

PHILIPP SCHOOL

2005-2006 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	4310 N 16 ST
Phone	414-267-8700
Fax	414-267-8715
Site Number	0304
School Operation	N/A

Administration	
Principal (05-06)	BRIDGET ARAUJO
Principal (06-07)	SITE CLOSED
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	247	201	156
Pre-Kindergarten	25	24	14
Kindergarten	27	26	16
Grade 1	31	21	28
Grade 2	28	26	22
Grade 3	38	24	32
Grade 4	48	42	13
Grade 5	50	38	31

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	51%	50%	54%
	Female	49%	50%	46%
Ethnicity	Asian	N/A	N/A	N/A
	Native American	N/A	N/A	N/A
	African American	97%	99%	98%
	Hispanic	2%	0%	1%
	White	0%	0%	N/A
Groups	Special Education	16%	17%	18%
	English Language Learners	N/A	N/A	N/A
	Free/Reduced Lunch	88%	72%	82%

Student Movement		03-04	04-05	05-06
	Mobility Rate	16%	20%	4%
	Stability Rate	51%	62%	N/A

School Profile

Philipp Elementary School closed in the 2006-2007 school year.

Philipp Elementary School is a Reading First School and a Comprehensive School Reform School with a Focus on Reading, Writing and Math. Philipp Elementary School serves students from 4 year old all day kindergarten, through grade 5. We also serve special education students, in all grades. Philipp school draws its population from throughout the city with approximately 50% coming from the adjacent Rufus King neighborhood. This year we are focusing on improving the reading abilities of all our students through the implementation of the Direct Instruction Programs of Reading Mastery and Language for Learning and Language for Thinking and the Comprehension Programs. We are also implementing the Reasoning and Writing Programs and the Spelling Programs. These programs are scientifically proven programs that help all students to learn to read and to learn to comprehend what they read. We will continue to stress success for all and we are working towards this goal in the following ways:

Parent Involvement: The more parental involvement within a school the better the student achievement and school climate. Our parents have the opportunity to participate in school activities in many ways. They are invited to chaperone school field trips and come into classrooms at any time to read to the students or help the teacher with classroom activities. Parents can participate in many events including: The Governance Council, Title I activities and conferences, Book Fairs, the School Open House, Parent Teacher Conferences, Black History Month Activities, the All School Carnival and Zoo trip, the Annual Literacy for All Carnival, the Dr. Martin Luther King Peace Awards and Presentations and the Breakfast with Santa and Holiday Student Programs which are all promoting literacy.

Technology: All staff members will have Internet Access and all classrooms have Internet access and at least 6 computers. Our students will have the use of Accelerated Reader through the classroom Internet. This will provide them additional reading experiences, which will supplement the Direct Instruction Program in the reading block of 120 minutes.

Mathematics: Math is another important academic focus. Teachers will participate in on going training, in the CMC DI Math Programs, which have been adopted to help all students at Philipp Elementary School increase their academic achievement in Math. The Math Teacher Leader will support the Professional Development of the Philipp Staff.

Staff Development: All the Philipp Elementary School Staff members have attended Direct Instruction Training for the Reading Programs and the additional programs during the summer and will receive on-going training during the school year. The Reading First Grant gives our staff the opportunity to attending ongoing District and State training focusing on literacy. Philipp Staff members will be encouraged to attend conferences and conventions as well as utilize the resources available through MPS staff development courses.

Reading/Writing: Our goal and focus this year is to increase the academic achievement of all of our students, in the areas of Reading and Writing through the implementation of the "Direct Instruction" reading programs, made available to us through the Comprehensive School Reform Grant and the Reading First Grant. The entire staff of Philipp Elementary School has made the commitment that all of our students will achieve academic improvement in reading and writing. The individual needs, of our students will be met through the attention given to their progress in these programs. Direct Instruction Reading Mastery is a well-organized and systematic program of explicit instruction with ample and appropriate practice in critical elements of reading growth for each grade level from kindergarten through 6th grade. Direct Instruction Reading Mastery actively engages students in reading based activities, which connect to the five essential components of reading and to the overall, clearly articulated academic goals of Philipp Elementary School. Students are placement tested and their progress monitored for flexible grouping where students can be transferred to groups as their progress intensifies, with progressive curricula used to instruct in the different groups. Philipp Elementary School has allotted two hours per day as an uninterrupted block of time for the reading instruction.

PHILIPP 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	31	100%	80%	61%	55%	73%	66%	N/A	75%	70%	N/A	58%	55%	55%	65%	61%	100%	86%	77%	0%	77%	57%	59%	85%	65%	50%		
3	Math	03-04	37	100%	N/A	52%	32%	N/A	66%	N/A	N/A	62%	N/A	N/A	44%	33%	N/A	54%	N/A	N/A	74%	N/A	52%	24%	N/A	52%	50%			
		04-05	24	100%	N/A	53%	29%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	26%	N/A	58%	N/A	N/A	69%	100%	N/A	53%	25%	N/A	52%	31%		
		05-06	31	100%	73%	43%	26%	71%	60%	N/A	62%	48%	N/A	37%	32%	24%	55%	50%	100%	79%	65%	0%	74%	44%	41%	70%	42%	7%		
4	Reading	03-04	47	100%	82%	67%	55%	75%	75%	N/A	74%	71%	N/A	64%	62%	54%	69%	64%	100%	87%	83%	N/A	78%	62%	36%	86%	72%	84%		
		04-05	40	100%	82%	62%	63%	74%	64%	N/A	76%	80%	N/A	60%	57%	63%	65%	62%	N/A	87%	79%	N/A	78%	56%	54%	86%	69%	75%		
		05-06	13	100%	82%	61%	23%	72%	66%	N/A	74%	72%	N/A	59%	54%	23%	68%	63%	N/A	88%	79%	N/A	80%	60%	13%	84%	62%	40%		
4	Language	03-04	47	100%	79%	64%	53%	73%	72%	N/A	70%	64%	N/A	60%	59%	52%	65%	62%	100%	85%	83%	N/A	76%	60%	39%	83%	69%	74%		
		04-05	40	100%	79%	59%	63%	72%	64%	N/A	71%	73%	N/A	56%	53%	63%	64%	61%	N/A	85%	77%	N/A	76%	53%	63%	83%	65%	63%		
		05-06	13	100%	79%	58%	23%	70%	62%	N/A	70%	66%	N/A	54%	50%	23%	65%	62%	N/A	85%	78%	N/A	76%	54%	13%	83%	62%	40%		
4	Math	03-04	47	100%	74%	53%	28%	72%	67%	N/A	62%	44%	N/A	46%	45%	26%	58%	55%	100%	81%	73%	N/A	74%	53%	29%	73%	52%	26%		
		04-05	40	100%	72%	46%	28%	73%	61%	N/A	59%	55%	N/A	41%	38%	28%	56%	49%	N/A	79%	66%	N/A	73%	46%	38%	71%	45%	13%		
		05-06	13	100%	73%	44%	15%	68%	55%	N/A	59%	52%	N/A	39%	34%	15%	56%	47%	N/A	80%	67%	N/A	73%	45%	13%	70%	42%	20%		
4	Science	03-04	47	100%	80%	57%	38%	71%	67%	N/A	74%	62%	N/A	50%	47%	37%	64%	63%	100%	88%	80%	N/A	81%	57%	32%	81%	56%	47%		
		04-05	40	100%	78%	47%	28%	65%	52%	N/A	69%	63%	N/A	41%	37%	28%	54%	51%	N/A	86%	74%	N/A	79%	47%	38%	76%	46%	13%		
		05-06	13	100%	77%	49%	15%	67%	56%	N/A	66%	51%	N/A	45%	39%	15%	60%	56%	N/A	85%	72%	N/A	78%	50%	13%	78%	48%	20%		
4	Social Studies	03-04	47	100%	90%	76%	68%	87%	86%	N/A	84%	80%	N/A	73%	71%	67%	79%	78%	100%	95%	91%	N/A	89%	75%	61%	90%	77%	79%		
		04-05	40	100%	91%	76%	73%	86%	81%	N/A	89%	90%	N/A	74%	70%	73%	83%	79%	N/A	95%	90%	N/A	90%	75%	79%	97%	77%	63%		
		05-06	13	100%	91%	77%	54%	86%	83%	N/A	88%	85%	N/A	75%	71%	54%	82%	80%	N/A	94%	89%	N/A	90%	76%	50%	92%	79%	60%		
5	Reading	03-04	49	100%	N/A	63%	71%	N/A	67%	N/A	N/A	74%	N/A	N/A	59%	70%	N/A	63%	100%	N/A	80%	N/A	N/A	58%	71%	N/A	68%	72%		
		04-05	33	100%	N/A	57%	39%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	41%	N/A	54%	0%	N/A	79%	N/A	N/A	53%	50%	N/A	60%	27%		
		05-06	32	100%	83%	61%	47%	77%	68%	N/A	75%	78%	N/A	59%	54%	47%	67%	64%	N/A	89%	82%	N/A	81%	58%	40%	84%	65%	58%		
5	Language	03-04	49	100%	N/A	50%	71%	N/A	56%	N/A	N/A	60%	N/A	N/A	45%	70%	N/A	52%	100%	N/A	70%	N/A	N/A	45%	71%	N/A	56%	72%		
		04-05	33	100%	N/A	42%	21%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	22%	N/A	40%	0%	N/A	66%	N/A	N/A	37%	22%	N/A	47%	20%		
		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	49	100%	N/A	54%	53%	N/A	71%	N/A	N/A	58%	N/A	N/A	45%	51%	N/A	58%	100%	N/A	77%	N/A	N/A	54%	50%	N/A	54%	56%		
		04-05	33	100%	N/A	50%	24%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	25%	N/A	52%	0%	N/A	75%	N/A	N/A	51%	28%	N/A	49%	20%		
		05-06	32	100%	72%	40%	9%	69%	56%	N/A	60%	53%	N/A	37%	32%	9%	52%	43%	N/A	80%	65%	N/A	72%	40%	10%	72%	41%	8%		

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.

PHILIPP 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	31	100%	50%	30%	38%	86%	66%	61%	57%	52%	N/A	82%	62%	55%	65%	56%	50%	88%	76%	100%		
3	Math	03-04	37	100%	N/A	28%	44%	N/A	57%	29%	N/A	53%	N/A	N/A	52%	32%	N/A	49%	27%	N/A	66%	75%		
		04-05	24	100%	N/A	31%	20%	N/A	57%	32%	N/A	53%	N/A	N/A	53%	29%	N/A	48%	21%	N/A	70%	60%		
		05-06	31	100%	48%	26%	38%	75%	46%	22%	54%	48%	N/A	73%	42%	26%	55%	39%	21%	80%	58%	67%		
4	Reading	03-04	47	100%	55%	34%	22%	87%	73%	63%	62%	57%	N/A	84%	68%	55%	71%	63%	55%	89%	83%	57%		
		04-05	40	100%	53%	31%	67%	86%	69%	61%	59%	53%	N/A	84%	63%	63%	68%	59%	62%	88%	80%	100%		
		05-06	13	100%	53%	34%	0%	87%	67%	30%	56%	45%	N/A	84%	63%	23%	69%	57%	25%	90%	76%	0%		
4	Language	03-04	47	100%	49%	31%	33%	84%	71%	58%	55%	53%	N/A	81%	66%	53%	67%	60%	53%	85%	81%	57%		
		04-05	40	100%	48%	27%	75%	84%	66%	57%	55%	49%	N/A	81%	61%	63%	66%	56%	62%	87%	77%	100%		
		05-06	13	100%	56%	35%	0%	83%	63%	30%	53%	43%	N/A	81%	60%	23%	64%	53%	25%	88%	74%	0%		
4	Math	03-04	47	100%	50%	31%	33%	78%	57%	26%	56%	53%	N/A	75%	53%	28%	58%	49%	28%	81%	70%	29%		
		04-05	40	100%	49%	25%	67%	76%	50%	11%	56%	48%	N/A	74%	46%	28%	55%	43%	26%	80%	64%	100%		
		05-06	13	100%	48%	28%	0%	76%	47%	20%	51%	38%	N/A	74%	44%	15%	54%	39%	17%	81%	60%	0%		
4	Science	03-04	47	100%	61%	34%	33%	85%	61%	39%	56%	58%	N/A	82%	57%	38%	65%	52%	38%	88%	78%	43%		
		04-05	40	100%	56%	24%	50%	82%	52%	18%	47%	45%	N/A	80%	47%	28%	59%	42%	26%	87%	73%	100%		
		05-06	13	100%	57%	32%	0%	81%	53%	20%	52%	43%	N/A	80%	50%	15%	61%	44%	17%	87%	65%	0%		
4	Social Studies	03-04	47	100%	78%	54%	44%	93%	81%	74%	74%	75%	N/A	91%	76%	68%	82%	73%	68%	95%	88%	71%		
		04-05	40	100%	78%	53%	67%	93%	81%	75%	75%	72%	N/A	92%	76%	73%	84%	74%	72%	95%	88%	100%		
		05-06	13	100%	80%	59%	67%	93%	81%	50%	76%	71%	N/A	92%	78%	54%	83%	74%	50%	95%	87%	100%		
5	Reading	03-04	49	100%	N/A	29%	40%	N/A	71%	79%	N/A	48%	N/A	N/A	65%	71%	N/A	60%	68%	N/A	78%	82%		
		04-05	33	100%	N/A	24%	14%	N/A	64%	46%	N/A	36%	N/A	N/A	59%	39%	N/A	52%	36%	N/A	76%	50%		
		05-06	32	100%	50%	27%	25%	88%	69%	60%	58%	41%	N/A	85%	63%	47%	69%	58%	41%	90%	75%	100%		
5	Language	03-04	49	100%	N/A	21%	60%	N/A	57%	74%	N/A	36%	N/A	N/A	52%	71%	N/A	46%	68%	N/A	68%	82%		
		04-05	33	100%	N/A	15%	0%	N/A	47%	27%	N/A	25%	N/A	N/A	44%	21%	N/A	36%	20%	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	49	100%	N/A	28%	50%	N/A	59%	54%	N/A	49%	N/A	N/A	54%	53%	N/A	50%	45%	N/A	69%	82%		
		04-05	33	100%	N/A	26%	14%	N/A	55%	27%	N/A	44%	N/A	N/A	50%	24%	N/A	45%	20%	N/A	70%	38%		
		05-06	32	100%	43%	20%	8%	77%	45%	10%	51%	31%	N/A	74%	41%	9%	54%	36%	3%	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	566
		04-05	N/A	585	566
		05-06	431	398	374
4	Reading	03-04	647	628	618
		04-05	646	623	623
		05-06	477	446	420
4	Language	03-04	648	633	622
		04-05	646	626	629
		05-06	298	279	248
4	Math	03-04	632	615	596
		04-05	633	610	603
		05-06	463	428	383
4	Science	03-04	640	619	608
		04-05	637	609	600
		05-06	300	276	257
4	Social Studies	03-04	648	632	621
		04-05	646	629	623
		05-06	298	280	262
5	Reading	03-04	N/A	649	647
		04-05	N/A	641	627
		05-06	485	452	420
5	Language	03-04	N/A	648	657
		04-05	N/A	643	631
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	622
		04-05	N/A	623	604
		05-06	484	449	411

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.

PHILIPP 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%	N/A	93%	92%	N/A	93%	92%	92%	95%	94%	91%	96%	95%	94%	96%	93%	91%	96%	94%	94%
		04-05		95%	93%	92%	96%	96%	99%	93%	91%	N/A	93%	92%	92%	94%	94%	98%	96%	94%	98%	95%	93%	92%	95%	93%	93%
	State Target = 85%	05-06		N/A	93%	90%	N/A	96%	N/A	N/A	92%	N/A	N/A	92%	90%	N/A	93%	92%	N/A	94%	N/A	N/A	92%	89%	N/A	93%	92%

* 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	State	MPS	School	
ES	Attend Rate	03-04		N/A	91%	91%	N/A	94%	93%	N/A	95%	N/A	N/A	93%	92%	N/A	93%	92%	N/A	96%	94%			
		04-05		N/A	91%	93%	N/A	93%	92%	N/A	95%	N/A	N/A	93%	92%	N/A	93%	93%	N/A	93%	93%	N/A	93%	92%
		05-06		N/A	91%	88%	N/A	93%	91%	N/A	94%	N/A	N/A	92%	90%	N/A	92%	90%	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	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	03-04	38	96%	84%	99%	N/A	92%	N/A	95%	84%	97%	100%	98%	N/A	96%	79%	97%	93%	
	04-05	32	97%	100%	99%	N/A	97%	N/A	96%	100%	97%	N/A	99%	N/A	96%	100%	97%	100%	
	05-06	10	97%	100%	96%	N/A	100%	N/A	96%	100%	97%	N/A	99%	N/A	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	38	98%	100%	96%	82%	97%	N/A	96%	84%	96%	83%	97%	89%	
	04-05	32	98%	100%	97%	100%	97%	N/A	97%	100%	97%	100%	98%	100%	
	05-06	10	98%	100%	96%	100%	96%	N/A	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	39	33%	32%	27%

Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	N/A	4%	N/A
1	6%	10%	N/A
2	4%	N/A	N/A
3	5%	N/A	3%
4	13%	N/A	N/A
5	N/A	N/A	N/A
Total	5%	2%	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	13	100%	100%
Hispanic	N/A	N/A	N/A
White	N/A	N/A	N/A
English Lang. Learners	N/A	N/A	N/A
Students w/ Disabilities	3	100%	100%
Free/Red. Lunch	12	100%	100%
Total School	13	100%	100%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	59%	50%	38%
1	45%	67%	50%
2	50%	38%	55%
3	34%	33%	47%
4	42%	43%	62%
5	38%	37%	52%
Total	43%	44%	50%

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	42	1.7	1.7	1.6	1.7	1.6	1.8	Students at my school are given challenging work.	ES/MS Students	31.0%	50.0%	9.5%	4.8%	4.8%	0.0%
	Staff	13	2.4	1.9	2.0	1.9	1.9	1.9		Staff	46.2%	15.4%	0.0%	0.0%	30.8%	7.7%
	Parents	20	2.0	1.5	1.6	1.6	1.6	1.6		Parents	55.0%	45.0%	0.0%	0.0%	0.0%	0.0%
Safety	ES/MS Students	42	1.9	1.8	1.6	1.8	1.8	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	31.0%	45.2%	4.8%	7.1%	2.4%	9.5%
	Staff	13	2.2	1.8	2.0	1.8	2.3	1.9		Staff	23.1%	38.5%	30.8%	0.0%	7.7%	0.0%
	Parents	20	2.0	1.5	1.0	1.6	1.7	1.6		Parents	45.0%	40.0%	10.0%	5.0%	0.0%	0.0%
Environment	ES/MS Students	42	2.2	1.9	1.6	1.9	1.9	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	16.7%	40.5%	14.3%	7.1%	19.0%	2.4%
	Staff	13	2.4	1.8	3.0	1.8	2.2	1.8		Staff	15.4%	53.8%	23.1%	0.0%	7.7%	0.0%
	Parents	20	2.0	1.5	1.0	1.6	1.6	1.6		Parents	55.0%	30.0%	15.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	42	2.3	2.2	2.1	2.2	2.1	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	26.2%	38.1%	7.1%	11.9%	9.5%	7.1%
	Staff	13	3.1	1.9	3.0	1.9	2.2	1.9		Staff	15.4%	46.2%	7.7%	15.4%	15.4%	0.0%
	Parents	20	2.0	1.6	1.3	1.6	1.7	1.7		Parents	40.0%	55.0%	5.0%	0.0%	0.0%	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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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	3.1
Nov 2004 - Nov 2005	-10.5	1.7

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	2.2
Nov 2003 - Nov 2004	N/A	2.0
Nov 2004 - Nov 2005	-8.9	2.0

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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