

FRATNEY STREET SCHOOL

2005-2006 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	3255 N FRATNEY ST
Phone	414-267-1100
Fax	414-267-1115
Site Number	0182
School Operation	9:00 - 3:40

Administration	
Principal (05-06)	RITA TENORIO (APIC)
Principal (06-07)	RITA TENORIO (APIC)
05-06 Principal Years at Site	1
Board Member	DIRECTOR JOHNSON

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
Total	400	392	387
Pre-Kindergarten	51	50	52
Kindergarten	60	61	60
Grade 1	61	60	60
Grade 2	60	62	59
Grade 3	62	52	57
Grade 4	60	59	48
Grade 5	46	48	51

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	47%	47%	48%
	Female	54%	53%	52%
Ethnicity	Asian	0%	0%	1%
	Native American	N/A	1%	1%
	African American	16%	16%	17%
	Hispanic	68%	66%	65%
	White	12%	11%	11%
Groups	Special Education	11%	11%	10%
	English Language Learners	43%	34%	32%
	Free/Reduced Lunch	69%	70%	78%

Student Movement		03-04	04-05	05-06
	Mobility Rate	4%	4%	6%
	Stability Rate	86%	84%	89%

School Profile

La Escuela Fratney is a citywide Dual Language school in the Riverwest neighborhood that serves approximately 400 students from K4 through Grade 5. It is the focal point of a multi-ethnic neighborhood that is involved in the educational program at Fratney. Parents, staff and the community play an active role in the school. Together we work to provide a quality program that sets high standards for all students. Several important components are described below.

The Dual Language program offers students the benefits of learning in two languages. All students are learning a second language and serve as models for each other. The two languages are valued equally. In our program there is a reason and purpose for learning another language from the beginning of the school experience.

Balanced Literacy instruction emphasizes integrated learning through the use of children's literature in two languages. Fratney boasts of an extensive library collection in both Spanish and English. Though students learn to read initially in their dominant language, they are transitioned into second language reading and writing during third grade. Literacy skills are taught in a print-rich environment with the goal of developing life-long learners.

Multicultural, anti-racist education is at the core of La Escuela Fratney's educational philosophy. The cultural diversity of students and their families is considered a strength. Our school-wide themes help students to connect their own experiences to lessons in various subject areas. The curriculum is designed to meet the needs of young learners preparing for life in a multicultural, multiracial society.

A commitment to collaborative leadership is demonstrated by the structure of management with staff participating on the School Council, the Learning Team, the Building/Steering Committee, curriculum based committees, and the Early Childhood, Primary, and Intermediate Teams.

Parent and family involvement is an integral part of Fratney's educational program. Opportunities for involvement include participation in the School Council, Family Story Nights, Literacy, Math and Science events. Parents are encouraged to volunteer in their child's classroom and attend field trips and school-wide events and presentations.

An exciting expansion is underway at Fratney. The building addition and remodeling will be complete in September of 2006. Enrollment for all grades is handled at the school level.

FRATNEY 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	57	100%	80%	61%	67%	73%	66%	100%	75%	70%	N/A	58%	55%	77%	65%	61%	57%	86%	77%	100%	77%	57%	53%	85%	65%	81%		
3	Math	03-04	62	100%	N/A	52%	32%	N/A	66%	N/A	N/A	62%	N/A	N/A	44%	17%	N/A	54%	28%	N/A	74%	67%	N/A	52%	39%	N/A	52%	26%		
		04-05	52	98%	N/A	53%	67%	N/A	66%	N/A	N/A	65%	N/A	44%	80%	N/A	58%	54%	N/A	69%	100%	N/A	53%	79%	N/A	52%	57%			
		05-06	57	98%	73%	43%	42%	71%	60%	100%	62%	48%	N/A	37%	32%	0%	55%	50%	51%	79%	65%	67%	74%	44%	37%	70%	42%	48%		
4	Reading	03-04	61	100%	82%	67%	69%	75%	75%	N/A	74%	71%	N/A	64%	62%	78%	69%	64%	60%	87%	83%	100%	78%	62%	70%	86%	72%	68%		
		04-05	58	100%	82%	62%	62%	74%	64%	N/A	76%	80%	N/A	60%	57%	80%	65%	62%	55%	87%	79%	100%	78%	56%	54%	86%	69%	70%		
		05-06	48	100%	82%	61%	71%	72%	66%	N/A	74%	72%	N/A	59%	54%	100%	68%	63%	61%	88%	79%	100%	80%	60%	67%	84%	62%	75%		
4	Language	03-04	61	100%	79%	64%	59%	73%	72%	N/A	70%	64%	N/A	60%	59%	67%	65%	62%	49%	85%	83%	100%	76%	60%	56%	83%	69%	62%		
		04-05	58	100%	79%	59%	55%	72%	64%	N/A	71%	73%	N/A	56%	53%	80%	64%	61%	47%	85%	77%	100%	76%	53%	46%	83%	65%	63%		
		05-06	48	100%	79%	58%	69%	70%	62%	N/A	70%	66%	N/A	54%	50%	75%	65%	62%	64%	85%	78%	88%	76%	54%	63%	83%	62%	75%		
4	Math	03-04	61	100%	74%	53%	46%	72%	67%	N/A	62%	44%	N/A	46%	45%	22%	58%	55%	44%	81%	73%	78%	74%	53%	56%	73%	52%	38%		
		04-05	58	100%	72%	46%	40%	73%	61%	N/A	59%	55%	N/A	41%	38%	20%	56%	49%	36%	79%	66%	83%	73%	46%	54%	71%	45%	27%		
		05-06	48	100%	73%	44%	71%	68%	55%	N/A	59%	52%	N/A	39%	34%	75%	56%	47%	69%	80%	67%	75%	73%	45%	79%	70%	42%	63%		
4	Science	03-04	61	100%	80%	57%	46%	71%	67%	N/A	74%	62%	N/A	50%	47%	56%	64%	63%	33%	88%	80%	100%	81%	57%	41%	81%	56%	50%		
		04-05	58	100%	78%	47%	38%	65%	52%	N/A	69%	63%	N/A	41%	37%	20%	54%	51%	34%	86%	74%	83%	79%	47%	46%	76%	46%	30%		
		05-06	48	100%	77%	49%	83%	67%	56%	N/A	66%	51%	N/A	45%	39%	100%	60%	56%	78%	85%	72%	100%	78%	50%	79%	78%	48%	88%		
4	Social Studies	03-04	61	100%	90%	76%	62%	87%	86%	N/A	84%	80%	N/A	73%	71%	56%	79%	78%	58%	95%	91%	89%	89%	75%	63%	90%	77%	62%		
		04-05	58	100%	91%	76%	76%	86%	81%	N/A	89%	90%	N/A	74%	70%	60%	83%	79%	74%	95%	90%	100%	90%	75%	82%	97%	77%	70%		
		05-06	48	100%	91%	77%	90%	86%	83%	N/A	88%	85%	N/A	75%	71%	100%	82%	80%	86%	94%	89%	100%	90%	76%	83%	92%	79%	96%		
5	Reading	03-04	45	100%	N/A	63%	58%	N/A	67%	N/A	N/A	74%	N/A	N/A	59%	100%	N/A	63%	54%	N/A	80%	100%	N/A	58%	60%	N/A	68%	56%		
		04-05	48	100%	N/A	57%	44%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	40%	N/A	54%	31%	N/A	79%	100%	N/A	53%	29%	N/A	60%	56%		
		05-06	51	100%	83%	61%	57%	77%	68%	N/A	75%	78%	N/A	59%	54%	80%	67%	64%	48%	89%	82%	100%	81%	58%	46%	84%	65%	68%		
5	Language	03-04	45	100%	N/A	50%	38%	N/A	56%	N/A	N/A	60%	N/A	N/A	45%	100%	N/A	52%	32%	N/A	70%	100%	N/A	45%	30%	N/A	56%	44%		
		04-05	48	100%	N/A	42%	31%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	0%	N/A	40%	20%	N/A	66%	100%	N/A	37%	24%	N/A	47%	37%		
		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	45	100%	N/A	54%	56%	N/A	71%	N/A	N/A	58%	N/A	N/A	45%	100%	N/A	58%	51%	N/A	77%	100%	N/A	54%	55%	N/A	54%	56%		
		04-05	48	100%	N/A	50%	58%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	20%	N/A	52%	57%	N/A	75%	88%	N/A	51%	62%	N/A	49%	56%		
		05-06	51	100%	72%	40%	24%	69%	56%	N/A	60%	53%	N/A	37%	32%	20%	52%	43%	18%	80%	65%	67%	72%	40%	31%	72%	41%	16%		

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.

FRATNEY 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	57	100%	50%	30%	0%	86%	66%	76%	57%	52%	52%	82%	62%	75%	65%	56%	59%	88%	76%	92%		
3	Math	03-04	62	100%	N/A	28%	33%	N/A	57%	32%	N/A	53%	29%	N/A	52%	36%	N/A	49%	28%	N/A	66%	47%		
		04-05	52	98%	N/A	31%	71%	N/A	57%	67%	N/A	53%	52%	N/A	53%	87%	N/A	48%	56%	N/A	70%	94%		
		05-06	57	98%	48%	26%	14%	75%	46%	46%	54%	48%	43%	73%	42%	42%	55%	39%	36%	80%	58%	62%		
4	Reading	03-04	61	100%	55%	34%	50%	87%	73%	73%	62%	57%	58%	84%	68%	84%	71%	63%	61%	89%	83%	100%		
		04-05	58	100%	53%	31%	8%	86%	69%	76%	59%	53%	45%	84%	63%	79%	68%	59%	58%	88%	80%	100%		
		05-06	48	100%	53%	34%	14%	87%	67%	80%	56%	45%	43%	84%	63%	96%	69%	57%	62%	90%	76%	93%		
4	Language	03-04	61	100%	49%	31%	50%	84%	71%	61%	55%	53%	42%	81%	66%	84%	67%	60%	53%	85%	81%	83%		
		04-05	58	100%	48%	27%	8%	84%	66%	67%	55%	49%	28%	81%	61%	83%	66%	56%	50%	87%	77%	100%		
		05-06	48	100%	56%	35%	29%	83%	63%	76%	53%	43%	48%	81%	60%	88%	64%	53%	59%	88%	74%	93%		
4	Math	03-04	61	100%	50%	31%	30%	78%	57%	49%	56%	53%	44%	75%	53%	48%	58%	49%	39%	81%	70%	75%		
		04-05	58	100%	49%	25%	8%	76%	50%	48%	56%	48%	28%	74%	46%	52%	55%	43%	37%	80%	64%	67%		
		05-06	48	100%	48%	28%	71%	76%	47%	71%	51%	38%	61%	74%	44%	80%	54%	39%	68%	81%	60%	79%		
4	Science	03-04	61	100%	61%	34%	40%	85%	61%	47%	56%	58%	33%	82%	57%	64%	65%	52%	39%	88%	78%	75%		
		04-05	58	100%	56%	24%	0%	82%	52%	48%	47%	45%	21%	80%	47%	55%	59%	42%	33%	87%	73%	83%		
		05-06	48	100%	57%	32%	57%	81%	53%	88%	52%	43%	74%	80%	50%	92%	61%	44%	79%	87%	65%	93%		
4	Social Studies	03-04	61	100%	78%	54%	60%	93%	81%	63%	74%	75%	56%	91%	76%	72%	82%	73%	57%	95%	88%	83%		
		04-05	58	100%	78%	53%	33%	93%	81%	87%	75%	72%	66%	92%	76%	86%	84%	74%	75%	95%	88%	83%		
		05-06	48	100%	80%	59%	71%	93%	81%	93%	76%	71%	78%	92%	78%	100%	83%	74%	88%	95%	87%	93%		
5	Reading	03-04	45	100%	N/A	29%	57%	N/A	71%	58%	N/A	48%	50%	N/A	65%	89%	N/A	60%	57%	N/A	78%	60%		
		04-05	48	100%	N/A	24%	36%	N/A	64%	46%	N/A	36%	30%	N/A	59%	62%	N/A	52%	34%	N/A	76%	69%		
		05-06	51	100%	50%	27%	10%	88%	69%	68%	58%	41%	25%	85%	63%	85%	69%	58%	49%	90%	75%	83%		
5	Language	03-04	45	100%	N/A	21%	29%	N/A	57%	39%	N/A	36%	28%	N/A	52%	78%	N/A	46%	31%	N/A	68%	60%		
		04-05	48	100%	N/A	15%	27%	N/A	47%	32%	N/A	25%	22%	N/A	44%	43%	N/A	36%	20%	N/A	63%	62%		
		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	45	100%	N/A	28%	43%	N/A	59%	58%	N/A	49%	44%	N/A	54%	100%	N/A	50%	46%	N/A	69%	90%		
		04-05	48	100%	N/A	26%	55%	N/A	55%	59%	N/A	44%	59%	N/A	50%	57%	N/A	45%	54%	N/A	70%	69%		
		05-06	51	100%	43%	20%	20%	77%	45%	24%	51%	31%	13%	74%	41%	33%	54%	36%	18%	81%	57%	42%		

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	441
3	Math	03-04	N/A	587	572
		04-05	N/A	585	613
		05-06	431	398	405
4	Reading	03-04	647	628	625
		04-05	646	623	614
		05-06	477	446	462
4	Language	03-04	648	633	627
		04-05	646	626	610
		05-06	298	279	286
4	Math	03-04	632	615	609
		04-05	633	610	607
		05-06	463	428	460
4	Science	03-04	640	619	612
		04-05	637	609	600
		05-06	300	276	295
4	Social Studies	03-04	648	632	626
		04-05	646	629	621
		05-06	298	280	298
5	Reading	03-04	N/A	649	646
		04-05	N/A	641	633
		05-06	485	452	447
5	Language	03-04	N/A	648	646
		04-05	N/A	643	633
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	632
		04-05	N/A	623	634
		05-06	484	449	442

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.

FRATNEY 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%	94%	97%	96%	98%	93%	92%	N/A	93%	92%	95%	95%	94%	93%	96%	95%	96%	96%	93%	94%	96%	94%	94%
		04-05		95%	93%	94%	96%	96%	96%	93%	91%	90%	93%	92%	94%	94%	94%	93%	96%	94%	94%	95%	93%	94%	95%	93%	93%
	State Target = 85%	05-06		N/A	93%	93%	N/A	96%	97%	N/A	92%	96%	N/A	92%	95%	N/A	93%	92%	N/A	94%	94%	N/A	92%	92%	N/A	93%	93%

* 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%	94%	N/A	95%	93%	N/A	93%	95%	N/A	93%	93%	N/A	96%	96%
		04-05		N/A	91%	93%	N/A	93%	94%	N/A	95%	93%	N/A	93%	94%	N/A	93%	93%	N/A	93%	94%
		05-06		N/A	91%	91%	N/A	93%	93%	N/A	94%	92%	N/A	92%	93%	N/A	92%	92%	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	53	96%	96%	99%	N/A	92%	N/A	95%	100%	97%	95%	98%	100%	96%	96%	97%	97%			
	04-05	54	97%	98%	99%	N/A	97%	N/A	96%	100%	97%	98%	99%	100%	96%	96%	97%	100%			
	05-06	45	97%	100%	96%	N/A	100%	N/A	96%	100%	97%	100%	99%	100%	96%	100%	97%	100%			

Other Student Groups

Promotion from Grade 4 to Grade 5				Percent Promoted From Grade 4 to 5											
				Special Education Status				English Lang. Learner Status				Economic Status			
				EEN		Non-EEN		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	03-04	53	98%	100%	96%	95%	97%	93%	96%	100%	96%	95%	97%	100%	
	04-05	54	98%	100%	97%	98%	97%	96%	97%	100%	97%	98%	98%	100%	
	05-06	45	98%	100%	96%	100%	96%	100%	97%	100%	96%	100%	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	0	3%	4%	0%

Student Retention Rate

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

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	4	100%	100%
Hispanic	36	100%	100%
White	8	100%	100%
English Lang. Learners	23	100%	100%
Students w/ Disabilities	7	100%	100%
Free/Red. Lunch	34	100%	100%
Total School	48	100%	100%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	37%	20%	20%
1	26%	18%	17%
2	17%	13%	17%
3	21%	23%	18%
4	23%	14%	17%
5	37%	19%	27%
Total	26%	18%	19%

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	30	1.4	1.7	1.6	1.7	1.6	1.8	Students at my school are given challenging work.	ES/MS Students	23.3%	56.7%	3.3%	6.7%	10.0%	0.0%
	Staff	16	1.6	1.9	1.8	1.9	2.1	1.9		Staff	17.6%	70.6%	0.0%	0.0%	5.9%	5.9%
	Parents	39	1.5	1.5	1.6	1.6	1.7	1.6		Parents	30.8%	46.2%	10.3%	5.1%	7.7%	0.0%
Safety	ES/MS Students	30	1.4	1.8	1.5	1.8	1.6	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	43.3%	46.7%	0.0%	0.0%	3.3%	6.7%
	Staff	16	1.4	1.8	1.6	1.8	1.4	1.9		Staff	58.8%	29.4%	5.9%	0.0%	5.9%	0.0%
	Parents	39	1.4	1.5	1.5	1.6	1.6	1.6		Parents	48.7%	46.2%	0.0%	2.6%	2.6%	0.0%
Environment	ES/MS Students	30	1.3	1.9	1.5	1.9	1.7	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	26.7%	53.3%	0.0%	6.7%	13.3%	0.0%
	Staff	16	1.3	1.8	1.5	1.8	1.5	1.8		Staff	64.7%	29.4%	0.0%	0.0%	5.9%	0.0%
	Parents	39	1.3	1.5	1.3	1.6	1.5	1.6		Parents	69.2%	25.6%	0.0%	5.1%	0.0%	0.0%
Governance	ES/MS Students	30	1.6	2.2	2.2	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	40.0%	43.3%	3.3%	3.3%	10.0%	0.0%
	Staff	16	1.3	1.9	2.0	1.9	1.7	1.9		Staff	52.9%	29.4%	11.8%	0.0%	5.9%	0.0%
	Parents	39	1.5	1.6	1.6	1.6	1.6	1.7		Parents	46.2%	43.6%	2.6%	2.6%	5.1%	0.0%

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

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

N/A indicates: Not available / Not applicable

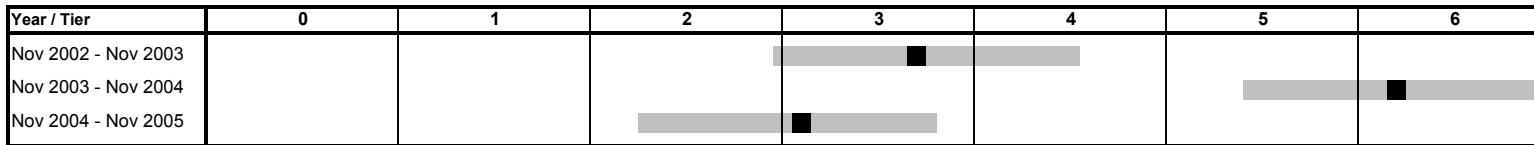
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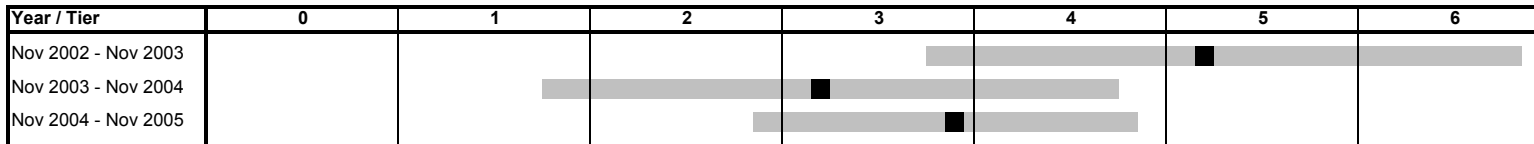
FRATNEY STREET SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	3.2
Nov 2003 - Nov 2004	N/A	5.7
Nov 2004 - Nov 2005	-3.4	2.6



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	4.7
Nov 2003 - Nov 2004	N/A	2.7
Nov 2004 - Nov 2005	3.3	3.4



Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

N/A indicates: Not available / Not applicable

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