

GREEN BAY AVENUE SCHOOL

2006-2007 Report Card

Grades Kgn. - 6

MPS Emerging K-8 School

School Information	
Address	3872 N 8 ST
Phone	414-267-4600
Fax	414-267-4615
Site Number	0199
School Operation	7:45 - 2:25

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

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
Total	428	394	402
Pre-Kindergarten	84	75	71
Kindergarten	54	55	49
Grade 1	68	54	53
Grade 2	60	55	59
Grade 3	46	56	41
Grade 4	62	47	56
Grade 5	54	52	43
Grade 6	N/A	N/A	30

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	51%	52%	52%
	Female	49%	48%	48%
Ethnicity	Asian	N/A	1%	0%
	Native American	1%	0%	0%
	African American	97%	97%	96%
	Hispanic	0%	0%	0%
	White	1%	0%	0%
Groups	Special Education	15%	13%	16%
	English Language Learners	N/A	N/A	N/A
	Free/Reduced Lunch	81%	87%	93%

Student Movement		04-05	05-06	06-07
	Mobility Rate	26%	27%	31%
	Stability Rate	65%	60%	60%

School Profile

Green Bay Avenue Elementary School will strive to educate students to become productive and responsible citizens of the twenty-first century. The GBA staff is committed to a quality education for all children and will strive to be a lighted schoolhouse for its community. All students will receive a comprehensive educational foundation to become life-long learners. Students will gain knowledge through the use of technological resources. Our children will learn critical thinking skills and problem solving skills to enable them to live and work in a multi-cultural society.

We have a functioning School Governance Council, which consists of school parents, school personnel, and community members. This council helps make decisions, voices their opinion, and is advisory to the principal. We also have a Learning Team that consists of the Principal, the Math Teacher Leader, the Literacy Coach, a Special Education Teacher, and a Primary and Intermediate Teacher. The Learning Team duties include playing a key role in the development of our Educational Plan, supporting and providing embedded professional development, and assisting with the development of the school as a learning community.

To effectively meet the needs of our students, Green Bay Avenue implements several programs including Head Start, High Scope and the FAST program (Families and Schools Together). We are also a P5 school and receive Title I funding.

We exceeded our target goal in the area of math on the WKCE for the 2004-2005 school year, however, our score remained the same in the area of reading and slightly decreased in the area of writing. Though we strive to do our best with our students, some students are in severe need of reading, writing and math intervention. The school is committed to making improvements in these areas to reach and exceed the district goals on the WKCE. To this end, we will continue to in-service our staff in the areas of reading, writing and math. We have adopted a new math series through McGraw-Hill (mid 2004-2005). Forty-five minutes to one hour will be set aside for a school-wide math block for all grades. The Math Teacher Leader will go to staff meetings to model lessons and share math strategies. The Literacy Coach will also model lessons and present writing strategies in classrooms, grade level meetings, and provide

professional development during staff meetings. We will also coordinate our effort to improve reading and math with the collaboration of the after school Community Learning Center.

The Success for All comprehensive core reading program, in conjunction with the district's newly adopted basal, was implemented for reading school-wide in 2005-2006. Students will speak, read and write using standard school language effectively in all subject areas. During the first three years of Success for All's implementation, our staff will receive more than 220 hours of onsite training and professional development. At all grade levels, our staff is engaged with students, directly instructing.

With the opening of our new computer lab, students and staff will have the opportunity to use technology critically and creatively to obtain, organize, prepare and share information to influence, persuade, entertain and be entertained in the new millennium.

Currently, Green Bay Avenue School serves over forty-seven special education students from ages 3 to 12 with mild, moderate, and severe needs in a cross categorical integrated setting at all grade levels. Special education teachers and regular education teachers will work together to increase test scores of all our students. Special education students will participate in state and district assessments with appropriate accommodations consistent with their IEP. Staff will receive training regarding how to serve special education students in the classroom effectively and how to read IEP's, through staff development activities provided for and by our special education team.

GREEN BAY AVENUE SCHOOL

Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																								
					Total			Ethnicity															Gender						
								Asian			Native American			African American			Hispanic			White			Male			Female			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	53	100%	80%	61%	47%	73%	66%	N/A	75%	70%	N/A	58%	55%	48%	65%	61%	N/A	86%	77%	0%	77%	57%	34%	85%	65%	67%	
		06-07	40	100%	81%	62%	60%	74%	67%	N/A	72%	71%	N/A	60%	57%	59%	63%	58%	N/A	86%	81%	100%	77%	57%	44%	85%	67%	71%	
3	Math	04-05	46	100%	N/A	53%	33%	N/A	66%	N/A	N/A	65%	0%	N/A	44%	34%	N/A	58%	N/A	N/A	69%	0%	N/A	53%	43%	N/A	52%	13%	
		05-06	53	100%	73%	43%	8%	71%	60%	N/A	62%	48%	N/A	37%	32%	8%	55%	50%	N/A	79%	65%	0%	74%	44%	9%	70%	42%	5%	
		06-07	40	100%	74%	46%	25%	71%	59%	N/A	62%	56%	N/A	42%	36%	26%	57%	49%	N/A	81%	67%	0%	75%	46%	38%	73%	45%	17%	
4	Reading	04-05	61	100%	82%	62%	59%	74%	64%	N/A	76%	80%	100%	60%	57%	58%	65%	62%	N/A	87%	79%	N/A	78%	56%	57%	86%	69%	61%	
		05-06	43	100%	82%	61%	47%	72%	66%	N/A	74%	72%	N/A	59%	54%	46%	68%	63%	100%	88%	79%	0%	80%	60%	54%	84%	62%	35%	
		06-07	56	98%	82%	62%	46%	73%	69%	N/A	75%	83%	N/A	60%	57%	46%	64%	61%	N/A	87%	79%	N/A	79%	60%	41%	84%	64%	52%	
4	Language	04-05	61	97%	79%	59%	54%	72%	64%	N/A	71%	73%	100%	56%	53%	53%	64%	61%	N/A	85%	77%	N/A	76%	53%	53%	83%	65%	55%	
		05-06	43	100%	79%	58%	40%	70%	62%	N/A	70%	66%	N/A	54%	50%	41%	65%	62%	0%	85%	78%	0%	76%	54%	46%	83%	62%	29%	
		06-07	56	98%	77%	58%	39%	72%	68%	N/A	68%	80%	N/A	53%	52%	39%	61%	58%	N/A	83%	76%	N/A	72%	53%	26%	81%	63%	52%	
4	Math	04-05	61	100%	72%	46%	34%	73%	61%	N/A	59%	55%	100%	41%	38%	33%	56%	49%	N/A	79%	66%	N/A	73%	46%	37%	71%	45%	32%	
		05-06	43	100%	73%	44%	19%	68%	55%	N/A	59%	52%	N/A	39%	34%	20%	56%	47%	0%	80%	67%	0%	73%	45%	19%	70%	42%	18%	
		06-07	56	98%	78%	52%	27%	77%	72%	N/A	70%	70%	N/A	47%	42%	27%	62%	57%	N/A	84%	72%	N/A	78%	53%	19%	77%	50%	34%	
4	Science	04-05	61	100%	78%	47%	25%	65%	52%	N/A	69%	63%	0%	41%	37%	25%	54%	51%	N/A	86%	74%	N/A	79%	47%	30%	76%	46%	19%	
		05-06	43	100%	77%	49%	26%	67%	56%	N/A	66%	51%	N/A	45%	39%	27%	60%	56%	0%	85%	72%	0%	78%	50%	31%	78%	48%	18%	
		06-07	56	98%	77%	49%	27%	70%	66%	N/A	66%	76%	N/A	44%	39%	27%	57%	53%	N/A	85%	74%	N/A	78%	50%	22%	77%	49%	31%	
4	Social Studies	04-05	61	100%	91%	76%	79%	86%	81%	N/A	89%	90%	100%	74%	70%	78%	83%	79%	N/A	95%	90%	N/A	90%	75%	80%	97%	77%	77%	
		05-06	43	100%	91%	77%	65%	86%	83%	N/A	88%	85%	N/A	75%	71%	66%	82%	80%	100%	94%	89%	0%	90%	76%	77%	92%	79%	47%	
		06-07	56	95%	91%	78%	61%	85%	83%	N/A	87%	93%	N/A	76%	74%	61%	80%	78%	N/A	95%	89%	N/A	91%	76%	52%	92%	79%	69%	
5	Reading	04-05	60	100%	N/A	57%	47%	N/A	59%	N/A	N/A	51%	N/A	51%	47%	N/A	54%	50%	N/A	79%	N/A	N/A	53%	65%	N/A	60%	28%		
		05-06	49	100%	83%	61%	59%	77%	68%	N/A	75%	78%	N/A	59%	54%	59%	67%	64%	N/A	89%	82%	N/A	81%	58%	57%	84%	65%	62%	
		06-07	44	100%	84%	64%	48%	76%	71%	N/A	77%	68%	N/A	62%	59%	45%	68%	63%	100%	90%	82%	N/A	81%	62%	42%	86%	67%	56%	
5	Language	04-05	60	100%	N/A	42%	23%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	22%	N/A	40%	50%	N/A	66%	N/A	N/A	37%	32%	N/A	47%	14%	
		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	60	100%	N/A	50%	27%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	28%	N/A	52%	0%	N/A	75%	N/A	N/A	51%	42%	N/A	49%	10%	
		05-06	49	100%	72%	40%	22%	69%	56%	N/A	60%	53%	N/A	37%	32%	22%	52%	43%	N/A	80%	65%	N/A	72%	40%	22%	72%	41%	23%	
		06-07	44	100%	75%	46%	20%	74%	63%	N/A	65%	49%	N/A	43%	37%	21%	56%	49%	0%	82%	68%	N/A	75%	46%	27%	74%	46%	11%	

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					
								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	N/A	N/A	83%	57%	N/A	73%	63%	N/A	73%	62%	N/A	56%	51%	N/A	67%	59%	N/A	88%	79%	N/A	81%	53%	N/A	85%	62%	N/A
		06-07	29	100%	85%	62%	69%	75%	64%	N/A	78%	75%	N/A	61%	57%	69%	68%	64%	N/A	91%	79%	N/A	82%	56%	64%	87%	68%	73%
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	N/A	N/A	72%	38%	N/A	69%	54%	N/A	60%	41%	N/A	37%	29%	N/A	55%	41%	N/A	79%	62%	N/A	72%	37%	N/A	74%	39%	N/A
		06-07	29	100%	76%	40%	62%	76%	62%	N/A	61%	60%	N/A	40%	31%	62%	57%	44%	N/A	82%	63%	N/A	76%	39%	64%	76%	42%	60%
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	N/A	N/A	85%	58%	N/A	74%	69%	N/A	77%	58%	N/A	58%	51%	N/A	66%	60%	N/A	89%	82%	N/A	82%	55%	N/A	86%	61%	N/A
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	N/A	N/A	78%	44%	N/A	75%	60%	N/A	69%	58%	N/A	43%	34%	N/A	61%	53%	N/A	86%	70%	N/A	79%	45%	N/A	79%	44%	N/A
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

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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.

GREEN BAY AVENUE SCHOOL

Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																		
					Special Education Status						English Language Learner Status						Economic Status						
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	53	100%	50%	30%	20%	86%	66%	53%	57%	52%	N/A	82%	62%	47%	65%	56%	51%	88%	76%	25%	
		06-07	40	100%	50%	31%	67%	86%	68%	59%	55%	48%	N/A	82%	64%	60%	67%	57%	61%	89%	82%	50%	
3	Math	04-05	46	100%	N/A	31%	0%	N/A	57%	43%	N/A	53%	N/A	N/A	53%	33%	N/A	48%	35%	N/A	70%	17%	
		05-06	53	100%	48%	26%	0%	75%	46%	9%	54%	48%	N/A	73%	42%	8%	55%	39%	9%	80%	58%	0%	
		06-07	40	100%	53%	28%	67%	77%	49%	18%	56%	46%	N/A	75%	45%	25%	57%	41%	22%	82%	68%	50%	
4	Reading	04-05	61	100%	53%	31%	50%	86%	69%	61%	59%	53%	N/A	84%	63%	59%	68%	59%	58%	88%	80%	100%	
		05-06	43	100%	53%	34%	43%	87%	67%	48%	56%	45%	N/A	84%	63%	47%	69%	57%	44%	90%	76%	55%	
		06-07	56	98%	52%	32%	30%	87%	68%	50%	55%	47%	N/A	83%	64%	46%	67%	58%	45%	89%	81%	57%	
4	Language	04-05	61	97%	48%	27%	40%	84%	66%	57%	55%	49%	N/A	81%	61%	54%	66%	56%	53%	87%	77%	100%	
		05-06	43	100%	56%	35%	29%	83%	63%	45%	53%	43%	N/A	81%	60%	40%	64%	53%	31%	88%	74%	64%	
		06-07	56	98%	56%	35%	40%	80%	63%	39%	54%	47%	N/A	78%	60%	39%	62%	54%	45%	85%	77%	0%	
4	Math	04-05	61	100%	49%	25%	20%	76%	50%	37%	56%	48%	N/A	74%	46%	34%	55%	43%	33%	80%	64%	100%	
		05-06	43	100%	48%	28%	7%	76%	47%	24%	51%	38%	N/A	74%	44%	19%	54%	39%	16%	81%	60%	27%	
		06-07	56	98%	54%	30%	20%	81%	56%	28%	60%	52%	N/A	79%	52%	27%	61%	47%	29%	85%	72%	14%	
4	Science	04-05	61	100%	56%	24%	30%	82%	52%	24%	47%	45%	N/A	80%	47%	25%	59%	42%	23%	87%	73%	100%	
		05-06	43	100%	57%	32%	14%	81%	53%	31%	52%	43%	N/A	80%	50%	26%	61%	44%	19%	87%	65%	45%	
		06-07	56	98%	58%	29%	20%	81%	53%	28%	51%	45%	N/A	78%	50%	27%	60%	44%	31%	86%	73%	0%	
4	Social Studies	04-05	61	100%	78%	53%	60%	93%	81%	82%	75%	72%	N/A	92%	76%	79%	84%	74%	78%	95%	88%	100%	
		05-06	43	100%	80%	59%	43%	93%	81%	76%	76%	71%	N/A	92%	78%	65%	83%	74%	66%	95%	87%	64%	
		06-07	56	95%	81%	58%	50%	93%	82%	63%	75%	69%	N/A	92%	79%	61%	84%	75%	61%	95%	91%	57%	
5	Reading	04-05	60	100%	N/A	24%	44%	N/A	64%	48%	N/A	36%	N/A	N/A	59%	47%	N/A	52%	44%	N/A	76%	100%	
		05-06	49	100%	50%	27%	29%	88%	69%	64%	58%	41%	N/A	85%	63%	59%	69%	58%	55%	90%	75%	78%	
		06-07	44	100%	53%	33%	40%	89%	71%	50%	58%	43%	N/A	86%	67%	48%	69%	60%	44%	91%	83%	80%	
5	Language	04-05	60	100%	N/A	15%	11%	N/A	47%	29%	N/A	25%	N/A	N/A	44%	23%	N/A	36%	23%	N/A	63%	33%	
		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	60	100%	N/A	26%	28%	N/A	55%	26%	N/A	44%	N/A	N/A	50%	27%	N/A	45%	25%	N/A	70%	67%	
		05-06	49	100%	43%	20%	14%	77%	45%	24%	51%	31%	N/A	74%	41%	22%	54%	36%	20%	81%	57%	33%	
		06-07	44	100%	46%	26%	30%	80%	50%	18%	53%	37%	N/A	77%	47%	20%	57%	41%	18%	84%	67%	40%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	418
		06-07	459	437	427
3	Math	04-05	N/A	585	564
		05-06	431	398	364
		06-07	434	401	375
4	Reading	04-05	646	623	621
		05-06	477	446	423
		06-07	477	450	438
4	Language	04-05	646	626	625
		05-06	298	279	263
		06-07	296	281	273
4	Math	04-05	633	610	600
		05-06	463	428	394
		06-07	466	435	413
4	Science	04-05	637	609	598
		05-06	300	276	253
		06-07	300	277	256
4	Social Studies	04-05	646	629	623
		05-06	298	280	267
		06-07	298	281	272
5	Reading	04-05	N/A	641	630
		05-06	485	452	449
		06-07	485	453	439
5	Language	04-05	N/A	643	630
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	599
		05-06	484	449	435
		06-07	489	455	432

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.

GREEN BAY AVENUE SCHOOL

Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																	
					Special Education Status						English Language Learner Status						Economic Status					
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
6	Reading	04-05	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	N/A	N/A	47%	21%	N/A	89%	65%	N/A	55%	33%	N/A	85%	59%	N/A	68%	53%	N/A	90%	73%	N/A
		06-07	29	100%	51%	24%	25%	91%	71%	100%	57%	39%	N/A	86%	64%	69%	71%	58%	67%	91%	78%	100%
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	N/A	N/A	37%	15%	N/A	79%	43%	N/A	50%	24%	N/A	73%	39%	N/A	53%	33%	N/A	82%	54%	N/A
		06-07	29	100%	43%	18%	25%	81%	45%	88%	55%	35%	N/A	78%	41%	62%	58%	36%	59%	84%	58%	100%
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	N/A	N/A	49%	23%	N/A	91%	66%	N/A	56%	35%	N/A	86%	60%	N/A	70%	54%	N/A	91%	77%	N/A
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	N/A	N/A	42%	20%	N/A	85%	50%	N/A	58%	40%	N/A	79%	45%	N/A	62%	40%	N/A	87%	62%	N/A
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	N/A
		06-07	503	465	470
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	N/A
		06-07	513	472	492
7	Reading	04-05	N/A	650	N/A
		05-06	511	474	N/A
		06-07	513	474	N/A
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	N/A
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.

GREEN BAY AVENUE SCHOOL

Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		2.30	N/A	3.07	N/A	2.25	N/A	2.10	N/A	2.37	N/A	2.77	N/A	2.08	N/A	2.52	N/A
		05-06		2.30	N/A	3.03	N/A	1.97	N/A	2.13	N/A	2.34	N/A	2.75	N/A	2.11	N/A	2.50	N/A
		06-07		2.32	2.49	3.06	0.00	2.22	0.00	2.12	2.49	2.39	0.00	2.77	0.00	2.13	2.37	2.51	2.60

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	2.12	2.40	2.72	2.37	N/A	2.31	2.49	2.23	2.51	2.71	2.32

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

December 2007

Elementary / Middle School 318 of 828

GREEN BAY AVENUE SCHOOL

Ethnicity and Gender

Student Attendance Rate			Percent of Actual Days of Attendance																							
			Total			Ethnicity												Gender								
						Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School			
ES	Attend Rate	04-05	95%	93%	93%	96%	96%	96%	93%	91%	97%	93%	92%	93%	94%	94%	82%	96%	94%	90%	95%	93%	92%	95%	93%	93%
		05-06	95%	93%	92%	97%	96%	90%	93%	92%	N/A	92%	92%	92%	94%	93%	88%	96%	94%	96%	95%	92%	91%	95%	93%	92%
	State Target = 85%	06-07	N/A	93%	91%	N/A	96%	96%	N/A	91%	100%	N/A	91%	91%	N/A	94%	93%	N/A	94%	83%	N/A	92%	91%	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%	93%	96%	93%	93%	N/A	95%	N/A	N/A	93%	93%	N/A	93%	93%	N/A	93%	92%
		05-06	94%	91%	90%	96%	93%	92%	N/A	94%	N/A	N/A	92%	92%	N/A	92%	91%	N/A	95%	93%
		06-07	N/A	90%	89%	N/A	93%	91%	N/A	95%	N/A	N/A	92%	91%	N/A	92%	91%	N/A	95%	91%

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	60	97%	97%	99%	N/A	97%	N/A	96%	97%	97%	N/A	99%	N/A	96%	96%	97%	97%
		05-06	40	97%	95%	96%	N/A	100%	N/A	96%	95%	97%	100%	99%	N/A	96%	100%	97%	86%
		06-07	47	98%	100%	100%	N/A	100%	N/A	97%	100%	97%	N/A	98%	N/A	97%	100%	98%	100%

Other Student Groups

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5												
			Special Education Status				English Lang. Learner Status				Economic Status				
			SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL		
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate		04-05	60	98%	93%	97%	98%	97%	N/A	97%	97%	97%	96%	98%	100%
		05-06	40	98%	100%	96%	93%	96%	N/A	97%	95%	96%	94%	99%	100%
		06-07	47	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

GREEN BAY AVENUE SCHOOL

Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity															Gender					
							Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year	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%	75%	97%	95%	N/A	91%	87%	N/A	90%	89%	100%	93%	90%	59%	95%	91%	N/A	95%	89%	66%	95%	90%	100%	
	05-06		95%	89%	N/A	97%	94%	N/A	91%	86%	N/A	90%	88%	N/A	92%	90%	N/A	95%	92%	N/A	95%	88%	N/A	95%	90%	N/A	
	06-07		N/A	89%	93%	N/A	95%	N/A	N/A	87%	N/A	N/A	88%	93%	N/A	90%	N/A	N/A	92%	N/A	N/A	88%	91%	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	
MS	04-05		93%	86%	68%	95%	90%	100%	N/A	91%	N/A	N/A	89%	75%	N/A	89%	N/A	N/A	89%	75%	
	05-06		92%	85%	N/A	95%	90%	N/A	N/A	91%	N/A	N/A	89%	N/A	N/A	88%	N/A	N/A	92%	N/A	
	06-07		N/A	85%	90%	N/A	90%	94%	N/A	91%	N/A	N/A	89%	93%	N/A	88%	93%	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	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	96%	N/A	
	06-07	N/A	98%	N/A	97%	N/A	95%	N/A	97%	N/A	97%	N/A	98%	N/A	

MS indicates Middle grade students.

GREEN BAY AVENUE SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	98	19%	22%	20%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	50%	31%	90%
1	44%	72%	53%
2	55%	49%	68%
3	41%	48%	20%
4	37%	70%	45%
5	50%	42%	67%
Total	46%	52%	58%

* 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	59	1.6	1.7	1.7	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	39.0%	35.6%	6.8%	6.8%	10.2%	1.7%
	Staff	39	1.9	1.9	1.8	1.9	3.0	3.0		Staff	28.2%	61.5%	2.6%	2.6%	2.6%	2.6%
	Parents	109	1.6	1.6	1.7	1.6	3.3	3.3		Parents	41.3%	50.5%	4.6%	0.9%	1.8%	0.9%
Safety	ES/MS Students	59	1.7	1.8	1.7	1.9	2.8	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	42.4%	37.3%	10.2%	1.7%	6.8%	1.7%
	Staff	39	1.7	1.8	1.7	1.9	2.8	3.0		Staff	25.6%	53.8%	5.1%	7.7%	5.1%	2.6%
	Parents	109	1.5	1.6	1.6	1.6	3.3	3.2		Parents	46.8%	44.0%	4.6%	1.8%	1.8%	0.9%
Environment	ES/MS Students	59	1.9	1.9	1.9	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	13.6%	22.0%	22.0%	16.9%	25.4%	0.0%
	Staff	39	1.8	1.8	1.8	1.8	3.0	3.1		Staff	38.5%	41.0%	7.7%	7.7%	2.6%	2.6%
	Parents	109	1.6	1.6	1.7	1.6	3.3	3.3		Parents	54.1%	35.8%	4.6%	0.9%	3.7%	0.9%
Governance	ES/MS Students	59	2.1	2.2	2.3	2.3	2.6	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	18.6%	32.2%	13.6%	16.9%	15.3%	3.4%
	Staff	39	1.8	1.9	1.8	1.9	2.9	3.0		Staff	30.8%	43.6%	7.7%	7.7%	7.7%	2.6%
	Parents	109	1.6	1.6	1.6	1.7	3.2	3.2		Parents	38.5%	47.7%	8.3%	1.8%	2.8%	0.9%

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.

GREEN BAY AVENUE SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	17	N/A	N/A	41%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	N/A	N/A	43%
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	N/A	N/A	43%

* 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	59	1.6	1.7	1.7	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	39.0%	35.6%	6.8%	6.8%	10.2%	1.7%
	Staff	39	1.9	1.9	1.8	1.9	3.0	3.0		Staff	28.2%	61.5%	2.6%	2.6%	2.6%	2.6%
	Parents	109	1.6	1.6	1.7	1.6	3.3	3.3		Parents	41.3%	50.5%	4.6%	0.9%	1.8%	0.9%
Safety	ES/MS Students	59	1.7	1.8	1.7	1.9	2.8	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	42.4%	37.3%	10.2%	1.7%	6.8%	1.7%
	Staff	39	1.7	1.8	1.7	1.9	2.8	3.0		Staff	25.6%	53.8%	5.1%	7.7%	5.1%	2.6%
	Parents	109	1.5	1.6	1.6	1.6	3.3	3.2		Parents	46.8%	44.0%	4.6%	1.8%	1.8%	0.9%
Environment	ES/MS Students	59	1.9	1.9	1.9	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	13.6%	22.0%	22.0%	16.9%	25.4%	0.0%
	Staff	39	1.8	1.8	1.8	1.8	3.0	3.1		Staff	38.5%	41.0%	7.7%	7.7%	2.6%	2.6%
	Parents	109	1.6	1.6	1.7	1.6	3.3	3.3		Parents	54.1%	35.8%	4.6%	0.9%	3.7%	0.9%
Governance	ES/MS Students	59	2.1	2.2	2.3	2.3	2.6	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	18.6%	32.2%	13.6%	16.9%	15.3%	3.4%
	Staff	39	1.8	1.9	1.8	1.9	2.9	3.0		Staff	30.8%	43.6%	7.7%	7.7%	7.7%	2.6%
	Parents	109	1.6	1.6	1.6	1.7	3.2	3.2		Parents	38.5%	47.7%	8.3%	1.8%	2.8%	0.9%

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.

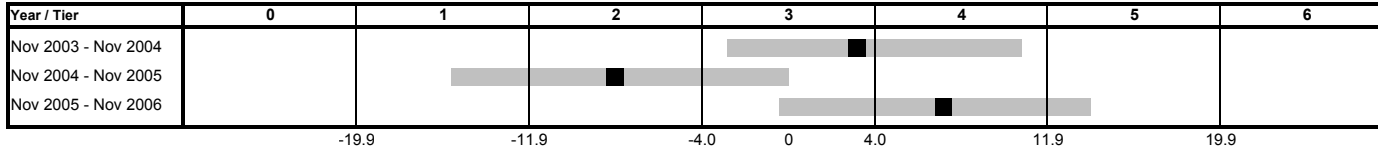
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- 3 = Agree
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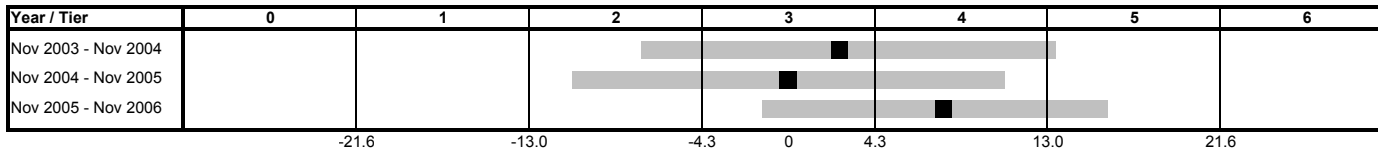
GREEN BAY AVENUE SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.4
Nov 2004 - Nov 2005	-7.8	2.0
Nov 2005 - Nov 2006	6.0	3.9



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.3
Nov 2004 - Nov 2005	0.0	3.0
Nov 2005 - Nov 2006	5.8	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	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		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	2.5	3.7	1.6	3.4	2.0	3.9	24%	39%	27%	34%	16%	24%	4	2	4	2	4	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.9	2.0	2.2	3.3	2.9	3.9	37%	62%	59%	59%	51%	51%	4	3	4	2	4	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

GREEN BAY AVENUE SCHOOL

Value-Added Growth Analyses - Middle School Grades

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

Year / Tier	0	1	2	3	4	5	6
Nov 2003 - Nov 2004							
Nov 2004 - Nov 2005							
Nov 2005 - Nov 2006							
	0.0	0.0	0.0	0	0.0	0.0	0.0

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	N/A	N/A

Year / Tier	0	1	2	3	4	5	6
Nov 2003 - Nov 2004							
Nov 2004 - Nov 2005							
Nov 2005 - Nov 2006							
	0.0	0.0	0.0	0	0.0	0.0	0.0

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	NA	NA	NA	NA	NA	NA	NA	62%	NA	NA	NA	NA	NA	NA
	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	NA	NA	NA	NA	NA	NA	69%	NA	NA	NA	NA	NA	NA
	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