

KAGEL SCHOOL

2005-2006 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	1210 W MINERAL ST
Phone	414-902-7400
Fax	414-902-7415
Site Number	0232
School Operation	7:45 - 2:25

Administration	
Principal (05-06)	OLIVIA CERVERA
Principal (06-07)	MELODY CLEVELAND (APIC)
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	338	317	365
Pre-Kindergarten	48	43	81
Kindergarten	52	49	52
Grade 1	46	53	51
Grade 2	49	45	53
Grade 3	43	43	43
Grade 4	51	48	42
Grade 5	49	36	43

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	54%	50%	50%
	Female	46%	50%	50%
Ethnicity	Asian	2%	1%	1%
	Native American	0%	0%	0%
	African American	11%	11%	15%
	Hispanic	83%	82%	80%
	White	3%	3%	3%
Groups	Special Education	11%	11%	13%
	English Language Learners	44%	40%	40%
	Free/Reduced Lunch	92%	90%	94%

Student Movement		03-04	04-05	05-06
	Mobility Rate	15%	17%	13%
	Stability Rate	72%	76%	70%

School Profile

Student Support: The Best Men/Best Friends program provides not only activities for the students, but also curriculum development and training for staff. This year the fifth grade boys led by Mr. Perinovic, the physical education teacher, participated in Fun/Fitness Day, Mentor/Mentee breakfast and lunch, Martial Arts Training, and End of the Year Awards Banquet. This year the fifth grade girls led by Mrs. Wehausen, the Special Education teacher and Ms. Jones, the fifth grade teacher, were involved in community service, cultural experiences, fitness classes, and an End of the Year Dinner for the students and their families. The community service was a neighborhood cleanup and health and hygiene drive. They participated in various cultural programs such as the Black History program, pom-pom activities, and Cinco de Mayo musical program. Each of the fifth grade girls was also able to choose a female staff role model as a mentor.

Kagel offers a childcare program in the morning and an after-school program for the students. Children can be dropped off as early as 6:15 in the morning and can stay at the Latino Community Center until 6:00 p.m. as a special service to working families. The Community Learning Center offers homework help to struggling students, provides a hot dinner and recreational activities. The lead agency is the Latino Community Center, located a block from the school.

Monthly programs (such as Perfect Attendance Awards and Student of the Month Awards) promoted the importance of staying in school, demonstrating a positive attitude and high achievement in reading and writing. Academic and attendance awards are presented to students at award assemblies held at the end of each semester.

Parent Support: All parents were invited to participate in monthly parent breakfast meetings, math workshops, health awareness presentation and the P-5 Portfolio Sharing Night. Kagel staff recognized five families at the annual UW-Milwaukee Education: A Family Affair event for their strong participation in their children's education. Parents also participated in parent education classes to help them support their children in their academic, emotional, and physical development.

Instructional Programs: Kagel's schedule was divided into a literacy block and a specialty block for the primary and intermediate grades. The literacy block allowed for uninterrupted instruction in the areas of reading, writing and language arts. As a P-5 school, the students participated in the annual P-5 Citywide Spelling Bee for third, fourth and fifth grades. During the second semester, Kagel hosted a P-5 Portfolio Sharing Open House Night for all students to share their work with their parents. Kagel students enjoyed having Junior Achievement activities with employees from G.E. Medical as the presenters this year.

Professional Development: Teachers continue to be trained in Writer's Workshop, Guided Reading and Direct Instruction. With the implementation in the district of the Comprehensive Literacy Framework, more training has gone on in the area of Literacy/Language Arts, such as 6 Traits and alignment of Wisconsin Standards to Learning Targets. The professional development program includes supplementary activities to help teachers fulfill two important Kagel community goals: the implementation of Guided Reading and Literature Circles to prevent reading failure through early diagnosis and early intervention and on-going evaluation and the effective use of materials and strategies to make sure that all of the students are reading and writing on-level. Teachers have been receiving professional development in the integration of Language (communication), Content, and Culture through the use of "Thematic Units"; and the importance of separating languages (English and Spanish), and teaching functional chunks of language with a demonstration of several strategies. In math, staff development has focused on mathematical processes and higher level critical thinking to improve constructed response to story problems.

All staff and students have been receiving on-going training in technology provided by the technology coordinator. Combined, individual, and cross grade level meetings were held on a weekly basis with the literacy coach. The learning team at Kagel met once a week to discuss the initiatives of the MPS reform and to facilitate shared decision-making in teaching and learning matters. Embedded professional development meetings will continue to address curriculum alignment, curriculum mapping, and the Self-Directed Improvement System (SDIS).

KAGEL 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	41	100%	80%	61%	24%	73%	66%	0%	75%	70%	100%	58%	55%	50%	65%	61%	18%	86%	77%	N/A	77%	57%	21%	85%	65%	27%		
3	Math	03-04	45	100%	N/A	52%	33%	N/A	66%	100%	N/A	62%	N/A	N/A	44%	0%	N/A	54%	38%	N/A	74%	0%	N/A	52%	32%	N/A	52%	35%		
		04-05	43	100%	N/A	53%	56%	N/A	66%	100%	N/A	65%	N/A	N/A	44%	40%	N/A	58%	61%	N/A	69%	25%	N/A	53%	71%	N/A	52%	46%		
		05-06	41	100%	73%	43%	32%	71%	60%	0%	62%	48%	100%	37%	32%	17%	55%	50%	33%	79%	65%	N/A	74%	44%	42%	70%	42%	23%		
4	Reading	03-04	51	98%	82%	67%	49%	75%	75%	33%	74%	71%	N/A	64%	62%	64%	69%	64%	46%	87%	83%	N/A	78%	62%	38%	86%	72%	64%		
		04-05	44	100%	82%	62%	57%	74%	64%	N/A	76%	80%	N/A	60%	57%	50%	65%	62%	59%	87%	79%	33%	78%	56%	48%	86%	69%	67%		
		05-06	42	100%	82%	61%	45%	72%	66%	100%	74%	72%	N/A	59%	54%	43%	68%	63%	47%	88%	79%	0%	80%	60%	50%	84%	62%	42%		
4	Language	03-04	51	98%	79%	64%	39%	73%	72%	33%	70%	64%	N/A	60%	59%	36%	65%	62%	41%	85%	83%	N/A	76%	60%	38%	83%	69%	41%		
		04-05	44	100%	79%	59%	57%	72%	64%	N/A	71%	73%	N/A	56%	53%	25%	64%	61%	62%	85%	77%	33%	76%	53%	52%	83%	65%	62%		
		05-06	42	100%	79%	58%	45%	70%	62%	0%	70%	66%	N/A	54%	50%	29%	65%	62%	50%	85%	78%	50%	76%	54%	50%	83%	62%	42%		
4	Math	03-04	51	98%	74%	53%	51%	72%	67%	67%	62%	44%	N/A	46%	45%	9%	58%	55%	62%	81%	73%	N/A	74%	53%	48%	73%	52%	55%		
		04-05	44	100%	72%	46%	41%	73%	61%	N/A	59%	55%	N/A	41%	38%	25%	56%	49%	41%	79%	66%	67%	73%	46%	48%	71%	45%	33%		
		05-06	42	100%	73%	44%	29%	68%	55%	0%	59%	52%	N/A	39%	34%	29%	56%	47%	31%	80%	67%	0%	73%	45%	44%	70%	42%	17%		
4	Science	03-04	51	98%	80%	57%	37%	71%	67%	67%	74%	62%	N/A	50%	47%	27%	64%	63%	38%	88%	80%	N/A	81%	57%	31%	81%	56%	45%		
		04-05	44	100%	78%	47%	32%	65%	52%	N/A	69%	63%	N/A	41%	37%	25%	54%	51%	32%	86%	74%	33%	79%	47%	30%	76%	46%	33%		
		05-06	42	100%	77%	49%	31%	67%	56%	0%	66%	51%	N/A	45%	39%	14%	60%	56%	34%	85%	72%	50%	78%	50%	44%	78%	48%	21%		
4	Social Studies	03-04	51	98%	90%	76%	53%	87%	86%	67%	84%	80%	N/A	73%	71%	18%	79%	78%	62%	95%	91%	N/A	89%	75%	45%	90%	77%	64%		
		04-05	44	100%	91%	76%	75%	86%	81%	N/A	89%	90%	N/A	74%	70%	50%	83%	79%	76%	95%	90%	100%	90%	75%	83%	97%	77%	67%		
		05-06	42	100%	91%	77%	55%	86%	83%	0%	88%	85%	N/A	75%	71%	43%	82%	80%	59%	94%	89%	50%	90%	76%	61%	92%	79%	50%		
5	Reading	03-04	46	100%	N/A	63%	41%	N/A	67%	N/A	N/A	74%	N/A	N/A	59%	0%	N/A	63%	46%	N/A	80%	67%	N/A	58%	33%	N/A	68%	53%		
		04-05	37	97%	N/A	57%	46%	N/A	59%	0%	N/A	51%	N/A	N/A	51%	50%	N/A	54%	48%	N/A	79%	50%	N/A	53%	36%	N/A	60%	60%		
		05-06	42	100%	83%	61%	52%	77%	68%	N/A	75%	78%	N/A	59%	54%	71%	67%	64%	48%	89%	82%	50%	81%	58%	45%	84%	65%	59%		
5	Language	03-04	46	100%	N/A	50%	33%	N/A	56%	N/A	N/A	60%	N/A	N/A	45%	0%	N/A	52%	38%	N/A	70%	33%	N/A	45%	30%	N/A	56%	37%		
		04-05	37	97%	N/A	42%	30%	N/A	52%	0%	N/A	43%	N/A	N/A	35%	25%	N/A	40%	32%	N/A	66%	50%	N/A	37%	18%	N/A	47%	47%		
		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	46	100%	N/A	54%	48%	N/A	71%	N/A	N/A	58%	N/A	N/A	45%	0%	N/A	58%	54%	N/A	77%	67%	N/A	54%	48%	N/A	54%	47%		
		04-05	37	97%	N/A	50%	43%	N/A	67%	0%	N/A	46%	N/A	N/A	41%	25%	N/A	52%	48%	N/A	75%	100%	N/A	51%	36%	N/A	49%	53%		
		05-06	42	98%	72%	40%	14%	69%	56%	N/A	60%	53%	N/A	37%	32%	14%	52%	43%	15%	80%	65%	0%	72%	40%	25%	72%	41%	5%		

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.

KAGEL 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	41	100%	50%	30%	0%	86%	66%	26%	57%	52%	14%	82%	62%	46%	65%	56%	23%	88%	76%	100%		
3	Math	03-04	45	100%	N/A	28%	0%	N/A	57%	39%	N/A	53%	42%	N/A	52%	24%	N/A	49%	34%	N/A	66%	25%		
		04-05	43	100%	N/A	31%	0%	N/A	57%	60%	N/A	53%	54%	N/A	53%	58%	N/A	48%	60%	N/A	70%	0%		
		05-06	41	100%	48%	26%	50%	75%	46%	31%	54%	48%	32%	73%	42%	31%	55%	39%	30%	80%	58%	100%		
4	Reading	03-04	51	98%	55%	34%	29%	87%	73%	52%	62%	57%	41%	84%	68%	58%	71%	63%	48%	89%	83%	100%		
		04-05	44	100%	53%	31%	17%	86%	69%	63%	59%	53%	61%	84%	63%	52%	68%	59%	57%	88%	80%	N/A		
		05-06	42	100%	53%	34%	0%	87%	67%	51%	56%	45%	32%	84%	63%	60%	69%	57%	43%	90%	76%	60%		
4	Language	03-04	51	98%	49%	31%	29%	84%	71%	41%	55%	53%	37%	81%	66%	42%	67%	60%	40%	85%	81%	0%		
		04-05	44	100%	48%	27%	17%	84%	66%	63%	55%	49%	65%	81%	61%	48%	66%	56%	57%	87%	77%	N/A		
		05-06	42	100%	56%	35%	0%	83%	63%	51%	53%	43%	23%	81%	60%	70%	64%	53%	43%	88%	74%	60%		
4	Math	03-04	51	98%	50%	31%	43%	78%	57%	52%	56%	53%	70%	75%	53%	29%	58%	49%	50%	81%	70%	100%		
		04-05	44	100%	49%	25%	33%	76%	50%	42%	56%	48%	48%	74%	46%	33%	55%	43%	41%	80%	64%	N/A		
		05-06	42	100%	48%	28%	20%	76%	47%	30%	51%	38%	23%	74%	44%	35%	54%	39%	27%	81%	60%	40%		
4	Science	03-04	51	98%	61%	34%	43%	85%	61%	36%	56%	58%	44%	82%	57%	29%	65%	52%	36%	88%	78%	100%		
		04-05	44	100%	56%	24%	17%	82%	52%	34%	47%	45%	39%	80%	47%	24%	59%	42%	32%	87%	73%	N/A		
		05-06	42	100%	57%	32%	0%	81%	53%	35%	52%	43%	18%	80%	50%	45%	61%	44%	32%	87%	65%	20%		
4	Social Studies	03-04	51	98%	78%	54%	57%	93%	81%	52%	74%	75%	59%	91%	76%	46%	82%	73%	52%	95%	88%	100%		
		04-05	44	100%	78%	53%	67%	93%	81%	76%	75%	72%	74%	92%	76%	76%	84%	74%	75%	95%	88%	N/A		
		05-06	42	100%	80%	59%	0%	93%	81%	62%	76%	71%	36%	92%	78%	75%	83%	74%	57%	95%	87%	40%		
5	Reading	03-04	46	100%	N/A	29%	0%	N/A	71%	45%	N/A	48%	50%	N/A	65%	32%	N/A	60%	40%	N/A	78%	67%		
		04-05	37	97%	N/A	24%	0%	N/A	64%	52%	N/A	36%	36%	N/A	59%	52%	N/A	52%	44%	N/A	76%	100%		
		05-06	42	100%	50%	27%	20%	88%	69%	57%	58%	41%	31%	85%	63%	62%	69%	58%	52%	90%	75%	N/A		
5	Language	03-04	46	100%	N/A	21%	0%	N/A	57%	36%	N/A	36%	38%	N/A	52%	27%	N/A	46%	33%	N/A	68%	33%		
		04-05	37	97%	N/A	15%	0%	N/A	47%	33%	N/A	25%	21%	N/A	44%	35%	N/A	36%	28%	N/A	63%	100%		
		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	46	100%	N/A	28%	0%	N/A	59%	52%	N/A	49%	58%	N/A	54%	36%	N/A	50%	49%	N/A	69%	33%		
		04-05	37	97%	N/A	26%	50%	N/A	55%	42%	N/A	44%	43%	N/A	50%	43%	N/A	45%	42%	N/A	70%	100%		
		05-06	42	98%	43%	20%	20%	77%	45%	14%	51%	31%	15%	74%	41%	14%	54%	36%	14%	81%	57%	N/A		

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	419
3	Math	03-04	N/A	587	577
		04-05	N/A	585	582
		05-06	431	398	389
4	Reading	03-04	647	628	614
		04-05	646	623	615
		05-06	477	446	424
4	Language	03-04	648	633	616
		04-05	646	626	616
		05-06	298	279	267
4	Math	03-04	632	615	613
		04-05	633	610	604
		05-06	463	428	411
4	Science	03-04	640	619	603
		04-05	637	609	596
		05-06	300	276	258
4	Social Studies	03-04	648	632	614
		04-05	646	629	625
		05-06	298	280	268
5	Reading	03-04	N/A	649	630
		04-05	N/A	641	634
		05-06	485	452	431
5	Language	03-04	N/A	648	635
		04-05	N/A	643	636
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	619
		04-05	N/A	623	616
		05-06	484	449	431

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.

KAGEL 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%	93%	97%	96%	97%	93%	92%	100%	93%	92%	90%	95%	94%	94%	96%	95%	88%	96%	93%	93%	96%	94%	94%
		04-05		95%	93%	93%	96%	96%	93%	93%	91%	100%	93%	92%	91%	94%	94%	94%	96%	94%	89%	95%	93%	93%	95%	93%	94%
	State Target = 85%	05-06		N/A	93%	93%	N/A	96%	90%	N/A	92%	100%	N/A	92%	90%	N/A	93%	94%	N/A	94%	86%	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	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%	95%	N/A	93%	92%	N/A	93%	94%	N/A	96%	92%
		04-05		N/A	91%	91%	N/A	93%	94%	N/A	95%	96%	N/A	93%	91%	N/A	93%	95%	N/A	93%	93%
		05-06		N/A	91%	92%	N/A	93%	94%	N/A	94%	96%	N/A	92%	91%	N/A	92%	93%	N/A	95%	97%

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	41	96%	95%	99%	100%	92%	N/A	95%	100%	97%	93%	98%	N/A	96%	96%	97%	94%
	04-05	44	97%	93%	99%	N/A	97%	N/A	96%	100%	97%	92%	99%	100%	96%	91%	97%	95%
	05-06	41	97%	98%	96%	100%	100%	N/A	96%	100%	97%	97%	99%	N/A	96%	94%	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	41	98%	100%	96%	94%	97%	90%	96%	100%	96%	95%	97%	100%
	04-05	44	98%	100%	97%	92%	97%	88%	97%	100%	97%	93%	98%	N/A
	05-06	41	98%	100%	96%	97%	96%	96%	97%	100%	96%	97%	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	54	18%	20%	19%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	N/A	4%	4%
1	22%	2%	8%
2	10%	11%	N/A
3	N/A	7%	N/A
4	4%	6%	2%
5	N/A	N/A	N/A
Total	6%	5%	2%

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

Student Groups	Enrolled	Participation Rate	
		Reading	Math
Asian	1	100%	100%
Native American	N/A	N/A	N/A
African American	7	100%	100%
Hispanic	32	100%	100%
White	2	100%	100%
English Lang. Learners	22	100%	100%
Students w/ Disabilities	5	100%	100%
Free/Red. Lunch	37	100%	100%
Total School	42	100%	100%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	19%	27%	29%
1	26%	23%	25%
2	18%	33%	19%
3	28%	12%	26%
4	22%	25%	10%
5	31%	39%	42%
Total	24%	26%	25%

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	69	1.7	1.7	1.6	1.7	1.6	1.8	Students at my school are given challenging work.	ES/MS Students	49.3%	40.6%	1.4%	0.0%	7.2%	1.4%
	Staff	45	2.3	1.9	2.3	1.9	2.0	1.9		Staff	33.3%	42.2%	4.4%	0.0%	13.3%	6.7%
	Parents	65	1.9	1.5	1.8	1.6	1.4	1.6		Parents	33.8%	40.0%	1.5%	3.1%	10.8%	10.8%
Safety	ES/MS Students	69	1.7	1.8	1.6	1.8	1.6	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	47.8%	46.4%	0.0%	1.4%	4.3%	0.0%
	Staff	45	2.3	1.8	2.2	1.8	1.9	1.9		Staff	35.6%	57.8%	0.0%	0.0%	4.4%	2.2%
	Parents	65	2.0	1.5	1.8	1.6	1.5	1.6		Parents	61.5%	26.2%	0.0%	0.0%	1.5%	10.8%
Environment	ES/MS Students	69	1.8	1.9	1.6	1.9	1.6	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	26.1%	46.4%	2.9%	1.4%	18.8%	4.3%
	Staff	45	2.2	1.8	2.2	1.8	1.8	1.8		Staff	33.3%	57.8%	4.4%	0.0%	4.4%	0.0%
	Parents	65	1.7	1.5	1.7	1.6	1.4	1.6		Parents	50.8%	40.0%	1.5%	0.0%	4.6%	3.1%
Governance	ES/MS Students	69	2.0	2.2	1.8	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	26.1%	42.0%	11.6%	4.3%	15.9%	0.0%
	Staff	45	2.4	1.9	2.5	1.9	1.9	1.9		Staff	31.1%	55.6%	6.7%	0.0%	6.7%	0.0%
	Parents	65	1.8	1.6	1.9	1.6	1.5	1.7		Parents	44.6%	36.9%	1.5%	7.7%	1.5%	7.7%

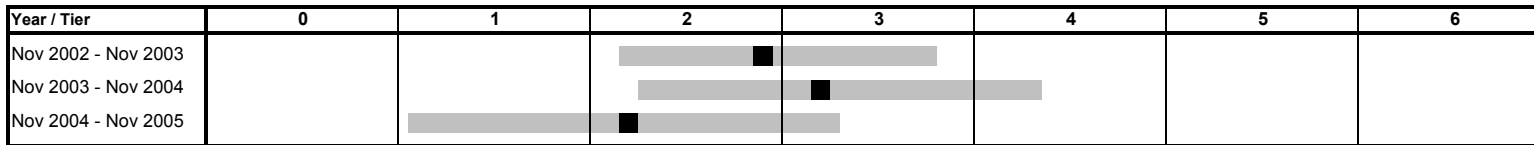
The **Mean Score** is calculated on a 4 point scale. Lower Mean scores indicate approval, whereas higher Mean scores indicate disapproval.

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

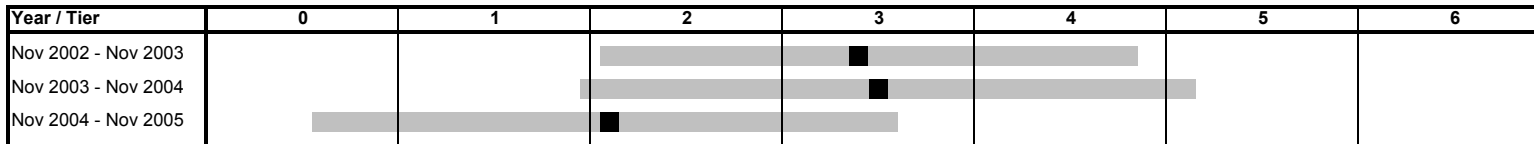
KAGEL SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	2.4
Nov 2003 - Nov 2004	N/A	2.7
Nov 2004 - Nov 2005	-10.2	1.7



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	2.9
Nov 2003 - Nov 2004	N/A	3.0
Nov 2004 - Nov 2005	-12.4	1.6



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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