

AUER AVENUE SCHOOL

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	2319 W AUER AV
Phone	414-875-4500
Fax	414-875-4515
Site Number	0077
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	HATTIE KNOX
School Year (07-08)	HATTIE KNOX
06-07 Administrator Years at Site	3

Board Member	DIRECTOR HARDIN
--------------	-----------------

Schools Identified for Improvement	
Years on SIFI	1

Student Enrollment			
Grade	04-05	05-06	06-07
Total	613	564	492
Pre-Kindergarten	103	98	74
Kindergarten	71	63	42
Grade 1	63	64	47
Grade 2	55	57	58
Grade 3	61	45	67
Grade 4	56	63	49
Grade 5	54	52	56
Grade 6	45	38	37
Grade 7	58	39	25
Grade 8	47	45	37

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	51%	49%	49%
	Female	49%	51%	51%
Ethnicity	Asian	N/A	N/A	0%
	Native American	N/A	N/A	0%
	African American	98%	98%	97%
	Hispanic	0%	0%	0%
	White	0%	N/A	0%
Groups	Special Education	28%	26%	22%
	English Language Learners	N/A	N/A	N/A
	Free/Reduced Lunch	81%	91%	95%

Student Movement		04-05	05-06	06-07
	Mobility Rate	28%	16%	21%
	Stability Rate	62%	57%	55%

School Profile

Auer Avenue School is located on the near north side of the city of Milwaukee and serves a population of 500 students ranging from K3 through Grade 8. Our mission is to address the unique individual needs of our students and focus our efforts on helping all students achieve their maximum academic and human potential.

Reading/Language Arts: We remain committed to the goal of working to ensure that every student will become a proficient reader, writer and communicator. We implement research-based instructional strategies and replicate programs with proven records of success in improving reading achievement. Our Comprehensive Literacy program includes multi-text core programs, matching students to their appropriate text levels for instruction in Guided Reading, a strong phonological/word study emphasis through the *Integrated Strategies* Curriculum and the 4 Blocks structures and daily emphasis on writing and reading independently. We continue to compile data of students' reading achievement through our use of the DRA (Developmental Reading Assessment) and QRI Reading Inventories. Our school-wide assessments include Benchmark assessments, P5 portfolio assessments, Early Literacy Skills Inventories, and technology-embedded assessments in our supplemental programs including *Breakthrough to Literacy*, *CCC and Accelerated Reader*. We continue to do early identification of students experiencing problems in their literacy development. A reading team also provides reading assessment and support. A school-wide emphasis includes, Six Traits Plus One, and the Lucy Calkins Curriculum which provide support and focus to improve overall achievement in writing. Continuing to improve reading scores on the WKCE-CRT and to increase language and writing proficiencies at all grades will be an ongoing goal. We will emphasize integrating reading and writing throughout the content areas at all grade levels.

Math: Improved achievement in mathematics is a major goal for this school year. We will use detailed data analysis of our WKCE-CRT results and our math teacher leader will conduct grade level planning sessions emphasizing mathematical processes, higher order thinking and communicating. Curriculum alignment, pacing, and using CABS in math will be a major focus for the year with grade level teams.

Science/Social Studies: We will concentrate on having students develop a broad knowledge base in the content areas specified by grade level content/objectives in science and social studies. Correlation with WKCE-CRT objectives, MPS Learning targets and alignment with state standards will be the focus. Students will demonstrate their content area learning through a yearly Learning Project.

Staff Development: We will continue to offer staff development opportunities and support for our teachers in implementing our instructional programs with effective teaching strategies. We will continue to develop literacy training with *Integrated Strategies* and *Breakthrough to Literacy* and with our core reading programs. We will continue to support the *Six Traits of Writing* model and provide staff development in the Lucy Calkins writing curriculum.

Parent Involvement: Parent Involvement is crucial to our success. Our parent coordinator and parents work together to implement a monthly calendar of parent activities. We will continue to focus on our parent education component to provide more ways for parents to support their children's learning at home and at school.

Extended Day Programs: Our Extended Day program offers Accelerated Reader, which allows students to read and test in a motivational program.

AUER AVENUE 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	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
		05-06	51	100%	80%	61%	37%	73%	66%	N/A	75%	70%	N/A	58%	55%	37%	65%	61%	N/A	86%	77%	N/A	77%	57%	52%	85%	65%	27%	
		06-07	63	100%	81%	62%	48%	74%	67%	N/A	72%	71%	N/A	60%	57%	48%	63%	58%	N/A	86%	81%	N/A	77%	57%	45%	85%	67%	50%	
3	Math	04-05	62	100%	N/A	53%	39%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	37%	N/A	58%	N/A	N/A	69%	100%	N/A	53%	45%	N/A	52%	32%	
		05-06	51	100%	73%	43%	10%	71%	60%	N/A	62%	48%	N/A	37%	32%	10%	55%	50%	N/A	79%	65%	N/A	74%	44%	10%	70%	42%	10%	
		06-07	63	100%	74%	46%	37%	71%	59%	N/A	62%	56%	N/A	42%	36%	37%	57%	49%	N/A	81%	67%	N/A	75%	46%	33%	73%	45%	40%	
4	Reading	04-05	56	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%	43%	86%	69%	85%	
		05-06	65	100%	82%	61%	46%	72%	66%	N/A	74%	72%	N/A	59%	54%	47%	68%	63%	N/A	88%	79%	0%	80%	60%	43%	84%	62%	49%	
		06-07	48	98%	82%	62%	44%	73%	69%	N/A	75%	83%	N/A	60%	57%	44%	64%	61%	N/A	87%	79%	N/A	79%	60%	56%	84%	64%	29%	
4	Language	04-05	56	100%	79%	59%	45%	72%	64%	N/A	71%	73%	N/A	56%	53%	45%	64%	61%	N/A	85%	77%	N/A	76%	53%	33%	83%	65%	58%	
		05-06	65	97%	79%	58%	32%	70%	62%	N/A	70%	66%	N/A	54%	50%	33%	65%	62%	N/A	85%	78%	0%	76%	54%	29%	83%	62%	35%	
		06-07	48	98%	77%	58%	29%	72%	68%	N/A	68%	80%	N/A	53%	52%	29%	61%	58%	N/A	83%	76%	N/A	72%	53%	33%	81%	63%	24%	
4	Math	04-05	56	100%	72%	46%	48%	73%	61%	N/A	59%	55%	N/A	41%	38%	48%	56%	49%	N/A	79%	66%	N/A	73%	46%	37%	71%	45%	62%	
		05-06	65	100%	73%	44%	20%	68%	55%	N/A	59%	52%	N/A	39%	34%	20%	56%	47%	N/A	80%	67%	0%	73%	45%	25%	70%	42%	16%	
		06-07	48	98%	78%	52%	17%	77%	72%	N/A	70%	70%	N/A	47%	42%	17%	62%	57%	N/A	84%	72%	N/A	78%	53%	26%	77%	50%	5%	
4	Science	04-05	56	100%	78%	47%	39%	65%	52%	N/A	69%	63%	N/A	41%	37%	39%	54%	51%	N/A	86%	74%	N/A	79%	47%	30%	76%	46%	50%	
		05-06	65	97%	77%	49%	23%	67%	56%	N/A	66%	51%	N/A	45%	39%	23%	60%	56%	N/A	85%	72%	0%	78%	50%	25%	78%	48%	22%	
		06-07	48	98%	77%	49%	15%	70%	66%	N/A	66%	76%	N/A	44%	39%	15%	57%	53%	N/A	85%	74%	N/A	78%	50%	22%	77%	49%	5%	
4	Social Studies	04-05	56	100%	91%	76%	77%	86%	81%	N/A	89%	90%	N/A	74%	70%	77%	83%	79%	N/A	95%	90%	N/A	90%	75%	73%	97%	77%	81%	
		05-06	65	97%	91%	77%	55%	86%	83%	N/A	88%	85%	N/A	75%	71%	55%	82%	80%	N/A	94%	89%	100%	90%	76%	71%	92%	79%	43%	
		06-07	48	98%	91%	78%	58%	85%	83%	N/A	87%	93%	N/A	76%	74%	58%	80%	78%	N/A	95%	89%	N/A	91%	76%	67%	92%	79%	48%	
5	Reading	04-05	58	100%	N/A	57%	43%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	43%	N/A	54%	N/A	N/A	79%	N/A	N/A	53%	37%	N/A	60%	50%	
		05-06	52	100%	83%	61%	52%	77%	68%	N/A	75%	78%	N/A	59%	54%	52%	67%	64%	N/A	89%	82%	N/A	81%	58%	47%	84%	65%	59%	
		06-07	57	100%	84%	64%	49%	76%	71%	N/A	77%	68%	N/A	62%	59%	50%	68%	63%	N/A	90%	82%	0%	81%	62%	48%	86%	67%	50%	
5	Language	04-05	58	100%	N/A	42%	24%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	24%	N/A	40%	N/A	N/A	66%	N/A	N/A	37%	20%	N/A	47%	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	N/A	N/A	N/A	N/A	N/A	
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	04-05	58	100%	N/A	50%	31%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	31%	N/A	52%	N/A	N/A	75%	N/A	N/A	51%	40%	40%	N/A	49%	21%
		05-06	52	100%	72%	40%	27%	69%	56%	N/A	60%	53%	N/A	37%	32%	27%	52%	43%	N/A	80%	65%	N/A	72%	40%	20%	72%	41%	36%	
		06-07	57	100%	75%	46%	28%	74%	63%	N/A	65%	49%	N/A	43%	37%	29%	56%	49%	N/A	82%	68%	0%	75%	46%	31%	74%	46%	25%	

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6, and 7 CANNOT be compared with 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 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 2006-07 = 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.

AUER AVENUE 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
6	Reading	04-05	40	100%	N/A	51%	25%	N/A	59%	N/A	N/A	66%	N/A	N/A	45%	25%	N/A	55%	N/A	N/A	71%	N/A	N/A	45%	33%	N/A	57%	21%
		05-06	35	100%	83%	57%	43%	73%	63%	N/A	73%	62%	N/A	56%	51%	43%	67%	59%	N/A	88%	79%	N/A	81%	53%	61%	85%	62%	24%
		06-07	34	100%	85%	62%	50%	75%	64%	N/A	78%	75%	N/A	61%	57%	52%	68%	64%	N/A	91%	79%	0%	82%	56%	47%	87%	68%	53%
6	Language	04-05	40	100%	N/A	41%	10%	N/A	49%	N/A	N/A	47%	N/A	N/A	33%	10%	N/A	45%	N/A	N/A	64%	N/A	N/A	36%	8%	N/A	46%	11%
		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
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	04-05	40	98%	N/A	39%	10%	N/A	57%	N/A	N/A	43%	N/A	N/A	30%	10%	N/A	47%	N/A	N/A	65%	N/A	N/A	39%	17%	N/A	39%	7%
		05-06	35	100%	72%	38%	6%	69%	54%	N/A	60%	41%	N/A	37%	29%	6%	55%	41%	N/A	79%	62%	N/A	72%	37%	11%	74%	39%	0%
		06-07	34	100%	76%	40%	21%	76%	62%	N/A	61%	60%	N/A	40%	31%	21%	57%	44%	N/A	82%	63%	0%	76%	39%	18%	76%	42%	24%
7	Reading	04-05	55	100%	N/A	60%	45%	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	46%	N/A	63%	0%	N/A	78%	N/A	N/A	54%	44%	N/A	66%	48%
		05-06	37	100%	84%	59%	27%	74%	66%	N/A	77%	70%	N/A	56%	52%	27%	66%	64%	N/A	89%	80%	N/A	81%	54%	29%	86%	64%	25%
		06-07	19	100%	85%	58%	16%	74%	69%	N/A	77%	58%	N/A	58%	51%	16%	66%	60%	N/A	89%	82%	N/A	82%	55%	22%	86%	61%	10%
7	Language	04-05	55	100%	N/A	41%	20%	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	20%	N/A	46%	0%	N/A	63%	N/A	N/A	34%	16%	N/A	48%	26%
		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
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	04-05	55	100%	N/A	38%	15%	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	15%	N/A	48%	0%	N/A	66%	N/A	N/A	37%	22%	N/A	40%	4%
		05-06	37	97%	73%	37%	3%	69%	55%	N/A	58%	41%	N/A	35%	26%	3%	55%	49%	N/A	81%	64%	N/A	73%	37%	6%	73%	36%	0%
		06-07	19	100%	78%	44%	16%	75%	60%	N/A	69%	58%	N/A	43%	34%	16%	61%	53%	N/A	86%	70%	N/A	79%	45%	22%	79%	44%	10%
8	Reading	04-05	45	100%	85%	59%	49%	74%	69%	N/A	76%	69%	N/A	56%	52%	49%	65%	62%	N/A	89%	83%	N/A	81%	53%	50%	87%	65%	48%
		05-06	41	98%	84%	58%	32%	77%	70%	N/A	75%	77%	N/A	56%	51%	32%	68%	62%	N/A	89%	78%	N/A	82%	53%	35%	86%	62%	27%
		06-07	36	100%	84%	62%	39%	79%	76%	N/A	76%	65%	N/A	62%	57%	37%	67%	63%	N/A	88%	79%	100%	82%	57%	37%	87%	68%	41%
8	Language	04-05	45	100%	65%	37%	24%	51%	47%	N/A	46%	47%	N/A	32%	29%	24%	40%	38%	N/A	71%	65%	N/A	59%	32%	21%	70%	42%	29%
		05-06	41	98%	66%	37%	7%	49%	48%	N/A	47%	43%	N/A	36%	32%	7%	43%	36%	N/A	72%	60%	N/A	61%	32%	4%	70%	42%	13%
		06-07	36	100%	62%	35%	17%	48%	40%	N/A	42%	33%	N/A	33%	29%	14%	40%	37%	N/A	69%	59%	100%	56%	30%	21%	67%	41%	12%
8	Math	04-05	45	100%	73%	36%	20%	68%	58%	N/A	55%	50%	N/A	32%	26%	20%	53%	41%	N/A	81%	65%	N/A	72%	36%	21%	73%	36%	19%
		05-06	41	98%	73%	37%	10%	72%	58%	N/A	56%	41%	N/A	38%	29%	10%	52%	44%	N/A	81%	62%	N/A	74%	36%	8%	74%	39%	13%
		06-07	36	100%	74%	40%	14%	74%	57%	N/A	59%	52%	N/A	39%	31%	11%	55%	49%	N/A	81%	65%	100%	39%	76%	41%	16%	74%	39%
8	Science	04-05	45	100%	73%	32%	20%	54%	41%	N/A	57%	50%	N/A	30%	23%	20%	48%	35%	N/A	82%	66%	N/A	75%	33%	29%	72%	32%	10%
		05-06	41	95%	73%	36%	0%	61%	52%	N/A	56%	54%	N/A	34%	27%	0%	51%	39%	N/A	81%	65%	N/A	74%	36%	0%	73%	36%	0%
		06-07	36	100%	74%	39%	3%	62%	50%	N/A	60%	56%	N/A	37%	31%	3%	51%	43%	N/A	82%	68%	0%	74%	39%	5%	75%	39%	0%
8	Social Studies	04-05	45	100%	83%	50%	33%	75%	65%	N/A	70%	65%	N/A	49%	41%	33%	66%	56%	N/A	89%	78%	N/A	82%	49%	38%	54%	52%	29%
		05-06	41	98%	84%	52%	7%	80%	69%	N/A	71%	61%	N/A	50%	44%	7%	68%	57%	N/A	89%	77%	N/A	82%	49%	8%	84%	55%	7%
		06-07	36	100%	82%	52%	22%	78%	71%	N/A	72%	69%	N/A	52%	45%	23%	65%	56%	N/A	89%	74%	0%	82%	50%	21%	84%	54%	24%

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6, and 7 CANNOT be compared with 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 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 2006-07 = 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.

AUER AVENUE 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						
					SPED			Non-SPED			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	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
		05-06	51	100%	50%	30%	55%	86%	66%	33%	57%	52%	N/A	82%	62%	37%	65%	56%	32%	88%	76%	100%	
		06-07	63	100%	50%	31%	50%	86%	68%	47%	55%	48%	N/A	82%	64%	48%	67%	57%	47%	89%	82%	100%	
3	Math	04-05	62	100%	N/A	31%	43%	N/A	57%	38%	N/A	53%	N/A	53%	39%	N/A	48%	38%	N/A	70%	50%		
		05-06	51	100%	48%	26%	9%	75%	46%	10%	54%	48%	N/A	73%	42%	10%	55%	39%	11%	80%	58%	0%	
		06-07	63	100%	53%	28%	10%	77%	49%	42%	56%	46%	N/A	75%	45%	37%	57%	41%	35%	82%	68%	100%	
4	Reading	04-05	56	100%	53%	31%	32%	86%	69%	78%	59%	53%	N/A	84%	63%	63%	68%	59%	61%	88%	80%	100%	
		05-06	65	100%	53%	34%	53%	87%	67%	44%	56%	45%	N/A	84%	63%	46%	69%	57%	44%	90%	76%	67%	
		06-07	48	98%	52%	32%	50%	87%	68%	42%	55%	47%	N/A	83%	64%	44%	67%	58%	43%	89%	81%	50%	
4	Language	04-05	56	100%	48%	27%	16%	84%	66%	59%	55%	49%	N/A	81%	61%	45%	66%	56%	43%	87%	77%	100%	
		05-06	65	97%	56%	35%	13%	83%	63%	38%	53%	43%	N/A	81%	60%	32%	64%	53%	31%	88%	74%	50%	
		06-07	48	98%	56%	35%	33%	80%	63%	28%	54%	47%	N/A	78%	60%	29%	62%	54%	27%	85%	77%	50%	
4	Math	04-05	56	100%	49%	25%	42%	76%	50%	51%	56%	48%	N/A	74%	46%	48%	55%	43%	46%	80%	64%	100%	
		05-06	65	100%	48%	28%	7%	76%	47%	24%	51%	38%	N/A	74%	44%	20%	54%	39%	15%	81%	60%	67%	
		06-07	48	98%	54%	30%	8%	81%	56%	19%	60%	52%	N/A	79%	52%	17%	61%	47%	16%	85%	72%	25%	
4	Science	04-05	56	100%	56%	24%	16%	82%	52%	51%	47%	45%	N/A	80%	47%	39%	59%	42%	37%	87%	73%	100%	
		05-06	65	97%	57%	32%	7%	81%	53%	28%	52%	43%	N/A	80%	50%	23%	61%	44%	24%	87%	65%	17%	
		06-07	48	98%	58%	29%	8%	81%	53%	17%	51%	45%	N/A	78%	50%	15%	60%	44%	14%	86%	73%	25%	
4	Social Studies	04-05	56	100%	78%	53%	58%	93%	81%	86%	75%	72%	N/A	92%	76%	77%	84%	74%	76%	95%	88%	100%	
		05-06	65	97%	80%	59%	60%	93%	81%	54%	76%	71%	N/A	92%	78%	55%	83%	74%	56%	95%	87%	50%	
		06-07	48	98%	81%	58%	42%	93%	82%	64%	75%	69%	N/A	92%	79%	58%	84%	75%	59%	95%	91%	50%	
5	Reading	04-05	58	100%	N/A	24%	31%	N/A	64%	48%	N/A	36%	N/A	N/A	59%	43%	N/A	52%	41%	N/A	76%	100%	
		05-06	52	100%	50%	27%	25%	88%	69%	69%	58%	41%	N/A	85%	63%	52%	69%	58%	51%	90%	75%	56%	
		06-07	57	100%	53%	33%	29%	89%	71%	58%	58%	43%	N/A	86%	67%	49%	69%	60%	45%	91%	83%	83%	
5	Language	04-05	58	100%	N/A	15%	19%	N/A	47%	26%	N/A	25%	N/A	N/A	44%	24%	N/A	36%	23%	N/A	63%	50%	
		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	
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	04-05	58	100%	N/A	26%	38%	N/A	55%	29%	N/A	44%	N/A	N/A	50%	31%	N/A	45%	30%	N/A	70%	50%	
		05-06	52	100%	43%	20%	10%	77%	45%	38%	51%	31%	N/A	74%	41%	27%	54%	36%	23%	81%	57%	44%	
		06-07	57	100%	46%	26%	24%	80%	50%	30%	53%	37%	N/A	77%	47%	28%	57%	41%	24%	84%	67%	67%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	420
		06-07	459	437	422
3	Math	04-05	N/A	585	571
		05-06	431	398	368
		06-07	434	401	385
4	Reading	04-05	646	623	619
		05-06	477	446	421
		06-07	477	450	418
4	Language	04-05	646	626	618
		05-06	298	279	255
		06-07	296	281	251
4	Math	04-05	633	610	611
		05-06	463	428	393
		06-07	466	435	392
4	Science	04-05	637	609	606
		05-06	300	276	257
		06-07	300	277	250
4	Social Studies	04-05	646	629	624
		05-06	298	280	265
		06-07	298	281	262
5	Reading	04-05	N/A	641	630
		05-06	485	452	444
		06-07	485	453	428
5	Language	04-05	N/A	643	633
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	610
		05-06	484	449	436
		06-07	489	455	429

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 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 2004-05.

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 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 2006-07 = 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.

AUER AVENUE 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					
					SPED			Non-SPED			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
6	Reading	04-05	40	100%	N/A	19%	18%	N/A	58%	30%	N/A	35%	N/A	N/A	53%	25%	N/A	47%	21%	N/A	69%	100%
		05-06	35	100%	47%	21%	45%	89%	65%	42%	55%	33%	N/A	85%	59%	43%	68%	53%	42%	90%	73%	50%
		06-07	34	100%	51%	24%	10%	91%	71%	67%	57%	39%	N/A	86%	64%	50%	71%	58%	48%	91%	78%	100%
6	Language	04-05	40	100%	N/A	15%	12%	N/A	46%	9%	N/A	28%	N/A	N/A	42%	10%	N/A	36%	8%	N/A	60%	50%
		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
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	04-05	40	98%	N/A	23%	12%	N/A	43%	9%	N/A	35%	N/A	N/A	40%	10%	N/A	35%	8%	N/A	59%	50%
		05-06	35	100%	37%	15%	0%	79%	43%	8%	50%	24%	N/A	73%	39%	6%	53%	33%	3%	82%	54%	50%
		06-07	34	100%	43%	18%	0%	81%	45%	29%	55%	35%	N/A	78%	41%	21%	58%	36%	21%	84%	58%	0%
7	Reading	04-05	55	100%	N/A	24%	10%	N/A	68%	68%	N/A	45%	N/A	N/A	61%	45%	N/A	56%	45%	N/A	74%	50%
		05-06	37	100%	47%	24%	27%	89%	67%	27%	52%	38%	N/A	85%	60%	27%	69%	55%	29%	90%	72%	0%
		06-07	19	100%	49%	23%	0%	91%	66%	23%	56%	35%	N/A	86%	60%	16%	70%	54%	18%	91%	77%	0%
7	Language	04-05	55	100%	N/A	14%	10%	N/A	47%	26%	N/A	31%	N/A	N/A	42%	20%	N/A	37%	20%	N/A	58%	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
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	04-05	55	100%	N/A	16%	0%	N/A	44%	24%	N/A	34%	N/A	N/A	39%	15%	N/A	34%	16%	N/A	55%	0%
		05-06	37	97%	35%	16%	0%	80%	41%	5%	48%	32%	N/A	74%	37%	3%	55%	32%	3%	82%	52%	0%
		06-07	19	100%	42%	20%	17%	85%	50%	15%	58%	40%	N/A	79%	45%	16%	62%	40%	18%	87%	62%	0%
8	Reading	04-05	45	100%	50%	23%	29%	91%	67%	58%	50%	38%	N/A	86%	60%	49%	67%	55%	49%	91%	78%	50%
		05-06	41	98%	50%	23%	7%	90%	66%	44%	55%	37%	N/A	86%	59%	32%	69%	54%	33%	91%	68%	20%
		06-07	36	100%	49%	26%	40%	90%	70%	38%	56%	32%	N/A	86%	64%	39%	71%	59%	38%	89%	76%	50%
8	Language	04-05	45	100%	24%	12%	7%	71%	43%	32%	26%	22%	N/A	67%	38%	24%	42%	32%	23%	74%	60%	50%
		05-06	41	98%	26%	12%	0%	72%	43%	11%	30%	20%	N/A	66%	38%	7%	44%	33%	8%	73%	48%	0%
		06-07	36	100%	26%	15%	30%	69%	40%	12%	25%	15%	N/A	64%	37%	17%	42%	31%	18%	71%	52%	0%
8	Math	04-05	45	100%	34%	15%	0%	80%	41%	29%	49%	28%	N/A	75%	36%	20%	51%	31%	19%	82%	59%	50%
		05-06	41	98%	35%	16%	0%	80%	43%	15%	53%	32%	N/A	75%	38%	10%	56%	34%	11%	82%	48%	0%
		06-07	36	100%	37%	19%	40%	81%	45%	4%	53%	35%	N/A	75%	41%	14%	56%	36%	15%	84%	58%	0%
8	Science	04-05	45	100%	39%	12%	0%	80%	37%	29%	34%	16%	N/A	75%	33%	20%	50%	27%	19%	83%	57%	50%
		05-06	41	95%	40%	13%	0%	79%	41%	0%	40%	21%	N/A	75%	37%	0%	54%	31%	0%	83%	50%	0%
		06-07	36	100%	40%	17%	0%	81%	44%	4%	37%	17%	N/A	76%	41%	3%	55%	34%	3%	84%	60%	0%
8	Social Studies	04-05	45	100%	51%	20%	29%	88%	58%	35%	56%	40%	N/A	84%	51%	33%	66%	46%	33%	90%	72%	50%
		05-06	41	98%	51%	19%	0%	88%	60%	11%	59%	28%	N/A	85%	53%	7%	67%	47%	8%	90%	66%	0%
		06-07	36	100%	52%	25%	0%	88%	58%	31%	57%	28%	N/A	83%	54%	22%	67%	48%	21%	90%	69%	50%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	618
		05-06	501	462	449
		06-07	503	465	455
6	Language	04-05	N/A	645	623
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	610
		05-06	508	470	438
		06-07	513	472	457
7	Reading	04-05	N/A	650	630
		05-06	511	474	454
		06-07	513	474	445
7	Language	04-05	N/A	648	633
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	614
		05-06	528	486	454
		06-07	535	495	469
8	Reading	04-05	689	661	649
		05-06	526	484	461
		06-07	527	490	460
8	Language	04-05	680	657	649
		05-06	397	372	343
		06-07	395	371	358
8	Math	04-05	704	668	653
		05-06	540	495	456
		06-07	543	501	475
8	Science	04-05	699	666	657
		05-06	398	362	332
		06-07	398	363	335
8	Social Studies	04-05	687	662	653
		05-06	398	363	331
		06-07	397	367	349

Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 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 2004-05.

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 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 2006-07 = 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.

AUER AVENUE SCHOOL

Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		2.30	N/A	3.07	N/A	2.25	N/A	2.10	N/A	2.37	N/A	2.77	N/A	2.08	N/A	2.52	N/A
		05-06		2.30	N/A	3.03	N/A	1.97	N/A	2.13	N/A	2.34	N/A	2.75	N/A	2.11	N/A	2.50	N/A
		06-07		2.32	N/A	3.06	N/A	2.22	N/A	2.12	N/A	2.39	N/A	2.77	N/A	2.13	N/A	2.51	N/A

Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		1.94	N/A	2.38	N/A	2.38	N/A	2.29	N/A	2.26	N/A	2.30	N/A
		05-06		1.94	N/A	2.38	N/A	2.26	N/A	2.30	N/A	2.21	N/A	2.66	N/A
		06-07		1.96	N/A	2.40	N/A	2.37	N/A	2.31	N/A	2.23	N/A	2.71	N/A

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

December 2007

Elementary / Middle School 30 of 828

AUER AVENUE 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	04-05		95%	93%	94%	96%	96%	N/A	93%	91%	N/A	93%	92%	94%	94%	94%	N/A	96%	94%	95%	95%	93%	94%	95%	93%	94%
		05-06		95%	93%	92%	97%	96%	N/A	93%	92%	N/A	92%	92%	92%	94%	93%	N/A	96%	94%	100%	95%	92%	91%	95%	93%	92%
	State Target = 85%	06-07		N/A	93%	92%	N/A	96%	89%	N/A	91%	88%	N/A	91%	92%	N/A	94%	96%	N/A	94%	N/A	N/A	92%	92%	N/A	93%	93%

* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			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	04-05		94%	91%	93%	96%	93%	94%	N/A	95%	N/A	N/A	93%	94%	N/A	93%	95%	N/A	93%	94%
		05-06		94%	91%	91%	96%	93%	92%	N/A	94%	N/A	N/A	92%	92%	N/A	92%	92%	N/A	92%	95%
		06-07		N/A	90%	92%	N/A	93%	92%	N/A	95%	N/A	N/A	92%	92%	N/A	92%	92%	N/A	95%	96%

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	04-05	59	97%	100%	99%	N/A	97%	N/A	96%	100%	97%	N/A	99%	N/A	96%	100%	97%	100%
	05-06	53	97%	100%	96%	N/A	100%	N/A	96%	100%	97%	N/A	99%	N/A	96%	100%	97%	100%
	06-07	43	98%	100%	100%	N/A	100%	N/A	97%	100%	97%	N/A	98%	N/A	97%	100%	98%	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			
			SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	04-05	59	98%	100%	97%	100%	97%	N/A	97%	100%	97%	100%	98%	100%
	05-06	53	98%	100%	96%	100%	96%	N/A	97%	100%	96%	100%	99%	100%
	06-07	43	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

AUER AVENUE 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	
MS	Attend Rate	04-05	95%	89%	95%	97%	95%	N/A	91%	87%	N/A	90%	89%	95%	93%	90%	89%	95%	91%	N/A	95%	89%	95%	95%	90%	95%	
		05-06	95%	89%	89%	97%	94%	N/A	91%	86%	N/A	90%	88%	89%	92%	90%	N/A	95%	92%	N/A	95%	88%	88%	95%	90%	90%	
		06-07	N/A	89%	91%	N/A	95%	N/A	N/A	87%	N/A	N/A	88%	91%	N/A	90%	N/A	N/A	92%	100%	N/A	88%	90%	N/A	90%	93%	

* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			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	
MS	Attend Rate	04-05	93%	86%	93%	95%	90%	95%	N/A	91%	N/A	N/A	89%	95%	N/A	89%	96%	N/A	89%	95%	
		05-06	92%	85%	88%	95%	90%	90%	N/A	91%	N/A	N/A	89%	89%	N/A	88%	89%	N/A	92%	88%	
		06-07	N/A	85%	93%	N/A	90%	90%	N/A	91%	N/A	N/A	89%	91%	N/A	88%	91%	N/A	93%	91%	

Ethnicity and Gender

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9															
				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	04-05	43	95%	98%	97%	N/A	96%	N/A	95%	98%	94%	N/A	98%	N/A	94%	100%	96%	95%	
	05-06	35	95%	100%	97%	N/A	100%	N/A	95%	100%	96%	N/A	97%	N/A	95%	100%	96%	100%	
	06-07	31	97%	90%	97%	N/A	95%	N/A	97%	90%	98%	N/A	100%	N/A	97%	79%	98%	100%	

Other Student Groups

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	43	97%	100%	95%	97%	93%	N/A	95%	98%	95%	98%	96%	100%	
	05-06	35	98%	100%	95%	100%	94%	N/A	96%	100%	95%	100%	96%	100%	
	06-07	31	98%	100%	97%	86%	95%	N/A	97%	90%	97%	90%	98%	100%	

MS indicates Middle grade students.

AUER AVENUE SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	107	14%	34%	23%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	0%	0%	0%
1	0%	2%	0%
2	0%	0%	0%
3	0%	0%	0%
4	0%	0%	0%
5	0%	0%	0%
Total	0%	0%	0%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	32%	60%	79%
1	37%	67%	57%
2	45%	47%	57%
3	33%	58%	43%
4	34%	60%	41%
5	30%	48%	32%
Total	35%	57%	50%

* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		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	71	1.7	1.7	1.8	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	42.3%	40.8%	4.2%	4.2%	4.2%	4.2%
	Staff	45	2.2	1.9	2.1	1.9	2.8	3.0		Staff	31.1%	55.6%	2.2%	0.0%	2.2%	8.9%
	Parents	49	1.6	1.6	1.6	1.6	3.2	3.3		Parents	40.8%	49.0%	4.1%	2.0%	2.0%	2.0%
Safety	ES/MS Students	71	1.9	1.8	2.1	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	39.4%	45.1%	4.2%	5.6%	4.2%	1.4%
	Staff	45	2.5	1.8	2.2	1.9	2.7	3.0		Staff	6.7%	57.8%	26.7%	6.7%	0.0%	2.2%
	Parents	49	1.6	1.6	1.6	1.6	3.1	3.2		Parents	42.9%	42.9%	8.2%	4.1%	0.0%	2.0%
Environment	ES/MS Students	71	2.0	1.9	2.2	2.0	3.1	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	28.2%	31.0%	11.3%	11.3%	16.9%	1.4%
	Staff	45	2.3	1.8	2.2	1.8	2.8	3.1		Staff	15.6%	60.0%	8.9%	6.7%	4.4%	4.4%
	Parents	49	1.6	1.6	1.6	1.6	3.2	3.3		Parents	44.9%	42.9%	4.1%	2.0%	4.1%	2.0%
Governance	ES/MS Students	71	2.2	2.2	2.4	2.3	3.0	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	32.4%	35.2%	12.7%	4.2%	15.5%	0.0%
	Staff	45	2.4	1.9	2.2	1.9	2.8	3.0		Staff	13.3%	66.7%	13.3%	4.4%	0.0%	2.2%
	Parents	49	1.7	1.6	1.6	1.7	3.2	3.2		Parents	38.8%	42.9%	8.2%	6.1%	4.1%	0.0%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

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

* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

AUER AVENUE SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	82	33%	73%	66%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	2%	0%	0%
7	2%	0%	0%
8	2%	0%	10%
Total	2%	0%	4%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	18%	66%	41%
7	17%	67%	60%
8	28%	84%	62%
Total	21%	73%	54%

* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		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	71	1.7	1.7	1.8	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	42.3%	40.8%	4.2%	4.2%	4.2%	4.2%
	Staff	45	2.2	1.9	2.1	1.9	2.8	3.0		Staff	31.1%	55.6%	2.2%	0.0%	2.2%	8.9%
	Parents	49	1.6	1.6	1.6	1.6	3.2	3.3		Parents	40.8%	49.0%	4.1%	2.0%	2.0%	2.0%
Safety	ES/MS Students	71	1.9	1.8	2.1	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	39.4%	45.1%	4.2%	5.6%	4.2%	1.4%
	Staff	45	2.5	1.8	2.2	1.9	2.7	3.0		Staff	6.7%	57.8%	26.7%	6.7%	0.0%	2.2%
	Parents	49	1.6	1.6	1.6	1.6	3.1	3.2		Parents	42.9%	42.9%	8.2%	4.1%	0.0%	2.0%
Environment	ES/MS Students	71	2.0	1.9	2.2	2.0	3.1	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	28.2%	31.0%	11.3%	11.3%	16.9%	1.4%
	Staff	45	2.3	1.8	2.2	1.8	2.8	3.1		Staff	15.6%	60.0%	8.9%	6.7%	4.4%	4.4%
	Parents	49	1.6	1.6	1.6	1.6	3.2	3.3		Parents	44.9%	42.9%	4.1%	2.0%	4.1%	2.0%
Governance	ES/MS Students	71	2.2	2.2	2.4	2.3	3.0	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	32.4%	35.2%	12.7%	4.2%	15.5%	0.0%
	Staff	45	2.4	1.9	2.2	1.9	2.8	3.0		Staff	13.3%	66.7%	13.3%	4.4%	0.0%	2.2%
	Parents	49	1.7	1.6	1.6	1.7	3.2	3.2		Parents	38.8%	42.9%	8.2%	6.1%	4.1%	0.0%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

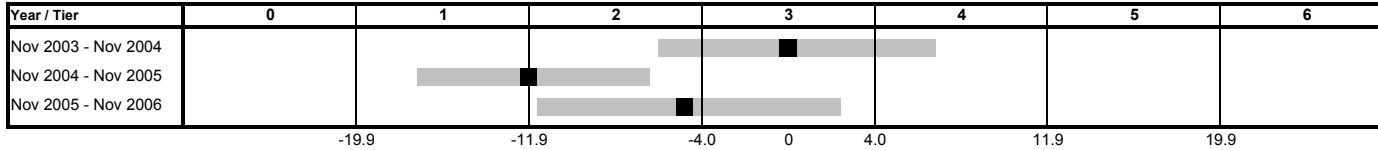
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

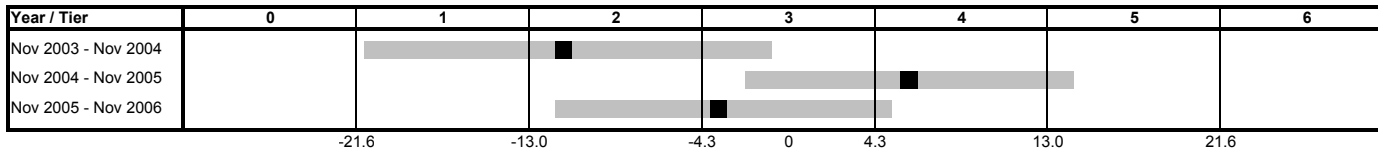
AUER AVENUE SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.0
Nov 2004 - Nov 2005	-11.6	1.5
Nov 2005 - Nov 2006	-3.9	2.4



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.7
Nov 2004 - Nov 2005	6.3	3.7
Nov 2005 - Nov 2006	-2.5	2.6



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

Value-Added and Attainment Data Status Over Six Years

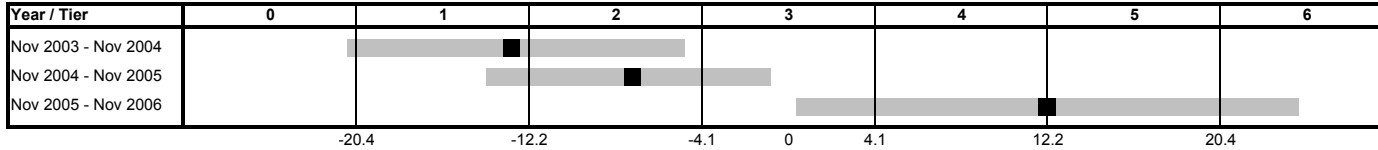
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.1	2.1	4.1	3.0	1.5	2.4	44%	13%	51%	48%	19%	28%	1	4	2	1	4	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.8	1.8	1.7	1.7	3.7	2.6	69%	76%	69%	63%	45%	47%	3	3	3	3	2	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	54%	62%	67%	62%	61%	63%						

Data Source: Value Added Quadrant Report for 2006-07

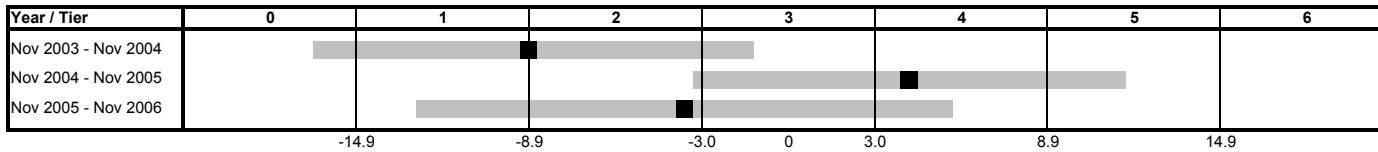
AUER AVENUE SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.4
Nov 2004 - Nov 2005	-7.4	2.1
Nov 2005 - Nov 2006	8.4	4.5



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.5
Nov 2004 - Nov 2005	3.9	3.7
Nov 2005 - Nov 2006	-3.7	2.4



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

Value-Added and Attainment Data Status Over Six Years

Subject	MS Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						1 = High Value Added-High Attainment 2 = High Value Added-Low Attainment 3 = Low Value Added-High Attainment 4 = Low Value Added-Low Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	NA	NA	4.2	1.4	2.1	4.5	NA	NA	12%	20%	6%	17%	NA	NA	2	4	4	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	3.6	1.5	3.7	2.4	NA	NA	40%	49%	34%	38%	NA	NA	2	4	2	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	40%	55%	52%	59%	58%	61%						

Data Source: Value Added Quadrant Report for 2006-07