%	87%	93%	95%	89%	91%
	04-05		95%	89%	93%	97%	95%	N/A	91%	87%	N/A	90%	89%	93%	93%	90%	N/A	95%	91%	N/A	95%	89%	92%	95%	90%	94%
	05-06		N/A	89%	88%	N/A	94%	N/A	N/A	86%	N/A	N/A	88%	88%	N/A	90%	N/A	N/A	92%	N/A	N/A	88%	88%	N/A	90%	88%

* State target for meeting annual yearly progress in student attendance is 85% in 2004-05.

Other Student Groups

Student Attendance Rate			Percent of Actual Days of Attendance																	
			Special Education Status						English Language Learner Status						Economic Status					
			EEN			Non-EEN			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
MS	03-04		N/A	85%	92%	N/A	89%	92%	N/A	91%	N/A	N/A	88%	92%	N/A	88%	92%	N/A	91%	92%
	04-05		N/A	86%	93%	N/A	90%	93%	N/A	91%	N/A	N/A	89%	93%	N/A	89%	92%	N/A	89%	93%
	05-06		N/A	85%	87%	N/A	90%	89%	N/A	91%	N/A	N/A	89%	88%	N/A	88%	88%	N/A	92%	90%

Ethnicity and Gender

Promotion from Grade 8 to Grade 9			Percent Promoted From Grade 8 to 9															
			Total		Ethnicity										Gender			
					Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	03-04	N/A	96%	N/A	97%	N/A	98%	N/A	96%	N/A	95%	N/A	98%	N/A	95%	N/A	96%	N/A
	04-05	N/A	95%	N/A	97%	N/A	96%	N/A	95%	N/A	94%	N/A	98%	N/A	94%	N/A	96%	N/A
	05-06	N/A	95%	N/A	97%	N/A	100%	N/A	95%	N/A	96%	N/A	97%	N/A	95%	N/A	96%	N/A

Other Student Groups

Promotion from Grade 8 to Grade 9			Percent Promoted From Grade 8 to 9											
			Special Education Status				English Lang. Learner Status				Economic Status			
			EEN		Non-EEN		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	03-04	N/A	97%	N/A	96%	N/A	94%	N/A	96%	N/A	96%	N/A	97%	N/A
	04-05	N/A	97%	N/A	95%	N/A	93%	N/A	95%	N/A	95%	N/A	96%	N/A
	05-06	N/A	98%	N/A	95%	N/A	94%	N/A	96%	N/A	95%	N/A	96%	N/A

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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DOUGLASS SCHOOL

Wisconsin Alternate Assessment - English Language Learners Number Assessed - Performance by Subject (2005-2006)

Gr.	Reading		Language Arts		Math		Science		Social Studies	
	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Suspension Rate

# of Students Suspended 05-06	Percent of Total Enrolled			
	03-04	04-05	05-06	
Total	35	40%	38%	36%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	3%	N/A	N/A
1	N/A	4%	6%
2	4%	6%	N/A
3	11%	4%	N/A
4	4%	17%	5%
5	N/A	8%	N/A
Total	4%	7%	2%

Student Participation Rate on WKCE + WAA Grade 4, 2005-2006 In Reading and Math

Student Groups	Enrolled	Participation Rate	
		Reading	Math
Asian	N/A	N/A	N/A
Native American	N/A	N/A	N/A
African American	18	100%	100%
Hispanic	N/A	N/A	N/A
White	N/A	N/A	N/A
English Lang. Learners	N/A	N/A	N/A
Students w/ Disabilities	6	100%	100%
Free/Red. Lunch	18	100%	100%
Total School	18	100%	100%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	37%	25%	7%
1	39%	43%	18%
2	33%	38%	17%
3	36%	36%	27%
4	8%	33%	11%
5	28%	33%	18%
Total	31%	35%	16%

School Climate Survey

Area	Group	No. of Surveys Returned (05-06)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (05-06)								
			03-04		04-05		05-06		Sample Question	Group	Percent Answering Each Possible Response						
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response	
Rigor	ES/MS Students	N/A	1.7	1.7	1.6	1.7	N/A	1.8	Students at my school are given challenging work.	ES/MS Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Staff	1	2.1	1.9	2.2	1.9	2.0	1.9		Staff	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Parents	1	1.5	1.5	3.0	1.6	2.0	1.6		Parents	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Safety	ES/MS Students	N/A	1.8	1.8	1.6	1.8	N/A	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Staff	1	2.3	1.8	1.7	1.8	2.0	1.9		Staff	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Parents	1	1.3	1.5	2.0	1.6	2.0	1.6		Parents	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Environment	ES/MS Students	N/A	1.8	1.9	1.8	1.9	N/A	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Staff	1	2.1	1.8	1.7	1.8	2.0	1.8		Staff	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Parents	1	1.3	1.5	3.0	1.6	2.0	1.6		Parents	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	N/A	2.0	2.2	2.0	2.2	N/A	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Staff	1	2.2	1.9	2.0	1.9	2.0	1.9		Staff	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Parents	1	1.2	1.6	4.0	1.6	2.0	1.7		Parents	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The **Mean Score** is calculated on a 4 point scale. Lower Mean scores indicate approval, whereas higher Mean scores indicate disapproval.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree

N/A indicates: Not available / Not applicable

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DOUGLASS SCHOOL

Wisconsin Alternate Assessment - English Language Learners Number Assessed - Performance by Subject (2005-2006)

Gr.	Reading		Language Arts		Math		Science		Social Studies	
	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Participation Rate on WKCE + WAA Grade 8, 2005-2006 In Reading and Math

Student Groups	Enrolled	Participation Rate	
		Reading	Math
Asian	N/A	N/A	N/A
Native American	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
White	N/A	N/A	N/A
English Lang. Learners	N/A	N/A	N/A
Students w/ Disabilities	N/A	N/A	N/A
Free/Red. Lunch	N/A	N/A	N/A
Total School	N/A	N/A	N/A

Student Suspension Rate

# of Students Suspended 05-06	Percent of Total Enrolled			
	03-04	04-05	05-06	
Total	6	41%	63%	38%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
6	24%	21%	44%
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	24%	26%	44%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
6	N/A	N/A	6%
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	N/A	N/A	6%

School Climate Survey

Area	Group	No. of Surveys Returned (05-06)	Overall Mean Score (All Questions in each Area)						Sample Question	Group	Sample Questions - For School (05-06)					
			03-04		04-05		05-06				Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	N/A	1.7	1.7	1.6	1.7	N/A	1.8	Students at my school are given challenging work.	ES/MS Students	N/A	N/A	N/A	N/A	N/A	N/A
	Staff	1	2.1	1.9	2.2	1.9	2.0	1.9		Staff	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Parents	1	1.5	1.5	3.0	1.6	2.0	1.6		Parents	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Safety	ES/MS Students	N/A	1.8	1.8	1.6	1.8	N/A	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	N/A	N/A	N/A	N/A	N/A	N/A
	Staff	1	2.3	1.8	1.7	1.8	2.0	1.9		Staff	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Parents	1	1.3	1.5	2.0	1.6	2.0	1.6		Parents	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Environment	ES/MS Students	N/A	1.8	1.9	1.8	1.9	N/A	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	N/A	N/A	N/A	N/A	N/A	N/A
	Staff	1	2.1	1.8	1.7	1.8	2.0	1.8		Staff	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Parents	1	1.3	1.5	3.0	1.6	2.0	1.6		Parents	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	N/A	2.0	2.2	2.0	2.2	N/A	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	N/A	N/A	N/A	N/A	N/A	N/A
	Staff	1	2.2	1.9	2.0	1.9	2.0	1.9		Staff	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Parents	1	1.2	1.6	4.0	1.6	2.0	1.7		Parents	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%

The Mean Score is calculated on a 4 point scale. Lower Mean scores indicate approval, whereas higher Mean scores indicate disapproval.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree

N/A indicates: Not available / Not applicable

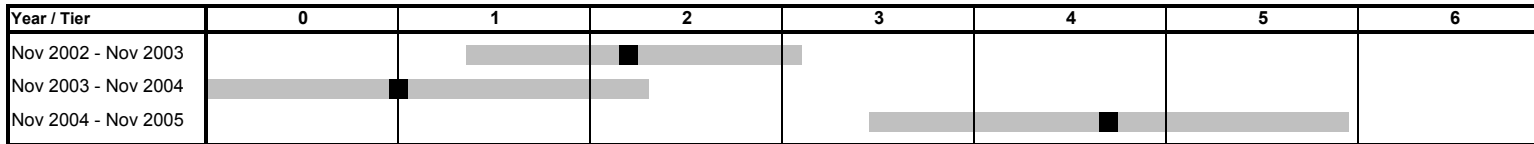
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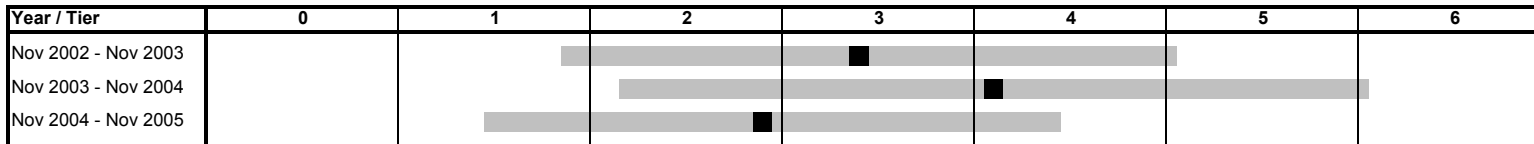
DOUGLASS SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	1.7
Nov 2003 - Nov 2004	N/A	0.5
Nov 2004 - Nov 2005	9.4	4.2



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	2.9
Nov 2003 - Nov 2004	N/A	3.6
Nov 2004 - Nov 2005	-5.0	2.4



Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

N/A indicates: Not available / Not applicable

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DOUGLASS SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	N/A
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	-15.9	1.1

Year / Tier	0	1	2	3	4	5	6
Nov 2002 - Nov 2003							
Nov 2003 - Nov 2004							
Nov 2004 - Nov 2005							

Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	N/A
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	N/A	N/A

Year / Tier	0	1	2	3	4	5	6
Nov 2002 - Nov 2003							
Nov 2003 - Nov 2004							
Nov 2004 - Nov 2005							

Data is based on WKCE and Terra Nova Scale Scores.
 Tier 0 = Well below district average growth
 Tier 3 = Average growth
 Tier 6 = Well above district average growth

N/A indicates: Not available / Not applicable

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