

BROWN STREET ACADEMY

2005-2006 Report Card

Grades Kgn. - 5 MPS Elementary School

School Information	
Address	2029 N 20TH ST
Phone	414-935-3100
Fax	414-935-3115
Site Number	0089
School Operation	7:45 - 2:25

Administration	
Principal (05-06)	LARRY WILLIAMS
Principal (06-07)	LARRY WILLIAMS
05-06 Principal Years at Site	1
Board Member	DIRECTOR HARDIN

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
Total	637	617	558
Pre-Kindergarten	81	70	53
Kindergarten	105	80	79
Grade 1	84	106	79
Grade 2	109	92	95
Grade 3	82	104	84
Grade 4	90	81	87
Grade 5	86	84	81

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	49%	49%	46%
	Female	51%	51%	54%
Ethnicity	Asian	2%	2%	1%
	Native American	0%	N/A	N/A
	African American	95%	95%	95%
	Hispanic	1%	0%	0%
	White	0%	0%	0%
Groups	Special Education	11%	12%	15%
	English Language Learners	N/A	0%	0%
	Free/Reduced Lunch	85%	84%	87%

Student Movement		03-04	04-05	05-06
	Mobility Rate	10%	9%	12%
	Stability Rate	73%	76%	67%

School Profile

Brown Street Academy serves 550 students in grades K4-5th grade. Comprehensive literacy is developed through all eight areas of intelligence (linguistics, logical mathematics, spatial art, music, bodily kinesthetics, naturalist, interpersonal and intrapersonal). Children are given the opportunity to excel so that they meet or exceed proficiency on grade level standards/learning targets. Students' multiple intelligence strengths are used as gateways to engage them in higher level thinking. An extended day component gives students the opportunity to remain in school from 7:45 a.m. - 3:45 p.m. During the extended day component, students receive additional help in all areas.

Reading Achievement: Our goal is to have students reading on grade level by the end of grade 2. In addition, we focus on increasing the number of students scoring at or above proficient on the WKCE, WRCT and the TerraNova. Our reading program includes daily self selected reading, reading incentives programs, thematic language arts projects and a daily uninterrupted reading block. A multiple modality curriculum is used to assure daily success for all learners. A school wide Book of the Month is read aloud fostering literature focused conversations at school and at home. A reading resource teacher works with struggling readers and a literacy coach works with staff on implementing best practices. SAGE classrooms in K5-3rd grade provide the support and individual attention needed by beginning readers.

Math/Science: To improve math achievement, we supplement hands-on, investigative learning with extended day work on the basic facts and processes. A math leader/science specialist works with staff regarding best practices in both areas. Technology is used for math skill practice, problem solving and data organization/interpretation. The science lab provides weekly hands-on experiences using the scientific method. A science fair highlights individual and class projects.

Writing: Writing is emphasized in all content areas as well as in a daily writing block. Grade levels meet regularly to benchmark papers and to review grade level writing progress. All genres are taught at each grade level. Examples are discussed and showcased.

Staff Development: Staff development takes place at weekly grade level meetings where conversation is curriculum and standards focused. Our staff shares successful instructional strategies. A learning team reviews instruction, data analysis and curriculum in ongoing observations. An annual school sponsored literacy conference brings in experts in literacy across the curriculum. New teachers are supported through in-school mentoring and monthly meetings.

Parental/Community Involvement: Brown Street students reach out to their community with public service such as an annual food drive, a penny drive for community projects and ongoing community cleanups. The community assists with these projects and others. Second Harvest and the Next Door Foundation represent some of our community connections. The Family Involvement Committee facilitates outreach through a variety of monthly activities. A Parent Project each semester involves staff and parents working together in six weekly sessions to understand curriculum and explore technology.

BROWN STREET ACADEMY

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	83	99%	80%	61%	48%	73%	66%	50%	75%	70%	N/A	58%	55%	49%	65%	61%	100%	86%	77%	25%	77%	57%	30%	85%	65%	60%		
3	Math	03-04	84	100%	N/A	52%	67%	N/A	66%	100%	N/A	62%	N/A	N/A	44%	65%	N/A	54%	N/A	N/A	74%	N/A	52%	62%	N/A	52%	70%			
		04-05	104	99%	N/A	53%	65%	N/A	66%	100%	N/A	65%	N/A	N/A	44%	66%	N/A	58%	N/A	N/A	69%	0%	N/A	53%	63%	N/A	52%	68%		
		05-06	83	100%	73%	43%	25%	71%	60%	100%	62%	48%	N/A	37%	32%	25%	55%	50%	0%	79%	65%	0%	74%	44%	18%	70%	42%	30%		
4	Reading	03-04	84	100%	82%	67%	88%	75%	75%	100%	74%	71%	N/A	64%	62%	88%	69%	64%	100%	87%	83%	100%	78%	62%	90%	86%	72%	86%		
		04-05	81	100%	82%	62%	86%	74%	64%	100%	76%	80%	N/A	60%	57%	87%	65%	62%	N/A	87%	79%	0%	78%	56%	89%	86%	69%	85%		
		05-06	86	100%	82%	61%	52%	72%	66%	N/A	74%	72%	N/A	59%	54%	54%	68%	63%	N/A	88%	79%	0%	80%	60%	49%	84%	62%	56%		
4	Language	03-04	84	100%	79%	64%	92%	73%	72%	100%	70%	64%	N/A	60%	59%	91%	65%	62%	100%	85%	83%	100%	76%	60%	93%	83%	69%	91%		
		04-05	81	100%	79%	59%	83%	72%	64%	100%	71%	73%	N/A	56%	53%	82%	64%	61%	N/A	85%	77%	100%	76%	53%	83%	83%	65%	83%		
		05-06	86	100%	79%	58%	57%	70%	62%	N/A	70%	66%	N/A	54%	50%	58%	65%	62%	N/A	85%	78%	0%	76%	54%	56%	83%	62%	58%		
4	Math	03-04	84	100%	74%	53%	86%	72%	67%	100%	62%	44%	N/A	46%	45%	85%	58%	55%	100%	81%	73%	100%	74%	53%	88%	73%	52%	84%		
		04-05	81	99%	72%	46%	65%	73%	61%	100%	59%	55%	N/A	41%	38%	66%	56%	49%	N/A	79%	66%	0%	73%	46%	74%	71%	45%	59%		
		05-06	86	100%	73%	44%	31%	68%	55%	N/A	59%	52%	N/A	39%	34%	31%	56%	47%	N/A	80%	67%	50%	73%	45%	41%	70%	42%	22%		
4	Science	03-04	84	100%	80%	57%	94%	71%	67%	100%	74%	62%	N/A	50%	47%	94%	64%	63%	100%	88%	80%	100%	81%	57%	93%	81%	56%	95%		
		04-05	81	99%	78%	47%	72%	65%	52%	100%	69%	63%	N/A	41%	37%	72%	54%	51%	N/A	86%	74%	0%	79%	47%	74%	76%	46%	70%		
		05-06	86	100%	77%	49%	52%	67%	56%	N/A	66%	51%	N/A	45%	39%	52%	60%	56%	N/A	85%	72%	50%	78%	50%	56%	78%	48%	49%		
4	Social Studies	03-04	84	100%	90%	76%	99%	87%	86%	100%	84%	80%	N/A	73%	71%	99%	79%	78%	100%	95%	91%	100%	89%	75%	100%	90%	77%	98%		
		04-05	81	100%	91%	76%	90%	86%	81%	100%	89%	90%	N/A	74%	70%	91%	83%	79%	N/A	95%	90%	0%	90%	75%	86%	97%	77%	93%		
		05-06	86	100%	91%	77%	80%	86%	83%	N/A	88%	85%	N/A	75%	71%	80%	82%	80%	N/A	94%	89%	100%	90%	76%	80%	92%	79%	80%		
5	Reading	03-04	82	100%	N/A	63%	79%	N/A	67%	100%	N/A	74%	100%	N/A	59%	78%	N/A	63%	100%	N/A	80%	50%	N/A	58%	78%	N/A	68%	81%		
		04-05	82	100%	N/A	57%	90%	N/A	59%	100%	N/A	51%	N/A	N/A	51%	90%	N/A	54%	N/A	N/A	79%	100%	N/A	53%	93%	N/A	60%	87%		
		05-06	81	100%	83%	61%	57%	77%	68%	0%	75%	78%	N/A	59%	54%	57%	67%	64%	N/A	89%	82%	100%	81%	58%	44%	84%	65%	66%		
5	Language	03-04	82	100%	N/A	50%	59%	N/A	56%	67%	N/A	60%	100%	N/A	45%	57%	N/A	52%	100%	N/A	70%	50%	N/A	45%	59%	N/A	56%	58%		
		04-05	82	100%	N/A	42%	77%	N/A	52%	100%	N/A	43%	N/A	N/A	35%	76%	N/A	40%	N/A	N/A	66%	100%	N/A	37%	72%	N/A	47%	82%		
		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	82	98%	N/A	54%	66%	N/A	71%	67%	N/A	58%	100%	N/A	45%	65%	N/A	58%	100%	N/A	77%	50%	N/A	54%	70%	N/A	54%	61%		
		04-05	82	100%	N/A	50%	84%	N/A	67%	100%	N/A	46%	N/A	N/A	41%	83%	N/A	52%	N/A	N/A	75%	100%	N/A	51%	86%	N/A	49%	82%		
		05-06	81	100%	72%	40%	35%	69%	56%	100%	60%	53%	N/A	37%	32%	34%	52%	43%	N/A	80%	65%	0%	72%	40%	38%	72%	41%	32%		

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.

BROWN STREET ACADEMY

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	83	99%	50%	30%	21%	86%	66%	54%	57%	52%	50%	82%	62%	48%	65%	56%	46%	88%	76%	56%		
3	Math	03-04	84	100%	N/A	28%	25%	N/A	57%	71%	N/A	53%	N/A	N/A	52%	67%	N/A	49%	69%	N/A	66%	44%		
		04-05	104	99%	N/A	31%	20%	N/A	57%	70%	N/A	53%	N/A	N/A	53%	65%	N/A	48%	63%	N/A	70%	78%		
		05-06	83	100%	48%	26%	21%	75%	46%	26%	54%	48%	100%	73%	42%	23%	55%	39%	28%	80%	58%	13%		
4	Reading	03-04	84	100%	55%	34%	100%	87%	73%	86%	62%	57%	N/A	84%	68%	88%	71%	63%	89%	89%	83%	83%		
		04-05	81	100%	53%	31%	53%	86%	69%	94%	59%	53%	N/A	84%	63%	86%	68%	59%	87%	88%	80%	75%		
		05-06	86	100%	53%	34%	8%	87%	67%	59%	56%	45%	N/A	84%	63%	52%	69%	57%	51%	90%	76%	58%		
4	Language	03-04	84	100%	49%	31%	100%	84%	71%	91%	55%	53%	N/A	81%	66%	92%	67%	60%	92%	85%	81%	92%		
		04-05	81	100%	48%	27%	40%	84%	66%	92%	55%	49%	N/A	81%	61%	83%	66%	56%	83%	87%	77%	75%		
		05-06	86	100%	56%	35%	8%	83%	63%	65%	53%	43%	N/A	81%	60%	57%	64%	53%	55%	88%	74%	67%		
4	Math	03-04	84	100%	50%	31%	100%	78%	57%	84%	56%	53%	N/A	75%	53%	86%	58%	49%	88%	81%	70%	75%		
		04-05	81	99%	49%	25%	33%	76%	50%	73%	56%	48%	N/A	74%	46%	65%	55%	43%	65%	80%	64%	75%		
		05-06	86	100%	48%	28%	17%	76%	47%	34%	51%	38%	N/A	74%	44%	31%	54%	39%	30%	81%	60%	42%		
4	Science	03-04	84	100%	61%	34%	80%	85%	61%	96%	56%	58%	N/A	82%	57%	94%	65%	52%	93%	88%	78%	100%		
		04-05	81	99%	56%	24%	20%	82%	52%	83%	47%	45%	N/A	80%	47%	72%	59%	42%	73%	87%	73%	50%		
		05-06	86	100%	57%	32%	25%	81%	53%	57%	52%	43%	N/A	80%	50%	52%	61%	44%	49%	87%	65%	75%		
4	Social Studies	03-04	84	100%	78%	54%	100%	93%	81%	99%	74%	75%	N/A	91%	76%	99%	82%	73%	100%	95%	88%	92%		
		04-05	81	100%	78%	53%	73%	93%	81%	94%	75%	72%	N/A	92%	76%	90%	84%	74%	92%	95%	88%	50%		
		05-06	86	100%	80%	59%	58%	93%	81%	84%	76%	71%	N/A	92%	78%	80%	83%	74%	80%	95%	87%	83%		
5	Reading	03-04	82	100%	N/A	29%	50%	N/A	71%	88%	N/A	48%	N/A	N/A	65%	79%	N/A	60%	79%	N/A	78%	81%		
		04-05	82	100%	N/A	24%	62%	N/A	64%	96%	N/A	36%	100%	N/A	59%	90%	N/A	52%	88%	N/A	76%	100%		
		05-06	81	100%	50%	27%	0%	88%	69%	69%	58%	41%	N/A	85%	63%	57%	69%	58%	60%	90%	75%	43%		
5	Language	03-04	82	100%	N/A	21%	33%	N/A	57%	66%	N/A	36%	N/A	N/A	52%	59%	N/A	46%	58%	N/A	68%	63%		
		04-05	82	100%	N/A	15%	38%	N/A	47%	84%	N/A	25%	100%	N/A	44%	77%	N/A	36%	74%	N/A	63%	92%		
		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	82	98%	N/A	28%	44%	N/A	59%	72%	N/A	49%	N/A	N/A	54%	66%	N/A	50%	68%	N/A	69%	56%		
		04-05	82	100%	N/A	26%	54%	N/A	55%	90%	N/A	44%	100%	N/A	50%	84%	N/A	45%	83%	N/A	70%	92%		
		05-06	81	100%	43%	20%	29%	77%	45%	36%	51%	31%	N/A	74%	41%	35%	54%	36%	40%	81%	57%	7%		

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	424
3	Math	03-04	N/A	587	594
		04-05	N/A	585	594
		05-06	431	398	375
4	Reading	03-04	647	628	641
		04-05	646	623	641
		05-06	477	446	433
4	Language	03-04	648	633	654
		04-05	646	626	642
		05-06	298	279	274
4	Math	03-04	632	615	640
		04-05	633	610	623
		05-06	463	428	423
4	Science	03-04	640	619	655
		04-05	637	609	634
		05-06	300	276	275
4	Social Studies	03-04	648	632	647
		04-05	646	629	637
		05-06	298	280	279
5	Reading	03-04	N/A	649	659
		04-05	N/A	641	666
		05-06	485	452	447
5	Language	03-04	N/A	648	658
		04-05	N/A	643	673
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	636
		04-05	N/A	623	644
		05-06	484	449	445

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.

BROWN STREET ACADEMY

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%	96%	93%	92%	95%	93%	92%	91%	95%	94%	89%	96%	95%	82%	96%	93%	90%	96%	94%	92%
		04-05		95%	93%	92%	96%	96%	94%	93%	91%	N/A	93%	92%	92%	94%	94%	94%	96%	94%	95%	95%	93%	91%	95%	93%	92%
	State Target = 85%	05-06		N/A	93%	90%	N/A	96%	87%	N/A	92%	N/A	N/A	92%	90%	N/A	93%	92%	N/A	94%	90%	N/A	92%	89%	N/A	93%	91%

* 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%	89%	N/A	94%	91%	N/A	95%	100%	N/A	93%	91%	N/A	93%	90%	N/A	96%	96%
		04-05		N/A	91%	89%	N/A	93%	92%	N/A	95%	90%	N/A	93%	92%	N/A	93%	92%	N/A	93%	92%
		05-06		N/A	91%	85%	N/A	93%	91%	N/A	94%	84%	N/A	92%	90%	N/A	92%	90%	N/A	95%	92%

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	80	96%	96%	99%	100%	92%	N/A	95%	96%	97%	N/A	98%	N/A	96%	95%	97%	97%
	04-05	75	97%	99%	99%	100%	97%	N/A	96%	99%	97%	N/A	99%	N/A	96%	100%	97%	98%
	05-06	80	97%	98%	96%	N/A	100%	N/A	96%	98%	97%	N/A	99%	N/A	96%	100%	97%	95%

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	80	98%	100%	96%	96%	97%	N/A	96%	96%	96%	95%	97%	100%
	04-05	75	98%	100%	97%	98%	97%	N/A	97%	99%	97%	98%	98%	100%
	05-06	80	98%	92%	96%	99%	96%	N/A	97%	98%	96%	97%	99%	100%

ES indicates Elementary grade students.

N/A indicates: Not available / Not applicable

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BROWN STREET ACADEMY

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	221	5%	3%	44%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	N/A	3%	N/A
1	1%	2%	6%
2	1%	1%	N/A
3	N/A	5%	1%
4	3%	1%	2%
5	N/A	N/A	N/A
Total	1%	2%	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	84	100%	100%
Hispanic	N/A	N/A	N/A
White	2	100%	100%
English Lang. Learners	N/A	N/A	N/A
Students w/ Disabilities	12	100%	100%
Free/Red. Lunch	74	100%	100%
Total School	86	100%	100%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	70%	59%	66%
1	51%	61%	58%
2	68%	59%	63%
3	63%	44%	62%
4	58%	54%	61%
5	55%	49%	53%
Total	62%	54%	61%

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	65	1.7	1.7	1.8	1.7	1.8	1.8	Students at my school are given challenging work.	ES/MS Students	38.5%	41.5%	7.7%	12.3%	0.0%	0.0%
	Staff	25	1.9	1.9	2.4	1.9	2.3	1.9		Staff	24.0%	72.0%	4.0%	0.0%	0.0%	0.0%
	Parents	41	1.6	1.5	1.6	1.6	1.7	1.6		Parents	39.0%	43.9%	4.9%	2.4%	4.9%	4.9%
Safety	ES/MS Students	65	1.8	1.8	1.8	1.8	1.9	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	32.3%	44.6%	4.6%	10.8%	6.2%	1.5%
	Staff	25	2.0	1.8	2.6	1.8	2.6	1.9		Staff	16.0%	24.0%	32.0%	28.0%	0.0%	0.0%
	Parents	41	1.6	1.5	1.6	1.6	1.7	1.6		Parents	43.9%	51.2%	2.4%	2.4%	0.0%	0.0%
Environment	ES/MS Students	65	2.0	1.9	2.0	1.9	2.1	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	20.0%	27.7%	18.5%	16.9%	15.4%	1.5%
	Staff	25	2.1	1.8	2.6	1.8	2.3	1.8		Staff	12.0%	60.0%	12.0%	8.0%	8.0%	0.0%
	Parents	41	1.4	1.5	1.6	1.6	1.7	1.6		Parents	51.2%	34.1%	9.8%	4.9%	0.0%	0.0%
Governance	ES/MS Students	65	2.4	2.2	2.3	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	16.9%	35.4%	20.0%	15.4%	9.2%	3.1%
	Staff	25	2.0	1.9	2.3	1.9	2.4	1.9		Staff	16.0%	44.0%	28.0%	8.0%	4.0%	0.0%
	Parents	41	1.6	1.6	1.6	1.6	1.6	1.7		Parents	46.3%	43.9%	4.9%	0.0%	2.4%	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

BROWN STREET ACADEMY

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	3.2
Nov 2003 - Nov 2004	N/A	3.1
Nov 2004 - Nov 2005	-20.3	0.5

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	2.3
Nov 2003 - Nov 2004	N/A	3.3
Nov 2004 - Nov 2005	-27.9	-0.2

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

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