

CARVER ACADEMY

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	1900 N 1 ST
Phone	414-267-0500
Fax	414-267-0515
Site Number	0102
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	FLOYD WILLIAMS JR.
School Year (07-08)	FLOYD WILLIAMS JR.
06-07 Administrator Years at Site	2

Board Member	DIRECTOR HARDIN
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Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	04-05	05-06	06-07
Total	N/A	539	549
Pre-Kindergarten	N/A	48	43
Kindergarten	N/A	61	53
Grade 1	N/A	71	64
Grade 2	N/A	55	76
Grade 3	N/A	71	47
Grade 4	N/A	61	75
Grade 5	N/A	66	51
Grade 6	N/A	71	54
Grade 7	N/A	35	59
Grade 8	N/A	N/A	27

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	N/A	52%	46%
	Female	N/A	48%	54%
Ethnicity	Asian	N/A	0%	1%
	Native American	N/A	N/A	N/A
	African American	N/A	95%	94%
	Hispanic	N/A	1%	2%
	White	N/A	0%	0%
Groups	Special Education	N/A	22%	22%
	English Language Learners	N/A	N/A	N/A
	Free/Reduced Lunch	N/A	92%	94%

Student Movement		04-05	05-06	06-07
	Mobility Rate	N/A	12%	8%
	Stability Rate	N/A	62%	64%

School Profile

Dr. George Washington Carver Academy of Mathematics and Science is a neighborhood specialty school that serves students citywide. Carver Academy, a merger of Garfield Elementary School and Palmer Elementary School, is the convergence of two staff and two student populations, K4-6th grades. Seventh grade is an addition in the 2005-2006 school year with 8th grade being added the following year. Carver's programming fuses a literacy emphasis, utilizing Direct Instruction in with enriching experiences in science and math. The school building was the Palmer Elementary School building however it is being enhanced with renovation projects that reflect Dr. Carver's persona. The library is being expanded to accommodate more students and materials that address the gamut of students' research and reading needs and interests. A science lab, math lab, and music lab are being assembled with specialists hired to enhance teaching in the classroom, act as peer coaches and model effective teaching practices.

Reading/Language Arts: There was an adoption of the Direct Instruction curriculum for reading and language. Reading Mastery Classic I & II will be used for students with reading levels at grade 1 & 2. Reading Mastery Plus will be used for grades 3-5. Students in 3rd grade will be using the Decoding curriculum if the reading performance is below 3rd grade. Students in 6th grade and above will use novel studies unless the reading performance is below 4th grade then Direct Instruction Decoding will be utilized. Carver Academy will use a 120 minute reading and language arts block for grades one to five. The Literacy Coach will work under the direction of the Direct Instruction Consultant to provide modeling and coaching to staff.

Writing: Mandatory school wide monthly writing prompts that are aligned to the genre for testing grades will be used to teach and provide feedback to students and teachers on specific writing traits. Teachers will use the Houghton Mifflin writing lessons that have been aligned to the prompts to teach lessons prior to the prompt. The Writing Focus Teacher will provide modeling and coaching to teachers. The Learning Team monthly will discuss all writing data and make decisions about the needs of staff development.

Mathematics: The McGraw-Hill 2002 series will be used for the K4-6th grade math curriculum. Seventh grade will use the Connected Math Program. Teachers will complete weekly reports on chapter test data, performance test data and cumulative test scores, lessons taught each week, and facts tests mastery scores.

Teachers will provide re-teaching and testing for students scoring below 80% on math tests. The Math Focus Teacher will host classes accompanied by the classroom teacher in the lab on a 6-day rotation. The Math Focus Teacher will model and coach teachers on the topic of problem solving using multi-step problems involving constructed responses. The Carver Academy math lab will be a point of service that will provide enriching opportunities for all students in addition to extra experiences such as Math Olympics.

Science: A lab with a full time Science Teacher will provide service to students and teachers in all grades. The math lab and science lab will work in conjunction to integrate skills and content that excels students in their mathematical and scientific thinking. The Science Focus Teacher will model and coach teachers on emphasizing skills versus content and the scientific method. Carver Academy is seeking funding for state of the art equipment to enrich students' experiences beyond status quo. Urban Ecology will provide aligned MPS target programming, rich in content and skills for the targeted 3rd-7th population while in school field trips by Dr. McElroy, a local scientist, will be provided for first-second grade students.

Carver Academy welcomes parental involvement and it is the intention of the staff to encourage and foster parental involvement. A FAST grant will provide funding for regular parent training programs in curriculum areas of reading, math, and language arts, parenting workshops and work skills. Families will be informed of standardized testing, school events, students' achievements, curriculum programs, fundraisers, etc through the use of the monthly parent newsletters, school flyers, bulletin boards, the parent center, the parent coordinator, phone calls, invitations to chaperone field trips, report cards, Student Promotion System reports, and the MPA reports.

CARVER ACADEMY

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	72	100%	80%	61%	29%	73%	66%	N/A	75%	70%	N/A	58%	55%	28%	65%	61%	100%	86%	77%	50%	77%	57%	21%	85%	65%	40%			
		06-07	47	100%	81%	62%	47%	74%	67%	N/A	72%	71%	N/A	60%	57%	46%	63%	58%	N/A	86%	81%	100%	77%	57%	54%	85%	67%	38%			
3	Math	04-05	N/A	N/A	N/A	53%	N/A	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	N/A	N/A	58%	N/A	N/A	69%	N/A	N/A	53%	N/A	N/A	52%	N/A			
		05-06	72	100%	73%	43%	15%	71%	60%	N/A	62%	48%	N/A	37%	32%	16%	55%	50%	0%	79%	65%	0%	74%	44%	12%	70%	42%	20%			
		06-07	47	100%	74%	46%	32%	71%	59%	N/A	62%	56%	N/A	42%	36%	33%	57%	49%	N/A	81%	67%	0%	75%	46%	46%	73%	45%	14%			
4	Reading	04-05	N/A	N/A	82%	62%	N/A	74%	64%	N/A	76%	80%	N/A	60%	57%	N/A	65%	62%	N/A	87%	79%	N/A	78%	56%	N/A	86%	69%	N/A			
		05-06	61	100%	82%	61%	30%	72%	66%	N/A	74%	72%	N/A	59%	54%	29%	68%	63%	100%	88%	79%	0%	80%	60%	23%	84%	62%	37%			
		06-07	74	97%	82%	62%	35%	73%	69%	100%	75%	83%	N/A	60%	57%	33%	64%	61%	100%	87%	79%	50%	79%	60%	33%	84%	64%	39%			
4	Language	04-05	N/A	N/A	79%	59%	N/A	72%	64%	N/A	71%	73%	N/A	56%	53%	N/A	64%	61%	N/A	85%	77%	N/A	76%	53%	N/A	83%	65%	N/A			
		05-06	61	100%	79%	58%	39%	70%	62%	N/A	70%	66%	N/A	54%	50%	39%	65%	62%	100%	85%	78%	0%	76%	54%	29%	83%	62%	50%			
		06-07	74	96%	77%	58%	28%	72%	68%	100%	68%	80%	N/A	53%	52%	26%	61%	58%	100%	83%	76%	50%	72%	53%	30%	81%	63%	26%			
4	Math	04-05	N/A	N/A	72%	46%	N/A	73%	61%	N/A	59%	55%	N/A	41%	38%	N/A	56%	49%	N/A	79%	66%	N/A	73%	46%	N/A	71%	45%	N/A			
		05-06	61	100%	73%	44%	26%	68%	55%	N/A	59%	52%	N/A	39%	34%	25%	56%	47%	100%	80%	67%	0%	73%	45%	19%	70%	42%	33%			
		06-07	74	99%	78%	52%	34%	77%	72%	100%	70%	70%	N/A	47%	42%	33%	62%	57%	100%	84%	72%	0%	78%	53%	35%	77%	50%	32%			
4	Science	04-05	N/A	N/A	78%	47%	N/A	65%	52%	N/A	69%	63%	N/A	41%	37%	N/A	54%	51%	N/A	86%	74%	N/A	79%	47%	N/A	76%	46%	N/A			
		05-06	61	98%	77%	49%	23%	67%	56%	N/A	66%	51%	N/A	45%	39%	22%	60%	56%	100%	85%	72%	0%	78%	50%	19%	78%	48%	27%			
		06-07	74	96%	77%	49%	23%	70%	66%	100%	66%	76%	N/A	44%	39%	21%	57%	53%	100%	85%	74%	0%	78%	50%	23%	77%	49%	23%			
4	Social Studies	04-05	N/A	N/A	91%	76%	N/A	86%	81%	N/A	89%	90%	N/A	74%	70%	N/A	83%	79%	N/A	95%	90%	N/A	90%	75%	N/A	97%	77%	N/A			
		05-06	61	98%	91%	77%	44%	86%	83%	N/A	88%	85%	N/A	75%	71%	44%	82%	80%	100%	94%	89%	0%	90%	76%	42%	92%	79%	47%			
		06-07	74	99%	91%	78%	42%	85%	83%	100%	87%	93%	N/A	76%	74%	41%	80%	78%	100%	95%	89%	0%	91%	76%	42%	92%	79%	42%			
5	Reading	04-05	N/A	N/A	N/A	57%	N/A	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	N/A	N/A	54%	N/A	N/A	79%	N/A	N/A	53%	N/A	N/A	60%	N/A			
		05-06	63	100%	83%	61%	44%	77%	68%	100%	75%	78%	N/A	59%	54%	44%	67%	64%	N/A	89%	82%	N/A	81%	58%	39%	84%	65%	50%			
		06-07	51	100%	84%	64%	45%	76%	71%	100%	77%	68%	N/A	62%	59%	44%	68%	63%	100%	90%	82%	0%	81%	62%	48%	86%	67%	43%			
5	Language	04-05	N/A	N/A	N/A	42%	N/A	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	N/A	N/A	40%	N/A	N/A	66%	N/A	N/A	37%	N/A	N/A	47%	N/A			
		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		
		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	N/A		
5	Math	04-05	N/A	N/A	N/A	50%	N/A	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	N/A	N/A	52%	N/A	N/A	75%	N/A	N/A	51%	N/A	N/A	49%	N/A			
		05-06	63	100%	72%	40%	22%	69%	56%	100%	60%	53%	N/A	37%	32%	21%	52%	43%	N/A	80%	65%	N/A	72%	40%	24%	72%	41%	20%			
		06-07	51	100%	75%	46%	25%	74%	63%	100%	65%	49%	N/A	43%	37%	23%	56%	49%	100%	82%	68%	0%	75%	46%	35%	74%	46%	18%			

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.

CARVER ACADEMY

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	N/A	N/A	N/A	51%	N/A	N/A	59%	N/A	N/A	66%	N/A	N/A	45%	N/A	N/A	55%	N/A	N/A	71%	N/A	N/A	45%	N/A	N/A	57%	N/A
		05-06	68	100%	83%	57%	44%	73%	63%	N/A	73%	62%	N/A	56%	51%	45%	67%	59%	100%	88%	79%	0%	81%	53%	43%	85%	62%	45%
		06-07	56	98%	85%	62%	54%	75%	64%	N/A	78%	75%	N/A	61%	57%	53%	68%	64%	N/A	91%	79%	100%	82%	56%	42%	87%	68%	63%
6	Language	04-05	N/A	N/A	N/A	41%	N/A	N/A	49%	N/A	N/A	47%	N/A	N/A	33%	N/A	N/A	45%	N/A	N/A	64%	N/A	N/A	36%	N/A	N/A	46%	N/A
		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	N/A	N/A	N/A	39%	N/A	N/A	57%	N/A	N/A	43%	N/A	N/A	30%	N/A	N/A	47%	N/A	N/A	65%	N/A	N/A	39%	N/A	N/A	39%	N/A
		05-06	68	100%	72%	38%	26%	69%	54%	N/A	60%	41%	N/A	37%	29%	26%	55%	41%	0%	79%	62%	50%	72%	37%	26%	74%	39%	27%
		06-07	56	98%	76%	40%	32%	76%	62%	N/A	61%	60%	N/A	40%	31%	33%	57%	44%	N/A	82%	63%	0%	76%	39%	23%	76%	42%	40%
7	Reading	04-05	N/A	N/A	N/A	60%	N/A	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	N/A	N/A	63%	N/A	N/A	78%	N/A	N/A	54%	N/A	N/A	66%	N/A
		05-06	35	100%	84%	59%	29%	74%	66%	N/A	77%	70%	N/A	56%	52%	29%	66%	64%	N/A	89%	80%	0%	81%	54%	28%	86%	64%	29%
		06-07	58	98%	85%	58%	47%	74%	69%	100%	77%	58%	N/A	58%	51%	47%	66%	60%	N/A	89%	82%	0%	82%	55%	46%	86%	61%	47%
7	Language	04-05	N/A	N/A	N/A	41%	N/A	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	N/A	N/A	46%	N/A	N/A	63%	N/A	N/A	34%	N/A	N/A	48%	N/A
		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	N/A	N/A	N/A	38%	N/A	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	N/A	N/A	48%	N/A	N/A	66%	N/A	N/A	37%	N/A	N/A	40%	N/A
		05-06	35	100%	73%	37%	9%	69%	55%	N/A	58%	41%	N/A	35%	26%	9%	55%	49%	N/A	81%	64%	0%	73%	37%	17%	73%	36%	0%
		06-07	58	100%	78%	44%	40%	75%	60%	100%	69%	58%	N/A	43%	34%	40%	61%	53%	N/A	86%	70%	0%	79%	45%	38%	79%	44%	41%
8	Reading	04-05	N/A	N/A	85%	59%	N/A	74%	69%	N/A	76%	69%	N/A	56%	52%	N/A	65%	62%	N/A	89%	83%	N/A	81%	53%	N/A	87%	65%	N/A
		05-06	N/A	N/A	84%	58%	N/A	77%	70%	N/A	75%	77%	N/A	56%	51%	N/A	68%	62%	N/A	89%	78%	N/A	82%	53%	N/A	86%	62%	N/A
		06-07	29	100%	84%	62%	38%	79%	76%	N/A	76%	65%	N/A	62%	57%	39%	67%	63%	N/A	88%	79%	0%	82%	57%	29%	87%	68%	47%
8	Language	04-05	N/A	N/A	65%	37%	N/A	51%	47%	N/A	46%	47%	N/A	32%	29%	N/A	40%	38%	N/A	71%	65%	N/A	59%	32%	N/A	70%	42%	N/A
		05-06	N/A	N/A	66%	37%	N/A	49%	48%	N/A	47%	43%	N/A	36%	32%	N/A	43%	36%	N/A	72%	60%	N/A	61%	32%	N/A	70%	42%	N/A
		06-07	29	97%	62%	35%	7%	48%	40%	N/A	42%	33%	N/A	33%	29%	7%	40%	37%	N/A	69%	59%	0%	56%	30%	7%	67%	41%	7%
8	Math	04-05	N/A	N/A	73%	36%	N/A	68%	58%	N/A	55%	50%	N/A	32%	26%	N/A	53%	41%	N/A	81%	65%	N/A	72%	36%	N/A	73%	36%	N/A
		05-06	N/A	N/A	73%	37%	N/A	72%	58%	N/A	56%	41%	N/A	38%	29%	N/A	52%	44%	N/A	81%	62%	N/A	74%	36%	N/A	74%	39%	N/A
		06-07	29	97%	74%	40%	31%	74%	57%	N/A	59%	52%	N/A	39%	31%	32%	55%	49%	N/A	81%	65%	0%	76%	41%	36%	74%	39%	27%
8	Science	04-05	N/A	N/A	73%	32%	N/A	54%	41%	N/A	57%	50%	N/A	30%	23%	N/A	48%	35%	N/A	82%	66%	N/A	75%	33%	N/A	72%	32%	N/A
		05-06	N/A	N/A	73%	36%	N/A	61%	52%	N/A	56%	54%	N/A	34%	27%	N/A	51%	39%	N/A	81%	65%	N/A	74%	36%	N/A	73%	36%	N/A
		06-07	29	97%	74%	39%	0%	62%	50%	N/A	60%	56%	N/A	37%	31%	0%	51%	43%	N/A	82%	68%	0%	74%	39%	0%	75%	39%	0%
8	Social Studies	04-05	N/A	N/A	83%	50%	N/A	75%	65%	N/A	70%	65%	N/A	49%	41%	N/A	66%	56%	N/A	89%	78%	N/A	82%	49%	N/A	54%	52%	N/A
		05-06	N/A	N/A	84%	52%	N/A	80%	69%	N/A	71%	61%	N/A	50%	44%	N/A	68%	57%	N/A	89%	77%	N/A	82%	49%	N/A	84%	55%	N/A
		06-07	29	97%	82%	52%	14%	78%	71%	N/A	72%	69%	N/A	52%	45%	14%	65%	56%	N/A	89%	74%	0%	82%	50%	14%	84%	54%	13%

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.

CARVER ACADEMY

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	72	100%	50%	30%	15%	86%	66%	35%	57%	52%	N/A	82%	62%	29%	65%	56%	30%	88%	76%	22%	
		06-07	47	100%	50%	31%	20%	86%	68%	50%	55%	48%	N/A	82%	64%	47%	67%	57%	47%	89%	82%	50%	
3	Math	04-05	N/A	N/A	N/A	31%	N/A	N/A	57%	N/A	N/A	53%	N/A	N/A	53%	N/A	N/A	48%	N/A	N/A	70%	N/A	
		05-06	72	100%	48%	26%	0%	75%	46%	21%	54%	48%	N/A	73%	42%	15%	55%	39%	16%	80%	58%	11%	
		06-07	47	100%	53%	28%	80%	77%	49%	26%	56%	46%	N/A	75%	45%	32%	57%	41%	33%	82%	68%	0%	
4	Reading	04-05	N/A	N/A	53%	31%	N/A	86%	69%	N/A	59%	53%	N/A	84%	63%	N/A	68%	59%	N/A	88%	80%	N/A	
		05-06	61	100%	53%	34%	0%	87%	67%	33%	56%	45%	N/A	84%	63%	30%	69%	57%	31%	90%	76%	14%	
		06-07	74	97%	52%	32%	29%	87%	68%	38%	55%	47%	N/A	83%	64%	35%	67%	58%	36%	89%	81%	25%	
4	Language	04-05	N/A	N/A	48%	27%	N/A	84%	66%	N/A	55%	49%	N/A	81%	61%	N/A	66%	56%	N/A	87%	77%	N/A	
		05-06	61	100%	56%	35%	33%	83%	63%	40%	53%	43%	N/A	81%	60%	39%	64%	53%	41%	88%	74%	29%	
		06-07	74	96%	56%	35%	29%	80%	63%	28%	54%	47%	N/A	78%	60%	28%	62%	54%	29%	85%	77%	25%	
4	Math	04-05	N/A	N/A	49%	25%	N/A	76%	50%	N/A	56%	48%	N/A	74%	46%	N/A	55%	43%	N/A	80%	64%	N/A	
		05-06	61	100%	48%	28%	17%	76%	47%	27%	51%	38%	N/A	74%	44%	26%	54%	39%	28%	81%	60%	14%	
		06-07	74	99%	54%	30%	38%	81%	56%	32%	60%	52%	N/A	79%	52%	34%	61%	47%	34%	85%	72%	25%	
4	Science	04-05	N/A	N/A	56%	24%	N/A	82%	52%	N/A	47%	45%	N/A	80%	47%	N/A	59%	42%	N/A	87%	73%	N/A	
		05-06	61	98%	57%	32%	0%	81%	53%	25%	52%	43%	N/A	80%	50%	23%	61%	44%	26%	87%	65%	0%	
		06-07	74	96%	58%	29%	24%	81%	53%	23%	51%	45%	N/A	78%	50%	23%	60%	44%	23%	86%	73%	25%	
4	Social Studies	04-05	N/A	N/A	78%	53%	N/A	93%	81%	N/A	75%	72%	N/A	92%	76%	N/A	84%	74%	N/A	95%	88%	N/A	
		05-06	61	98%	80%	59%	33%	93%	81%	45%	76%	71%	N/A	92%	78%	44%	83%	74%	44%	95%	87%	43%	
		06-07	74	99%	81%	58%	43%	93%	82%	42%	75%	69%	N/A	92%	79%	42%	84%	75%	43%	95%	91%	25%	
5	Reading	04-05	N/A	N/A	N/A	24%	N/A	N/A	64%	N/A	N/A	36%	N/A	N/A	59%	N/A	N/A	52%	N/A	N/A	76%	N/A	
		05-06	63	100%	50%	27%	15%	88%	69%	52%	58%	41%	N/A	85%	63%	44%	69%	58%	44%	90%	75%	50%	
		06-07	51	100%	53%	33%	11%	89%	71%	52%	58%	43%	N/A	86%	67%	45%	69%	60%	47%	91%	83%	25%	
5	Language	04-05	N/A	N/A	N/A	15%	N/A	N/A	47%	N/A	N/A	25%	N/A	N/A	44%	N/A	N/A	36%	N/A	N/A	63%	N/A	
		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	N/A	N/A	N/A	26%	N/A	N/A	55%	N/A	N/A	44%	N/A	N/A	50%	N/A	N/A	45%	N/A	N/A	70%	N/A	
		05-06	63	100%	43%	20%	15%	77%	45%	24%	51%	31%	N/A	74%	41%	22%	54%	36%	22%	81%	57%	25%	
		06-07	51	100%	46%	26%	0%	80%	50%	31%	53%	37%	N/A	77%	47%	25%	57%	41%	26%	84%	67%	25%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	405
		06-07	459	437	421
3	Math	04-05	N/A	585	N/A
		05-06	431	398	356
		06-07	434	401	386
4	Reading	04-05	646	623	N/A
		05-06	477	446	418
		06-07	477	450	406
4	Language	04-05	646	626	N/A
		05-06	298	279	263
		06-07	296	281	256
4	Math	04-05	633	610	N/A
		05-06	463	428	403
		06-07	466	435	402
4	Science	04-05	637	609	N/A
		05-06	300	276	254
		06-07	300	277	248
4	Social Studies	04-05	646	629	N/A
		05-06	298	280	260
		06-07	298	281	253
5	Reading	04-05	N/A	641	N/A
		05-06	485	452	429
		06-07	485	453	432
5	Language	04-05	N/A	643	N/A
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	N/A
		05-06	484	449	431
		06-07	489	455	442

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.

CARVER ACADEMY

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

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	N/A
		05-06	501	462	440
		06-07	503	465	445
6	Language	04-05	N/A	645	N/A
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	N/A
		05-06	508	470	458
		06-07	513	472	466
7	Reading	04-05	N/A	650	N/A
		05-06	511	474	443
		06-07	513	474	462
7	Language	04-05	N/A	648	N/A
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	N/A
		05-06	528	486	457
		06-07	535	495	491
8	Reading	04-05	689	661	N/A
		05-06	526	484	N/A
		06-07	527	490	465
8	Language	04-05	680	657	N/A
		05-06	397	372	N/A
		06-07	395	371	342
8	Math	04-05	704	668	N/A
		05-06	540	495	N/A
		06-07	543	501	492
8	Science	04-05	699	666	N/A
		05-06	398	362	N/A
		06-07	398	363	327
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	N/A
		06-07	397	367	341

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.

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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

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Ethnicity and Gender

Student Attendance Rate			Percent of Actual Days of Attendance																							
			Total			Ethnicity												Gender								
						Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
ES	Attend Rate	04-05	95%	93%	N/A	96%	96%	N/A	93%	91%	N/A	93%	92%	N/A	94%	94%	N/A	96%	94%	N/A	95%	93%	N/A	95%	93%	N/A
		05-06	95%	93%	90%	97%	96%	99%	93%	92%	N/A	92%	92%	90%	94%	93%	90%	96%	94%	90%	95%	92%	89%	95%	93%	91%
	State Target = 85%	06-07	N/A	93%	89%	N/A	96%	94%	N/A	N/A	91%	N/A	N/A	89%	N/A	94%	86%	N/A	94%	N/A	N/A	92%	88%	N/A	93%	90%

* 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	
ES	Attend Rate	04-05	94%	91%	N/A	96%	93%	N/A	N/A	95%	N/A	N/A	93%	N/A	N/A	93%	N/A	N/A	93%	N/A	
		05-06	94%	91%	89%	96%	93%	90%	N/A	94%	N/A	92%	90%	N/A	92%	90%	N/A	92%	90%	95%	91%
		06-07	N/A	90%	86%	N/A	93%	90%	N/A	95%	N/A	N/A	92%	89%	N/A	92%	89%	N/A	95%	86%	

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	N/A	97%	N/A	99%	N/A	97%	N/A	96%	N/A	97%	N/A	99%	N/A	96%	N/A	97%	N/A
		05-06	50	97%	82%	96%	N/A	100%	N/A	96%	82%	97%	100%	99%	N/A	96%	77%	97%	86%
		06-07	61	98%	92%	100%	N/A	100%	N/A	97%	92%	97%	N/A	98%	N/A	97%	89%	98%	96%

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	N/A	98%	N/A	97%	N/A	97%	N/A	97%	N/A	98%	N/A		
		05-06	50	98%	100%	96%	79%	96%	N/A	97%	82%	96%	81%	99%	100%
		06-07	61	99%	100%	97%	88%	97%	N/A	98%	92%	97%	93%	99%	75%

ES indicates Elementary grade students.

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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	Attend 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	
MS	Attend Rate	04-05	95%	89%	N/A	97%	95%	N/A	91%	87%	N/A	90%	89%	N/A	93%	90%	N/A	95%	91%	N/A	95%	89%	N/A	95%	90%	N/A	
		05-06	95%	89%	89%	97%	94%	N/A	91%	86%	N/A	90%	88%	89%	92%	90%	88%	95%	92%	N/A	95%	88%	87%	95%	90%	92%	
		06-07	N/A	89%	90%	N/A	95%	98%	N/A	87%	N/A	N/A	88%	89%	N/A	90%	97%	N/A	92%	N/A	N/A	88%	89%	N/A	90%	90%	

* 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	Attend Rate	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%	N/A	95%	90%	N/A	N/A	91%	N/A	N/A	89%	N/A	N/A	89%	N/A	N/A	89%	N/A	
		05-06	92%	85%	87%	95%	90%	90%	N/A	91%	N/A	N/A	89%	89%	N/A	88%	89%	N/A	92%	90%	
		06-07	N/A	85%	86%	N/A	90%	91%	N/A	91%	N/A	N/A	89%	90%	N/A	88%	90%	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	N/A	95%	N/A	97%	N/A	96%	N/A	95%	N/A	94%	N/A	98%	N/A	94%	N/A	96%	N/A	
	05-06	N/A	95%	N/A	97%	N/A	100%	N/A	95%	N/A	96%	N/A	97%	N/A	95%	N/A	96%	N/A	
	06-07	26	97%	96%	97%	N/A	95%	N/A	97%	96%	98%	100%	100%	N/A	97%	92%	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	N/A	97%	N/A	95%	N/A	93%	N/A	95%	N/A	96%	N/A			
	05-06	N/A	98%	N/A	95%	N/A	94%	N/A	96%	N/A	95%	N/A			
	06-07	26	98%	89%	97%	100%	95%	N/A	97%	96%	97%	98%	100%		

MS indicates Middle grade students.

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Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	207	N/A	55%	46%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	N/A	5%	2%
1	N/A	3%	0%
2	N/A	5%	0%
3	N/A	3%	0%
4	N/A	15%	8%
5	N/A	9%	0%
Total	N/A	6%	2%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	N/A	74%	77%
1	N/A	52%	64%
2	N/A	58%	62%
3	N/A	58%	60%
4	N/A	57%	71%
5	N/A	58%	41%
Total	N/A	59%	63%

* 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	170	N/A	1.7	2.0	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	32.4%	45.3%	10.0%	4.7%	7.1%	0.6%	
	Staff	48	N/A	1.9	2.1	1.9	3.0		3.0	Staff	18.8%	56.3%	6.3%	0.0%	18.8%	0.0%
	Parents	18	N/A	1.6	1.9	1.6	3.4		3.3	Parents	38.9%	61.1%	0.0%	0.0%	0.0%	0.0%
Safety	ES/MS Students	170	N/A	1.8	2.1	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	29.4%	51.2%	5.3%	5.3%	6.5%	2.4%
	Staff	48	N/A	1.8	2.1	1.9	3.0	3.0		Staff	27.1%	58.3%	10.4%	0.0%	4.2%	0.0%
	Parents	18	N/A	1.6	1.8	1.6	3.2	3.2		Parents	38.9%	50.0%	0.0%	0.0%	5.6%	5.6%
Environment	ES/MS Students	170	N/A	1.9	2.2	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	10.0%	44.7%	15.3%	10.0%	18.8%	1.2%
	Staff	48	N/A	1.8	2.1	1.8	3.1	3.1		Staff	25.0%	66.7%	4.2%	0.0%	2.1%	2.1%
	Parents	18	N/A	1.6	1.9	1.6	3.3	3.3		Parents	33.3%	61.1%	5.6%	0.0%	0.0%	0.0%
Governance	ES/MS Students	170	N/A	2.2	2.4	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	13.5%	42.9%	21.2%	8.8%	11.2%	2.4%
	Staff	48	N/A	1.9	2.2	1.9	2.8	3.0		Staff	16.7%	64.6%	8.3%	4.2%	6.3%	0.0%
	Parents	18	N/A	1.6	1.8	1.7	3.2	3.2		Parents	38.9%	50.0%	5.6%	0.0%	5.6%	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.

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Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	99	N/A	71%	61%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	N/A	1%	0%
7	N/A	9%	0%
8	N/A	N/A	4%
Total	N/A	4%	1%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	N/A	65%	54%
7	N/A	69%	54%
8	N/A	N/A	70%
Total	N/A	66%	57%

* 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	170	N/A	1.7	2.0	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	32.4%	45.3%	10.0%	4.7%	7.1%	0.6%
	Staff	48	N/A	1.9	2.1	1.9	3.0	3.0		Staff	18.8%	56.3%	6.3%	0.0%	18.8%	0.0%
	Parents	18	N/A	1.6	1.9	1.6	3.4	3.3		Parents	38.9%	61.1%	0.0%	0.0%	0.0%	0.0%
Safety	ES/MS Students	170	N/A	1.8	2.1	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	29.4%	51.2%	5.3%	5.3%	6.5%	2.4%
	Staff	48	N/A	1.8	2.1	1.9	3.0	3.0		Staff	27.1%	58.3%	10.4%	0.0%	4.2%	0.0%
	Parents	18	N/A	1.6	1.8	1.6	3.2	3.2		Parents	38.9%	50.0%	0.0%	0.0%	5.6%	5.6%
Environment	ES/MS Students	170	N/A	1.9	2.2	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	10.0%	44.7%	15.3%	10.0%	18.8%	1.2%
	Staff	48	N/A	1.8	2.1	1.8	3.1	3.1		Staff	25.0%	66.7%	4.2%	0.0%	2.1%	2.1%
	Parents	18	N/A	1.6	1.9	1.6	3.3	3.3		Parents	33.3%	61.1%	5.6%	0.0%	0.0%	0.0%
Governance	ES/MS Students	170	N/A	2.2	2.4	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	13.5%	42.9%	21.2%	8.8%	11.2%	2.4%
	Staff	48	N/A	1.9	2.2	1.9	2.8	3.0		Staff	16.7%	64.6%	8.3%	4.2%	6.3%	0.0%
	Parents	18	N/A	1.6	1.8	1.7	3.2	3.2		Parents	38.9%	50.0%	5.6%	0.0%	5.6%	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.

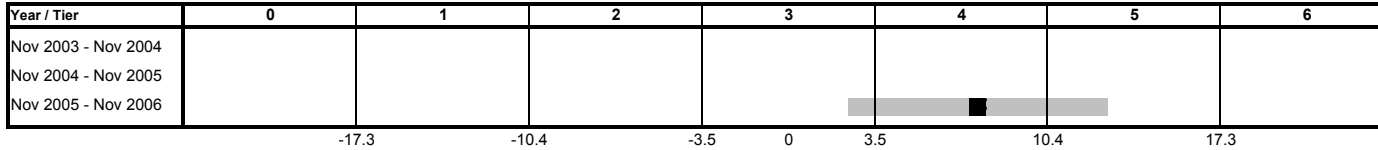
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

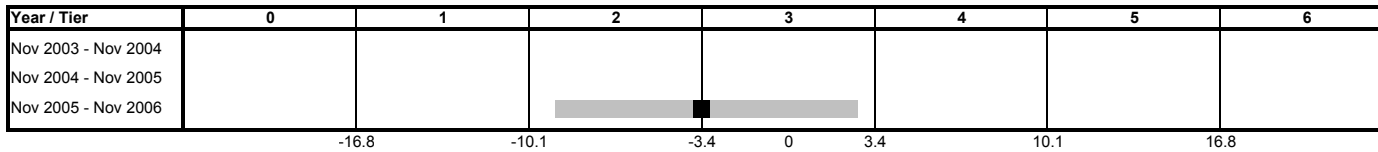
CARVER ACADEMY

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	N/A	N/A
Nov 2005 - Nov 2006	7.7	4.1



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	N/A	N/A
Nov 2005 - Nov 2006	-3.2	2.5



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

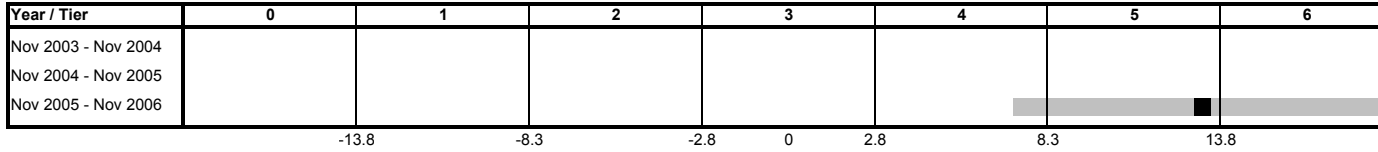
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	NA	NA	NA	NA	NA	4.1	NA	NA	NA	NA	NA	31%	NA	NA	NA	NA	NA	NA
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	NA	NA	NA	NA	NA	2.5	NA	NA	NA	NA	NA	41%	NA	NA	NA	NA	NA	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

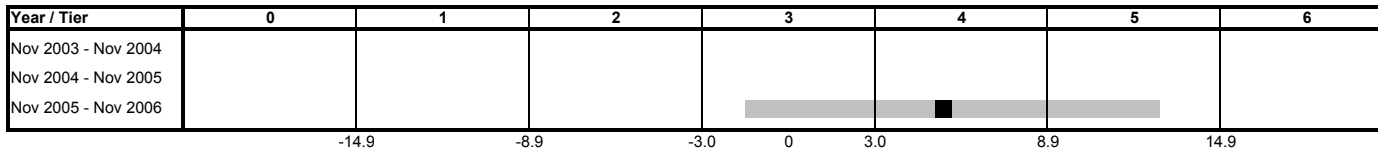
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Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	N/A	N/A
Nov 2005 - Nov 2006	13.0	5.4



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	N/A	N/A
Nov 2005 - Nov 2006	5.6	3.9



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						Legend					
		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	NA	NA	NA	5.4	NA	NA	NA	NA	NA	35%	NA	NA	NA	NA	NA	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	NA	NA	NA	3.9	NA	NA	NA	NA	NA	48%	NA	NA	NA	NA	NA	2
	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