

GRANTOSA DRIVE SCHOOL

2005-2006 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	4850 N 82 ST
Phone	414-393-4400
Fax	414-393-4415
Site Number	0196
School Operation	7:45 - 2:30

Administration	
Principal (05-06)	EUGENE PITCHFORD III
Principal (06-07)	EUGENE PITCHFORD III
05-06 Principal Years at Site	1
Board Member	DIRECTOR SPENCE

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
Total	621	670	725
Pre-Kindergarten	73	61	66
Kindergarten	76	79	72
Grade 1	90	80	89
Grade 2	87	88	84
Grade 3	74	77	76
Grade 4	92	85	83
Grade 5	75	85	83
Grade 6	54	60	61
Grade 7	N/A	55	54
Grade 8	N/A	N/A	57

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	51%	52%	50%
	Female	49%	48%	50%
Ethnicity	Asian	7%	6%	7%
	Native American	0%	0%	0%
	African American	77%	78%	79%
	Hispanic	3%	2%	2%
	White	8%	8%	7%
Groups	Special Education	20%	19%	19%
	English Language Learners	1%	1%	1%
	Free/Reduced Lunch	78%	70%	79%

Student Movement		03-04	04-05	05-06
	Mobility Rate	13%	8%	9%
	Stability Rate	77%	79%	76%

School Profile

Grantosa Drive School, located on the northwest side of Milwaukee serves a diverse population of 730 students in grades K4-8. Grantosa also provides a wide range of services for children with Special Education needs.

Professional Learning Community: Grantosa, which became fully operational as a K-8 school in the fall of 2005, is proud to be a professional learning community under the direction of the principal, assistant principal and the learning team. The educational program is driven by the educational plan. Reading is taught at each child's ability level to insure that each student will succeed. A basic series (Harcourt has been adopted beginning in September of 2005). In addition teachers at all levels supplement reading instruction through a variety of strategies and literature. Phonics and encoding skills are stressed at K4, K5 and first grade levels. Class size in Kindergarten, 1st, 2nd and 3rd grade has been reduced to 15 students to 1 teacher through the SAGE grant. Under the direction of the Math Teacher Leader, a new math series, Houghton-Mifflin has been adopted for Grades K5-5, and McDougall-Littell has been adopted for grades 6-8. A new science lab for the middle grades has been completed and opened in the fall of 2005. Educational assistants, volunteers and after school tutors work with students who need extra assistance or enrichment

Communication: Grantosa's staff recognizes the importance of building strong communicators. Oral and written expression under the direction of the Literacy Coach is integrated throughout the curriculum. Internet access is available in our computer lab and all classrooms. There are two computer labs available. All students are able to access the computers on a regular basis. Students either work on programs at their own level or on other projects as directed by their teacher or the lab manager. In addition all teachers have voice mail in their classrooms to facilitate parent communication.

School Climate: Grantosa's school-wide discipline plan, S.T.A.R. (Students Taking and Accepting Responsibility) began in the early 1990's. Positive incentives (such a picnics, skating, etc.) are used monthly to reward positive student behavior. Students who do not earn the incentive receive counseling. Older students also serve as cadets. Cadets who faithfully complete a year of service

participate in an overnight trip to the Wisconsin Dells in May. Numerous programs and field trips are scheduled to help students build background knowledge and social skills.

Parent Involvement: Parents are encouraged to participate in all aspects of their child's education. Parents are an important part of Grantosa's School Governance Council. Parent workshops planned by the Parent Coordinator, Open Houses, parent conferences, the parent volunteer program, newsletters/calendars, and an open door policy build the bridges between home and school. A before and after school daycare program provides help for parents who need the extra hours of care for their children. Parents are surveyed about activities at Grantosa and choose when they want parent conferences. Our parent group (PTT) plans and implements the highly successful spring open house. Themes for past open houses have included Celebrate the City of Milwaukee, Heroes, and Mathematics. All parent activities showed an increase in participation in 2005-2006.

Staff Development: Staff members have participated in lesson modeling, researching new programs, college courses, inservices, and conferences. Teachers are able to share ideas regularly at grade level meetings and at planning days that each grade level receives during the year. During Banking Time Days, teachers or outside consultants present mini workshops to enhance teaching. The majority of staff members have completed the Internet course offered through MPS. On-going team building activities are held throughout the year.

GRANTOSA DRIVE 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	79	100%	80%	61%	75%	73%	66%	100%	75%	70%	N/A	58%	55%	73%	65%	61%	N/A	86%	77%	70%	77%	57%	67%	85%	65%	84%		
3	Math	03-04	74	100%	N/A	52%	58%	N/A	66%	80%	N/A	62%	N/A	N/A	44%	59%	N/A	54%	50%	N/A	74%	33%	N/A	52%	55%	N/A	52%	61%		
		04-05	76	97%	N/A	53%	55%	N/A	66%	100%	N/A	65%	N/A	N/A	44%	56%	N/A	58%	50%	N/A	69%	36%	N/A	53%	51%	N/A	52%	59%		
		05-06	79	100%	73%	43%	54%	71%	60%	60%	62%	48%	N/A	37%	32%	52%	55%	50%	N/A	79%	65%	70%	74%	44%	48%	70%	42%	62%		
4	Reading	03-04	92	100%	82%	67%	80%	75%	75%	100%	74%	71%	N/A	64%	62%	82%	69%	64%	67%	87%	83%	67%	78%	62%	71%	86%	72%	87%		
		04-05	84	100%	82%	62%	58%	74%	64%	100%	76%	80%	N/A	60%	57%	58%	65%	62%	33%	87%	79%	50%	78%	56%	53%	86%	69%	64%		
		05-06	81	100%	82%	61%	56%	72%	66%	60%	74%	72%	N/A	59%	54%	53%	68%	63%	50%	88%	79%	75%	80%	60%	56%	84%	62%	55%		
4	Language	03-04	92	100%	79%	64%	79%	73%	72%	100%	70%	64%	N/A	60%	59%	79%	65%	62%	67%	85%	83%	75%	76%	60%	66%	83%	69%	89%		
		04-05	84	100%	79%	59%	51%	72%	64%	50%	71%	73%	N/A	56%	53%	52%	64%	61%	33%	85%	77%	50%	76%	53%	40%	83%	65%	64%		
		05-06	81	100%	79%	58%	65%	70%	62%	60%	70%	66%	N/A	54%	50%	67%	65%	62%	100%	85%	78%	50%	76%	54%	67%	83%	62%	64%		
4	Math	03-04	92	100%	74%	53%	43%	72%	67%	100%	62%	44%	N/A	46%	45%	39%	58%	55%	67%	81%	73%	42%	74%	53%	37%	73%	52%	48%		
		04-05	84	100%	72%	46%	37%	73%	61%	75%	59%	55%	N/A	41%	38%	35%	56%	49%	33%	79%	66%	38%	73%	46%	38%	71%	45%	36%		
		05-06	81	100%	73%	44%	43%	68%	55%	60%	59%	52%	N/A	39%	34%	44%	56%	47%	100%	80%	67%	13%	73%	45%	44%	70%	42%	43%		
4	Science	03-04	92	100%	80%	57%	60%	71%	67%	100%	74%	62%	N/A	50%	47%	57%	64%	63%	67%	88%	80%	58%	81%	57%	58%	81%	56%	61%		
		04-05	84	100%	78%	47%	38%	65%	52%	50%	69%	63%	N/A	41%	37%	39%	54%	51%	0%	86%	74%	38%	79%	47%	36%	76%	46%	41%		
		05-06	81	100%	77%	49%	58%	67%	56%	80%	66%	51%	N/A	45%	39%	53%	60%	56%	100%	85%	72%	75%	78%	50%	59%	78%	48%	57%		
4	Social Studies	03-04	92	100%	90%	76%	76%	87%	86%	100%	84%	80%	N/A	73%	71%	72%	79%	78%	67%	95%	91%	92%	89%	75%	68%	90%	77%	81%		
		04-05	84	100%	91%	76%	76%	86%	81%	100%	89%	90%	N/A	74%	70%	75%	83%	79%	67%	95%	90%	75%	90%	75%	76%	97%	77%	77%		
		05-06	81	100%	91%	77%	83%	86%	83%	80%	88%	85%	N/A	75%	71%	82%	82%	80%	100%	94%	89%	88%	90%	76%	85%	92%	79%	81%		
5	Reading	03-04	74	99%	N/A	63%	78%	N/A	67%	40%	N/A	74%	N/A	N/A	59%	81%	N/A	63%	100%	N/A	80%	71%	N/A	58%	69%	N/A	68%	89%		
		04-05	85	99%	N/A	57%	69%	N/A	59%	86%	N/A	51%	N/A	N/A	51%	71%	N/A	54%	50%	N/A	79%	56%	N/A	53%	56%	N/A	60%	78%		
		05-06	86	100%	83%	61%	70%	77%	68%	67%	75%	78%	N/A	59%	54%	71%	67%	64%	0%	89%	82%	75%	81%	58%	62%	84%	65%	77%		
5	Language	03-04	74	99%	N/A	50%	65%	N/A	56%	60%	N/A	60%	N/A	N/A	45%	61%	N/A	52%	100%	N/A	70%	71%	N/A	45%	64%	N/A	56%	66%		
		04-05	85	99%	N/A	42%	55%	N/A	52%	86%	N/A	43%	N/A	N/A	35%	55%	N/A	40%	25%	N/A	66%	44%	N/A	37%	41%	N/A	47%	65%		
		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	N/A	
5	Math	03-04	74	99%	N/A	54%	58%	N/A	71%	40%	N/A	58%	N/A	N/A	45%	53%	N/A	58%	100%	N/A	77%	100%	N/A	54%	64%	N/A	54%	51%		
		04-05	85	99%	N/A	50%	42%	N/A	67%	57%	N/A	46%	N/A	N/A	41%	38%	N/A	52%	50%	N/A	75%	56%	N/A	51%	41%	N/A	49%	43%		
		05-06	86	99%	72%	40%	38%	69%	56%	33%	60%	53%	N/A	37%	32%	40%	52%	43%	0%	80%	65%	38%	72%	40%	38%	72%	41%	39%		

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.

GRANTOSA DRIVE 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
6	Reading	03-04	55	100%	N/A	65%	78%	N/A	76%	100%	N/A	75%	N/A	N/A	60%	80%	N/A	64%	100%	N/A	84%	43%	N/A	60%	79%	N/A	71%	76%
		04-05	60	98%	N/A	51%	68%	N/A	59%	100%	N/A	66%	0%	N/A	45%	69%	N/A	55%	67%	N/A	71%	67%	N/A	45%	62%	N/A	57%	77%
		05-06	61	100%	83%	57%	80%	73%	63%	83%	73%	62%	N/A	56%	51%	85%	67%	59%	67%	88%	79%	50%	81%	53%	76%	85%	62%	84%
6	Language	03-04	55	100%	N/A	46%	53%	N/A	57%	40%	N/A	57%	N/A	N/A	40%	56%	N/A	44%	100%	N/A	70%	43%	N/A	40%	56%	N/A	53%	48%
		04-05	60	98%	N/A	41%	60%	N/A	49%	100%	N/A	47%	0%	N/A	33%	56%	N/A	45%	67%	N/A	64%	78%	N/A	36%	53%	N/A	46%	69%
		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	55	100%	N/A	38%	29%	N/A	55%	40%	N/A	50%	N/A	N/A	29%	24%	N/A	44%	100%	N/A	67%	29%	N/A	37%	35%	N/A	39%	19%
		04-05	60	98%	N/A	39%	47%	N/A	57%	100%	N/A	43%	0%	N/A	30%	42%	N/A	47%	33%	N/A	65%	67%	N/A	39%	50%	N/A	39%	42%
		05-06	61	100%	72%	38%	38%	69%	54%	33%	60%	41%	N/A	37%	29%	39%	55%	41%	33%	79%	62%	33%	72%	37%	41%	74%	39%	34%
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	54	98%	N/A	60%	65%	N/A	71%	60%	N/A	68%	N/A	N/A	54%	71%	N/A	63%	N/A	N/A	78%	29%	N/A	54%	61%	N/A	66%	70%
		05-06	60	98%	84%	59%	67%	74%	66%	75%	77%	70%	0%	56%	52%	68%	66%	64%	50%	89%	80%	67%	81%	54%	55%	86%	64%	79%
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	54	98%	N/A	41%	26%	N/A	58%	40%	N/A	47%	N/A	N/A	34%	24%	N/A	46%	N/A	N/A	63%	29%	N/A	34%	19%	N/A	48%	35%
		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	54	98%	N/A	38%	35%	N/A	62%	80%	N/A	62%	N/A	N/A	28%	26%	N/A	48%	N/A	N/A	66%	57%	N/A	37%	35%	N/A	40%	35%
		05-06	60	100%	73%	37%	38%	69%	55%	50%	58%	41%	0%	35%	26%	32%	55%	49%	50%	81%	64%	67%	73%	37%	52%	73%	36%	24%
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	58	100%	84%	58%	72%	77%	70%	83%	75%	77%	N/A	56%	51%	74%	68%	62%	N/A	89%	78%	50%	82%	53%	74%	86%	62%	70%
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	58	98%	66%	37%	33%	49%	48%	33%	47%	43%	N/A	36%	32%	33%	43%	36%	N/A	72%	60%	33%	61%	32%	29%	70%	42%	37%
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	58	100%	73%	37%	53%	72%	58%	100%	56%	41%	N/A	38%	29%	48%	52%	44%	N/A	81%	62%	50%	74%	36%	52%	74%	39%	56%
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	58	98%	73%	36%	31%	61%	52%	50%	56%	54%	N/A	34%	27%	26%	51%	39%	N/A	81%	65%	50%	74%	36%	35%	73%	36%	26%
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	58	98%	84%	52%	57%	80%	69%	100%	71%	61%	N/A	50%	44%	52%	68%	57%	N/A	89%	77%	50%	82%	49%	55%	84%	55%	59%

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.

GRANTOSA DRIVE 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	79	100%	50%	30%	28%	86%	66%	89%	57%	52%	100%	82%	62%	74%	65%	56%	69%	88%	76%	90%		
3	Math	03-04	74	100%	N/A	28%	21%	N/A	57%	67%	N/A	53%	0%	N/A	52%	59%	N/A	49%	53%	N/A	66%	79%		
		04-05	76	97%	N/A	31%	8%	N/A	57%	65%	N/A	53%	N/A	53%	55%	N/A	48%	52%	N/A	70%	71%			
		05-06	79	100%	48%	26%	22%	75%	46%	64%	54%	48%	50%	73%	42%	55%	55%	39%	47%	80%	58%	75%		
4	Reading	03-04	92	100%	55%	34%	33%	87%	73%	88%	62%	57%	N/A	84%	68%	80%	71%	63%	79%	89%	83%	87%		
		04-05	84	100%	53%	31%	25%	86%	69%	64%	59%	53%	100%	84%	63%	58%	68%	59%	61%	88%	80%	47%		
		05-06	81	100%	53%	34%	29%	87%	67%	61%	56%	45%	0%	84%	63%	56%	69%	57%	53%	90%	76%	62%		
4	Language	03-04	92	100%	49%	31%	25%	84%	71%	88%	55%	53%	N/A	81%	66%	79%	67%	60%	78%	85%	81%	87%		
		04-05	84	100%	48%	27%	17%	84%	66%	57%	55%	49%	0%	81%	61%	52%	66%	56%	54%	87%	77%	40%		
		05-06	81	100%	56%	35%	36%	83%	63%	72%	53%	43%	0%	81%	60%	66%	64%	53%	65%	88%	74%	67%		
4	Math	03-04	92	100%	50%	31%	17%	78%	57%	48%	56%	53%	N/A	75%	53%	43%	58%	49%	43%	81%	70%	47%		
		04-05	84	100%	49%	25%	8%	76%	50%	42%	56%	48%	100%	74%	46%	36%	55%	43%	38%	80%	64%	33%		
		05-06	81	100%	48%	28%	36%	76%	47%	45%	51%	38%	0%	74%	44%	44%	54%	39%	43%	81%	60%	43%		
4	Science	03-04	92	100%	61%	34%	33%	85%	61%	64%	56%	58%	N/A	82%	57%	60%	65%	52%	56%	88%	78%	80%		
		04-05	84	100%	56%	24%	0%	82%	52%	44%	47%	45%	0%	80%	47%	39%	59%	42%	35%	87%	73%	53%		
		05-06	81	100%	57%	32%	29%	81%	53%	64%	52%	43%	0%	80%	50%	59%	61%	44%	55%	87%	65%	67%		
4	Social Studies	03-04	92	100%	78%	54%	50%	93%	81%	80%	74%	75%	N/A	91%	76%	76%	82%	73%	74%	95%	88%	87%		
		04-05	84	100%	78%	53%	25%	93%	81%	85%	75%	72%	100%	92%	76%	76%	84%	74%	77%	95%	88%	73%		
		05-06	81	100%	80%	59%	64%	93%	81%	87%	76%	71%	0%	92%	78%	84%	83%	74%	80%	95%	87%	90%		
5	Reading	03-04	74	99%	N/A	29%	57%	N/A	71%	81%	N/A	48%	0%	N/A	65%	81%	N/A	60%	80%	N/A	78%	74%		
		04-05	85	99%	N/A	24%	58%	N/A	64%	71%	N/A	36%	0%	N/A	59%	70%	N/A	52%	65%	N/A	76%	83%		
		05-06	86	100%	50%	27%	13%	88%	69%	82%	58%	41%	0%	85%	63%	71%	69%	58%	66%	90%	75%	78%		
5	Language	03-04	74	99%	N/A	21%	43%	N/A	57%	67%	N/A	36%	50%	N/A	52%	65%	N/A	46%	62%	N/A	68%	74%		
		04-05	85	99%	N/A	15%	17%	N/A	47%	62%	N/A	25%	0%	N/A	44%	56%	N/A	36%	48%	N/A	63%	74%		
		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	74	99%	N/A	28%	57%	N/A	59%	58%	N/A	49%	0%	N/A	54%	60%	N/A	50%	60%	N/A	69%	53%		
		04-05	85	99%	N/A	26%	42%	N/A	55%	42%	N/A	44%	0%	N/A	50%	43%	N/A	45%	37%	N/A	70%	57%		
		05-06	86	99%	43%	20%	20%	77%	45%	42%	51%	31%	0%	74%	41%	39%	54%	36%	31%	81%	57%	56%		

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	448
3	Math	03-04	N/A	587	587
		04-05	N/A	585	583
		05-06	431	398	412
4	Reading	03-04	647	628	637
		04-05	646	623	623
		05-06	477	446	439
4	Language	03-04	648	633	642
		04-05	646	626	625
		05-06	298	279	277
4	Math	03-04	632	615	610
		04-05	633	610	604
		05-06	463	428	421
4	Science	03-04	640	619	619
		04-05	637	609	604
		05-06	300	276	280
4	Social Studies	03-04	648	632	632
		04-05	646	629	630
		05-06	298	280	284
5	Reading	03-04	N/A	649	667
		04-05	N/A	641	651
		05-06	485	452	461
5	Language	03-04	N/A	648	662
		04-05	N/A	643	650
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	638
		04-05	N/A	623	622
		05-06	484	449	449

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.

GRANTOSA DRIVE 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
6	Reading	03-04	55	100%	N/A	30%	43%	N/A	73%	90%	N/A	50%	100%	N/A	67%	77%	N/A	61%	73%	N/A	79%	100%
		04-05	60	98%	N/A	19%	13%	N/A	58%	77%	N/A	35%	N/A	N/A	53%	68%	N/A	47%	60%	N/A	69%	88%
		05-06	61	100%	47%	21%	60%	89%	65%	84%	55%	33%	100%	85%	59%	80%	68%	53%	84%	90%	73%	71%
6	Language	03-04	55	100%	N/A	17%	36%	N/A	52%	59%	N/A	28%	0%	N/A	48%	55%	N/A	41%	49%	N/A	63%	70%
		04-05	60	98%	N/A	15%	25%	N/A	46%	65%	N/A	28%	N/A	N/A	42%	60%	N/A	36%	53%	N/A	60%	76%
		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	55	100%	N/A	19%	36%	N/A	42%	27%	N/A	34%	0%	N/A	39%	30%	N/A	34%	29%	N/A	53%	30%
		04-05	60	98%	N/A	23%	13%	N/A	43%	52%	N/A	35%	N/A	N/A	40%	47%	N/A	35%	37%	N/A	59%	71%
		05-06	61	100%	37%	15%	50%	79%	43%	35%	50%	24%	0%	73%	39%	39%	53%	33%	34%	82%	54%	47%
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	54	98%	N/A	24%	36%	N/A	68%	75%	N/A	45%	50%	N/A	61%	65%	N/A	56%	65%	N/A	74%	64%
		05-06	60	98%	47%	24%	29%	89%	67%	72%	52%	38%	50%	85%	60%	67%	69%	55%	69%	90%	72%	56%
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	54	98%	N/A	14%	7%	N/A	47%	33%	N/A	31%	0%	N/A	42%	27%	N/A	37%	20%	N/A	58%	43%
		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	54	98%	N/A	16%	14%	N/A	44%	43%	N/A	34%	100%	N/A	39%	33%	N/A	34%	30%	N/A	55%	50%
		05-06	60	100%	35%	16%	14%	80%	41%	42%	48%	32%	0%	74%	37%	40%	55%	32%	35%	82%	52%	56%
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	58	100%	50%	23%	38%	90%	66%	82%	55%	37%	0%	86%	59%	74%	69%	54%	74%	91%	68%	68%
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	58	98%	26%	12%	0%	72%	43%	42%	30%	20%	0%	66%	38%	33%	44%	33%	33%	73%	48%	32%
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	58	100%	35%	16%	8%	80%	43%	67%	53%	32%	100%	75%	38%	53%	56%	34%	54%	82%	48%	53%
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	58	98%	40%	13%	23%	79%	41%	33%	40%	21%	0%	75%	37%	32%	54%	31%	31%	83%	50%	32%
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	58	98%	51%	19%	23%	88%	60%	67%	59%	28%	100%	85%	53%	56%	67%	47%	59%	90%	66%	53%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	03-04	N/A	651	661
		04-05	N/A	637	649
		05-06	501	462	478
6	Language	03-04	N/A	650	654
		04-05	N/A	645	658
		05-06	N/A	N/A	N/A
6	Math	03-04	N/A	633	632
		04-05	N/A	634	645
		05-06	508	470	475
7	Reading	03-04	N/A	647	N/A
		04-05	N/A	650	657
		05-06	511	474	488
7	Language	03-04	N/A	653	N/A
		04-05	N/A	648	644
		05-06	N/A	N/A	N/A
7	Math	03-04	N/A	649	N/A
		04-05	N/A	647	653
		05-06	528	486	493
8	Reading	03-04	682	654	N/A
		04-05	689	661	N/A
		05-06	526	484	498
8	Language	03-04	683	659	N/A
		04-05	680	657	N/A
		05-06	397	372	377
8	Math	03-04	697	659	N/A
		04-05	704	668	N/A
		05-06	540	495	510
8	Science	03-04	695	663	N/A
		04-05	699	666	N/A
		05-06	398	362	366
8	Social Studies	03-04	689	662	N/A
		04-05	687	662	N/A
		05-06	398	363	369

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

GRANTOSA DRIVE 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	2.38	3.03	2.94	1.97	2.17	2.13	2.32	2.34	1.88	2.75	2.41	2.11	2.09	2.50	2.68

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	1.98	2.38	2.46	2.26	2.13	2.30	2.39	2.21	2.35	2.66	2.48

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

December 2006

Elementary / Middle School 306 of 780

GRANTOSA DRIVE 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	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%	94%	97%	96%	97%	93%	92%	94%	93%	92%	94%	95%	94%	94%	96%	95%	95%	96%	93%	94%	96%	94%	94%
		04-05		95%	93%	94%	96%	96%	97%	93%	91%	100%	93%	92%	94%	94%	94%	93%	96%	94%	94%	95%	93%	94%	95%	93%	94%
	State Target = 85%	05-06		N/A	93%	93%	N/A	96%	96%	N/A	92%	N/A	N/A	92%	93%	N/A	93%	92%	N/A	94%	93%	N/A	92%	93%	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%	93%	N/A	94%	94%	N/A	95%	94%	N/A	93%	94%	N/A	93%	94%	N/A	96%	96%
		04-05		N/A	91%	93%	N/A	93%	94%	N/A	95%	94%	N/A	93%	94%	N/A	93%	95%	N/A	93%	94%
		05-06		N/A	91%	92%	N/A	93%	94%	N/A	94%	93%	N/A	92%	93%	N/A	92%	93%	N/A	95%	95%

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		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School				
Promotion Rate		03-04	81	96%	94%	99%	100%	92%	N/A	95%	92%	97%	100%	98%	100%	96%	87%	97%	98%		
		04-05	79	97%	90%	99%	100%	97%	N/A	96%	88%	97%	100%	99%	100%	96%	93%	97%	87%		
		05-06	73	97%	97%	96%	80%	100%	N/A	96%	98%	97%	100%	99%	100%	96%	97%	97%	98%		

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	MPS	School		
Promotion Rate		03-04	81	98%	92%	96%	94%	97%	N/A	96%	94%	96%	92%	97%	100%
		04-05	79	98%	92%	97%	90%	97%	100%	97%	90%	97%	90%	98%	90%
		05-06	73	98%	100%	96%	97%	96%	0%	97%	99%	96%	97%	99%	100%

ES indicates Elementary grade students.

N/A indicates: Not available / Not applicable

December 2006

Elementary / Middle School 307 of 780

GRANTOSA DRIVE 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%	93%	97%	94%	98%	91%	83%	76%	89%	87%	94%	92%	89%	96%	96%	91%	87%	95%	87%	93%	95%	89%	94%
	04-05		95%	89%	94%	97%	95%	98%	91%	87%	98%	90%	89%	94%	93%	90%	87%	95%	91%	89%	95%	89%	92%	95%	90%	95%
	05-06		N/A	89%	93%	N/A	94%	96%	N/A	86%	97%	N/A	88%	94%	N/A	90%	95%	N/A	92%	90%	N/A	88%	92%	N/A	90%	95%

* 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%	91%	N/A	89%	94%	N/A	91%	98%	N/A	88%	93%	N/A	88%	93%	N/A	91%	95%
	04-05		N/A	86%	91%	N/A	90%	94%	N/A	91%	99%	N/A	89%	93%	N/A	89%	94%	N/A	89%	94%
	05-06		N/A	85%	92%	N/A	90%	94%	N/A	91%	92%	N/A	89%	94%	N/A	88%	94%	N/A	92%	93%

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	51	95%	100%	97%	100%	100%	N/A	95%	100%	96%	N/A	97%	100%	95%	100%	96%	100%

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	51	98%	100%	95%	100%	94%	100%	96%	100%	95%	100%	96%	100%

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

December 2006

Elementary / Middle School 308 of 780

GRANTOSA DRIVE 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	40	10%	11%	8%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	3%	4%	6%
1	4%	10%	7%
2	10%	7%	2%
3	3%	5%	N/A
4	5%	9%	2%
5	5%	N/A	N/A
Total	5%	6%	3%

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

Student Groups	Enrolled	Participation Rate	
		Reading	Math
Asian	5	100%	100%
Native American	N/A	N/A	N/A
African American	66	100%	100%
Hispanic	2	100%	100%
White	8	100%	100%
English Lang. Learners	1	100%	100%
Students w/ Disabilities	14	100%	100%
Free/Red. Lunch	60	100%	100%
Total School	81	100%	100%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	42%	34%	43%
1	30%	35%	48%
2	39%	27%	42%
3	31%	36%	24%
4	33%	28%	35%
5	27%	33%	45%
Total	34%	32%	40%

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	225	1.6	1.7	1.6	1.7	1.6	1.8	Students at my school are given challenging work.	ES/MS Students	42.7%	43.1%	7.6%	2.2%	4.4%	0.0%
	Staff	45	1.9	1.9	2.0	1.9	2.1	1.9		Staff	26.7%	68.9%	0.0%	0.0%	4.4%	0.0%
	Parents	83	1.6	1.5	1.5	1.6	1.6	1.6		Parents	36.1%	45.8%	6.0%	1.2%	7.2%	3.6%
Safety	ES/MS Students	225	1.6	1.8	1.7	1.8	1.8	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	45.8%	37.8%	8.0%	4.0%	3.6%	0.9%
	Staff	45	2.2	1.8	1.9	1.8	2.2	1.9		Staff	13.3%	53.3%	24.4%	6.7%	2.2%	0.0%
	Parents	83	1.6	1.5	1.5	1.6	1.5	1.6		Parents	49.4%	43.4%	2.4%	1.2%	1.2%	2.4%
Environment	ES/MS Students	225	1.8	1.9	2.0	1.9	1.9	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	19.6%	42.7%	14.7%	9.8%	11.6%	1.8%
	Staff	45	2.1	1.8	2.0	1.8	2.2	1.8		Staff	24.4%	60.0%	4.4%	11.1%	0.0%	0.0%
	Parents	83	1.5	1.5	1.6	1.6	1.6	1.6		Parents	48.2%	47.0%	2.4%	2.4%	0.0%	0.0%
Governance	ES/MS Students	225	2.2	2.2	2.4	2.2	2.4	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	17.3%	42.7%	20.0%	9.8%	9.8%	0.4%
	Staff	45	2.3	1.9	2.2	1.9	2.2	1.9		Staff	28.9%	55.6%	8.9%	4.4%	2.2%	0.0%
	Parents	83	1.7	1.6	1.7	1.6	1.7	1.7		Parents	36.1%	53.0%	6.0%	1.2%	1.2%	2.4%

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

December 2006

Elementary / Middle School 309 of 780

GRANTOSA DRIVE 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	6	100%	100%
Native American	N/A	N/A	N/A
African American	46	100%	100%
Hispanic	N/A	N/A	N/A
White	6	100%	100%
English Lang. Learners	1	100%	100%
Students w/ Disabilities	13	100%	100%
Free/Red. Lunch	39	100%	100%
Total School	58	100%	100%

Student Suspension Rate

# of Students Suspended 05-06	Percent of Total Enrolled			
	03-04	04-05	05-06	
Total	41	22%	19%	24%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
6	37%	22%	41%
7	N/A	40%	33%
8	N/A	N/A	35%
Total	37%	30%	37%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
6	N/A	N/A	8%
7	N/A	7%	2%
8	N/A	N/A	N/A
Total	N/A	3%	3%

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	225	1.6	1.7	1.6	1.7	1.6	1.8	Students at my school are given challenging work.	ES/MS Students	42.7%	43.1%	7.6%	2.2%	4.4%	0.0%
	Staff	45	1.9	1.9	2.0	1.9	2.1	1.9		Staff	26.7%	68.9%	0.0%	0.0%	4.4%	0.0%
	Parents	83	1.6	1.5	1.5	1.6	1.6	1.6		Parents	36.1%	45.8%	6.0%	1.2%	7.2%	3.6%
Safety	ES/MS Students	225	1.6	1.8	1.7	1.8	1.8	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	45.8%	37.8%	8.0%	4.0%	3.6%	0.9%
	Staff	45	2.2	1.8	1.9	1.8	2.2	1.9		Staff	13.3%	53.3%	24.4%	6.7%	2.2%	0.0%
	Parents	83	1.6	1.5	1.5	1.6	1.5	1.6		Parents	49.4%	43.4%	2.4%	1.2%	1.2%	2.4%
Environment	ES/MS Students	225	1.8	1.9	2.0	1.9	1.9	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	19.6%	42.7%	14.7%	9.8%	11.6%	1.8%
	Staff	45	2.1	1.8	2.0	1.8	2.2	1.8		Staff	24.4%	60.0%	4.4%	11.1%	0.0%	0.0%
	Parents	83	1.5	1.5	1.6	1.6	1.6	1.6		Parents	48.2%	47.0%	2.4%	2.4%	0.0%	0.0%
Governance	ES/MS Students	225	2.2	2.2	2.4	2.2	2.4	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	17.3%	42.7%	20.0%	9.8%	9.8%	0.4%
	Staff	45	2.3	1.9	2.2	1.9	2.2	1.9		Staff	28.9%	55.6%	8.9%	4.4%	2.2%	0.0%
	Parents	83	1.7	1.6	1.7	1.6	1.7	1.7		Parents	36.1%	53.0%	6.0%	1.2%	1.2%	2.4%

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

December 2006

Elementary / Middle School 310 of 780

GRANTOSA DRIVE SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	4.0
Nov 2003 - Nov 2004	N/A	3.3
Nov 2004 - Nov 2005	2.7	3.3

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	4.4
Nov 2003 - Nov 2004	N/A	3.8
Nov 2004 - Nov 2005	10.0	4.2

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

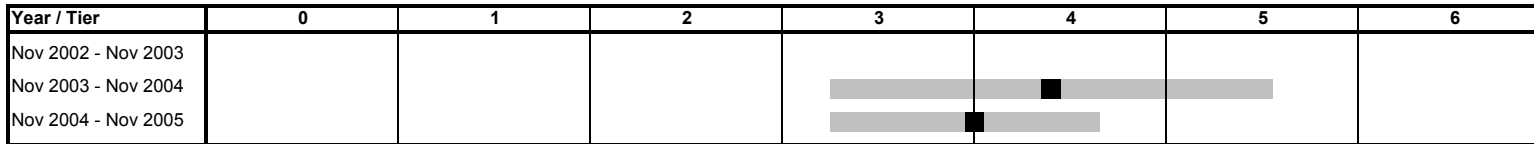
December 2006

Elementary / Middle School 311 of 780

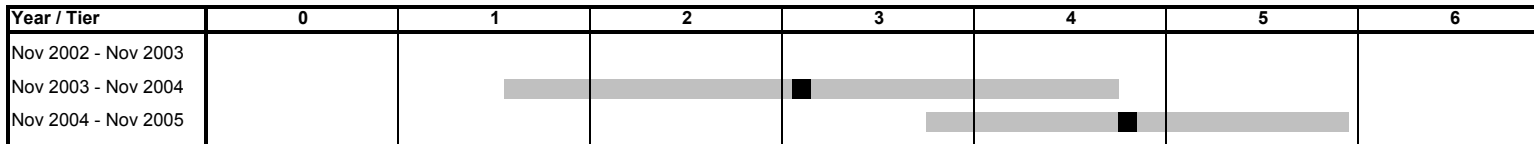
GRANTOSA DRIVE SCHOOL

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	3.9
Nov 2004 - Nov 2005	3.7	3.5



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	N/A
Nov 2003 - Nov 2004	N/A	2.6
Nov 2004 - Nov 2005	7.5	4.3



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

December 2006

Elementary / Middle School 312 of 780