

CASS STREET SCHOOL

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	1647 N CASS ST
Phone	414-212-2700
Fax	414-212-2715
Site Number	0104
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	TIMOTHY KAVANAGH
School Year (07-08)	ELLA HAYES
06-07 Administrator Years at Site	6

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	467	436	455
Pre-Kindergarten	24	22	26
Kindergarten	40	32	30
Grade 1	44	32	46
Grade 2	35	47	45
Grade 3	54	40	49
Grade 4	49	47	43
Grade 5	54	53	45
Grade 6	57	51	55
Grade 7	56	54	57
Grade 8	54	58	59

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	50%	51%	54%
	Female	50%	49%	46%
Ethnicity	Asian	2%	0%	1%
	Native American	0%	0%	0%
	African American	80%	81%	85%
	Hispanic	7%	8%	4%
	White	6%	6%	5%
Groups	Special Education	18%	15%	15%
	English Language Learners	1%	1%	1%
	Free/Reduced Lunch	79%	86%	89%

Student Movement		04-05	05-06	06-07
	Mobility Rate	20%	25%	19%
	Stability Rate	60%	62%	58%

School Profile

Cass Street School is a traditional kindergarten through eighth grade elementary school (established in 1905) with a current enrollment of 450 students. A diversified staff of teachers and support personnel work with children ranging in ages from four years through the early teens. Cass is located on the lower eastside, near downtown Milwaukee, and is within walking distance of many important civic sites.

A *Student Achievement Guaranty in Education (SAGE)* program is available to every student from five year-old kindergarten through the third grade. Our main focus is to have all of our students reading at or above grade level when they leave Cass. To that end, we have implemented an *SRA-Direct Instruction* reading program for all grade levels. Daily small group inter-active reading instruction takes place for each student, specifically designed to his/her reading ability.

Technology: Cass sets high standards for computer and technology education. With three full time computer centers and mini labs in many classrooms, higher order thinking skills are stressed from kindergarten through the eighth grade. Every student spends at least thirty minutes a day at a computer. This technology reinforces all classroom instruction, especially in reading and math. A link with our business partner CH2M Hill offers students in the fifth grade the opportunity to learn about engineering careers and to have engineering-related curriculum offered to them from guests to the classroom. CH2M Hill and Cass work together to ensure that students receive enriched curriculum that is aligned to the learning targets.

The Arts: There is a strong music component throughout all grade levels, including band, keyboarding, bell choir and African drumming. Our school has a vibrant working relationship with our neighborhood. Educational links and field trips to various museum programs such as The Milwaukee Public Museum, Milwaukee Museum for the Arts, and the Betty Brinn Children's Museum will continue to give our students the wonderful cultural experiences our urban center can offer.

After School Programs/Community Involvement: Cass Street School offers an after school and extended year Community Learning Center (CLC) through the Boys' and Girls' Club of Greater Milwaukee. Academics, arts and crafts, and recreation give this program a well-rounded approach to

outside learning activities for our students. We also offer one-to-one tutoring sessions known as *HOSTS*, which is done by over 60 weekly volunteers. Special events such as Open House, the Holiday Craft Faire, Family Fun Night, and musical programs help bring our parents and community together.

Social Development: The Cass Street School family is dedicated to eradicating bullying in and around our school. Students in grades six through eight take part in the *Fox 6 Bully Project*. Intermediate students in grades three through five engage in the *Steps to Respect*. Primary students in five year-old kindergarten through grade two follow the *2nd Step* program, and four year-old kindergarten will continue to use *My Friends and Me* to teach and promote friendship skills, the antithesis of bullying. We are committed to creating a safe and welcoming academic environment for all our students. Another important aspect of Cass's commitment to social development is its involvement with the Ropes and Challenges Program. Facilitated by the school's full time social worker, this program is offered to our Peer Mediator students and provides the opportunity for them to act cooperatively and develop team cohesion through an eight-week curriculum that ends with a full day experience at the ropes course located at Potter's Forest.

CASS 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	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	37	97%	80%	61%	59%	73%	66%	N/A	75%	70%	N/A	58%	55%	59%	65%	61%	50%	86%	77%	75%	77%	57%	50%	85%	65%	71%	
		06-07	46	98%	81%	62%	74%	74%	67%	100%	72%	71%	N/A	60%	57%	68%	63%	58%	100%	86%	81%	100%	77%	57%	70%	85%	67%	78%	
3	Math	04-05	52	96%	N/A	53%	54%	N/A	66%	N/A	N/A	65%	100%	N/A	44%	47%	N/A	58%	100%	N/A	69%	75%	N/A	53%	50%	N/A	52%	58%	
		05-06	37	97%	73%	43%	16%	71%	60%	N/A	62%	48%	N/A	37%	32%	17%	55%	50%	0%	79%	65%	25%	74%	44%	20%	70%	42%	12%	
		06-07	46	96%	74%	46%	33%	71%	59%	100%	62%	56%	N/A	42%	36%	29%	57%	49%	0%	81%	67%	50%	75%	46%	35%	73%	45%	30%	
4	Reading	04-05	50	100%	82%	62%	58%	74%	64%	100%	76%	80%	N/A	60%	57%	54%	65%	62%	100%	87%	79%	100%	78%	56%	64%	86%	69%	52%	
		05-06	48	96%	82%	61%	56%	72%	66%	N/A	74%	72%	N/A	59%	54%	60%	68%	63%	25%	88%	79%	50%	80%	60%	50%	84%	62%	63%	
		06-07	47	98%	82%	62%	60%	73%	69%	N/A	75%	83%	0%	60%	57%	61%	64%	61%	50%	87%	79%	67%	79%	60%	52%	84%	64%	70%	
4	Language	04-05	50	100%	79%	59%	48%	72%	64%	100%	71%	73%	N/A	56%	53%	43%	64%	61%	100%	85%	77%	100%	76%	53%	40%	83%	65%	56%	
		05-06	48	94%	79%	58%	58%	70%	62%	N/A	70%	66%	N/A	54%	50%	58%	65%	62%	50%	85%	78%	75%	76%	54%	63%	83%	62%	54%	
		06-07	47	98%	77%	58%	47%	72%	68%	N/A	68%	80%	100%	53%	52%	49%	61%	58%	50%	83%	76%	0%	72%	53%	37%	81%	63%	60%	
4	Math	04-05	50	100%	72%	46%	26%	73%	61%	100%	59%	55%	N/A	41%	38%	24%	56%	49%	0%	79%	66%	50%	73%	46%	36%	71%	45%	16%	
		05-06	48	100%	73%	44%	38%	68%	55%	N/A	59%	52%	N/A	39%	34%	35%	56%	47%	50%	80%	67%	50%	73%	45%	38%	70%	42%	38%	
		06-07	47	98%	78%	52%	38%	77%	72%	N/A	70%	70%	100%	47%	42%	39%	62%	57%	0%	84%	72%	33%	78%	53%	48%	77%	50%	25%	
4	Science	04-05	50	100%	78%	47%	34%	65%	52%	100%	69%	63%	N/A	41%	37%	33%	54%	51%	0%	86%	74%	50%	79%	47%	48%	76%	46%	20%	
		05-06	48	94%	77%	49%	31%	67%	56%	N/A	66%	51%	N/A	45%	39%	30%	60%	56%	25%	85%	72%	50%	78%	50%	33%	78%	48%	29%	
		06-07	47	94%	77%	49%	43%	70%	66%	N/A	66%	76%	100%	44%	39%	41%	57%	53%	50%	85%	74%	33%	78%	50%	41%	77%	49%	45%	
4	Social Studies	04-05	50	98%	91%	76%	56%	86%	81%	100%	89%	90%	N/A	74%	70%	54%	83%	79%	0%	95%	90%	100%	90%	75%	72%	97%	77%	40%	
		05-06	48	96%	91%	77%	77%	86%	83%	N/A	88%	85%	N/A	75%	71%	75%	82%	80%	75%	94%	89%	100%	90%	76%	75%	92%	79%	79%	
		06-07	47	96%	91%	78%	83%	85%	83%	N/A	87%	93%	100%	76%	74%	83%	80%	78%	50%	95%	89%	100%	91%	76%	81%	92%	79%	85%	
5	Reading	04-05	50	100%	N/A	57%	48%	N/A	59%	100%	N/A	51%	N/A	N/A	51%	43%	N/A	54%	100%	N/A	79%	40%	N/A	53%	43%	N/A	60%	52%	
		05-06	51	100%	83%	61%	51%	77%	68%	N/A	75%	78%	N/A	59%	54%	51%	67%	64%	67%	89%	82%	40%	81%	58%	59%	84%	65%	45%	
		06-07	47	100%	84%	64%	57%	76%	71%	N/A	77%	68%	N/A	62%	59%	57%	68%	63%	0%	90%	82%	75%	81%	62%	54%	86%	67%	63%	
5	Language	04-05	50	100%	N/A	42%	26%	N/A	52%	0%	N/A	43%	N/A	N/A	35%	25%	N/A	40%	33%	N/A	66%	40%	N/A	37%	22%	N/A	47%	30%	
		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	50	100%	N/A	50%	30%	N/A	67%	0%	N/A	46%	N/A	N/A	41%	25%	N/A	52%	67%	N/A	75%	60%	N/A	51%	26%	N/A	49%	33%	
		05-06	51	100%	72%	40%	27%	69%	56%	N/A	60%	53%	N/A	37%	32%	28%	52%	43%	33%	80%	65%	20%	72%	40%	41%	72%	41%	17%	
		06-07	47	94%	75%	46%	26%	74%	63%	N/A	65%	49%	N/A	43%	37%	21%	56%	49%	0%	82%	68%	75%	75%	46%	21%	74%	46%	32%	

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.

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WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																							
					Total			Ethnicity															Gender					
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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	54	96%	N/A	51%	43%	N/A	59%	50%	N/A	66%	N/A	N/A	45%	36%	N/A	55%	100%	N/A	71%	67%	N/A	45%	22%	N/A	57%	58%
		05-06	53	100%	83%	57%	58%	73%	63%	N/A	73%	62%	0%	56%	51%	58%	67%	59%	67%	88%	79%	75%	81%	53%	41%	85%	62%	79%
		06-07	54	91%	85%	62%	50%	75%	64%	N/A	78%	75%	N/A	61%	57%	48%	68%	64%	100%	91%	79%	60%	82%	56%	57%	87%	68%	42%
6	Language	04-05	54	96%	N/A	41%	31%	N/A	49%	50%	N/A	47%	N/A	N/A	33%	25%	N/A	45%	50%	N/A	64%	67%	N/A	36%	4%	N/A	46%	52%
		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	54	94%	N/A	39%	19%	N/A	57%	50%	N/A	43%	N/A	N/A	30%	11%	N/A	47%	50%	N/A	65%	50%	N/A	39%	9%	N/A	39%	26%
		05-06	53	100%	72%	38%	17%	69%	54%	N/A	60%	41%	0%	37%	29%	16%	55%	41%	0%	79%	62%	50%	72%	37%	10%	74%	39%	25%
		06-07	54	94%	76%	40%	22%	76%	62%	N/A	61%	60%	N/A	40%	31%	21%	57%	44%	0%	82%	63%	40%	76%	39%	27%	76%	42%	17%
7	Reading	04-05	58	97%	N/A	60%	59%	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	63%	N/A	63%	0%	N/A	78%	56%	N/A	54%	N/A	N/A	66%	65%
		05-06	52	98%	84%	59%	71%	74%	66%	N/A	77%	70%	N/A	56%	52%	65%	66%	64%	100%	89%	80%	100%	81%	54%	52%	86%	64%	86%
		06-07	56	100%	85%	58%	63%	74%	69%	0%	77%	58%	0%	58%	51%	64%	66%	60%	100%	89%	82%	0%	82%	55%	61%	86%	61%	64%
7	Language	04-05	58	97%	N/A	41%	40%	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	37%	N/A	46%	33%	N/A	63%	56%	N/A	34%	34%	N/A	48%	48%
		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	58	100%	N/A	38%	26%	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	26%	N/A	48%	0%	N/A	66%	33%	N/A	37%	20%	N/A	40%	35%
		05-06	52	98%	73%	37%	21%	69%	55%	N/A	58%	41%	N/A	35%	26%	16%	55%	49%	40%	81%	64%	50%	73%	37%	17%	73%	36%	24%
		06-07	56	96%	78%	44%	25%	75%	60%	0%	69%	58%	0%	43%	34%	28%	61%	53%	0%	86%	70%	0%	79%	45%	14%	79%	44%	36%
8	Reading	04-05	53	100%	85%	59%	74%	74%	69%	100%	76%	69%	N/A	56%	52%	71%	65%	62%	67%	89%	83%	100%	81%	53%	62%	87%	65%	85%
		05-06	59	100%	84%	58%	63%	77%	70%	N/A	75%	77%	N/A	56%	51%	62%	68%	62%	50%	89%	78%	71%	82%	53%	56%	86%	62%	72%
		06-07	56	96%	84%	62%	63%	79%	76%	N/A	76%	65%	N/A	62%	57%	57%	67%	63%	100%	88%	79%	83%	82%	57%	62%	87%	68%	63%
8	Language	04-05	53	100%	65%	37%	62%	51%	47%	100%	46%	47%	N/A	32%	29%	58%	40%	38%	67%	71%	65%	100%	59%	32%	46%	70%	42%	78%
		05-06	59	100%	66%	37%	41%	49%	48%	N/A	47%	43%	N/A	36%	32%	36%	43%	36%	50%	72%	60%	71%	61%	32%	26%	70%	42%	60%
		06-07	56	91%	62%	35%	50%	48%	40%	N/A	42%	33%	N/A	33%	29%	46%	40%	37%	75%	69%	59%	67%	56%	30%	46%	67%	41%	53%
8	Math	04-05	53	100%	73%	36%	62%	68%	58%	100%	55%	50%	N/A	32%	26%	60%	53%	41%	67%	81%	65%	75%	72%	36%	50%	73%	36%	74%
		05-06	59	100%	73%	37%	25%	72%	58%	N/A	56%	41%	N/A	38%	29%	22%	52%	44%	0%	81%	62%	57%	74%	36%	18%	74%	39%	36%
		06-07	56	96%	74%	40%	32%	74%	57%	N/A	59%	52%	N/A	39%	31%	22%	55%	49%	75%	81%	65%	83%	76%	41%	38%	74%	39%	27%
8	Science	04-05	53	100%	73%	32%	53%	54%	41%	100%	57%	50%	N/A	30%	23%	47%	48%	35%	67%	82%	66%	100%	75%	33%	46%	72%	32%	59%
		05-06	59	98%	73%	36%	34%	61%	52%	N/A	56%	54%	N/A	34%	27%	32%	51%	39%	50%	81%	65%	43%	74%	36%	32%	73%	36%	36%
		06-07	56	93%	74%	39%	34%	62%	50%	N/A	60%	56%	N/A	37%	31%	28%	51%	43%	50%	82%	68%	67%	74%	39%	35%	75%	39%	33%
8	Social Studies	04-05	53	100%	83%	50%	66%	75%	65%	100%	70%	65%	N/A	49%	41%	64%	66%	56%	100%	89%	78%	50%	82%	49%	62%	54%	52%	70%
		05-06	59	98%	84%	52%	53%	80%	69%	N/A	71%	61%	N/A	50%	44%	52%	68%	57%	50%	89%	77%	57%	82%	49%	47%	84%	55%	60%
		06-07	56	93%	82%	52%	55%	78%	71%	N/A	72%	69%	N/A	52%	45%	48%	65%	56%	100%	89%	74%	83%	82%	50%	46%	84%	54%	63%

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Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																		Mean Scale					
					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	Gr.	Subject	Year	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	3	Reading	04-05	N/A	N/A	N/A
		05-06	37	97%	50%	30%	0%	86%	66%	71%	57%	52%	N/A	82%	62%	59%	65%	56%	59%	88%	76%	60%	05-06		458	436	428	
		06-07	46	98%	50%	31%	20%	86%	68%	80%	55%	48%	N/A	82%	64%	74%	67%	57%	70%	89%	82%	100%	06-07		459	437	439	
3	Math	04-05	52	96%	N/A	31%	14%	N/A	57%	60%	N/A	53%	N/A	N/A	53%	54%	N/A	48%	51%	N/A	70%	71%	3	Math	04-05	N/A	585	578
		05-06	37	97%	48%	26%	0%	75%	46%	19%	54%	48%	N/A	73%	42%	16%	55%	39%	19%	80%	58%	0%	05-06		431	398	381	
		06-07	46	96%	53%	28%	20%	77%	49%	34%	56%	46%	N/A	75%	45%	33%	57%	41%	30%	82%	68%	50%	06-07		434	401	392	
4	Reading	04-05	50	100%	53%	31%	36%	86%	69%	67%	59%	53%	N/A	84%	63%	58%	68%	59%	58%	88%	80%	50%	4	Reading	04-05	646	623	616
		05-06	48	96%	53%	34%	56%	87%	67%	56%	56%	45%	0%	84%	63%	57%	69%	57%	52%	90%	76%	100%	05-06		477	446	433	
		06-07	47	98%	52%	32%	40%	87%	68%	65%	55%	47%	N/A	83%	64%	60%	67%	58%	57%	89%	81%	80%	06-07		477	450	430	
4	Language	04-05	50	100%	48%	27%	36%	84%	66%	53%	55%	49%	N/A	81%	61%	48%	66%	56%	48%	87%	77%	50%	4	Language	04-05	646	626	607
		05-06	48	94%	56%	35%	56%	83%	63%	59%	53%	43%	0%	81%	60%	60%	64%	53%	55%	88%	74%	100%	05-06		298	279	270	
		06-07	47	98%	56%	35%	30%	80%	63%	51%	54%	47%	N/A	78%	60%	47%	62%	54%	48%	85%	77%	40%	06-07		296	281	273	
4	Math	04-05	50	100%	49%	25%	29%	76%	50%	25%	56%	48%	N/A	74%	46%	26%	55%	43%	27%	80%	64%	0%	4	Math	04-05	633	610	598
		05-06	48	100%	48%	28%	22%	76%	47%	41%	51%	38%	0%	74%	44%	38%	54%	39%	34%	81%	60%	75%	05-06		463	428	411	
		06-07	47	98%	54%	30%	30%	81%	56%	41%	60%	52%	N/A	79%	52%	38%	61%	47%	38%	85%	72%	40%	06-07		466	435	423	
4	Science	04-05	50	100%	56%	24%	21%	82%	52%	39%	47%	45%	N/A	80%	47%	34%	59%	42%	33%	87%	73%	50%	4	Science	04-05	637	609	598
		05-06	48	94%	57%	32%	56%	81%	53%	26%	52%	43%	0%	80%	50%	32%	61%	44%	32%	87%	65%	25%	05-06		300	276	264	
		06-07	47	94%	58%	29%	40%	81%	53%	43%	51%	45%	N/A	78%	50%	43%	60%	44%	43%	86%	73%	40%	06-07		300	277	270	
4	Social Studies	04-05	50	98%	78%	53%	64%	93%	81%	53%	75%	72%	N/A	92%	76%	56%	84%	74%	56%	95%	88%	50%	4	Social Studies	04-05	646	629	617
		05-06	48	96%	80%	59%	78%	93%	81%	77%	76%	71%	100%	92%	78%	77%	83%	74%	75%	95%	87%	100%	05-06		298	280	273	
		06-07	47	96%	81%	58%	90%	93%	82%	81%	75%	69%	N/A	92%	79%	83%	84%	75%	83%	95%	91%	80%	06-07		298	281	276	
5	Reading	04-05	50	100%	N/A	24%	40%	N/A	64%	50%	N/A	36%	100%	N/A	59%	46%	N/A	52%	43%	N/A	76%	75%	5	Reading	04-05	N/A	641	627
		05-06	51	100%	50%	27%	30%	88%	69%	56%	58%	41%	N/A	85%	63%	51%	69%	58%	50%	90%	75%	56%	05-06		485	452	445	
		06-07	47	100%	53%	33%	40%	89%	71%	62%	58%	43%	100%	86%	67%	57%	69%	60%	57%	91%	83%	60%	06-07		485	453	430	
5	Language	04-05	50	100%	N/A	15%	20%	N/A	47%	28%	N/A	25%	0%	N/A	44%	27%	N/A	36%	26%	N/A	63%	25%	5	Language	04-05	N/A	643	623
		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	05-06		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	06-07		N/A	N/A	N/A	
5	Math	04-05	50	100%	N/A	26%	20%	N/A	55%	33%	N/A	44%	50%	N/A	50%	29%	N/A	45%	29%	N/A	70%	38%	5	Math	04-05	N/A	623	603
		05-06	51	100%	43%	20%	30%	77%	45%	27%	51%	31%	N/A	74%	41%	27%	54%	36%	24%	81%	57%	44%	05-06		484	449	443	
		06-07	47	94%	46%	26%	30%	80%	50%	24%	53%	37%	0%	77%	47%	26%	57%	41%	26%	84%	67%	20%	06-07		489	455	438	

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.

CASS 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					
					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	54	96%	N/A	19%	0%	N/A	58%	51%	N/A	35%	100%	N/A	53%	42%	N/A	47%	41%	N/A	69%	50%
		05-06	53	100%	47%	21%	18%	89%	65%	69%	55%	33%	67%	85%	59%	58%	68%	53%	60%	90%	73%	50%
		06-07	54	91%	51%	24%	9%	91%	71%	60%	57%	39%	N/A	86%	64%	50%	71%	58%	45%	91%	78%	70%
6	Language	04-05	54	96%	N/A	15%	0%	N/A	46%	38%	N/A	28%	100%	N/A	42%	30%	N/A	36%	30%	N/A	60%	38%
		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	54	94%	N/A	23%	0%	N/A	43%	22%	N/A	35%	100%	N/A	40%	17%	N/A	35%	17%	N/A	59%	25%
		05-06	53	100%	37%	15%	9%	79%	43%	19%	50%	24%	0%	73%	39%	18%	53%	33%	16%	82%	54%	25%
		06-07	54	94%	43%	18%	18%	81%	45%	23%	55%	35%	N/A	78%	41%	22%	58%	36%	23%	84%	58%	20%
7	Reading	04-05	58	97%	N/A	24%	21%	N/A	68%	77%	N/A	45%	N/A	N/A	61%	59%	N/A	56%	57%	N/A	74%	67%
		05-06	52	98%	47%	24%	17%	89%	67%	78%	52%	38%	N/A	85%	60%	71%	69%	55%	70%	90%	72%	75%
		06-07	56	100%	49%	23%	15%	91%	66%	77%	56%	35%	100%	86%	60%	61%	70%	54%	58%	91%	77%	88%
7	Language	04-05	58	97%	N/A	14%	5%	N/A	47%	56%	N/A	31%	N/A	N/A	42%	40%	N/A	37%	39%	N/A	58%	44%
		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	58	100%	N/A	16%	5%	N/A	44%	36%	N/A	34%	N/A	N/A	39%	26%	N/A	34%	27%	N/A	55%	22%
		05-06	52	98%	35%	16%	0%	80%	41%	24%	48%	32%	N/A	74%	37%	21%	55%	32%	20%	82%	52%	25%
		06-07	56	96%	42%	20%	0%	85%	50%	33%	58%	40%	0%	79%	45%	26%	62%	40%	27%	87%	62%	13%
8	Reading	04-05	53	100%	50%	23%	31%	91%	67%	92%	50%	38%	0%	86%	60%	75%	67%	55%	72%	91%	78%	100%
		05-06	59	100%	50%	23%	27%	90%	66%	75%	55%	37%	N/A	86%	59%	63%	69%	54%	57%	91%	68%	80%
		06-07	56	96%	49%	26%	25%	90%	70%	69%	56%	32%	N/A	86%	64%	63%	71%	59%	56%	89%	76%	100%
8	Language	04-05	53	100%	24%	12%	19%	71%	43%	81%	26%	22%	0%	67%	38%	63%	42%	32%	60%	74%	60%	100%
		05-06	59	100%	26%	12%	0%	72%	43%	55%	30%	20%	N/A	66%	38%	41%	44%	33%	45%	73%	48%	27%
		06-07	56	91%	26%	15%	25%	69%	40%	54%	25%	15%	N/A	64%	37%	50%	42%	31%	48%	71%	52%	63%
8	Math	04-05	53	100%	34%	15%	19%	80%	41%	81%	49%	28%	0%	75%	36%	63%	51%	31%	60%	82%	59%	100%
		05-06	59	100%	35%	16%	0%	80%	43%	34%	53%	32%	N/A	75%	38%	25%	56%	34%	27%	82%	48%	20%
		06-07	56	96%	37%	19%	13%	81%	45%	35%	53%	35%	N/A	75%	41%	32%	56%	36%	29%	84%	58%	50%
8	Science	04-05	53	100%	39%	12%	25%	80%	37%	65%	34%	16%	100%	75%	33%	52%	50%	27%	52%	83%	57%	67%
		05-06	59	98%	40%	13%	13%	79%	41%	41%	40%	21%	N/A	75%	37%	34%	54%	31%	34%	83%	50%	33%
		06-07	56	93%	40%	17%	13%	81%	44%	38%	37%	17%	N/A	76%	41%	34%	55%	34%	29%	84%	60%	63%
8	Social Studies	04-05	53	100%	51%	20%	25%	88%	58%	84%	56%	40%	100%	84%	51%	65%	66%	46%	66%	90%	72%	67%
		05-06	59	98%	51%	19%	13%	88%	60%	66%	59%	28%	N/A	85%	53%	53%	67%	47%	52%	90%	66%	53%
		06-07	56	93%	52%	25%	25%	88%	58%	60%	57%	28%	N/A	83%	54%	55%	67%	48%	50%	90%	69%	88%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	635
		05-06	501	462	456
		06-07	503	465	459
6	Language	04-05	N/A	645	640
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	623
		05-06	508	470	449
		06-07	513	472	456
7	Reading	04-05	N/A	650	647
		05-06	511	474	486
		06-07	513	474	474
7	Language	04-05	N/A	648	644
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	628
		05-06	528	486	476
		06-07	535	495	475
8	Reading	04-05	689	661	676
		05-06	526	484	489
		06-07	527	490	493
8	Language	04-05	680	657	668
		05-06	397	372	375
		06-07	395	371	380
8	Math	04-05	704	668	682
		05-06	540	495	482
		06-07	543	501	491
8	Science	04-05	699	666	670
		05-06	398	362	358
		06-07	398	363	357
8	Social Studies	04-05	687	662	669
		05-06	398	363	363
		06-07	397	367	368

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.

CASS STREET 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	2.47	3.07	3.29	2.25	0.00	2.10	2.40	2.37	2.45	2.77	3.17	2.08	2.30	2.52	2.65
		05-06		2.30	2.38	3.03	2.36	1.97	0.00	2.13	2.33	2.34	2.50	2.75	2.48	2.11	2.13	2.50	2.64
		06-07		2.32	2.29	3.06	3.08	2.22	3.07	2.12	2.23	2.39	2.71	2.77	2.27	2.13	2.20	2.51	2.36

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	2.09	2.38	2.61	2.38	2.32	2.29	2.47	2.26	2.21	2.30	2.49
		05-06		1.94	2.17	2.38	2.43	2.26	2.54	2.30	2.37	2.21	2.39	2.66	2.31
		06-07		1.96	1.92	2.40	2.37	2.37	2.39	2.31	2.28	2.23	2.28	2.71	2.30

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%	91%	96%	96%	93%	93%	91%	89%	93%	92%	91%	94%	94%	89%	96%	94%	95%	95%	93%	91%	95%	93%	91%
		05-06	95%	93%	90%	97%	96%	90%	93%	92%	93%	92%	92%	90%	94%	93%	90%	96%	94%	91%	95%	92%	90%	95%	93%	90%
	State Target = 85%	06-07	N/A	93%	90%	N/A	96%	91%	N/A	91%	98%	N/A	91%	90%	N/A	94%	88%	N/A	94%	94%	N/A	92%	90%	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%	89%	96%	93%	91%	N/A	95%	83%	N/A	93%	91%	N/A	93%	88%	N/A	93%	91%
		05-06	94%	91%	89%	96%	93%	90%	N/A	94%	98%	N/A	92%	90%	N/A	92%	89%	N/A	95%	95%
		06-07	N/A	90%	88%	N/A	93%	90%	N/A	95%	97%	N/A	92%	90%	N/A	92%	90%	N/A	95%	92%

Ethnicity and Gender

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5																
			Total				Ethnicity								Gender				
			Year	Students Enrolled	MPS	School	Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female
Promotion Rate		04-05	44	97%	98%	99%	N/A	97%	N/A	96%	98%	97%	100%	99%	100%	96%	95%	97%	100%
		05-06	41	97%	83%	96%	N/A	100%	N/A	96%	82%	97%	100%	99%	100%	96%	83%	97%	83%
		06-07	42	98%	83%	100%	N/A	100%	100%	97%	86%	97%	50%	98%	50%	97%	80%	98%	88%

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	44	98%	100%	97%	97%	97%	N/A	97%	98%	97%	98%	98%	100%
		05-06	41	98%	89%	96%	81%	96%	100%	97%	83%	96%	81%	99%	100%
		06-07	42	99%	100%	97%	77%	97%	N/A	98%	83%	97%	84%	99%	80%

ES indicates Elementary grade students.

CASS 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	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%	88%	97%	95%	93%	91%	87%	N/A	90%	89%	89%	93%	90%	78%	95%	91%	89%	95%	89%	88%	95%	90%	89%	
		05-06	95%	89%	90%	97%	94%	91%	91%	86%	77%	90%	88%	90%	92%	90%	88%	95%	92%	88%	95%	88%	88%	95%	90%	91%	
		06-07	N/A	89%	90%	N/A	95%	91%	N/A	87%	100%	N/A	88%	90%	N/A	90%	91%	N/A	92%	94%	N/A	88%	90%	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%	84%	95%	90%	90%	N/A	91%	80%	N/A	89%	88%	N/A	89%	88%	N/A	89%	88%	
		05-06	92%	85%	87%	95%	90%	90%	N/A	91%	92%	N/A	89%	90%	N/A	88%	89%	N/A	92%	94%	
		06-07	N/A	85%	89%	N/A	90%	91%	N/A	91%	93%	N/A	89%	90%	N/A	88%	90%	N/A	93%	92%	

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	46	95%	100%	97%	100%	96%	N/A	95%	100%	94%	100%	98%	100%	94%	100%	96%	100%	
	05-06	40	95%	98%	97%	N/A	100%	N/A	95%	97%	96%	100%	97%	100%	95%	100%	96%	92%	
	06-07	46	97%	100%	97%	N/A	95%	100%	97%	100%	98%	100%	100%	N/A	97%	100%	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	46	97%	100%	95%	100%	93%	N/A	95%	100%	95%	100%	96%	100%	
	05-06	40	98%	100%	95%	96%	94%	N/A	96%	98%	95%	97%	96%	100%	
	06-07	46	98%	100%	97%	100%	95%	N/A	97%	100%	97%	100%	98%	100%	

MS indicates Middle grade students.

CASS STREET SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	80	32%	29%	23%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	5%	9%	4%
1	0%	6%	3%
2	20%	6%	5%
3	7%	0%	5%
4	2%	15%	17%
5	2%	2%	8%
Total	5%	6%	7%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	65%	56%	70%
1	25%	81%	65%
2	49%	38%	67%
3	43%	58%	47%
4	35%	40%	70%
5	46%	40%	69%
Total	43%	50%	64%

* 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	108	1.7	1.7	1.7	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	25.9%	51.9%	8.3%	6.5%	4.6%	2.8%
	Staff	34	2.0	1.9	2.0	1.9	2.8	3.0		Staff	32.4%	47.1%	5.9%	0.0%	8.8%	5.9%
	Parents	40	1.3	1.6	1.6	1.6	3.4	3.3		Parents	42.5%	52.5%	0.0%	0.0%	0.0%	5.0%
Safety	ES/MS Students	108	1.7	1.8	1.7	1.9	2.7	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	30.6%	37.0%	11.1%	10.2%	9.3%	1.9%
	Staff	34	1.8	1.8	1.8	1.9	2.7	3.0		Staff	5.9%	64.7%	20.6%	0.0%	0.0%	8.8%
	Parents	40	1.4	1.6	1.6	1.6	3.4	3.2		Parents	50.0%	45.0%	2.5%	0.0%	0.0%	2.5%
Environment	ES/MS Students	108	1.8	1.9	1.9	2.0	2.7	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	11.1%	36.1%	17.6%	19.4%	15.7%	0.0%
	Staff	34	1.9	1.8	2.0	1.8	2.8	3.1		Staff	8.8%	50.0%	32.4%	2.9%	5.9%	0.0%
	Parents	40	1.3	1.6	1.6	1.6	3.5	3.3		Parents	57.5%	42.5%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	108	2.2	2.2	2.3	2.3	2.3	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	8.3%	34.3%	32.4%	15.7%	9.3%	0.0%
	Staff	34	2.1	1.9	2.2	1.9	2.8	3.0		Staff	11.8%	52.9%	20.6%	5.9%	5.9%	2.9%
	Parents	40	1.3	1.6	1.6	1.7	3.4	3.2		Parents	40.0%	50.0%	5.0%	0.0%	2.5%	2.5%

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.

CASS STREET SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	75	51%	47%	38%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	0%	0%	0%
7	0%	6%	2%
8	0%	2%	0%
Total	0%	2%	1%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	51%	59%	49%
7	57%	43%	54%
8	52%	43%	56%
Total	53%	48%	53%

* 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	108	1.7	1.7	1.7	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	25.9%	51.9%	8.3%	6.5%	4.6%	2.8%
	Staff	34	2.0	1.9	2.0	1.9	2.8	3.0		Staff	32.4%	47.1%	5.9%	0.0%	8.8%	5.9%
	Parents	40	1.3	1.6	1.6	1.6	3.4	3.3		Parents	42.5%	52.5%	0.0%	0.0%	0.0%	5.0%
Safety	ES/MS Students	108	1.7	1.8	1.7	1.9	2.7	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	30.6%	37.0%	11.1%	10.2%	9.3%	1.9%
	Staff	34	1.8	1.8	1.8	1.9	2.7	3.0		Staff	5.9%	64.7%	20.6%	0.0%	0.0%	8.8%
	Parents	40	1.4	1.6	1.6	1.6	3.4	3.2		Parents	50.0%	45.0%	2.5%	0.0%	0.0%	2.5%
Environment	ES/MS Students	108	1.8	1.9	1.9	2.0	2.7	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	11.1%	36.1%	17.6%	19.4%	15.7%	0.0%
	Staff	34	1.9	1.8	2.0	1.8	2.8	3.1		Staff	8.8%	50.0%	32.4%	2.9%	5.9%	0.0%
	Parents	40	1.3	1.6	1.6	1.6	3.5	3.3		Parents	57.5%	42.5%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	108	2.2	2.2	2.3	2.3	2.3	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	8.3%	34.3%	32.4%	15.7%	9.3%	0.0%
	Staff	34	2.1	1.9	2.2	1.9	2.8	3.0		Staff	11.8%	52.9%	20.6%	5.9%	5.9%	2.9%
	Parents	40	1.3	1.6	1.6	1.7	3.4	3.2		Parents	40.0%	50.0%	5.0%	0.0%	2.5%	2.5%

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.

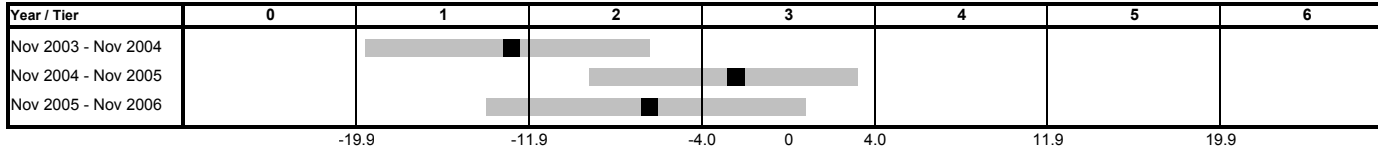
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* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

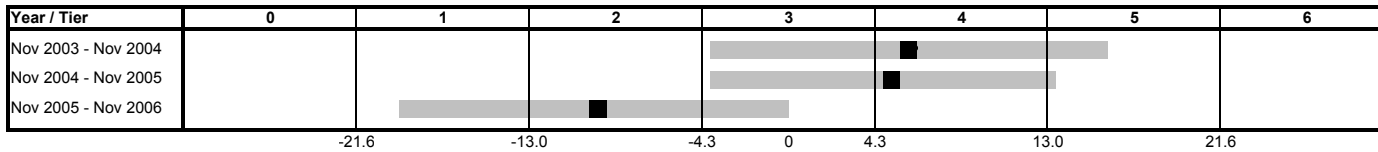
CASS STREET SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.4
Nov 2004 - Nov 2005	-2.5	2.7
Nov 2005 - Nov 2006	-5.7	2.2



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.7
Nov 2004 - Nov 2005	4.8	3.6
Nov 2005 - Nov 2006	-7.6	1.9



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

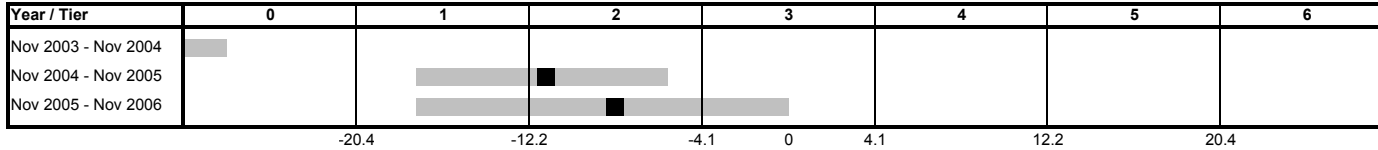
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment						
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	
Mathematics	School	3.4	3.0	3.2	1.4	2.7	2.2	22%	23%	41%	26%	28%	32%							
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%							
Reading	School	2.9	3.6	4.1	3.7	3.6	1.9	49%	54%	52%	58%	55%	64%	4	2	2	2	2	3	
	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

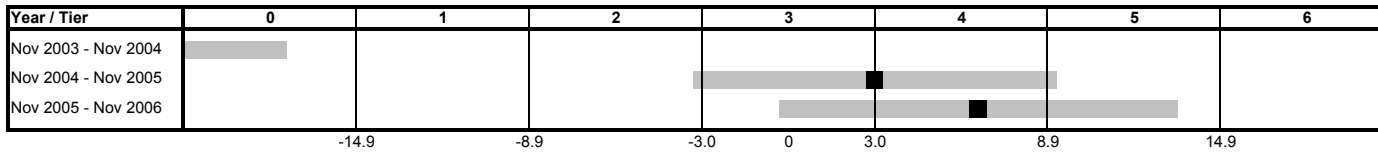
CASS STREET SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	-1.0
Nov 2004 - Nov 2005	-11.6	1.6
Nov 2005 - Nov 2006	-5.7	2.0



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	-1.0
Nov 2004 - Nov 2005	2.8	3.5
Nov 2005 - Nov 2006	6.5	4.1



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	4.3	6.0	5.6	0.0	1.6	2.0	10%	51%	81%	62%	21%	27%	1	1	1	3	4	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	5.9	NA	6.0	0.0	3.5	4.1	36%	78%	85%	74%	64%	58%	2	NA	1	3	1	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