

# FIFTY-THIRD STREET SCHOOL

## 2006-2007 Report Card

Grades Kgn. - 7

MPS Emerging K-8 School

School Information	
Address	3618 N 53 ST
Phone	414-874-5300
Fax	414-874-5315
Site Number	0170
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	REBECCA KASSULKE
School Year (07-08)	BRIDGETTE HOOD
06-07 Administrator Years at Site	1

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

Student Enrollment			
Grade	04-05	05-06	06-07
<b>Total</b>	<b>363</b>	<b>366</b>	<b>409</b>
Pre-Kindergarten	43	38	29
Kindergarten	51	49	52
Grade 1	72	48	47
Grade 2	56	54	48
Grade 3	43	49	56
Grade 4	48	50	57
Grade 5	50	36	47
Grade 6	N/A	42	39
Grade 7	N/A	N/A	34

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	53%	52%	53%
	Female	47%	48%	47%
Ethnicity	Asian	N/A	N/A	N/A
	Native American	N/A	N/A	1%
	African American	90%	91%	90%
	Hispanic	2%	1%	1%
	White	2%	1%	1%
Groups	Special Education	19%	22%	25%
	English Language Learners	0%	N/A	N/A
	Free/Reduced Lunch	69%	76%	82%

Student Movement		04-05	05-06	06-07
	Mobility Rate	6%	7%	11%
	Stability Rate	61%	67%	64%

### School Profile

**“Learning is our Fundamental Purpose”:** Fifty-Third Street School is committed to the goal of working to ensure that every student becomes a proficient reader, writer and communicator across all content areas. We serve students in K3 – Grade 7, and offer programs designed to meet a wide range of educational needs. Continual academic progress is expected as we educate all children to become productive workers and responsible citizens.

**Literacy:** Comprehensive Literacy instruction is emphasized in all classrooms through extended reading blocks. Direct Instruction provides carefully planned lessons designed around a well-defined set of skills. Students develop strong decoding skills and reading comprehension strategies as mastery of all skills is expected before they move on to the next lesson. Intermediate students focus heavily on reading and applying strategies to narrative and expository passages, with an emphasis on identifying relationships between texts, comparing and contrasting ideas, analyzing character development, and reflecting upon the author’s purpose. Independent reading is promoted through Accelerated Reader. Students are also provided with opportunities for reading enrichment through programs such as Book It! and the Six Hour Reading Club. Writing is viewed as a means of communication, and the staff strives to help students express their thoughts in a clear, well-organized manner. Writing is taught through a five step process with instruction focusing around the Six Traits of quality writing: idea development, organization, voice, word choice, sentence fluency and conventions of print. Students participate in prompt-writing experiences, journal writing, and free-writing periods.

**Math:** *Thinking with Numbers* is designed to support students as they learn to use multiple approaches for solving math problems. The lessons focus on problem solving and a variety of strategies that will help children learn basic facts and perform mental computations with larger numbers. *Investigations in Number, Data and Space*, place emphasis upon students finding their own strategies for solving problems, and explaining their thinking orally, in writing, and by using pictures, diagrams, and models. Through hands-on activities, and using a variety of manipulatives students expand their knowledge of number relationships, number operations, geometry, measurement, data interpretation and problem solving. Math progress is measured through Classrooms Assessments Based on Standards (CABS) as well with Curriculum Based Measures (math probes administered three times each year).

**Special Education Programming:** Staff members are dedicated to making inclusion work for our students. Students have equal opportunities to participate in school activities as well as equal access to a quality education. Flexible grouping of students during the reading block allows needs to be met while also promoting cooperative learning and independence. Through the Problem Solving process academic, social and emotional needs are identified at the prevention and early intervention stage of learning, and individualized action plans are designed which address these needs.

**Music:** Our music program provides a stage for student expression beyond the daily classroom experience. Students participate in a variety of musical activities, including recorder and instrumental band lessons, hand chime ensemble, and chorus.

**Community Membership:** Staff members focus on recognizing students who achieve success both academically and behaviorally. Students are taught to exhibit positive behaviors by demonstrating strength of character in attitude and behavior. Cadets, Student Council, recreational/sports activities and scouting opportunities support all-around growth and development.

**Staff Development:** In an effort to learn new methods for meetings the individual needs of students, staff attend workshops focused on improving the teaching and assessing literacy and mathematics. Staff members participate extensively in Direct Instruction inservices, as well as Reading First and Six Trait Writing workshops. The Learning Team addresses mathematical achievement by deconstructing learning targets, sharing strategies and providing on-site professional development. Additional trainings include the data analysis and the use of technology to enhance teaching and learning.

**Parent/Community Involvement:** Parents are an important part of our team, and are encouraged to participate in their child’s education by attending conferences, programs and field trips. Parents are kept informed of school news using weekly newsletters which provide curriculum updates and other helpful information. Title I Curriculum Nights offer parents strategies for supporting learning at home. Parents are also encouraged to participate in the PTO or on the School Governance Council.

# FIFTY-THIRD 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	49	100%	80%	61%	49%	73%	66%	N/A	75%	70%	N/A	58%	55%	52%	65%	61%	100%	86%	77%	17%	77%	57%	41%	85%	65%	59%	
		06-07	57	100%	81%	62%	46%	74%	67%	N/A	72%	71%	N/A	60%	57%	46%	63%	58%	N/A	86%	81%	43%	77%	57%	36%	85%	67%	55%	
3	Math	04-05	40	100%	N/A	53%	40%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	39%	N/A	58%	N/A	N/A	69%	50%	N/A	53%	24%	N/A	52%	58%	
		05-06	49	100%	73%	43%	27%	71%	60%	N/A	62%	48%	N/A	37%	32%	24%	55%	50%	100%	79%	65%	33%	74%	44%	37%	70%	42%	14%	
		06-07	57	100%	74%	46%	28%	71%	59%	N/A	62%	56%	N/A	42%	36%	28%	57%	49%	N/A	81%	67%	29%	75%	46%	25%	73%	45%	31%	
4	Reading	04-05	45	100%	82%	62%	60%	74%	64%	N/A	76%	80%	N/A	60%	57%	54%	65%	62%	100%	87%	79%	100%	78%	56%	52%	86%	69%	68%	
		05-06	50	100%	82%	61%	62%	72%	66%	N/A	74%	72%	N/A	59%	54%	62%	68%	63%	100%	88%	79%	50%	80%	60%	50%	84%	62%	80%	
		06-07	55	100%	82%	62%	47%	73%	69%	N/A	75%	83%	N/A	60%	57%	49%	64%	61%	0%	87%	79%	40%	79%	60%	43%	84%	64%	55%	
4	Language	04-05	45	100%	79%	59%	64%	72%	64%	N/A	71%	73%	N/A	56%	53%	62%	64%	61%	50%	85%	77%	100%	76%	53%	65%	83%	65%	64%	
		05-06	50	100%	79%	58%	54%	70%	62%	N/A	70%	66%	N/A	54%	50%	55%	65%	62%	0%	85%	78%	50%	76%	54%	53%	83%	62%	55%	
		06-07	55	100%	77%	58%	40%	72%	68%	N/A	68%	80%	N/A	53%	52%	41%	61%	58%	0%	83%	76%	40%	72%	53%	34%	81%	63%	50%	
4	Math	04-05	45	100%	72%	46%	31%	73%	61%	N/A	59%	55%	N/A	41%	38%	31%	56%	49%	0%	79%	66%	50%	73%	46%	35%	71%	45%	27%	
		05-06	50	100%	73%	44%	24%	68%	55%	N/A	59%	52%	N/A	39%	34%	26%	56%	47%	0%	80%	67%	0%	73%	45%	27%	70%	42%	20%	
		06-07	55	100%	78%	52%	27%	77%	72%	N/A	70%	70%	N/A	47%	42%	29%	62%	57%	0%	84%	72%	20%	78%	53%	37%	77%	50%	10%	
4	Science	04-05	45	100%	78%	47%	29%	65%	52%	N/A	69%	63%	N/A	41%	37%	26%	54%	51%	50%	86%	74%	50%	79%	47%	35%	76%	46%	23%	
		05-06	50	100%	77%	49%	36%	67%	56%	N/A	66%	51%	N/A	45%	39%	38%	60%	56%	0%	85%	72%	0%	78%	50%	40%	78%	48%	30%	
		06-07	55	100%	77%	49%	38%	70%	66%	N/A	66%	76%	N/A	44%	39%	41%	57%	53%	0%	85%	74%	20%	78%	50%	37%	77%	49%	40%	
4	Social Studies	04-05	45	100%	91%	76%	62%	86%	81%	N/A	89%	90%	N/A	74%	70%	59%	83%	79%	50%	95%	90%	100%	90%	75%	57%	97%	77%	68%	
		05-06	50	100%	91%	77%	76%	86%	83%	N/A	88%	85%	N/A	75%	71%	77%	82%	80%	100%	94%	89%	50%	90%	76%	70%	92%	79%	85%	
		06-07	55	100%	91%	78%	62%	85%	83%	N/A	87%	93%	N/A	76%	74%	61%	80%	78%	100%	95%	89%	60%	91%	76%	51%	92%	79%	80%	
5	Reading	04-05	49	100%	N/A	57%	63%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	62%	N/A	54%	N/A	N/A	79%	75%	N/A	53%	60%	N/A	60%	68%	
		05-06	34	100%	83%	61%	76%	77%	68%	N/A	75%	78%	N/A	59%	54%	73%	67%	64%	100%	89%	82%	100%	81%	58%	68%	84%	65%	87%	
		06-07	49	100%	84%	64%	61%	76%	71%	N/A	77%	68%	0%	62%	59%	64%	68%	63%	100%	90%	82%	0%	81%	62%	56%	86%	67%	68%	
5	Language	04-05	49	100%	N/A	42%	43%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	42%	N/A	40%	N/A	N/A	66%	50%	N/A	37%	40%	N/A	47%	47%	
		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	49	100%	N/A	50%	55%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	56%	N/A	52%	N/A	N/A	75%	50%	N/A	51%	53%	N/A	49%	58%	
		05-06	34	100%	72%	40%	29%	69%	56%	N/A	60%	53%	N/A	37%	32%	30%	52%	43%	0%	80%	65%	50%	72%	40%	37%	72%	41%	20%	
		06-07	49	100%	75%	46%	16%	74%	63%	N/A	65%	49%	0%	43%	37%	18%	56%	49%	0%	82%	68%	0%	75%	46%	15%	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.

# FIFTY-THIRD 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
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	44	98%	83%	57%	57%	73%	63%	N/A	73%	62%	N/A	56%	51%	55%	67%	59%	100%	88%	79%	60%	81%	53%	50%	85%	62%	71%
		06-07	39	100%	85%	62%	56%	75%	64%	N/A	78%	75%	N/A	61%	57%	53%	68%	64%	100%	91%	79%	100%	82%	56%	50%	87%	68%	67%
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	44	100%	72%	38%	23%	69%	54%	N/A	60%	41%	N/A	37%	29%	21%	55%	41%	100%	79%	62%	20%	72%	37%	13%	74%	39%	43%
		06-07	39	100%	76%	40%	21%	76%	62%	N/A	61%	60%	N/A	40%	31%	17%	57%	44%	100%	82%	63%	50%	76%	39%	29%	76%	42%	7%
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	N/A	N/A	84%	59%	N/A	74%	66%	N/A	77%	70%	N/A	56%	52%	N/A	66%	64%	N/A	89%	80%	N/A	81%	54%	N/A	86%	64%	N/A
		06-07	32	100%	85%	58%	66%	74%	69%	N/A	77%	58%	N/A	58%	51%	67%	66%	60%	100%	89%	82%	50%	82%	55%	63%	86%	61%	69%
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	N/A	N/A	73%	37%	N/A	69%	55%	N/A	58%	41%	N/A	35%	26%	N/A	55%	49%	N/A	81%	64%	N/A	73%	37%	N/A	73%	36%	N/A
		06-07	32	100%	78%	44%	28%	75%	60%	N/A	69%	58%	N/A	43%	34%	26%	61%	53%	100%	86%	70%	25%	79%	45%	26%	79%	44%	31%
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	N/A	N/A	84%	62%	N/A	79%	76%	N/A	76%	65%	N/A	62%	57%	N/A	67%	63%	N/A	88%	79%	N/A	82%	57%	N/A	87%	68%	N/A
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	N/A	N/A	62%	35%	N/A	48%	40%	N/A	42%	33%	N/A	33%	29%	N/A	40%	37%	N/A	69%	59%	N/A	56%	30%	N/A	67%	41%	N/A
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	N/A	N/A	74%	40%	N/A	74%	57%	N/A	59%	52%	N/A	39%	31%	N/A	55%	49%	N/A	81%	65%	N/A	76%	41%	N/A	74%	39%	N/A
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	N/A	N/A	74%	39%	N/A	62%	50%	N/A	60%	56%	N/A	37%	31%	N/A	51%	43%	N/A	82%	68%	N/A	74%	39%	N/A	75%	39%	N/A
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	N/A	N/A	82%	52%	N/A	78%	71%	N/A	72%	69%	N/A	52%	45%	N/A	65%	56%	N/A	89%	74%	N/A	82%	50%	N/A	84%	54%	N/A

**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.

# FIFTY-THIRD 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	
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	49	100%	50%	30%	38%	86%	66%	53%	57%	52%	N/A	82%	62%	49%	65%	56%	53%	88%	76%	40%	
		06-07	57	100%	50%	31%	24%	86%	68%	55%	55%	48%	N/A	82%	64%	46%	67%	57%	39%	89%	82%	69%	
3	Math	04-05	40	100%	N/A	31%	10%	N/A	57%	50%	N/A	53%	N/A	N/A	53%	40%	N/A	48%	33%	N/A	70%	60%	
		05-06	49	100%	48%	26%	54%	75%	46%	17%	54%	48%	N/A	73%	42%	27%	55%	39%	32%	80%	58%	13%	
		06-07	57	100%	53%	28%	24%	77%	49%	30%	56%	46%	N/A	75%	45%	28%	57%	41%	25%	82%	68%	38%	
4	Reading	04-05	45	100%	53%	31%	30%	86%	69%	69%	59%	53%	N/A	84%	63%	60%	68%	59%	57%	88%	80%	70%	
		05-06	50	100%	53%	34%	13%	87%	67%	71%	56%	45%	N/A	84%	63%	62%	69%	57%	55%	90%	76%	83%	
		06-07	55	100%	52%	32%	13%	87%	68%	60%	55%	47%	N/A	83%	64%	47%	67%	58%	46%	89%	81%	56%	
4	Language	04-05	45	100%	48%	27%	40%	84%	66%	71%	55%	49%	N/A	81%	61%	64%	66%	56%	57%	87%	77%	90%	
		05-06	50	100%	56%	35%	50%	83%	63%	55%	53%	43%	N/A	81%	60%	54%	64%	53%	50%	88%	74%	67%	
		06-07	55	100%	56%	35%	33%	80%	63%	43%	54%	47%	N/A	78%	60%	40%	62%	54%	39%	85%	77%	44%	
4	Math	04-05	45	100%	49%	25%	10%	76%	50%	37%	56%	48%	N/A	74%	46%	31%	55%	43%	26%	80%	64%	50%	
		05-06	50	100%	48%	28%	13%	76%	47%	26%	51%	38%	N/A	74%	44%	24%	54%	39%	21%	81%	60%	33%	
		06-07	55	100%	54%	30%	33%	81%	56%	25%	60%	52%	N/A	79%	52%	27%	61%	47%	26%	85%	72%	33%	
4	Science	04-05	45	100%	56%	24%	20%	82%	52%	31%	47%	45%	N/A	80%	47%	29%	59%	42%	23%	87%	73%	50%	
		05-06	50	100%	57%	32%	63%	81%	53%	31%	52%	43%	N/A	80%	50%	36%	61%	44%	37%	87%	65%	33%	
		06-07	55	100%	58%	29%	27%	81%	53%	43%	51%	45%	N/A	78%	50%	38%	60%	44%	37%	86%	73%	44%	
4	Social Studies	04-05	45	100%	78%	53%	30%	93%	81%	71%	75%	72%	N/A	92%	76%	62%	84%	74%	57%	95%	88%	80%	
		05-06	50	100%	80%	59%	50%	93%	81%	81%	76%	71%	N/A	92%	78%	76%	83%	74%	71%	95%	87%	92%	
		06-07	55	100%	81%	58%	47%	93%	82%	68%	75%	69%	N/A	92%	79%	62%	84%	75%	63%	95%	91%	56%	
5	Reading	04-05	49	100%	N/A	24%	36%	N/A	64%	71%	N/A	36%	N/A	N/A	59%	63%	N/A	52%	62%	N/A	76%	67%	
		05-06	34	100%	50%	27%	60%	88%	69%	83%	58%	41%	N/A	85%	63%	76%	69%	58%	72%	90%	75%	89%	
		06-07	49	100%	53%	33%	31%	89%	71%	72%	58%	43%	N/A	86%	67%	61%	69%	60%	57%	91%	83%	86%	
5	Language	04-05	49	100%	N/A	15%	18%	N/A	47%	50%	N/A	25%	N/A	N/A	44%	43%	N/A	36%	38%	N/A	63%	58%	
		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	49	100%	N/A	26%	36%	N/A	55%	61%	N/A	44%	N/A	N/A	50%	55%	N/A	45%	46%	N/A	70%	83%	
		05-06	34	100%	43%	20%	30%	77%	45%	29%	51%	31%	N/A	74%	41%	29%	54%	36%	24%	81%	57%	44%	
		06-07	49	100%	46%	26%	15%	80%	50%	17%	53%	37%	N/A	77%	47%	16%	57%	41%	17%	84%	67%	14%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	415
		06-07	459	437	414
3	Math	04-05	N/A	585	574
		05-06	431	398	364
		06-07	434	401	363
4	Reading	04-05	646	623	614
		05-06	477	446	435
		06-07	477	450	439
4	Language	04-05	646	626	623
		05-06	298	279	269
		06-07	296	281	269
4	Math	04-05	633	610	594
		05-06	463	428	402
		06-07	466	435	409
4	Science	04-05	637	609	592
		05-06	300	276	264
		06-07	300	277	271
4	Social Studies	04-05	646	629	617
		05-06	298	280	270
		06-07	298	281	268
5	Reading	04-05	N/A	641	643
		05-06	485	452	453
		06-07	485	453	441
5	Language	04-05	N/A	643	641
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	628
		05-06	484	449	435
		06-07	489	455	433

**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.

# FIFTY-THIRD 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	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	44	98%	47%	21%	29%	89%	65%	62%	55%	33%	N/A	85%	59%	57%	68%	53%	50%	90%	73%	75%
		06-07	39	100%	51%	24%	38%	91%	71%	65%	57%	39%	N/A	86%	64%	56%	71%	58%	54%	91%	78%	75%
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	44	100%	37%	15%	14%	79%	43%	24%	50%	24%	N/A	73%	39%	23%	53%	33%	25%	82%	54%	17%
		06-07	39	100%	43%	18%	31%	81%	45%	15%	55%	35%	N/A	78%	41%	21%	58%	36%	17%	84%	58%	50%
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	N/A	N/A	47%	24%	N/A	89%	67%	N/A	52%	38%	N/A	85%	60%	N/A	69%	55%	N/A	90%	72%	N/A
		06-07	32	100%	49%	23%	40%	91%	66%	77%	56%	35%	N/A	86%	60%	66%	70%	54%	62%	91%	77%	83%
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	N/A	N/A	35%	16%	N/A	80%	41%	N/A	48%	32%	N/A	74%	37%	N/A	55%	32%	N/A	82%	52%	N/A
		06-07	32	100%	42%	20%	10%	85%	50%	36%	58%	40%	N/A	79%	45%	28%	62%	40%	31%	87%	62%	17%
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	N/A	N/A	49%	26%	N/A	90%	70%	N/A	56%	32%	N/A	86%	64%	N/A	71%	59%	N/A	89%	76%	N/A
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	N/A	N/A	26%	15%	N/A	69%	40%	N/A	25%	15%	N/A	64%	37%	N/A	42%	31%	N/A	71%	52%	N/A
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	N/A	N/A	37%	19%	N/A	81%	45%	N/A	53%	35%	N/A	75%	41%	N/A	56%	36%	N/A	84%	58%	N/A
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	N/A	N/A	40%	17%	N/A	81%	44%	N/A	37%	17%	N/A	76%	41%	N/A	55%	34%	N/A	84%	60%	N/A
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	N/A	N/A	52%	25%	N/A	88%	58%	N/A	57%	28%	N/A	83%	54%	N/A	67%	48%	N/A	90%	69%	N/A

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	N/A
		05-06	501	462	460
		06-07	503	465	458
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	457
		06-07	513	472	453
7	Reading	04-05	N/A	650	N/A
		05-06	511	474	N/A
		06-07	513	474	475
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	N/A
		06-07	535	495	483
8	Reading	04-05	689	661	N/A
		05-06	526	484	N/A
		06-07	527	490	N/A
8	Language	04-05	680	657	N/A
		05-06	397	372	N/A
		06-07	395	371	N/A
8	Math	04-05	704	668	N/A
		05-06	540	495	N/A
		06-07	543	501	N/A
8	Science	04-05	699	666	N/A
		05-06	398	362	N/A
		06-07	398	363	N/A
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	N/A
		06-07	397	367	N/A

**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.

# FIFTY-THIRD 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	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	2.80	3.03	0.00	1.97	0.00	2.13	2.80	2.34	0.00	2.75	0.00	2.11	2.63	2.50	3.16
		06-07		2.32	2.70	3.06	0.00	2.22	0.00	2.12	2.67	2.39	3.82	2.77	0.00	2.13	2.56	2.51	2.91

## 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	2.53	2.38	2.88	2.26	N/A	2.30	2.80	2.21	2.77	2.66	2.89
		06-07		1.96	2.33	2.40	2.82	2.37	N/A	2.31	2.70	2.23	2.70	2.71	2.68

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

December 2007

Elementary / Middle School 246 of 828

# FIFTY-THIRD 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		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%	91%	93%	91%	N/A	93%	92%	94%	94%	94%	93%	96%	94%	89%	95%	93%	95%	95%	93%	93%
		05-06	95%	93%	93%	97%	96%	N/A	93%	92%	N/A	92%	92%	93%	94%	93%	90%	96%	94%	83%	95%	92%	93%	95%	93%	92%
	State Target = 85%	06-07	N/A	93%	92%	N/A	96%	N/A	N/A	91%	90%	N/A	91%	92%	N/A	94%	87%	N/A	94%	70%	N/A	92%	92%	N/A	93%	92%

\* 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%	92%	96%	93%	95%	N/A	95%	94%	N/A	93%	94%	N/A	93%	95%	N/A	93%	94%	
		05-06	94%	91%	91%	96%	93%	94%	N/A	94%	93%	N/A	92%	93%	N/A	92%	92%	N/A	92%	95%	95%
		06-07	N/A	90%	89%	N/A	93%	93%	N/A	95%	N/A	N/A	92%	92%	N/A	92%	91%	N/A	95%	94%	

## Ethnicity and Gender

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5															
			Total		Ethnicity								Gender					
					Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	04-05	37	97%	95%	99%	100%	97%	N/A	96%	94%	97%	100%	99%	100%	96%	94%	97%	95%
	05-06	46	97%	93%	96%	N/A	100%	N/A	96%	93%	97%	N/A	99%	N/A	96%	93%	97%	95%
	06-07	49	98%	100%	100%	N/A	100%	N/A	97%	100%	97%	100%	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	37	98%	100%	97%	93%	97%	N/A	97%	95%	97%	92%	98%	100%
	05-06	46	98%	100%	96%	92%	96%	N/A	97%	93%	96%	95%	99%	88%
	06-07	49	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

# FIFTY-THIRD 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	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%	94%	97%	94%	N/A	91%	86%	N/A	90%	88%	94%	92%	90%	86%	95%	92%	N/A	95%	88%	93%	95%	90%	96%	
	06-07		N/A	89%	92%	N/A	95%	N/A	N/A	87%	N/A	N/A	88%	93%	N/A	90%	89%	N/A	92%	N/A	N/A	88%	92%	N/A	90%	94%	

\* 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	State	MPS	School
MS	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	N/A	89%	N/A
	05-06		92%	85%	95%	95%	90%	94%	N/A	91%	N/A	N/A	89%	94%	N/A	88%	94%	N/A	92%	95%	N/A	92%	95%
	06-07		N/A	85%	91%	N/A	90%	93%	N/A	91%	N/A	N/A	89%	92%	N/A	88%	92%	N/A	93%	94%	N/A	93%	94%

## 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	N/A	97%	N/A	97%	N/A	95%	N/A	97%	N/A	98%	N/A	100%	N/A	97%	N/A	98%	N/A	

## 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	N/A	98%	N/A	97%	N/A	95%	N/A	97%	N/A	97%	N/A			

MS indicates Middle grade students.

# FIFTY-THIRD STREET SCHOOL

### Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	121	19%	17%	32%

### Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	0%	0%	0%
1	1%	2%	3%
2	0%	2%	2%
3	0%	8%	7%
4	4%	6%	0%
5	0%	8%	11%
Total	1%	4%	4%

### Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	18%	43%	21%
1	18%	31%	23%
2	9%	26%	21%
3	23%	29%	18%
4	6%	20%	19%
5	10%	19%	26%
Total	14%	28%	21%

\* 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	161	1.7	1.7	1.8	1.8	3.0	3.2	Students at my school are given challenging work.	ES/MS Students	38.5%	35.4%	9.3%	6.8%	8.7%	1.2%
	Staff	35	2.3	1.9	2.1	1.9	2.5	3.0		Staff	14.3%	71.4%	8.6%	0.0%	2.9%	2.9%
	Parents	55	1.8	1.6	1.6	1.6	3.2	3.3		Parents	27.3%	49.1%	16.4%	0.0%	5.5%	1.8%
Safety	ES/MS Students	161	1.8	1.8	1.9	1.9	2.7	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	23.0%	41.0%	14.9%	12.4%	6.2%	2.5%
	Staff	35	2.5	1.8	2.4	1.9	2.3	3.0		Staff	2.9%	28.6%	40.0%	22.9%	5.7%	0.0%
	Parents	55	1.7	1.6	1.7	1.6	3.0	3.2		Parents	27.3%	52.7%	10.9%	1.8%	5.5%	1.8%
Environment	ES/MS Students	161	2.1	1.9	2.1	2.0	2.7	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	19.3%	32.3%	21.1%	10.6%	15.5%	1.2%
	Staff	35	2.2	1.8	2.1	1.8	2.5	3.1		Staff	0.0%	57.1%	28.6%	5.7%	8.6%	0.0%
	Parents	55	1.8	1.6	1.6	1.6	3.2	3.3		Parents	45.5%	49.1%	3.6%	0.0%	1.8%	0.0%
Governance	ES/MS Students	161	2.3	2.2	2.2	2.3	2.4	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	20.5%	31.7%	15.5%	19.3%	11.8%	1.2%
	Staff	35	2.4	1.9	2.1	1.9	2.5	3.0		Staff	11.4%	62.9%	14.3%	5.7%	5.7%	0.0%
	Parents	55	1.9	1.6	1.7	1.7	3.2	3.2		Parents	32.7%	56.4%	5.5%	0.0%	5.5%	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.

# FIFTY-THIRD STREET SCHOOL

## Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	47	N/A	24%	55%

## Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	N/A	0%	0%
7	N/A	N/A	3%
8	N/A	N/A	N/A
Total	N/A	0%	2%

## Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	N/A	24%	41%
7	N/A	N/A	9%
8	N/A	N/A	N/A
Total	N/A	24%	26%

\* 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	161	1.7	1.7	1.8	1.8	3.0	3.2	Students at my school are given challenging work.	ES/MS Students	38.5%	35.4%	9.3%	6.8%	8.7%	1.2%
	Staff	35	2.3	1.9	2.1	1.9	2.5	3.0		Staff	14.3%	71.4%	8.6%	0.0%	2.9%	2.9%
	Parents	55	1.8	1.6	1.6	1.6	3.2	3.3		Parents	27.3%	49.1%	16.4%	0.0%	5.5%	1.8%
Safety	ES/MS Students	161	1.8	1.8	1.9	1.9	2.7	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	23.0%	41.0%	14.9%	12.4%	6.2%	2.5%
	Staff	35	2.5	1.8	2.4	1.9	2.3	3.0		Staff	2.9%	28.6%	40.0%	22.9%	5.7%	0.0%
	Parents	55	1.7	1.6	1.7	1.6	3.0	3.2		Parents	27.3%	52.7%	10.9%	1.8%	5.5%	1.8%
Environment	ES/MS Students	161	2.1	1.9	2.1	2.0	2.7	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	19.3%	32.3%	21.1%	10.6%	15.5%	1.2%
	Staff	35	2.2	1.8	2.1	1.8	2.5	3.1		Staff	0.0%	57.1%	28.6%	5.7%	8.6%	0.0%
	Parents	55	1.8	1.6	1.6	1.6	3.2	3.3		Parents	45.5%	49.1%	3.6%	0.0%	1.8%	0.0%
Governance	ES/MS Students	161	2.3	2.2	2.2	2.3	2.4	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	20.5%	31.7%	15.5%	19.3%	11.8%	1.2%
	Staff	35	2.4	1.9	2.1	1.9	2.5	3.0		Staff	11.4%	62.9%	14.3%	5.7%	5.7%	0.0%
	Parents	55	1.9	1.6	1.7	1.7	3.2	3.2		Parents	32.7%	56.4%	5.5%	0.0%	5.5%	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.

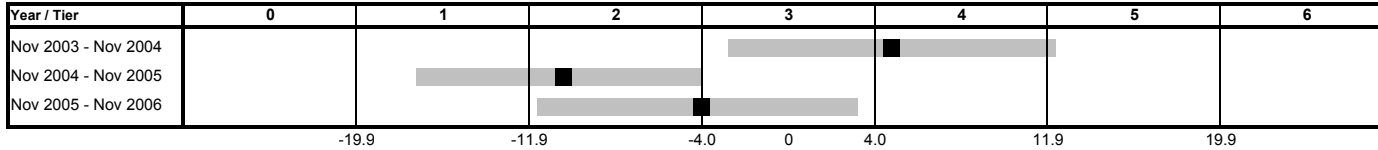
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- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

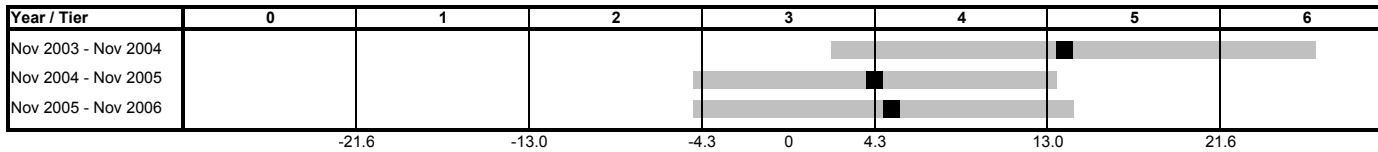
# FIFTY-THIRD STREET SCHOOL

## Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.6
Nov 2004 - Nov 2005	-10.4	1.7
Nov 2005 - Nov 2006	-3.4	2.5



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.6
Nov 2004 - Nov 2005	4.1	3.5
Nov 2005 - Nov 2006	3.7	3.6



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

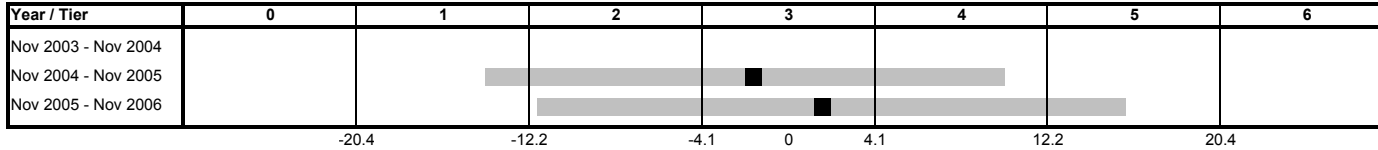
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	2.4	3.5	2.7	3.6	1.7	2.5	26%	22%	40%	31%	26%	24%						
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.3	3.3	2.1	4.6	3.5	3.6	61%	61%	53%	60%	61%	51%	3	2	4	2	2	2
	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

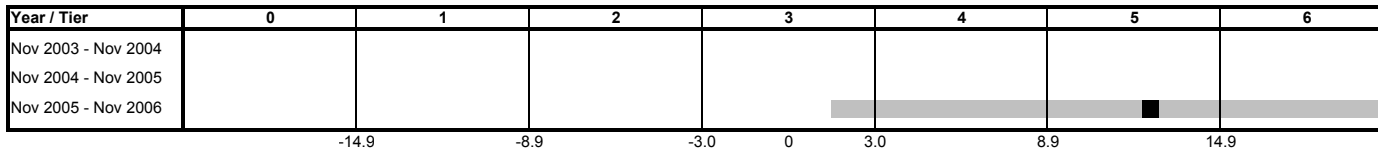
# FIFTY-THIRD STREET SCHOOL

## Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	-2.0	2.8
Nov 2005 - Nov 2006	1.2	3.2



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	12.8	5.1



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	NA	NA	NA	NA	2.8	3.2	NA	NA	NA	NA	23%	24%	NA	NA	NA	NA	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	NA	NA	NA	5.1	NA	NA	NA	NA	57%	61%	NA	NA	NA	NA	2	1
	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