

FOREST HOME AVENUE SCHOOL

2005-2006 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	1516 W FOREST HOME AV
Phone	414-902-6200
Fax	414-902-6215
Site Number	0173
School Operation	7:45 - 2:25

Administration	
Principal (05-06)	SARA MARQUEZ
Principal (06-07)	SARA MARQUEZ
05-06 Principal Years at Site	10
Board Member	DIRECTOR MORALES

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
Total	880	912	846
Pre-Kindergarten	130	144	150
Kindergarten	122	119	116
Grade 1	129	132	127
Grade 2	123	118	117
Grade 3	125	130	103
Grade 4	128	131	121
Grade 5	123	138	112

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	52%	51%	51%
	Female	48%	49%	49%
Ethnicity	Asian	0%	0%	0%
	Native American	1%	1%	1%
	African American	7%	9%	10%
	Hispanic	84%	82%	81%
	White	5%	6%	5%
Groups	Special Education	15%	14%	15%
	English Language Learners	37%	32%	37%
	Free/Reduced Lunch	89%	91%	93%

Student Movement		03-04	04-05	05-06
	Mobility Rate	13%	11%	11%
	Stability Rate	80%	77%	79%

School Profile

Forest Home Avenue School is a bilingual/multicultural school located on the near South side of Milwaukee. Forest Home Avenue offers monolingual instruction and instruction specifically designed for English Language Learners. The school maintains a safe and nurturing environment and a quality education for its 900 plus students. The school's dedicated staff is committed to ensuring each child achieves academically.

Parent Involvement: Parent involvement continues to be one of Forest Home Avenue School's strongest assets. Parents are an integral part of our school community and are involved in many activities to increase student achievement. Seminars are offered to increase parent awareness of health issues, parenting skills community education and opportunity awareness.

Community Involvement: Partnership and involvement with the Milwaukee community offer Forest Home Avenue's population an innovative means of enriching the students' education. A partnership with the Milwaukee Christian Center allows Forest Home Avenue to serve as a safe-harbor site for students before and after school hours. The partnership also provides students with homework help as well as enrichment activities. The Universities of Milwaukee, Alverno, and MATC, place student teachers and field experience students in classrooms which provide reciprocal educational benefits. Junior Achievement provides an opportunity for students to develop critical thinking skills as well as apply mathematical skills in everyday situations. The SHARP program integrates art and writing with Social Studies. The Homework First Grant is designed to motivate students to develop good homework habits.

Reading/Language Arts Achievement: The SAGE program in K5, 1st, 2nd, and 3rd grades provides individualized instruction and allows for intensive implementation of strategies to improve achievement of low performing students with a 15-1 student teacher ratio. Forest Home Avenue has implemented a Direct Instruction block in reading for all students.

Mathematics Achievement: Classroom Assessments Based on Standards (CABS) are developed, administered, and analyzed as a method to track student achievements and needs in order to maintain

continued success in mathematics. Forest Home Avenue's mathematics curriculum is based around the Learning Targets, state descriptors, Houghton Mifflin Math text and Investigations series.

Science Achievement: Two hands-on science labs, each with a full time science teacher, supplement classroom science instruction. The scientific method guides students through the curriculum. An annual Science Fair enables students to demonstrate knowledge of science concepts and the scientific method to the Forest Home Avenue community.

Special Education: Forest Home Avenue provides an extensive Special Education Program that services the needs of students in K3 to Grade 5. The Special Education programs are in the form of comprehensive to least restrictive classroom settings. All special needs students receive the support of certified Special Education teachers.

Student Leadership: Forest Home Avenue challenges its students to achieve a high level of leadership. The following organizations are offered to students as an incentive to develop leadership skills:

- | | |
|-----------------|-------------|
| Peer Mediation | Pom-Poms |
| Student Council | Drum Corps |
| Newspaper | Sport Teams |

FOREST HOME AVENUE 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	105	100%	80%	61%	44%	73%	66%	N/A	75%	70%	0%	58%	55%	30%	65%	61%	45%	86%	77%	50%	77%	57%	35%	85%	65%	51%		
3	Math	03-04	127	100%	N/A	52%	44%	N/A	66%	100%	N/A	62%	N/A	N/A	44%	0%	N/A	54%	45%	N/A	74%	45%	N/A	52%	43%	N/A	52%	45%		
		04-05	125	99%	N/A	53%	39%	N/A	66%	0%	N/A	65%	50%	N/A	44%	33%	N/A	58%	43%	N/A	69%	14%	N/A	53%	42%	N/A	52%	37%		
		05-06	105	100%	73%	43%	34%	71%	60%	N/A	62%	48%	0%	37%	32%	10%	55%	50%	35%	79%	65%	63%	74%	44%	28%	70%	42%	39%		
4	Reading	03-04	135	99%	82%	67%	47%	75%	75%	N/A	74%	71%	0%	64%	62%	41%	69%	64%	47%	87%	83%	60%	78%	62%	43%	86%	72%	50%		
		04-05	127	100%	82%	62%	50%	74%	64%	N/A	76%	80%	100%	60%	57%	45%	65%	62%	47%	87%	79%	77%	78%	56%	45%	86%	69%	54%		
		05-06	120	100%	82%	61%	48%	72%	66%	N/A	74%	72%	0%	59%	54%	38%	68%	63%	52%	88%	79%	38%	80%	60%	52%	84%	62%	45%		
4	Language	03-04	135	99%	79%	64%	46%	73%	72%	N/A	70%	64%	0%	60%	59%	41%	65%	62%	46%	85%	83%	60%	76%	60%	46%	83%	69%	46%		
		04-05	127	100%	79%	59%	59%	72%	64%	N/A	71%	73%	100%	56%	53%	45%	64%	61%	60%	85%	77%	62%	76%	53%	52%	83%	65%	66%		
		05-06	120	100%	79%	58%	47%	70%	62%	N/A	70%	66%	0%	54%	50%	25%	65%	62%	50%	85%	78%	46%	76%	54%	41%	83%	62%	52%		
4	Math	03-04	135	99%	74%	53%	38%	72%	67%	N/A	62%	44%	0%	46%	45%	18%	58%	55%	40%	81%	73%	60%	74%	53%	43%	73%	52%	32%		
		04-05	127	100%	72%	46%	43%	73%	61%	N/A	59%	55%	0%	41%	38%	9%	56%	49%	47%	79%	66%	46%	73%	46%	40%	71%	45%	45%		
		05-06	120	100%	73%	44%	38%	68%	55%	N/A	59%	52%	0%	39%	34%	13%	56%	47%	43%	80%	67%	23%	73%	45%	39%	70%	42%	36%		
4	Science	03-04	135	99%	80%	57%	44%	71%	67%	N/A	74%	62%	0%	50%	47%	24%	64%	63%	47%	88%	80%	60%	81%	57%	51%	81%	56%	38%		
		04-05	127	100%	78%	47%	45%	65%	52%	N/A	69%	63%	100%	41%	37%	27%	54%	51%	46%	86%	74%	54%	79%	47%	45%	76%	46%	45%		
		05-06	120	100%	77%	49%	39%	67%	56%	N/A	66%	51%	0%	45%	39%	25%	60%	56%	45%	85%	72%	15%	78%	50%	36%	78%	48%	42%		
4	Social Studies	03-04	135	99%	90%	76%	73%	87%	86%	N/A	84%	80%	0%	73%	71%	71%	79%	78%	73%	95%	91%	100%	89%	75%	72%	90%	77%	75%		
		04-05	127	100%	91%	76%	76%	86%	81%	N/A	89%	90%	100%	74%	70%	73%	83%	79%	74%	95%	90%	100%	90%	75%	76%	97%	77%	77%		
		05-06	120	98%	91%	77%	70%	86%	83%	N/A	88%	85%	33%	75%	71%	50%	82%	80%	74%	94%	89%	62%	90%	76%	70%	92%	79%	70%		
5	Reading	03-04	128	100%	N/A	63%	53%	N/A	67%	100%	N/A	74%	67%	N/A	59%	43%	N/A	63%	55%	N/A	80%	33%	N/A	58%	48%	N/A	68%	60%		
		04-05	132	100%	N/A	57%	43%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	41%	N/A	54%	41%	N/A	79%	75%	N/A	53%	40%	N/A	60%	46%		
		05-06	109	99%	83%	61%	61%	77%	68%	N/A	75%	78%	N/A	59%	54%	57%	67%	64%	60%	89%	82%	75%	81%	58%	63%	84%	65%	58%		
5	Language	03-04	128	100%	N/A	50%	38%	N/A	56%	100%	N/A	60%	67%	N/A	45%	14%	N/A	52%	36%	N/A	70%	67%	N/A	45%	30%	N/A	56%	47%		
		04-05	132	100%	N/A	42%	33%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	29%	N/A	40%	35%	N/A	66%	13%	N/A	37%	33%	N/A	47%	32%		
		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	128	100%	N/A	54%	45%	N/A	71%	100%	N/A	58%	67%	N/A	45%	36%	N/A	58%	45%	N/A	77%	44%	N/A	54%	42%	N/A	54%	47%		
		04-05	132	100%	N/A	50%	37%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	18%	N/A	52%	38%	N/A	75%	63%	N/A	51%	33%	N/A	49%	41%		
		05-06	109	99%	72%	40%	41%	69%	56%	N/A	60%	53%	N/A	37%	32%	21%	52%	43%	43%	80%	65%	63%	72%	40%	47%	72%	41%	34%		

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.

FOREST HOME AVENUE 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	105	100%	50%	30%	15%	86%	66%	51%	57%	52%	38%	82%	62%	50%	65%	56%	45%	88%	76%	33%		
3	Math	03-04	127	100%	N/A	28%	22%	N/A	57%	46%	N/A	53%	46%	N/A	52%	42%	N/A	49%	45%	N/A	66%	36%		
		04-05	125	99%	N/A	31%	0%	N/A	57%	46%	N/A	53%	51%	N/A	53%	29%	N/A	48%	38%	N/A	70%	60%		
		05-06	105	100%	48%	26%	10%	75%	46%	40%	54%	48%	40%	73%	42%	29%	55%	39%	32%	80%	58%	56%		
4	Reading	03-04	135	99%	55%	34%	5%	87%	73%	54%	62%	57%	32%	84%	68%	59%	71%	63%	47%	89%	83%	50%		
		04-05	127	100%	53%	31%	15%	86%	69%	54%	59%	53%	44%	84%	63%	54%	68%	59%	50%	88%	80%	50%		
		05-06	120	100%	53%	34%	21%	87%	67%	52%	56%	45%	46%	84%	63%	50%	69%	57%	48%	90%	76%	56%		
4	Language	03-04	135	99%	49%	31%	5%	84%	71%	53%	55%	53%	37%	81%	66%	53%	67%	60%	46%	85%	81%	50%		
		04-05	127	100%	48%	27%	0%	84%	66%	66%	55%	49%	60%	81%	61%	59%	66%	56%	59%	87%	77%	50%		
		05-06	120	100%	56%	35%	7%	83%	63%	52%	53%	43%	54%	81%	60%	41%	64%	53%	46%	88%	74%	56%		
4	Math	03-04	135	99%	50%	31%	5%	78%	57%	43%	56%	53%	37%	75%	53%	38%	58%	49%	38%	81%	70%	0%		
		04-05	127	100%	49%	25%	0%	76%	50%	47%	56%	48%	44%	74%	46%	41%	55%	43%	43%	80%	64%	0%		
		05-06	120	100%	48%	28%	14%	76%	47%	41%	51%	38%	33%	74%	44%	41%	54%	39%	37%	81%	60%	44%		
4	Science	03-04	135	99%	61%	34%	15%	85%	61%	50%	56%	58%	35%	82%	57%	52%	65%	52%	44%	88%	78%	50%		
		04-05	127	100%	56%	24%	0%	82%	52%	50%	47%	45%	51%	80%	47%	40%	59%	42%	45%	87%	73%	50%		
		05-06	120	100%	57%	32%	14%	81%	53%	42%	52%	43%	42%	80%	50%	37%	61%	44%	38%	87%	65%	56%		
4	Social Studies	03-04	135	99%	78%	54%	15%	93%	81%	83%	74%	75%	71%	91%	76%	75%	82%	73%	73%	95%	88%	100%		
		04-05	127	100%	78%	53%	38%	93%	81%	81%	75%	72%	75%	92%	76%	77%	84%	74%	77%	95%	88%	50%		
		05-06	120	98%	80%	59%	43%	93%	81%	74%	76%	71%	81%	92%	78%	62%	83%	74%	69%	95%	87%	78%		
5	Reading	03-04	128	100%	N/A	29%	7%	N/A	71%	59%	N/A	48%	47%	N/A	65%	57%	N/A	60%	54%	N/A	78%	33%		
		04-05	132	100%	N/A	24%	5%	N/A	64%	50%	N/A	36%	30%	N/A	59%	51%	N/A	52%	43%	N/A	76%	33%		
		05-06	109	99%	50%	27%	33%	88%	69%	66%	58%	41%	36%	85%	63%	71%	69%	58%	59%	90%	75%	78%		
5	Language	03-04	128	100%	N/A	21%	7%	N/A	57%	42%	N/A	36%	33%	N/A	52%	40%	N/A	46%	39%	N/A	68%	0%		
		04-05	132	100%	N/A	15%	5%	N/A	47%	38%	N/A	25%	24%	N/A	44%	38%	N/A	36%	32%	N/A	63%	67%		
		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	128	100%	N/A	28%	7%	N/A	59%	50%	N/A	49%	47%	N/A	54%	43%	N/A	50%	46%	N/A	69%	17%		
		04-05	132	100%	N/A	26%	10%	N/A	55%	42%	N/A	44%	30%	N/A	50%	41%	N/A	45%	37%	N/A	70%	33%		
		05-06	109	99%	43%	20%	22%	77%	45%	45%	51%	31%	27%	74%	41%	47%	54%	36%	39%	81%	57%	67%		

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	426
3	Math	03-04	N/A	587	577
		04-05	N/A	585	568
		05-06	431	398	387
4	Reading	03-04	647	628	608
		04-05	646	623	614
		05-06	477	446	429
4	Language	03-04	648	633	615
		04-05	646	626	618
		05-06	298	279	267
4	Math	03-04	632	615	602
		04-05	633	610	605
		05-06	463	428	416
4	Science	03-04	640	619	610
		04-05	637	609	596
		05-06	300	276	264
4	Social Studies	03-04	648	632	625
		04-05	646	629	622
		05-06	298	280	273
5	Reading	03-04	N/A	649	638
		04-05	N/A	641	628
		05-06	485	452	449
5	Language	03-04	N/A	648	638
		04-05	N/A	643	632
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	622
		04-05	N/A	623	614
		05-06	484	449	446

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.

FOREST HOME AVENUE 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		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%	96%	93%	92%	91%	93%	92%	89%	95%	94%	94%	96%	95%	93%	96%	93%	94%	96%	94%	94%
		04-05	95%	93%	93%	96%	96%	98%	93%	91%	92%	93%	92%	90%	94%	94%	94%	96%	94%	89%	95%	93%	93%	95%	93%	94%
	State Target = 85%	05-06	N/A	93%	93%	N/A	96%	93%	N/A	92%	89%	N/A	92%	90%	N/A	93%	94%	N/A	94%	92%	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		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%	94%	N/A	95%	95%	N/A	93%	92%	N/A	93%	94%	N/A	96%	93%
		04-05	N/A	91%	92%	N/A	93%	94%	N/A	95%	95%	N/A	93%	92%	N/A	93%	94%	N/A	93%	93%
		05-06	N/A	91%	91%	N/A	93%	94%	N/A	94%	95%	N/A	92%	92%	N/A	92%	93%	N/A	95%	94%

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	133	96%	95%	99%	N/A	92%	N/A	95%	88%	97%	96%	98%	100%	96%	99%	97%	92%
	04-05	122	97%	95%	99%	N/A	97%	N/A	96%	100%	97%	94%	99%	100%	96%	95%	97%	95%
	05-06	105	97%	92%	96%	N/A	100%	100%	96%	71%	97%	94%	99%	89%	96%	92%	97%	93%

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	133	98%	94%	96%	96%	97%	93%	96%	97%	96%	95%	97%	100%
	04-05	122	98%	100%	97%	95%	97%	95%	97%	96%	97%	95%	98%	100%
	05-06	105	98%	89%	96%	93%	96%	96%	97%	90%	96%	92%	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 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	3	100%	100%
African American	8	100%	100%
Hispanic	96	100%	100%
White	13	100%	100%
English Lang. Learners	52	100%	100%
Students w/ Disabilities	14	100%	100%
Free/Red. Lunch	111	100%	100%
Total School	120	100%	100%

Student Suspension Rate

# of Students Suspended 05-06	Percent of Total Enrolled		
	03-04	04-05	05-06
Total	9	1%	1%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	17%	8%	7%
1	21%	20%	24%
2	21%	23%	30%
3	16%	20%	26%
4	23%	31%	25%
5	16%	22%	29%
Total	19%	21%	23%

Student Retention Rate

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

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	197	1.7	1.7	1.5	1.7	1.7	1.8	Students at my school are given challenging work.	ES/MS Students	29.4%	46.2%	9.1%	3.0%	9.6%	2.5%
	Staff	82	1.5	1.9	1.8	1.9	1.7	1.9		Staff	36.6%	51.2%	1.2%	0.0%	9.8%	1.2%
	Parents	191	1.2	1.5	1.4	1.6	1.5	1.6		Parents	38.7%	53.4%	2.6%	0.0%	4.7%	0.5%
Safety	ES/MS Students	197	1.5	1.8	1.6	1.8	1.6	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	54.3%	36.0%	2.0%	0.5%	4.6%	2.5%
	Staff	82	1.4	1.8	1.7	1.8	1.7	1.9		Staff	41.5%	52.4%	1.2%	1.2%	2.4%	1.2%
	Parents	191	1.1	1.5	1.5	1.6	1.6	1.6		Parents	55.0%	41.9%	0.0%	0.5%	1.6%	1.0%
Environment	ES/MS Students	197	1.7	1.9	1.6	1.9	1.8	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	17.8%	53.8%	9.1%	3.6%	14.7%	1.0%
	Staff	82	1.4	1.8	1.7	1.8	1.7	1.8		Staff	31.7%	59.8%	4.9%	0.0%	2.4%	1.2%
	Parents	191	1.1	1.5	1.4	1.6	1.5	1.6		Parents	49.7%	42.4%	4.7%	1.0%	1.6%	0.5%
Governance	ES/MS Students	197	2.0	2.2	1.8	2.2	2.0	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	23.9%	45.2%	12.2%	5.6%	12.7%	0.5%
	Staff	82	1.5	1.9	1.8	1.9	1.8	1.9		Staff	35.4%	45.1%	6.1%	1.2%	11.0%	1.2%
	Parents	191	1.2	1.6	1.5	1.6	1.6	1.7		Parents	44.0%	43.5%	5.8%	1.0%	5.2%	0.5%

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

FOREST HOME AVENUE SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	2.7
Nov 2003 - Nov 2004	N/A	3.6
Nov 2004 - Nov 2005	5.1	3.6

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	2.7
Nov 2003 - Nov 2004	N/A	3.3
Nov 2004 - Nov 2005	0.9	3.1

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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