

# TWENTY-FIRST STREET SCHOOL

## 2005-2006 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	2121 W HADLEY ST
Phone	414-267-5500
Fax	414-267-5515
Site Number	0377
School Operation	7:45 - 2:25

Administration	
Principal (05-06)	PATRICIA CIFAX
Principal (06-07)	PATRICIA CIFAX
05-06 Principal Years at Site	4
Board Member	DIRECTOR HARDIN

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
<b>Total</b>	<b>435</b>	<b>390</b>	<b>321</b>
Pre-Kindergarten	55	44	29
Kindergarten	42	48	45
Grade 1	55	46	52
Grade 2	64	59	40
Grade 3	76	60	53
Grade 4	64	63	54
Grade 5	79	70	48

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	49%	49%	50%
	Female	51%	51%	50%
Ethnicity	Asian	17%	14%	12%
	Native American	N/A	N/A	N/A
	African American	80%	83%	84%
	Hispanic	1%	0%	1%
	White	N/A	N/A	N/A
Groups	Special Education	18%	16%	17%
	English Language Learners	10%	11%	11%
	Free/Reduced Lunch	88%	80%	93%

Student Movement		03-04	04-05	05-06
	Mobility Rate	13%	17%	17%
	Stability Rate	65%	61%	62%

### School Profile

**Twenty-first Street School** is located in the heart of the central city. This progressive neighborhood school serves approximately 322 students from three year-old kindergarten through fifth grade. This school serves a diverse population of students including English Language Learners, and those with special education needs. Twenty-first Street School is considered a high value added school. Students who spend a full academic year at our school increase their overall academic skills, which have been noted in our increased test scores. Twenty-first is an open concept school. This unique school setting is divided into grade level pods to allow teachers and students opportunities to interact and learn from each other.

**Reading Achievement:** Twenty-first Street School continues to experience great success in increasing the number of students who are reading at and above grade level. A comprehensive balanced literacy approach continues to be a priority. We provide a strong academic foundation through the adoption of the Direct Instruction reading program, Accelerated Reading Program, and the Open Court series as a supplemental program. We also utilize Successmaker, a computerized program, which allows students the opportunity to increase their comprehension skills.

**Math:** We are continuing to experience success in increasing student achievement in math. Our math scores have increased among students who attend a full academic year at Twenty-first Street. We continue to employ activities such as, Family Math Night, which continues to involve families in math, math tutoring during the lunch hour and after school, and math Olympics. Our math curriculum is aligned to the learning targets and state standards. Students' math progress is monitored closely by the Learning Team on a regular basis.

**Writing Achievement:** Staff development and aligning the writing curriculum to the Learning Targets has continued to be our focus. Teachers continue to turn in monthly writing of the month samples to determine students' growth in writing. We use Six Traits writing program as our main writing curriculum. It has resulted in an increase in our writing scores.

**Staff Development:** Staff development opportunities are pursued vigorously in the following areas: Direct Instruction, math, writing, data analysis, and problem solving. Staff meet regularly after school, during the school day and at grade level meetings to discuss student progress and to provide staff development as needed at their particular grade level.

**Parental Involvement:** Parents are an essential component in our school. We are excited about the level of parental involvement during school-wide programs; however, parent volunteers during the school day would be a great asset to our school. We try to create an inviting environment that makes parents feel a part of our school family.

**Community Learning Center (CLC):** Twenty-first Street School's Community Learning Center is in cooperation with the University of Wisconsin-Extension. This high quality program offers after school programs for our students. Serving nearly 100 students per day, CLC provides tutoring, homework help, recreation, academic enrichment, and a nutritious meal daily. The CLC also offers summer enrichment programs for over 100 students.

**Community Involvement:** Twenty-first Street School also collaborates with Greater New Birth Church to provide classrooms for two K4 classrooms. We also have a school nurse provided by Children's Hospital who provides invaluable services to our school community.

# TWENTY-FIRST 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	56	100%	80%	61%	45%	73%	66%	80%	75%	70%	N/A	58%	55%	42%	65%	61%	N/A	86%	77%	0%	77%	57%	41%	85%	65%	48%		
3	Math	03-04	74	100%	N/A	52%	49%	N/A	66%	60%	N/A	62%	N/A	N/A	44%	46%	N/A	54%	N/A	N/A	74%	N/A	52%	50%	N/A	52%	47%			
		04-05	57	98%	N/A	53%	39%	N/A	66%	50%	N/A	65%	N/A	N/A	44%	34%	N/A	58%	100%	N/A	69%	50%	N/A	53%	44%	N/A	52%	34%		
		05-06	56	100%	73%	43%	27%	71%	60%	80%	62%	48%	N/A	37%	32%	22%	55%	50%	N/A	79%	65%	0%	74%	44%	26%	70%	42%	28%		
4	Reading	03-04	64	100%	82%	67%	58%	75%	75%	56%	74%	71%	N/A	64%	62%	58%	69%	64%	N/A	87%	83%	N/A	78%	62%	58%	86%	72%	58%		
		04-05	63	100%	82%	62%	46%	74%	64%	60%	76%	80%	N/A	60%	57%	43%	65%	62%	N/A	87%	79%	N/A	78%	56%	32%	86%	69%	65%		
		05-06	56	100%	82%	61%	43%	72%	66%	13%	74%	72%	N/A	59%	54%	47%	68%	63%	50%	88%	79%	100%	80%	60%	54%	84%	62%	33%		
4	Language	03-04	64	100%	79%	64%	48%	73%	72%	50%	70%	64%	N/A	60%	59%	48%	65%	62%	N/A	85%	83%	N/A	76%	60%	50%	83%	69%	46%		
		04-05	63	100%	79%	59%	37%	72%	64%	60%	71%	73%	N/A	56%	53%	32%	64%	61%	N/A	85%	77%	N/A	76%	53%	24%	83%	65%	54%		
		05-06	56	100%	79%	58%	39%	70%	62%	38%	70%	66%	N/A	54%	50%	38%	65%	62%	50%	85%	78%	100%	76%	54%	35%	83%	62%	43%		
4	Math	03-04	64	100%	74%	53%	33%	72%	67%	50%	62%	44%	N/A	46%	45%	27%	58%	55%	N/A	81%	73%	N/A	74%	53%	42%	73%	52%	19%		
		04-05	63	98%	72%	46%	30%	73%	61%	60%	59%	55%	N/A	41%	38%	25%	56%	49%	N/A	79%	66%	N/A	73%	46%	30%	71%	45%	31%		
		05-06	56	100%	73%	44%	29%	68%	55%	25%	59%	52%	N/A	39%	34%	27%	56%	47%	50%	80%	67%	100%	73%	45%	23%	70%	42%	33%		
4	Science	03-04	64	100%	80%	57%	45%	71%	67%	44%	74%	62%	N/A	50%	47%	46%	64%	63%	N/A	88%	80%	N/A	81%	57%	47%	81%	56%	42%		
		04-05	63	98%	78%	47%	24%	65%	52%	50%	69%	63%	N/A	41%	37%	19%	54%	51%	N/A	86%	74%	N/A	79%	47%	24%	76%	46%	23%		
		05-06	56	100%	77%	49%	30%	67%	56%	38%	66%	51%	N/A	45%	39%	27%	60%	56%	50%	85%	72%	100%	78%	50%	35%	78%	48%	27%		
4	Social Studies	03-04	64	100%	90%	76%	78%	87%	86%	81%	84%	80%	N/A	73%	71%	77%	79%	78%	N/A	95%	91%	N/A	89%	75%	76%	90%	77%	81%		
		04-05	63	100%	91%	76%	63%	86%	81%	70%	89%	90%	N/A	74%	70%	62%	83%	79%	N/A	95%	90%	N/A	90%	75%	65%	97%	77%	62%		
		05-06	56	100%	91%	77%	70%	86%	83%	63%	88%	85%	N/A	75%	71%	71%	82%	80%	50%	94%	89%	100%	90%	76%	73%	92%	79%	67%		
5	Reading	03-04	76	100%	N/A	63%	55%	N/A	67%	75%	N/A	74%	N/A	N/A	59%	52%	N/A	63%	50%	N/A	80%	N/A	N/A	58%	44%	N/A	68%	64%		
		04-05	73	99%	N/A	57%	48%	N/A	59%	60%	N/A	51%	N/A	N/A	51%	44%	N/A	54%	N/A	N/A	79%	100%	N/A	53%	51%	N/A	60%	44%		
		05-06	48	100%	83%	61%	52%	77%	68%	88%	75%	78%	N/A	59%	54%	45%	67%	64%	N/A	89%	82%	N/A	81%	58%	46%	84%	65%	59%		
5	Language	03-04	76	100%	N/A	50%	33%	N/A	56%	67%	N/A	60%	N/A	N/A	45%	28%	N/A	52%	0%	N/A	70%	N/A	N/A	45%	18%	N/A	56%	45%		
		04-05	73	99%	N/A	42%	22%	N/A	52%	33%	N/A	43%	N/A	N/A	35%	18%	N/A	40%	N/A	N/A	66%	100%	N/A	37%	24%	N/A	47%	19%		
		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	76	100%	N/A	54%	42%	N/A	71%	92%	N/A	58%	N/A	N/A	45%	33%	N/A	58%	50%	N/A	77%	N/A	N/A	54%	35%	N/A	54%	48%		
		04-05	73	100%	N/A	50%	30%	N/A	67%	67%	N/A	46%	N/A	N/A	41%	19%	N/A	52%	N/A	N/A	75%	100%	N/A	51%	41%	N/A	49%	19%		
		05-06	48	100%	72%	40%	23%	69%	56%	38%	60%	53%	N/A	37%	32%	20%	52%	43%	N/A	80%	65%	N/A	72%	40%	23%	72%	41%	23%		

**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.

# TWENTY-FIRST 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	56	100%	50%	30%	0%	86%	66%	46%	57%	52%	80%	82%	62%	41%	65%	56%	44%	88%	76%	100%		
3	Math	03-04	74	100%	N/A	28%	14%	N/A	57%	57%	N/A	53%	60%	N/A	52%	46%	N/A	49%	45%	N/A	66%	57%		
		04-05	57	98%	N/A	31%	0%	N/A	57%	55%	N/A	53%	56%	N/A	53%	35%	N/A	48%	37%	N/A	70%	60%		
		05-06	56	100%	48%	26%	0%	75%	46%	28%	54%	48%	80%	73%	42%	22%	55%	39%	25%	80%	58%	100%		
4	Reading	03-04	64	100%	55%	34%	9%	87%	73%	68%	62%	57%	42%	84%	68%	62%	71%	63%	57%	89%	83%	67%		
		04-05	63	100%	53%	31%	0%	86%	69%	55%	59%	53%	50%	84%	63%	45%	68%	59%	45%	88%	80%	67%		
		05-06	56	100%	53%	34%	6%	87%	67%	61%	56%	45%	14%	84%	63%	47%	69%	57%	41%	90%	76%	60%		
4	Language	03-04	64	100%	49%	31%	9%	84%	71%	57%	55%	53%	42%	81%	66%	50%	67%	60%	48%	85%	81%	67%		
		04-05	63	100%	48%	27%	0%	84%	66%	43%	55%	49%	50%	81%	61%	34%	66%	56%	35%	87%	77%	67%		
		05-06	56	100%	56%	35%	6%	83%	63%	55%	53%	43%	29%	81%	60%	41%	64%	53%	37%	88%	74%	60%		
4	Math	03-04	64	100%	50%	31%	27%	78%	57%	34%	56%	53%	42%	75%	53%	31%	58%	49%	31%	81%	70%	67%		
		04-05	63	98%	49%	25%	10%	76%	50%	34%	56%	48%	60%	74%	46%	25%	55%	43%	30%	80%	64%	33%		
		05-06	56	100%	48%	28%	6%	76%	47%	39%	51%	38%	29%	74%	44%	29%	54%	39%	27%	81%	60%	40%		
4	Science	03-04	64	100%	61%	34%	27%	85%	61%	49%	56%	58%	25%	82%	57%	50%	65%	52%	44%	88%	78%	67%		
		04-05	63	98%	56%	24%	10%	82%	52%	26%	47%	45%	50%	80%	47%	19%	59%	42%	23%	87%	73%	33%		
		05-06	56	100%	57%	32%	6%	81%	53%	42%	52%	43%	29%	80%	50%	31%	61%	44%	27%	87%	65%	60%		
4	Social Studies	03-04	64	100%	78%	54%	64%	93%	81%	81%	74%	75%	75%	91%	76%	79%	82%	73%	79%	95%	88%	67%		
		04-05	63	100%	78%	53%	60%	93%	81%	64%	75%	72%	60%	92%	76%	64%	84%	74%	62%	95%	88%	100%		
		05-06	56	100%	80%	59%	39%	93%	81%	84%	76%	71%	57%	92%	78%	71%	83%	74%	67%	95%	87%	100%		
5	Reading	03-04	76	100%	N/A	29%	26%	N/A	71%	68%	N/A	48%	60%	N/A	65%	55%	N/A	60%	55%	N/A	78%	55%		
		04-05	73	99%	N/A	24%	11%	N/A	64%	61%	N/A	36%	50%	N/A	59%	48%	N/A	52%	48%	N/A	76%	43%		
		05-06	48	100%	50%	27%	11%	88%	69%	62%	58%	41%	67%	85%	63%	50%	69%	58%	46%	90%	75%	86%		
5	Language	03-04	76	100%	N/A	21%	4%	N/A	57%	45%	N/A	36%	40%	N/A	52%	32%	N/A	46%	32%	N/A	68%	36%		
		04-05	73	99%	N/A	15%	5%	N/A	47%	28%	N/A	25%	20%	N/A	44%	22%	N/A	36%	21%	N/A	63%	29%		
		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	76	100%	N/A	28%	4%	N/A	59%	58%	N/A	49%	80%	N/A	54%	39%	N/A	50%	40%	N/A	69%	55%		
		04-05	73	100%	N/A	26%	11%	N/A	55%	37%	N/A	44%	70%	N/A	50%	24%	N/A	45%	29%	N/A	70%	43%		
		05-06	48	100%	43%	20%	11%	77%	45%	26%	51%	31%	33%	74%	41%	21%	54%	36%	17%	81%	57%	57%		

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	425
3	Math	03-04	N/A	587	577
		04-05	N/A	585	571
		05-06	431	398	373
4	Reading	03-04	647	628	611
		04-05	646	623	608
		05-06	477	446	419
4	Language	03-04	648	633	618
		04-05	646	626	606
		05-06	298	279	266
4	Math	03-04	632	615	603
		04-05	633	610	602
		05-06	463	428	406
4	Science	03-04	640	619	606
		04-05	637	609	595
		05-06	300	276	263
4	Social Studies	03-04	648	632	622
		04-05	646	629	615
		05-06	298	280	271
5	Reading	03-04	N/A	649	635
		04-05	N/A	641	631
		05-06	485	452	441
5	Language	03-04	N/A	648	632
		04-05	N/A	643	632
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	615
		04-05	N/A	623	612
		05-06	484	449	438

**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.

# TWENTY-FIRST 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%	93%	97%	96%	97%	93%	92%	N/A	93%	92%	92%	95%	94%	91%	96%	95%	N/A	96%	93%	93%	96%	94%	94%
		04-05		95%	93%	93%	96%	96%	97%	93%	91%	N/A	93%	92%	92%	94%	94%	97%	96%	94%	N/A	95%	93%	93%	95%	93%	93%
	State Target = 85%	05-06		N/A	93%	91%	N/A	96%	97%	N/A	92%	N/A	N/A	92%	91%	N/A	93%	78%	N/A	94%	N/A	N/A	92%	91%	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	
ES	Attend Rate	03-04		N/A	91%	92%	N/A	94%	93%	N/A	95%	98%	N/A	93%	93%	N/A	93%	93%	N/A	96%	96%
		04-05		N/A	91%	90%	N/A	93%	93%	N/A	95%	97%	N/A	93%	92%	N/A	93%	92%	N/A	93%	93%
		05-06		N/A	91%	88%	N/A	93%	92%	N/A	94%	97%	N/A	92%	91%	N/A	92%	91%	N/A	95%	92%

## 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	62	96%	100%	99%	100%	92%	N/A	95%	100%	97%	N/A	98%	N/A	96%	100%	97%	100%
	04-05	51	97%	92%	99%	100%	97%	N/A	96%	90%	97%	N/A	99%	N/A	96%	89%	97%	96%
	05-06	49	97%	94%	96%	100%	100%	N/A	96%	95%	97%	50%	99%	N/A	96%	86%	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	62	98%	100%	96%	100%	97%	100%	96%	100%	96%	100%	97%	100%
	04-05	51	98%	86%	97%	93%	97%	100%	97%	90%	97%	91%	98%	100%
	05-06	49	98%	94%	96%	94%	96%	100%	97%	93%	96%	93%	99%	100%

ES indicates Elementary grade students.

N/A indicates: Not available / Not applicable

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# TWENTY-FIRST STREET SCHOOL

## 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	16	5%	7%	5%

### Student Retention Rate

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

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

Student Groups	Enrolled	Participation Rate	
		Reading	Math
Asian	8	100%	100%
Native American	N/A	N/A	N/A
African American	45	100%	100%
Hispanic	2	100%	100%
White	1	100%	100%
English Lang. Learners	7	100%	100%
Students w/ Disabilities	18	100%	100%
Free/Red. Lunch	51	100%	100%
Total School	56	100%	100%

### Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	24%	42%	67%
1	31%	33%	44%
2	28%	36%	38%
3	20%	25%	40%
4	34%	24%	30%
5	15%	29%	23%
Total	25%	31%	40%

## 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	1.6	1.7	1.6	1.7	1.5	1.8	Students at my school are given challenging work.	ES/MS Students	43.5%	36.2%	10.1%	2.9%	7.2%	0.0%
	Staff	37	2.0	1.9	2.1	1.9	2.0	1.9		Staff	13.5%	62.2%	5.4%	0.0%	8.1%	10.8%
	Parents	49	1.5	1.5	1.6	1.6	1.6	1.6		Parents	32.7%	59.2%	2.0%	0.0%	6.1%	0.0%
Safety	ES/MS Students	69	1.5	1.8	1.6	1.8	1.5	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	46.4%	40.6%	1.4%	2.9%	5.8%	2.9%
	Staff	37	1.8	1.8	2.0	1.8	1.8	1.9		Staff	21.6%	64.9%	8.1%	0.0%	2.7%	2.7%
	Parents	49	1.6	1.5	1.5	1.6	1.5	1.6		Parents	53.1%	40.8%	0.0%	0.0%	2.0%	4.1%
Environment	ES/MS Students	69	1.7	1.9	1.8	1.9	1.6	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	27.5%	42.0%	14.5%	5.8%	10.1%	0.0%
	Staff	37	1.7	1.8	1.9	1.8	1.9	1.8		Staff	16.2%	75.7%	2.7%	2.7%	2.7%	0.0%
	Parents	49	1.5	1.5	1.5	1.6	1.5	1.6		Parents	51.0%	44.9%	2.0%	0.0%	2.0%	0.0%
Governance	ES/MS Students	69	2.1	2.2	2.1	2.2	2.2	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	27.5%	40.6%	13.0%	2.9%	15.9%	0.0%
	Staff	37	1.8	1.9	2.1	1.9	2.0	1.9		Staff	10.8%	70.3%	8.1%	5.4%	5.4%	0.0%
	Parents	49	1.6	1.6	1.6	1.6	1.7	1.7		Parents	26.5%	63.3%	4.1%	2.0%	4.1%	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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# TWENTY-FIRST 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	4.1
Nov 2003 - Nov 2004	N/A	3.6
Nov 2004 - Nov 2005	-1.4	2.8

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	3.2
Nov 2003 - Nov 2004	N/A	3.0
Nov 2004 - Nov 2005	5.9	3.7

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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