

HAPPY HILL SCHOOL

2005-2006 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	7171 W BROWN DEER RD
Phone	262-236-1700
Fax	262-236-1715
Site Number	0206
School Operation	N/A

Administration	
Principal (05-06)	CARLETTA NOLAND
Principal (06-07)	SITE CLOSED
05-06 Principal Years at Site	5
Board Member	DIRECTOR HORTON

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
Total	311	287	267
Pre-Kindergarten	32	37	51
Kindergarten	39	44	29
Grade 1	54	42	39
Grade 2	39	41	46
Grade 3	44	34	41
Grade 4	56	44	28
Grade 5	47	45	33

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	55%	50%	53%
	Female	45%	50%	47%
Ethnicity	Asian	10%	12%	12%
	Native American	N/A	N/A	1%
	African American	83%	79%	76%
	Hispanic	2%	3%	2%
	White	3%	2%	4%
Groups	Special Education	15%	20%	21%
	English Language Learners	3%	2%	1%
	Free/Reduced Lunch	83%	82%	84%

Student Movement		03-04	04-05	05-06
	Mobility Rate	25%	17%	18%
	Stability Rate	54%	62%	N/A

School Profile

Granville Elementary School merged with Happy Hill Elementary School in the 2006-2007 school year. The new site, Fletcher Elementary, is located in the Granville School building.

Happy Hill School is an elementary school within the Milwaukee Public School system and is located on the far northwest side of Milwaukee. Happy Hill School educates students from Four-Year-Old Kindergarten through fifth grade. As part of the Student Achievement Guarantee in Education program, student: teacher ratios are maintained at 15:1 in grades Kindergarten - three. Approximately 280 students were enrolled for the 2004-2005 school year with approximately 20 percent of the entire student population being enrolled in the school's special education program. Currently, Happy Hill School utilizes a model of full inclusion to service its exceptional education population.

Our mission is to provide appropriate, interesting and varied learning opportunities for all students in an attempt to enhance student achievement. Students are assisted in developing a positive attitude toward self and learning in an environment in which they feel safe and successful. Students have the opportunity to explore, question, investigate, and evaluate their environment as they prepare to transition to the next level of schooling and ultimately the technological workforce of the 21st century.

In our efforts to increase student achievement, efforts were focused on providing intensive reading instruction. Our school has been awarded the CSR grant with Direct Instruction and Professional Learning Communities as our model. The DI program focuses its efforts on teaching students read at mastery levels through intense, repetitive exercises based on phonics instruction and comprehension. The main features of professional learning communities include: Shared vision, mission, and values, Collective inquiry, Collaborative teams, Action orientation and experimentation, Continuous improvement and Results orientation.

Happy Hill School is committed to involving parents and community members in the educational and decision-making process. The governing body of Happy Hill School is our School Governance Council.

The responsibilities of the School Governance Council include: developing and monitoring the implementation of the school's Educational Plan, overseeing curriculum, developing and assisting in the management of the budget, school safety and the pursuit of reform efforts. Happy Hill's efforts to involve the community are not limited to the School Governance Council. The school currently engages senior volunteers and has also fostered a relationship with a local high school that provides teenage tutors who are able to earn high school credit toward graduation.

To ensure that curriculum decisions are data driven, we have begun to maximize our management by being effective, efficient, and consistent in our teaching and school management. We constantly review, refine, and organize our data to enable us to design strategies that assist Happy Hill School in assuring that our instructional practices promote higher levels of student achievement.

HAPPY HILL 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%	26%	73%	66%	0%	75%	70%	N/A	58%	55%	27%	65%	61%	0%	86%	77%	50%	77%	57%	22%	85%	65%	33%		
3	Math	03-04	43	98%	N/A	52%	49%	N/A	66%	40%	N/A	62%	N/A	N/A	44%	50%	N/A	54%	50%	N/A	74%	100%	N/A	52%	48%	N/A	52%	50%		
		04-05	32	100%	N/A	53%	38%	N/A	66%	50%	N/A	65%	N/A	N/A	44%	35%	N/A	58%	N/A	N/A	69%	50%	N/A	53%	35%	N/A	52%	40%		
		05-06	38	100%	73%	43%	16%	71%	60%	100%	62%	48%	N/A	37%	32%	15%	55%	50%	0%	79%	65%	0%	74%	44%	9%	70%	42%	27%		
4	Reading	03-04	56	100%	82%	67%	48%	75%	75%	67%	74%	71%	N/A	64%	62%	45%	69%	64%	0%	87%	83%	100%	78%	62%	43%	86%	72%	54%		
		04-05	40	98%	82%	62%	40%	74%	64%	67%	76%	80%	N/A	60%	57%	34%	65%	62%	100%	87%	79%	0%	78%	56%	42%	86%	69%	38%		
		05-06	26	100%	82%	61%	65%	72%	66%	100%	74%	72%	N/A	59%	54%	59%	68%	63%	N/A	88%	79%	N/A	80%	60%	60%	84%	62%	73%		
4	Language	03-04	56	100%	79%	64%	43%	73%	72%	67%	70%	64%	N/A	60%	59%	40%	65%	62%	0%	85%	83%	50%	76%	60%	37%	83%	69%	50%		
		04-05	40	98%	79%	59%	38%	72%	64%	67%	71%	73%	N/A	56%	53%	34%	64%	61%	0%	85%	77%	0%	76%	53%	29%	83%	65%	50%		
		05-06	26	100%	79%	58%	58%	70%	62%	75%	70%	66%	N/A	54%	50%	55%	65%	62%	N/A	85%	78%	N/A	76%	54%	60%	83%	62%	55%		
4	Math	03-04	56	100%	74%	53%	29%	72%	67%	50%	62%	44%	N/A	46%	45%	28%	58%	55%	0%	81%	73%	0%	74%	53%	23%	73%	52%	35%		
		04-05	40	100%	72%	46%	25%	73%	61%	67%	59%	55%	N/A	41%	38%	16%	56%	49%	100%	79%	66%	0%	73%	46%	29%	71%	45%	19%		
		05-06	26	100%	73%	44%	35%	68%	55%	50%	59%	52%	N/A	39%	34%	32%	56%	47%	N/A	80%	67%	N/A	73%	45%	33%	70%	42%	36%		
4	Science	03-04	56	98%	80%	57%	29%	71%	67%	33%	74%	62%	N/A	50%	47%	28%	64%	63%	0%	88%	80%	50%	81%	57%	30%	81%	56%	27%		
		04-05	40	98%	78%	47%	33%	65%	52%	67%	69%	63%	N/A	41%	37%	28%	54%	51%	0%	86%	74%	0%	79%	47%	29%	76%	46%	38%		
		05-06	26	100%	77%	49%	46%	67%	56%	50%	66%	51%	N/A	45%	39%	45%	60%	56%	N/A	85%	72%	N/A	78%	50%	53%	78%	48%	36%		
4	Social Studies	03-04	56	100%	90%	76%	61%	87%	86%	100%	84%	80%	N/A	73%	71%	55%	79%	78%	0%	95%	91%	100%	89%	75%	50%	90%	77%	73%		
		04-05	40	100%	91%	76%	53%	86%	81%	83%	89%	90%	N/A	74%	70%	47%	83%	79%	100%	95%	90%	0%	90%	75%	58%	97%	77%	44%		
		05-06	26	100%	91%	77%	77%	86%	83%	100%	88%	85%	N/A	75%	71%	73%	82%	80%	N/A	94%	89%	N/A	90%	76%	80%	92%	79%	73%		
5	Reading	03-04	43	100%	N/A	63%	74%	N/A	67%	67%	N/A	74%	N/A	N/A	59%	74%	N/A	63%	N/A	N/A	80%	100%	N/A	58%	71%	N/A	68%	79%		
		04-05	42	100%	N/A	57%	57%	N/A	59%	83%	N/A	51%	N/A	N/A	51%	54%	N/A	54%	0%	N/A	79%	N/A	N/A	53%	56%	N/A	60%	58%		
		05-06	33	100%	83%	61%	73%	77%	68%	100%	75%	78%	N/A	59%	54%	71%	67%	64%	N/A	89%	82%	33%	81%	58%	73%	84%	65%	73%		
5	Language	03-04	43	100%	N/A	50%	53%	N/A	56%	33%	N/A	60%	N/A	N/A	45%	54%	N/A	52%	N/A	N/A	70%	100%	N/A	45%	54%	N/A	56%	53%		
		04-05	42	100%	N/A	42%	29%	N/A	52%	50%	N/A	43%	N/A	N/A	35%	26%	N/A	40%	0%	N/A	66%	N/A	N/A	37%	33%	N/A	47%	25%		
		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	43	100%	N/A	54%	65%	N/A	71%	67%	N/A	58%	N/A	N/A	45%	64%	N/A	58%	N/A	N/A	77%	100%	N/A	54%	67%	N/A	54%	63%		
		04-05	42	100%	N/A	50%	48%	N/A	67%	83%	N/A	46%	N/A	N/A	41%	43%	N/A	52%	0%	N/A	75%	N/A	N/A	51%	50%	N/A	49%	46%		
		05-06	33	100%	72%	40%	64%	69%	56%	83%	60%	53%	N/A	37%	32%	63%	52%	43%	N/A	80%	65%	33%	72%	40%	64%	72%	41%	64%		

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.

HAPPY HILL 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%	0%	86%	66%	37%	57%	52%	0%	82%	62%	27%	65%	56%	27%	88%	76%	20%		
3	Math	03-04	43	98%	N/A	28%	43%	N/A	57%	50%	N/A	53%	N/A	N/A	52%	49%	N/A	49%	47%	N/A	66%	57%		
		04-05	32	100%	N/A	31%	0%	N/A	57%	46%	N/A	53%	100%	N/A	53%	35%	N/A	48%	37%	N/A	70%	40%		
		05-06	38	100%	48%	26%	0%	75%	46%	22%	54%	48%	0%	73%	42%	16%	55%	39%	18%	80%	58%	0%		
4	Reading	03-04	56	100%	55%	34%	25%	87%	73%	52%	62%	57%	50%	84%	68%	48%	71%	63%	47%	89%	83%	67%		
		04-05	40	98%	53%	31%	0%	86%	69%	48%	59%	53%	N/A	84%	63%	40%	68%	59%	42%	88%	80%	0%		
		05-06	26	100%	53%	34%	25%	87%	67%	73%	56%	45%	100%	84%	63%	64%	69%	57%	70%	90%	76%	33%		
4	Language	03-04	56	100%	49%	31%	13%	84%	71%	48%	55%	53%	50%	81%	66%	42%	67%	60%	43%	85%	81%	33%		
		04-05	40	98%	48%	27%	0%	84%	66%	45%	55%	49%	N/A	81%	61%	38%	66%	56%	39%	87%	77%	0%		
		05-06	26	100%	56%	35%	0%	83%	63%	68%	53%	43%	100%	81%	60%	56%	64%	53%	57%	88%	74%	67%		
4	Math	03-04	56	100%	50%	31%	13%	78%	57%	31%	56%	53%	33%	75%	53%	28%	58%	49%	28%	81%	70%	33%		
		04-05	40	100%	49%	25%	0%	76%	50%	30%	56%	48%	N/A	74%	46%	25%	55%	43%	26%	80%	64%	0%		
		05-06	26	100%	48%	28%	25%	76%	47%	36%	51%	38%	100%	74%	44%	32%	54%	39%	35%	81%	60%	33%		
4	Science	03-04	56	98%	61%	34%	0%	85%	61%	33%	56%	58%	17%	82%	57%	30%	65%	52%	28%	88%	78%	33%		
		04-05	40	98%	56%	24%	0%	82%	52%	39%	47%	45%	N/A	80%	47%	33%	59%	42%	32%	87%	73%	50%		
		05-06	26	100%	57%	32%	0%	81%	53%	55%	52%	43%	100%	80%	50%	44%	61%	44%	48%	87%	65%	33%		
4	Social Studies	03-04	56	100%	78%	54%	25%	93%	81%	67%	74%	75%	83%	91%	76%	58%	82%	73%	62%	95%	88%	33%		
		04-05	40	100%	78%	53%	0%	93%	81%	64%	75%	72%	N/A	92%	76%	53%	84%	74%	53%	95%	88%	50%		
		05-06	26	100%	80%	59%	75%	93%	81%	77%	76%	71%	100%	92%	78%	76%	83%	74%	78%	95%	87%	67%		
5	Reading	03-04	43	100%	N/A	29%	25%	N/A	71%	79%	N/A	48%	100%	N/A	65%	74%	N/A	60%	76%	N/A	78%	67%		
		04-05	42	100%	N/A	24%	0%	N/A	64%	69%	N/A	36%	33%	N/A	59%	59%	N/A	52%	55%	N/A	76%	75%		
		05-06	33	100%	50%	27%	17%	88%	69%	85%	58%	41%	N/A	85%	63%	73%	69%	58%	68%	90%	75%	100%		
5	Language	03-04	43	100%	N/A	21%	0%	N/A	57%	59%	N/A	36%	100%	N/A	52%	52%	N/A	46%	51%	N/A	68%	67%		
		04-05	42	100%	N/A	15%	0%	N/A	47%	34%	N/A	25%	0%	N/A	44%	31%	N/A	36%	29%	N/A	63%	25%		
		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	43	100%	N/A	28%	0%	N/A	59%	72%	N/A	49%	100%	N/A	54%	64%	N/A	50%	65%	N/A	69%	67%		
		04-05	42	100%	N/A	26%	0%	N/A	55%	57%	N/A	44%	33%	N/A	50%	49%	N/A	45%	45%	N/A	70%	75%		
		05-06	33	100%	43%	20%	17%	77%	45%	74%	51%	31%	N/A	74%	41%	64%	54%	36%	61%	81%	57%	80%		

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	404
3	Math	03-04	N/A	587	579
		04-05	N/A	585	568
		05-06	431	398	364
4	Reading	03-04	647	628	611
		04-05	646	623	602
		05-06	477	446	452
4	Language	03-04	648	633	614
		04-05	646	626	612
		05-06	298	279	283
4	Math	03-04	632	615	597
		04-05	633	610	585
		05-06	463	428	432
4	Science	03-04	640	619	599
		04-05	637	609	586
		05-06	300	276	271
4	Social Studies	03-04	648	632	616
		04-05	646	629	612
		05-06	298	280	281
5	Reading	03-04	N/A	649	659
		04-05	N/A	641	636
		05-06	485	452	450
5	Language	03-04	N/A	648	651
		04-05	N/A	643	636
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	639
		04-05	N/A	623	617
		05-06	484	449	468

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.

HAPPY HILL 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%	91%	97%	96%	97%	93%	92%	N/A	93%	92%	90%	95%	94%	94%	96%	95%	94%	96%	93%	89%	96%	94%	92%
		04-05		95%	93%	93%	96%	96%	97%	93%	91%	N/A	93%	92%	92%	94%	94%	92%	96%	94%	84%	95%	93%	92%	95%	93%	93%
	State Target = 85%	05-06		N/A	93%	92%	N/A	96%	97%	N/A	92%	100%	N/A	92%	92%	N/A	93%	93%	N/A	94%	87%	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		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		N/A	91%	90%	N/A	94%	91%	N/A	95%	95%	N/A	93%	90%	N/A	93%	90%	N/A	96%	93%			
		04-05		N/A	91%	91%	N/A	93%	93%	N/A	95%	97%	N/A	93%	93%	N/A	93%	93%	N/A	93%	93%			
		05-06		N/A	91%	92%	N/A	93%	92%	N/A	94%	98%	N/A	92%	92%	N/A	92%	92%	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	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate		03-04	39	96%	85%	99%	100%	92%	N/A	95%	82%	97%	100%	98%	N/A	96%	85%	97%	84%
		04-05	36	97%	89%	99%	100%	97%	N/A	96%	86%	97%	100%	99%	N/A	96%	88%	97%	92%
		05-06	24	97%	96%	96%	100%	100%	N/A	96%	95%	97%	N/A	99%	N/A	96%	93%	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	39	98%	60%	96%	88%	97%	100%	96%	83%	96%	86%	97%	75%
		04-05	36	98%	100%	97%	87%	97%	N/A	97%	89%	97%	94%	98%	60%
		05-06	24	98%	100%	96%	95%	96%	N/A	97%	96%	96%	95%	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	24	15%	10%	11%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	3%	N/A	N/A
1	2%	N/A	N/A
2	5%	2%	2%
3	7%	9%	N/A
4	11%	9%	4%
5	6%	N/A	N/A
Total	6%	3%	1%

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

Student Groups	Enrolled	Participation Rate	
		Reading	Math
Asian	4	100%	100%
Native American	N/A	N/A	N/A
African American	22	100%	100%
Hispanic	N/A	N/A	N/A
White	N/A	N/A	N/A
English Lang. Learners	1	100%	100%
Students w/ Disabilities	4	100%	100%
Free/Red. Lunch	23	100%	100%
Total School	26	100%	100%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	77%	36%	38%
1	33%	52%	49%
2	64%	46%	30%
3	52%	21%	41%
4	45%	32%	25%
5	40%	9%	15%
Total	50%	33%	34%

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	54	1.7	1.7	1.5	1.7	1.7	1.8	Students at my school are given challenging work.	ES/MS Students	40.7%	46.3%	3.7%	1.9%	3.7%	3.7%
	Staff	22	1.9	1.9	3.0	1.9	2.4	1.9		Staff	9.1%	68.2%	4.5%	0.0%	18.2%	0.0%
	Parents	N/A	2.0	1.5	1.8	1.6	N/A	1.6		Parents	N/A	N/A	N/A	N/A	N/A	N/A
Safety	ES/MS Students	54	1.6	1.8	1.5	1.8	1.7	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	44.4%	40.7%	3.7%	3.7%	3.7%	3.7%
	Staff	22	1.9	1.8	2.0	1.8	2.1	1.9		Staff	9.1%	59.1%	22.7%	0.0%	4.5%	4.5%
	Parents	N/A	2.0	1.5	1.8	1.6	N/A	1.6		Parents	N/A	N/A	N/A	N/A	N/A	N/A
Environment	ES/MS Students	54	1.7	1.9	1.7	1.9	1.8	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	20.4%	35.2%	14.8%	3.7%	25.9%	0.0%
	Staff	22	1.9	1.8	2.0	1.8	2.2	1.8		Staff	13.6%	45.5%	22.7%	18.2%	0.0%	0.0%
	Parents	N/A	2.0	1.5	1.8	1.6	N/A	1.6		Parents	N/A	N/A	N/A	N/A	N/A	N/A
Governance	ES/MS Students	54	2.0	2.2	1.9	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	20.4%	55.6%	7.4%	0.0%	14.8%	1.9%
	Staff	22	1.8	1.9	2.0	1.9	2.0	1.9		Staff	27.3%	59.1%	0.0%	4.5%	9.1%	0.0%
	Parents	N/A	2.0	1.6	1.7	1.6	N/A	1.7		Parents	N/A	N/A	N/A	N/A	N/A	N/A

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

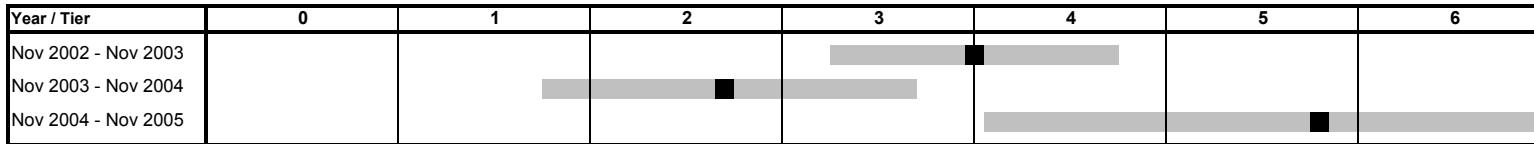
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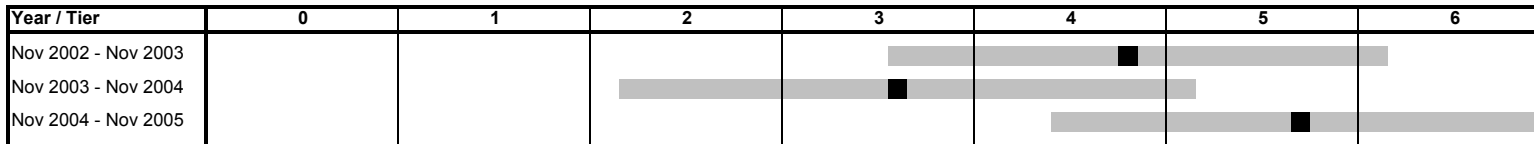
HAPPY HILL SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	3.5
Nov 2003 - Nov 2004	N/A	2.2
Nov 2004 - Nov 2005	18.5	5.3



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	4.3
Nov 2003 - Nov 2004	N/A	3.1
Nov 2004 - Nov 2005	16.7	5.2



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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