

DOVER STREET SCHOOL

2005-2006 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	619 E DOVER ST
Phone	414-294-1600
Fax	414-294-1615
Site Number	0131
School Operation	7:45 - 2:25

Administration	
Principal (05-06)	JACLYN DEE LABER
Principal (06-07)	JACLYN DEE LABER
05-06 Principal Years at Site	13
Board Member	DIRECTOR DANNECKER

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
Total	331	376	353
Pre-Kindergarten	52	67	80
Kindergarten	34	50	35
Grade 1	43	52	47
Grade 2	36	48	51
Grade 3	50	52	38
Grade 4	52	52	50
Grade 5	64	55	52

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	50%	50%	52%
	Female	50%	50%	48%
Ethnicity	Asian	2%	1%	1%
	Native American	3%	4%	4%
	African American	21%	21%	24%
	Hispanic	22%	24%	31%
	White	46%	44%	35%
Groups	Special Education	16%	16%	19%
	English Language Learners	1%	2%	N/A
	Free/Reduced Lunch	73%	81%	85%

Student Movement		03-04	04-05	05-06
	Mobility Rate	22%	16%	13%
	Stability Rate	77%	69%	77%

School Profile

One of a kind learning environment

Located in the heart of Bay View, Dover Street School is educating tomorrow's citizens. In our "City Within a School", students become smart, responsible and independent. We elect a student mayor, common council, operate a store, post office, recycling center, library and diner.

Dover Street School is further distinguished because it is a First Amendment School, one of twenty in the nation. With grant money from Washington, D.C., students receive special lessons in history, civics, and the five freedoms present in our living democracy.

Students: Dover Street School educates 350, K3 and K4 (Head Start) through Grade 5 students. As a part of the Student Achievement Guarantee in Education Program (SAGE), class sizes in K-3 are maintained at 15 students to one teacher. Dover Street uses a full inclusion model to service our exceptional education population of LD, ED, OHI, ADD, CD, and Autistic students. Before and after school child care is available.

Staff: Dover's Street School has a highly skilled staff with more than half of its teachers holding masters' degrees and CPR certification. Subjects are taught using quality strategies that provide equal opportunities for all students. The staff has been involved in continuous training on Wisconsin's Standards, MPS Learning Targets and State Testing.

Reading: As one of the first Direct Instruction schools in Milwaukee, Dover Street has taught students to read using phonics for eight years. After "learning to read" (Grades K-2), students "read to learn" (Grades 3-5). Beyond Direct Instruction, Open Court Reading accommodates advanced readers by providing strong literature selections that explore all genres. By using two of the three nationally approved reading programs, Dover Street produces proficient and advanced readers.

Writing: Dover has become a writing intensive school with opportunities for writing across the curriculum. Portfolios detail work done by the students in Math, Social Studies, Science and Reading. A real school post office helps students send letters throughout the building.

Math, Science, and Social Studies: Students are taught the Math, Science, and Social Studies facts to mastery. Hands on activities teach problem solving and critical thinking. Teachers use the Investigations Program, Direct Instruction Math Program and current events to teach and provide practical application.

Specials: Dover Street has a full time gym teacher. Art and music is integrated into the classroom. A special partnership with the Milwaukee Ballet provides in school dance lessons to Grades 3-5. Students may also receive in school instrumental music lessons leading to participation in band and orchestra. Dover Street has an active Boy Scout Pack and one of the largest Girl Scout Troops in the city.

Family Involvement: Dover Street School has a full time Parent Coordinator to welcome and assist families. Home-School communication is enhanced by weekly newsletters that detail information regarding the school, PTA, and upcoming events. All School Family Homework Assignments allow families to work together on projects which are displayed at school and in the community. Dover families participate in food drives, support animal shelters, and maintain partnerships with the Peace Corp., Junior Achievement, Cedarburg High School, Bay View Library, U.S. Postal Service, and Mayor Barrett's office. Its' PTA won nine awards this year. A "Welcome to Dover" picnic is held every August.

Rewards and Awards: In our "city", students are recognized for good citizenship and strong attendance. Rewards for reading and achievement are earned on a non-competitive basis. Our end of the year Awards Day Program includes every child.

DOVER STREET 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	38	100%	80%	61%	89%	73%	66%	N/A	75%	70%	100%	58%	55%	91%	65%	61%	91%	86%	77%	87%	77%	57%	83%	85%	65%	100%		
3	Math	03-04	49	100%	N/A	52%	59%	N/A	66%	N/A	N/A	62%	100%	N/A	44%	46%	N/A	54%	73%	N/A	74%	57%	N/A	52%	62%	N/A	52%	57%		
		04-05	52	100%	N/A	53%	44%	N/A	66%	N/A	N/A	65%	25%	N/A	44%	36%	N/A	58%	42%	N/A	69%	52%	N/A	53%	37%	N/A	52%	52%		
		05-06	38	100%	73%	43%	74%	71%	60%	N/A	62%	48%	100%	37%	32%	64%	55%	50%	64%	79%	65%	87%	74%	44%	78%	70%	42%	67%		
4	Reading	03-04	57	100%	82%	67%	72%	75%	75%	N/A	74%	71%	100%	64%	62%	55%	69%	64%	60%	87%	83%	79%	78%	62%	63%	86%	72%	81%		
		04-05	53	100%	82%	62%	77%	74%	64%	N/A	76%	80%	100%	60%	57%	55%	65%	62%	80%	87%	79%	84%	78%	56%	72%	86%	69%	82%		
		05-06	52	100%	82%	61%	77%	72%	66%	N/A	74%	72%	80%	59%	54%	60%	68%	63%	64%	88%	79%	95%	80%	60%	64%	84%	62%	92%		
4	Language	03-04	57	100%	79%	64%	65%	73%	72%	N/A	70%	64%	100%	60%	59%	45%	65%	62%	60%	85%	83%	71%	76%	60%	63%	83%	69%	67%		
		04-05	53	100%	79%	59%	70%	72%	64%	N/A	71%	73%	100%	56%	53%	36%	64%	61%	73%	85%	77%	80%	76%	53%	64%	83%	65%	75%		
		05-06	52	100%	79%	58%	69%	70%	62%	N/A	70%	66%	60%	54%	50%	47%	65%	62%	73%	85%	78%	86%	76%	54%	61%	83%	62%	79%		
4	Math	03-04	57	100%	74%	53%	54%	72%	67%	N/A	62%	44%	100%	46%	45%	27%	58%	55%	30%	81%	73%	68%	74%	53%	63%	73%	52%	44%		
		04-05	53	98%	72%	46%	38%	73%	61%	N/A	59%	55%	100%	41%	38%	0%	56%	49%	53%	79%	66%	40%	73%	46%	32%	71%	45%	43%		
		05-06	52	100%	73%	44%	50%	68%	55%	N/A	59%	52%	60%	39%	34%	33%	56%	47%	55%	80%	67%	57%	73%	45%	50%	70%	42%	50%		
4	Science	03-04	57	98%	80%	57%	70%	71%	67%	N/A	74%	62%	100%	50%	47%	36%	64%	63%	60%	88%	80%	82%	81%	57%	70%	81%	56%	70%		
		04-05	53	100%	78%	47%	60%	65%	52%	N/A	69%	63%	100%	41%	37%	27%	54%	51%	87%	86%	74%	56%	79%	47%	56%	76%	46%	64%		
		05-06	52	100%	77%	49%	67%	67%	56%	N/A	66%	51%	60%	45%	39%	40%	60%	56%	73%	85%	72%	86%	78%	50%	64%	78%	48%	71%		
4	Social Studies	03-04	57	96%	90%	76%	79%	87%	86%	N/A	84%	80%	100%	73%	71%	64%	79%	78%	60%	95%	91%	88%	89%	75%	80%	90%	77%	78%		
		04-05	53	100%	91%	76%	83%	86%	81%	N/A	89%	90%	100%	74%	70%	82%	83%	79%	87%	95%	90%	80%	90%	75%	80%	97%	77%	86%		
		05-06	52	100%	91%	77%	85%	86%	83%	N/A	88%	85%	80%	75%	71%	73%	82%	80%	82%	94%	89%	95%	90%	76%	82%	92%	79%	88%		
5	Reading	03-04	62	98%	N/A	63%	60%	N/A	67%	100%	N/A	74%	67%	N/A	59%	47%	N/A	63%	73%	N/A	80%	63%	N/A	58%	69%	N/A	68%	52%		
		04-05	55	98%	N/A	57%	67%	N/A	59%	N/A	N/A	51%	100%	N/A	51%	50%	N/A	54%	50%	N/A	79%	78%	N/A	53%	56%	N/A	60%	79%		
		05-06	55	100%	83%	61%	71%	77%	68%	N/A	75%	78%	100%	59%	54%	40%	67%	64%	82%	89%	82%	82%	81%	58%	64%	84%	65%	78%		
5	Language	03-04	62	98%	N/A	50%	42%	N/A	56%	0%	N/A	60%	33%	N/A	45%	32%	N/A	52%	36%	N/A	70%	50%	N/A	45%	41%	N/A	56%	42%		
		04-05	55	98%	N/A	42%	47%	N/A	52%	N/A	N/A	43%	100%	N/A	35%	21%	N/A	40%	38%	N/A	66%	59%	N/A	37%	33%	N/A	47%	61%		
		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	62	100%	N/A	54%	35%	N/A	71%	100%	N/A	58%	0%	N/A	45%	16%	N/A	58%	27%	N/A	77%	50%	N/A	54%	41%	N/A	54%	30%		
		04-05	55	100%	N/A	50%	64%	N/A	67%	N/A	N/A	46%	100%	N/A	41%	36%	N/A	52%	63%	N/A	75%	75%	N/A	51%	67%	N/A	49%	61%		
		05-06	55	100%	72%	40%	55%	69%	56%	N/A	60%	53%	100%	37%	32%	40%	52%	43%	76%	80%	65%	45%	72%	40%	50%	72%	41%	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.

DOVER STREET 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	38	100%	50%	30%	57%	86%	66%	97%	57%	52%	N/A	82%	62%	89%	65%	56%	90%	88%	76%	86%		
3	Math	03-04	49	100%	N/A	28%	40%	N/A	57%	64%	N/A	53%	N/A	N/A	52%	59%	N/A	49%	56%	N/A	66%	75%		
		04-05	52	100%	N/A	31%	8%	N/A	57%	55%	N/A	53%	0%	N/A	53%	47%	N/A	48%	40%	N/A	70%	71%		
		05-06	38	100%	48%	26%	43%	75%	46%	81%	54%	48%	N/A	73%	42%	74%	55%	39%	71%	80%	58%	86%		
4	Reading	03-04	57	100%	55%	34%	38%	87%	73%	82%	62%	57%	0%	84%	68%	73%	71%	63%	67%	89%	83%	91%		
		04-05	53	100%	53%	31%	38%	86%	69%	90%	59%	53%	N/A	84%	63%	77%	68%	59%	77%	88%	80%	83%		
		05-06	52	100%	53%	34%	46%	87%	67%	87%	56%	45%	N/A	84%	63%	77%	69%	57%	72%	90%	76%	92%		
4	Language	03-04	57	100%	49%	31%	31%	84%	71%	75%	55%	53%	0%	81%	66%	66%	67%	60%	59%	85%	81%	91%		
		04-05	53	100%	48%	27%	38%	84%	66%	80%	55%	49%	N/A	81%	61%	70%	66%	56%	68%	87%	77%	83%		
		05-06	52	100%	56%	35%	54%	83%	63%	74%	53%	43%	N/A	81%	60%	69%	64%	53%	64%	88%	74%	85%		
4	Math	03-04	57	100%	50%	31%	23%	78%	57%	64%	56%	53%	0%	75%	53%	55%	58%	49%	50%	81%	70%	73%		
		04-05	53	98%	49%	25%	15%	76%	50%	45%	56%	48%	N/A	74%	46%	38%	55%	43%	36%	80%	64%	50%		
		05-06	52	100%	48%	28%	23%	76%	47%	59%	51%	38%	N/A	74%	44%	50%	54%	39%	44%	81%	60%	69%		
4	Science	03-04	57	98%	61%	34%	46%	85%	61%	77%	56%	58%	0%	82%	57%	71%	65%	52%	67%	88%	78%	82%		
		04-05	53	100%	56%	24%	23%	82%	52%	73%	47%	45%	N/A	80%	47%	60%	59%	42%	55%	87%	73%	100%		
		05-06	52	100%	57%	32%	46%	81%	53%	74%	52%	43%	N/A	80%	50%	67%	61%	44%	59%	87%	65%	92%		
4	Social Studies	03-04	57	96%	78%	54%	46%	93%	81%	89%	74%	75%	0%	91%	76%	80%	82%	73%	76%	95%	88%	91%		
		04-05	53	100%	78%	53%	69%	93%	81%	88%	75%	72%	N/A	92%	76%	83%	84%	74%	83%	95%	88%	83%		
		05-06	52	100%	80%	59%	69%	93%	81%	90%	76%	71%	N/A	92%	78%	85%	83%	74%	79%	95%	87%	100%		
5	Reading	03-04	62	98%	N/A	29%	38%	N/A	71%	65%	N/A	48%	100%	N/A	65%	59%	N/A	60%	52%	N/A	78%	92%		
		04-05	55	98%	N/A	24%	23%	N/A	64%	81%	N/A	36%	N/A	N/A	59%	67%	N/A	52%	63%	N/A	76%	100%		
		05-06	55	100%	50%	27%	54%	88%	69%	76%	58%	41%	N/A	85%	63%	71%	69%	58%	71%	90%	75%	67%		
5	Language	03-04	62	98%	N/A	21%	8%	N/A	57%	51%	N/A	36%	0%	N/A	52%	43%	N/A	46%	36%	N/A	68%	67%		
		04-05	55	98%	N/A	15%	8%	N/A	47%	60%	N/A	25%	N/A	N/A	44%	47%	N/A	36%	46%	N/A	63%	57%		
		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	62	100%	N/A	28%	15%	N/A	59%	41%	N/A	49%	0%	N/A	54%	36%	N/A	50%	30%	N/A	69%	58%		
		04-05	55	100%	N/A	26%	31%	N/A	55%	74%	N/A	44%	N/A	N/A	50%	64%	N/A	45%	60%	N/A	70%	86%		
		05-06	55	100%	43%	20%	38%	77%	45%	60%	51%	31%	N/A	74%	41%	55%	54%	36%	57%	81%	57%	33%		

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	453
3	Math	03-04	N/A	587	599
		04-05	N/A	585	576
		05-06	431	398	428
4	Reading	03-04	647	628	637
		04-05	646	623	634
		05-06	477	446	467
4	Language	03-04	648	633	635
		04-05	646	626	639
		05-06	298	279	293
4	Math	03-04	632	615	614
		04-05	633	610	608
		05-06	463	428	432
4	Science	03-04	640	619	625
		04-05	637	609	622
		05-06	300	276	293
4	Social Studies	03-04	648	632	636
		04-05	646	629	637
		05-06	298	280	290
5	Reading	03-04	N/A	649	647
		04-05	N/A	641	649
		05-06	485	452	461
5	Language	03-04	N/A	648	647
		04-05	N/A	643	649
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	616
		04-05	N/A	623	632
		05-06	484	449	458

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.

DOVER STREET 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%	92%	97%	96%	85%	93%	92%	91%	93%	92%	92%	95%	94%	92%	96%	95%	93%	96%	93%	93%	96%	94%	92%
		04-05		95%	93%	91%	96%	96%	79%	93%	91%	87%	93%	92%	89%	94%	94%	91%	96%	94%	92%	95%	93%	91%	95%	93%	91%
	State Target = 85%	05-06		N/A	93%	91%	N/A	96%	95%	N/A	92%	92%	N/A	92%	90%	N/A	93%	90%	N/A	94%	93%	N/A	92%	91%	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%	92%	N/A	94%	93%	N/A	95%	97%	N/A	93%	92%	N/A	93%	92%	N/A	96%	93%
		04-05		N/A	91%	91%	N/A	93%	91%	N/A	95%	92%	N/A	93%	91%	N/A	93%	91%	N/A	93%	91%
		05-06		N/A	91%	90%	N/A	93%	92%	N/A	94%	98%	N/A	92%	91%	N/A	92%	91%	N/A	95%	93%

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	50	96%	90%	99%	N/A	92%	100%	95%	75%	97%	89%	98%	94%	96%	88%	97%	92%			
	04-05	49	97%	98%	99%	N/A	97%	100%	96%	92%	97%	100%	99%	100%	96%	100%	97%	96%			
	05-06	51	97%	90%	96%	N/A	100%	100%	96%	82%	97%	100%	99%	90%	96%	85%	97%	96%			

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	50	98%	100%	96%	88%	97%	N/A	96%	90%	96%	90%	97%	91%	
	04-05	49	98%	100%	97%	97%	N/A	97%	98%	97%	98%	98%	100%		
	05-06	51	98%	92%	96%	89%	96%	N/A	97%	90%	96%	88%	99%	100%	

ES indicates Elementary grade students.

N/A indicates: Not available / Not applicable

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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	4	2%	1%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	6%	N/A	14%
1	5%	4%	2%
2	3%	N/A	N/A
3	6%	6%	8%
4	10%	2%	10%
5	N/A	7%	N/A
Total	5%	3%	5%

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	5	100%	100%
African American	15	100%	100%
Hispanic	11	100%	100%
White	21	100%	100%
English Lang. Learners	N/A	N/A	N/A
Students w/ Disabilities	13	100%	100%
Free/Red. Lunch	39	100%	100%
Total School	52	100%	100%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	29%	32%	31%
1	35%	19%	30%
2	14%	31%	29%
3	28%	31%	32%
4	35%	42%	34%
5	27%	29%	35%
Total	28%	31%	32%

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	108	1.6	1.7	1.6	1.7	1.7	1.8	Students at my school are given challenging work.	ES/MS Students	37.0%	41.7%	12.0%	2.8%	5.6%	0.9%
	Staff	61	1.4	1.9	1.4	1.9	1.6	1.9		Staff	32.8%	44.3%	0.0%	0.0%	13.1%	9.8%
	Parents	82	1.4	1.5	1.5	1.6	1.6	1.6		Parents	35.4%	61.0%	1.2%	0.0%	2.4%	0.0%
Safety	ES/MS Students	108	1.4	1.8	1.5	1.8	1.5	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	51.9%	44.4%	2.8%	0.0%	0.9%	0.0%
	Staff	61	1.3	1.8	1.3	1.8	1.4	1.9		Staff	54.1%	42.6%	1.6%	0.0%	0.0%	1.6%
	Parents	82	1.3	1.5	1.4	1.6	1.6	1.6		Parents	47.6%	48.8%	0.0%	0.0%	1.2%	2.4%
Environment	ES/MS Students	108	1.5	1.9	1.7	1.9	1.6	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	28.7%	49.1%	12.0%	4.6%	5.6%	0.0%
	Staff	61	1.3	1.8	1.3	1.8	1.5	1.8		Staff	63.9%	34.4%	0.0%	0.0%	1.6%	0.0%
	Parents	82	1.1	1.5	1.2	1.6	1.6	1.6		Parents	58.5%	39.0%	0.0%	1.2%	0.0%	1.2%
Governance	ES/MS Students	108	1.8	2.2	1.9	2.2	1.9	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	28.7%	49.1%	5.6%	4.6%	9.3%	2.8%
	Staff	61	1.4	1.9	1.4	1.9	1.6	1.9		Staff	37.7%	52.5%	1.6%	1.6%	6.6%	0.0%
	Parents	82	1.3	1.6	1.4	1.6	1.6	1.7		Parents	34.1%	48.8%	1.2%	1.2%	14.6%	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

DOVER STREET SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	2.9
Nov 2003 - Nov 2004	N/A	2.6
Nov 2004 - Nov 2005	6.8	3.9

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	2.9
Nov 2003 - Nov 2004	N/A	2.3
Nov 2004 - Nov 2005	-5.8	2.3

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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