

# HOPKINS STREET SCHOOL

## 2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	1503 W HOPKINS ST
Phone	414-267-0600
Fax	414-267-0615
Site Number	0220
School Operation	7:45 - 2:30

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

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

Student Enrollment			
Grade	04-05	05-06	06-07
<b>Total</b>	<b>469</b>	<b>482</b>	<b>463</b>
Pre-Kindergarten	51	44	34
Kindergarten	50	54	52
Grade 1	43	51	49
Grade 2	53	39	56
Grade 3	53	44	30
Grade 4	41	51	46
Grade 5	51	48	50
Grade 6	45	55	50
Grade 7	49	48	46
Grade 8	33	48	50

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	49%	44%	46%
	Female	51%	56%	54%
Ethnicity	Asian	N/A	N/A	N/A
	Native American	0%	0%	0%
	African American	97%	98%	97%
	Hispanic	0%	N/A	0%
	White	N/A	N/A	N/A
Groups	Special Education	14%	18%	15%
	English Language Learners	N/A	N/A	N/A
	Free/Reduced Lunch	84%	88%	97%

Student Movement		04-05	05-06	06-07
	Mobility Rate	26%	17%	24%
	Stability Rate	58%	58%	61%

### School Profile

Hopkins Street School utilizes the School Development Program developed by Dr. James Comer. The SDP model is cooperative and collaborative allowing members of teams to work towards common goals for the success of all children. Hopkins Street School is a P5 school which aides in class reduction and caps classrooms at a 25:1 student-teacher ratio. P5 portfolios include classroom-based assessments which are aligned with state and district standards. Our Early Childhood Education program is supported by High Scope. Grades 3-5 are supported with the Helen Bader foundation to promote student responsibility and accountability for classroom and homework success. UWM's Gear Up Program provides opportunities for 7<sup>th</sup> and 8<sup>th</sup> grad students to receive tutoring, enhanced instruction and opportunities for college/career exposure. Hopkins Street School implemented the SRA Direct Instruction reading program and will maintain a 90 minute literacy block for grades K-5. Students at Hopkins receive art, library, music, physical education and computer instruction from full-time specialists. Our educational focus is to use research-based strategies to improve student achievement in our SMART goal areas of reading, writing and math. Hopkins has adapted to the increased number of students with disabilities enrolled in our school. Our school provides services to these students based on their needs as identified in their Individual Educational Plan (IEP). Our special education services include Early Childhood, Muticategorical, Most Restrictive Placements and Speech and Language. Hopkins provides opportunities for independent study, technology assisted instruction for enhanced instruction, and the use of supplemental materials to aid understanding of the concepts taught. Hopkins Street School aligns all curriculums with state and district standards and assessments through the school-wide educational plan. Our school focus is a balanced literacy program emphasizing reading, writing, and math. Hopkins has a school-wide writing program.

#### Honors/Awards

- Hopkins Street School's Learning Team received a National Education Association (NEA) grant for exploring and implementing best practices that engage all learners. This grant allows us to implement professional development with a focus on closing the academic achievement gap.

- A grant from the Helen Bader Foundation for the Homework First Program provides students in grades 3-5 with incentives to promote responsibility and accountability for class work and student homework.
- Hopkins has received a grant to participate in a low-value/low-attainment data collection project.
- Drug-free Schools provides Hopkins with an annual grant.

#### Community Partners

- Rosalie Manor. This program, Families United to Prevent Teen Pregnancy, is for students ages 12 and up and meets after school five days each week.
- Children's Hospital offers healthcare services to our students and families.
- Hepatha Lutheran Church
- Pine Church
- UWM's Gear-Up Pre-College Program supports our middle school students.
- Marquette University is conducting a 3-year comparative study in which Hopkins' middle school students participate. The goal of this study is to enhance the math curriculum and close the academic achievement gap.

#### Special Projects

- Professional development resource room
- After school camp (Eagle's Nest)
- Parent Institute
- Value-Added Professional Development Pilot
- Merit and FOCUS (school-wide incentive program)
- Know Thyself for girls in grades 6-8
- Etiquette Class for girls in grades 5-8
- Boyz II Men for boys in grades 6-8
- Families United to Prevent Teen Pregnancy
- Student Council (middle school)
- Good News Club
- Parent Book Club
- SRA Math Program
- Reading Buddies
- Middle School Book Club
- school-wide homework policy
- school-wide writing program
- New Teacher Induction/PI 34
- The Skylight Opera

# HOPKINS 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	43	98%	80%	61%	40%	73%	66%	N/A	75%	70%	N/A	58%	55%	40%	65%	61%	N/A	86%	77%	N/A	77%	57%	38%	85%	65%	41%	
		06-07	32	97%	81%	62%	41%	74%	67%	N/A	72%	71%	N/A	60%	57%	41%	63%	58%	N/A	86%	81%	N/A	77%	57%	20%	85%	67%	50%	
3	Math	04-05	50	100%	N/A	53%	28%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	29%	N/A	58%	N/A	N/A	69%	0%	N/A	53%	25%	N/A	52%	32%	
		05-06	43	95%	73%	43%	23%	71%	60%	N/A	62%	48%	N/A	37%	32%	23%	55%	50%	N/A	79%	65%	N/A	74%	44%	24%	70%	42%	23%	
		06-07	32	100%	74%	46%	22%	71%	59%	N/A	62%	56%	N/A	42%	36%	22%	57%	49%	N/A	81%	67%	N/A	75%	46%	10%	73%	45%	27%	
4	Reading	04-05	37	100%	82%	62%	41%	74%	64%	N/A	76%	80%	N/A	60%	57%	41%	65%	62%	N/A	87%	79%	N/A	78%	56%	42%	86%	69%	40%	
		05-06	49	100%	82%	61%	22%	72%	66%	N/A	74%	72%	N/A	59%	54%	21%	68%	63%	N/A	88%	79%	50%	80%	60%	25%	84%	62%	19%	
		06-07	46	100%	82%	62%	43%	73%	69%	N/A	75%	83%	N/A	60%	57%	43%	64%	61%	N/A	87%	79%	N/A	79%	60%	40%	84%	64%	48%	
4	Language	04-05	37	100%	79%	59%	32%	72%	64%	N/A	71%	73%	N/A	56%	53%	32%	64%	61%	N/A	85%	77%	N/A	76%	53%	17%	83%	65%	40%	
		05-06	49	100%	79%	58%	22%	70%	62%	N/A	70%	66%	N/A	54%	50%	21%	65%	62%	N/A	85%	78%	50%	76%	54%	21%	83%	62%	24%	
		06-07	46	93%	77%	58%	33%	72%	68%	N/A	68%	80%	N/A	53%	52%	33%	61%	58%	N/A	83%	76%	N/A	72%	53%	32%	81%	63%	33%	
4	Math	04-05	37	100%	72%	46%	19%	73%	61%	N/A	59%	55%	N/A	41%	38%	19%	56%	49%	N/A	79%	66%	N/A	73%	46%	17%	71%	45%	20%	
		05-06	49	100%	73%	44%	12%	68%	55%	N/A	59%	52%	N/A	39%	34%	11%	56%	47%	N/A	80%	67%	50%	73%	45%	14%	70%	42%	10%	
		06-07	46	98%	78%	52%	28%	77%	72%	N/A	70%	70%	N/A	47%	42%	28%	62%	57%	N/A	84%	72%	N/A	78%	53%	32%	77%	50%	24%	
4	Science	04-05	37	100%	78%	47%	16%	65%	52%	N/A	69%	63%	N/A	41%	37%	16%	54%	51%	N/A	86%	74%	N/A	79%	47%	17%	76%	46%	16%	
		05-06	49	98%	77%	49%	16%	67%	56%	N/A	66%	51%	N/A	45%	39%	15%	60%	56%	N/A	85%	72%	50%	78%	50%	21%	78%	48%	10%	
		06-07	46	93%	77%	49%	22%	70%	66%	N/A	66%	76%	N/A	44%	39%	22%	57%	53%	N/A	85%	74%	N/A	78%	50%	24%	77%	49%	19%	
4	Social Studies	04-05	37	100%	91%	76%	43%	86%	81%	N/A	89%	90%	N/A	74%	70%	43%	83%	79%	N/A	95%	90%	N/A	90%	75%	50%	97%	77%	40%	
		05-06	49	96%	91%	77%	41%	86%	83%	N/A	88%	85%	N/A	75%	71%	38%	82%	80%	N/A	94%	89%	100%	90%	76%	43%	92%	79%	38%	
		06-07	46	100%	91%	78%	61%	85%	83%	N/A	87%	93%	N/A	76%	74%	61%	80%	78%	N/A	95%	89%	N/A	91%	76%	56%	92%	79%	67%	
5	Reading	04-05	50	96%	N/A	57%	34%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	35%	N/A	54%	N/A	N/A	79%	0%	N/A	53%	28%	N/A	60%	40%	
		05-06	48	100%	83%	61%	42%	77%	68%	N/A	75%	78%	N/A	59%	54%	43%	67%	64%	N/A	89%	82%	0%	81%	58%	25%	84%	65%	58%	
		06-07	48	96%	84%	64%	25%	76%	71%	N/A	77%	68%	N/A	62%	59%	25%	68%	63%	N/A	90%	82%	N/A	81%	62%	26%	86%	67%	24%	
5	Language	04-05	50	96%	N/A	42%	20%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	20%	N/A	40%	N/A	N/A	66%	0%	N/A	37%	8%	N/A	47%	32%	
		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	50	96%	N/A	50%	32%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	33%	N/A	52%	N/A	N/A	75%	0%	N/A	51%	24%	N/A	49%	40%	
		05-06	48	100%	72%	40%	15%	69%	56%	N/A	60%	53%	N/A	37%	32%	15%	52%	43%	N/A	80%	65%	0%	72%	40%	0%	72%	41%	29%	
		06-07	48	100%	75%	46%	25%	74%	63%	N/A	65%	49%	N/A	43%	37%	25%	56%	49%	N/A	82%	68%	N/A	75%	46%	37%	74%	46%	10%	

**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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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	42	98%	N/A	51%	14%	N/A	59%	N/A	N/A	66%	N/A	N/A	45%	15%	N/A	55%	0%	N/A	71%	0%	N/A	45%	10%	N/A	57%	23%
		05-06	54	100%	83%	57%	28%	73%	63%	N/A	73%	62%	N/A	56%	51%	28%	67%	59%	N/A	88%	79%	0%	81%	53%	25%	85%	62%	29%
		06-07	51	96%	85%	62%	29%	75%	64%	N/A	78%	75%	N/A	61%	57%	29%	68%	64%	N/A	91%	79%	0%	82%	56%	23%	87%	68%	36%
6	Language	04-05	42	98%	N/A	41%	10%	N/A	49%	N/A	N/A	47%	N/A	N/A	33%	20%	N/A	45%	0%	N/A	64%	0%	N/A	36%	7%	N/A	46%	15%
		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	42	95%	N/A	39%	19%	N/A	57%	N/A	N/A	43%	N/A	N/A	30%	18%	N/A	47%	0%	N/A	65%	50%	N/A	39%	17%	N/A	39%	23%
		05-06	54	100%	72%	38%	9%	69%	54%	N/A	60%	41%	N/A	37%	29%	9%	55%	41%	N/A	79%	62%	0%	72%	37%	5%	74%	39%	12%
		06-07	51	96%	76%	40%	22%	76%	62%	N/A	61%	60%	N/A	40%	31%	22%	57%	44%	N/A	82%	63%	N/A	76%	39%	19%	76%	42%	24%
7	Reading	04-05	49	100%	N/A	60%	33%	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	33%	N/A	63%	N/A	N/A	78%	N/A	N/A	54%	22%	N/A	66%	42%
		05-06	47	98%	84%	59%	23%	74%	66%	N/A	77%	70%	N/A	56%	52%	24%	66%	64%	N/A	89%	80%	0%	81%	54%	18%	86%	64%	32%
		06-07	45	100%	85%	58%	36%	74%	69%	N/A	77%	58%	N/A	58%	51%	36%	66%	60%	N/A	89%	82%	N/A	82%	55%	33%	86%	61%	37%
7	Language	04-05	49	100%	N/A	41%	20%	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	20%	N/A	46%	N/A	N/A	63%	N/A	N/A	34%	13%	N/A	48%	27%
		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	49	98%	N/A	38%	16%	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	16%	N/A	48%	N/A	N/A	66%	N/A	N/A	37%	17%	N/A	40%	15%
		05-06	47	91%	73%	37%	0%	69%	55%	N/A	58%	41%	N/A	35%	26%	0%	55%	49%	N/A	81%	64%	0%	73%	37%	0%	73%	36%	0%
		06-07	45	100%	78%	44%	20%	75%	60%	N/A	69%	58%	N/A	43%	34%	20%	61%	53%	N/A	86%	70%	N/A	79%	45%	6%	79%	44%	30%
8	Reading	04-05	29	100%	85%	59%	45%	74%	69%	N/A	76%	69%	N/A	56%	52%	45%	65%	62%	N/A	89%	83%	N/A	81%	53%	47%	87%	65%	43%
		05-06	46	98%	84%	58%	35%	77%	70%	N/A	75%	77%	N/A	56%	51%	35%	68%	62%	N/A	89%	78%	N/A	82%	53%	39%	86%	62%	32%
		06-07	48	100%	84%	62%	38%	79%	76%	N/A	76%	65%	N/A	62%	57%	38%	67%	63%	N/A	88%	79%	N/A	82%	57%	35%	87%	68%	41%
8	Language	04-05	29	100%	65%	37%	17%	51%	47%	N/A	46%	47%	N/A	32%	29%	17%	40%	38%	N/A	71%	65%	N/A	59%	32%	20%	70%	42%	14%
		05-06	46	96%	66%	37%	22%	49%	48%	N/A	47%	43%	N/A	36%	32%	22%	43%	36%	N/A	72%	60%	N/A	61%	32%	11%	70%	42%	29%
		06-07	48	98%	62%	35%	13%	48%	40%	N/A	42%	33%	N/A	33%	29%	13%	40%	37%	N/A	69%	59%	N/A	56%	30%	15%	67%	41%	9%
8	Math	04-05	29	97%	73%	36%	10%	68%	58%	N/A	55%	50%	N/A	32%	26%	10%	53%	41%	N/A	81%	65%	N/A	72%	36%	13%	73%	36%	7%
		05-06	46	98%	73%	37%	17%	72%	58%	N/A	56%	41%	N/A	38%	29%	17%	52%	44%	N/A	81%	62%	N/A	74%	36%	6%	74%	39%	25%
		06-07	48	98%	74%	40%	13%	74%	57%	N/A	59%	52%	N/A	39%	31%	13%	55%	49%	N/A	81%	65%	N/A	76%	41%	4%	74%	39%	23%
8	Science	04-05	29	97%	73%	32%	10%	54%	41%	N/A	57%	50%	N/A	30%	23%	10%	48%	35%	N/A	82%	66%	N/A	75%	33%	13%	72%	32%	7%
		05-06	46	91%	73%	36%	13%	61%	52%	N/A	56%	54%	N/A	34%	27%	13%	51%	39%	N/A	81%	65%	N/A	74%	36%	6%	73%	36%	18%
		06-07	48	98%	74%	39%	6%	62%	50%	N/A	60%	56%	N/A	37%	31%	6%	51%	43%	N/A	82%	68%	N/A	74%	39%	4%	75%	39%	9%
8	Social Studies	04-05	29	97%	83%	50%	24%	75%	65%	N/A	70%	65%	N/A	49%	41%	24%	66%	56%	N/A	89%	78%	N/A	82%	49%	27%	54%	52%	21%
		05-06	46	91%	84%	52%	26%	80%	69%	N/A	71%	61%	N/A	50%	44%	26%	68%	57%	N/A	89%	77%	N/A	82%	49%	22%	84%	55%	29%
		06-07	48	94%	82%	52%	17%	78%	71%	N/A	72%	69%	N/A	52%	45%	17%	65%	56%	N/A	89%	74%	N/A	82%	50%	19%	84%	54%	14%

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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.

# HOPKINS 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	43	98%	50%	30%	17%	86%	66%	43%	57%	52%	N/A	82%	62%	40%	65%	56%	41%	88%	76%	25%	
		06-07	32	97%	50%	31%	0%	86%	68%	42%	55%	48%	N/A	82%	64%	41%	67%	57%	41%	89%	82%	N/A	
3	Math	04-05	50	100%	N/A	31%	0%	N/A	57%	35%	N/A	53%	N/A	N/A	53%	28%	N/A	48%	28%	N/A	70%	N/A	
		05-06	43	95%	48%	26%	0%	75%	46%	27%	54%	48%	N/A	73%	42%	23%	55%	39%	23%	80%	58%	25%	
		06-07	32	100%	53%	28%	0%	77%	49%	23%	56%	46%	N/A	75%	45%	22%	57%	41%	22%	82%	68%	N/A	
4	Reading	04-05	37	100%	53%	31%	33%	86%	69%	41%	59%	53%	N/A	84%	63%	41%	68%	59%	41%	88%	80%	N/A	
		05-06	49	100%	53%	34%	21%	87%	67%	23%	56%	45%	N/A	84%	63%	22%	69%	57%	22%	90%	76%	33%	
		06-07	46	100%	52%	32%	14%	87%	68%	49%	55%	47%	N/A	83%	64%	43%	67%	58%	40%	89%	81%	75%	
4	Language	04-05	37	100%	48%	27%	0%	84%	66%	35%	55%	49%	N/A	81%	61%	32%	66%	56%	32%	87%	77%	N/A	
		05-06	49	100%	56%	35%	7%	83%	63%	29%	53%	43%	N/A	81%	60%	22%	64%	53%	22%	88%	74%	33%	
		06-07	46	93%	56%	35%	14%	80%	63%	36%	54%	47%	N/A	78%	60%	33%	62%	54%	33%	85%	77%	25%	
4	Math	04-05	37	100%	49%	25%	0%	76%	50%	21%	56%	48%	N/A	74%	46%	19%	55%	43%	19%	80%	64%	N/A	
		05-06	49	100%	48%	28%	7%	76%	47%	14%	51%	38%	N/A	74%	44%	12%	54%	39%	11%	81%	60%	33%	
		06-07	46	98%	54%	30%	14%	81%	56%	31%	60%	52%	N/A	79%	52%	28%	61%	47%	26%	85%	72%	50%	
4	Science	04-05	37	100%	56%	24%	0%	82%	52%	18%	47%	45%	N/A	80%	47%	16%	59%	42%	16%	87%	73%	N/A	
		05-06	49	98%	57%	32%	21%	81%	53%	14%	52%	43%	N/A	80%	50%	16%	61%	44%	17%	87%	65%	0%	
		06-07	46	93%	58%	29%	14%	81%	53%	23%	51%	45%	N/A	78%	50%	22%	60%	44%	19%	86%	73%	50%	
4	Social Studies	04-05	37	100%	78%	53%	67%	93%	81%	41%	75%	72%	N/A	92%	76%	43%	84%	74%	43%	95%	88%	N/A	
		05-06	49	96%	80%	59%	21%	93%	81%	49%	76%	71%	N/A	92%	78%	41%	83%	74%	39%	95%	87%	67%	
		06-07	46	100%	81%	58%	43%	93%	82%	64%	75%	69%	N/A	92%	79%	61%	84%	75%	62%	95%	91%	50%	
5	Reading	04-05	50	96%	N/A	24%	17%	N/A	64%	36%	N/A	36%	N/A	N/A	59%	34%	N/A	52%	35%	N/A	76%	25%	
		05-06	48	100%	50%	27%	0%	88%	69%	45%	58%	41%	N/A	85%	63%	42%	69%	58%	42%	90%	75%	N/A	
		06-07	48	96%	53%	33%	0%	89%	71%	32%	58%	43%	N/A	86%	67%	25%	69%	60%	26%	91%	83%	0%	
5	Language	04-05	50	96%	N/A	15%	0%	N/A	47%	23%	N/A	25%	N/A	N/A	44%	20%	N/A	36%	22%	N/A	63%	0%	
		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	50	96%	N/A	26%	0%	N/A	55%	36%	N/A	44%	N/A	N/A	50%	32%	N/A	45%	33%	N/A	70%	25%	
		05-06	48	100%	43%	20%	0%	77%	45%	16%	51%	31%	N/A	74%	41%	15%	54%	36%	15%	81%	57%	N/A	
		06-07	48	100%	46%	26%	50%	80%	50%	18%	53%	37%	N/A	77%	47%	25%	57%	41%	26%	84%	67%	0%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	416
		06-07	459	437	429
3	Math	04-05	N/A	585	560
		05-06	431	398	364
		06-07	434	401	370
4	Reading	04-05	646	623	607
		05-06	477	446	407
		06-07	477	450	428
4	Language	04-05	646	626	613
		05-06	298	279	253
		06-07	296	281	264
4	Math	04-05	633	610	587
		05-06	463	428	386
		06-07	466	435	421
4	Science	04-05	637	609	582
		05-06	300	276	241
		06-07	300	277	262
4	Social Studies	04-05	646	629	611
		05-06	298	280	250
		06-07	298	281	263
5	Reading	04-05	N/A	641	623
		05-06	485	452	420
		06-07	485	453	412
5	Language	04-05	N/A	643	625
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	606
		05-06	484	449	415
		06-07	489	455	417

**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.

# HOPKINS 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	42	98%	N/A	19%	0%	N/A	58%	18%	N/A	35%	N/A	N/A	53%	14%	N/A	47%	14%	N/A	69%	20%	
		05-06	54	100%	47%	21%	0%	89%	65%	35%	55%	33%	N/A	85%	59%	28%	68%	53%	27%	90%	73%	33%	
		06-07	51	96%	51%	24%	0%	91%	71%	37%	57%	39%	N/A	86%	64%	29%	71%	58%	30%	91%	78%	0%	
6	Language	04-05	42	98%	N/A	15%	0%	N/A	46%	12%	N/A	28%	N/A	N/A	42%	10%	N/A	36%	5%	N/A	60%	40%	
		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
		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
6	Math	04-05	42	95%	N/A	23%	11%	N/A	43%	21%	N/A	35%	N/A	N/A	40%	19%	N/A	35%	19%	N/A	59%	20%	
		05-06	54	100%	37%	15%	0%	79%	43%	12%	50%	24%	N/A	73%	39%	9%	53%	33%	8%	82%	54%	17%	
		06-07	51	96%	43%	18%	10%	81%	45%	24%	55%	35%	N/A	78%	41%	22%	58%	36%	22%	84%	58%	0%	
7	Reading	04-05	49	100%	N/A	24%	0%	N/A	68%	44%	N/A	45%	N/A	N/A	61%	33%	N/A	56%	34%	N/A	74%	20%	
		05-06	47	98%	47%	24%	8%	89%	67%	29%	52%	38%	N/A	85%	60%	23%	69%	55%	19%	90%	72%	60%	
		06-07	45	100%	49%	23%	0%	91%	66%	43%	56%	35%	N/A	86%	60%	36%	70%	54%	32%	91%	77%	75%	
7	Language	04-05	49	100%	N/A	14%	0%	N/A	47%	28%	N/A	31%	N/A	N/A	42%	20%	N/A	37%	20%	N/A	58%	20%	
		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
		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
7	Math	04-05	49	98%	N/A	16%	8%	N/A	44%	19%	N/A	34%	N/A	N/A	39%	16%	N/A	34%	18%	N/A	55%	0%	
		05-06	47	91%	35%	16%	0%	80%	41%	0%	48%	32%	N/A	74%	37%	0%	55%	32%	0%	82%	52%	0%	
		06-07	45	100%	42%	20%	0%	85%	50%	24%	58%	40%	N/A	79%	45%	20%	62%	40%	20%	87%	62%	25%	
8	Reading	04-05	29	100%	50%	23%	0%	91%	67%	54%	50%	38%	N/A	86%	60%	45%	67%	55%	45%	91%	78%	N/A	
		05-06	46	98%	50%	23%	19%	90%	66%	43%	55%	37%	N/A	86%	59%	35%	69%	54%	37%	91%	68%	27%	
		06-07	48	100%	49%	26%	10%	90%	70%	45%	56%	32%	N/A	86%	64%	38%	71%	59%	33%	89%	76%	100%	
8	Language	04-05	29	100%	24%	12%	0%	71%	43%	21%	26%	22%	N/A	67%	38%	17%	42%	32%	17%	74%	60%	N/A	
		05-06	46	96%	26%	12%	6%	72%	43%	30%	30%	20%	N/A	66%	38%	22%	44%	33%	26%	73%	48%	9%	
		06-07	48	98%	26%	15%	0%	69%	40%	16%	25%	15%	N/A	64%	37%	13%	42%	31%	11%	71%	52%	33%	
8	Math	04-05	29	97%	34%	15%	0%	80%	41%	13%	49%	28%	N/A	75%	36%	10%	51%	31%	10%	82%	59%	N/A	
		05-06	46	98%	35%	16%	13%	80%	43%	20%	53%	32%	N/A	75%	38%	17%	56%	34%	20%	82%	48%	9%	
		06-07	48	98%	37%	19%	0%	81%	45%	16%	53%	35%	N/A	75%	41%	13%	56%	36%	13%	84%	58%	0%	
8	Science	04-05	29	97%	39%	12%	0%	80%	37%	13%	34%	16%	N/A	75%	33%	10%	50%	27%	10%	83%	57%	N/A	
		05-06	46	91%	40%	13%	0%	79%	41%	20%	40%	21%	N/A	75%	37%	13%	54%	31%	17%	83%	50%	0%	
		06-07	48	98%	40%	17%	0%	81%	44%	8%	37%	17%	N/A	76%	41%	6%	55%	34%	7%	84%	60%	0%	
8	Social Studies	04-05	29	97%	51%	20%	0%	88%	58%	29%	56%	40%	N/A	84%	51%	24%	66%	46%	24%	90%	72%	N/A	
		05-06	46	91%	51%	19%	6%	88%	60%	37%	59%	28%	N/A	85%	53%	26%	67%	47%	29%	90%	66%	18%	
		06-07	48	94%	52%	25%	0%	88%	58%	21%	57%	28%	N/A	83%	54%	17%	67%	48%	18%	90%	69%	0%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	605
		05-06	501	462	428
		06-07	503	465	427
6	Language	04-05	N/A	645	620
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	617
		05-06	508	470	427
		06-07	513	472	456
7	Reading	04-05	N/A	650	616
		05-06	511	474	437
		06-07	513	474	443
7	Language	04-05	N/A	648	627
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	618
		05-06	528	486	434
		06-07	535	495	461
8	Reading	04-05	689	661	641
		05-06	526	484	451
		06-07	527	490	467
8	Language	04-05	680	657	634
		05-06	397	372	349
		06-07	395	371	358
8	Math	04-05	704	668	637
		05-06	540	495	466
		06-07	543	501	475
8	Science	04-05	699	666	640
		05-06	398	362	333
		06-07	398	363	335
8	Social Studies	04-05	687	662	638
		05-06	398	363	332
		06-07	397	367	346

**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.

# HOPKINS 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	1.97	3.07	0.00	2.25	0.00	2.10	1.96	2.37	0.00	2.77	0.00	2.08	1.86	2.52	2.13	
		05-06	2.30	1.90	3.03	0.00	1.97	0.00	2.13	1.89	2.34	0.00	2.75	0.00	2.11	1.66	2.50	2.07	
		06-07	2.32	1.81	3.06	0.00	2.22	0.00	2.12	1.82	2.39	0.00	2.77	0.00	2.13	1.36	2.51	2.25	

## 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	1.49	2.38	2.11	2.38	N/A	2.29	1.97	2.26	2.54	2.30	1.94	
		05-06	1.94	1.39	2.38	2.03	2.26	N/A	2.30	1.90	2.21	1.89	2.66	1.96	
		06-07	1.96	1.24	2.40	1.91	2.37	N/A	2.31	1.81	2.23	1.82	2.71	1.65	

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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# HOPKINS 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%	89%	96%	96%	N/A	93%	91%	98%	93%	92%	89%	94%	94%	N/A	96%	94%	100%	95%	93%	90%	95%	93%	89%
		05-06	95%	93%	88%	97%	96%	N/A	93%	92%	95%	92%	92%	88%	94%	93%	N/A	96%	94%	N/A	95%	92%	88%	95%	93%	88%
	State Target = 85%	06-07	N/A	93%	89%	N/A	96%	N/A	N/A	91%	92%	N/A	91%	89%	N/A	94%	N/A	N/A	94%	N/A	N/A	92%	88%	N/A	93%	89%

\* 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%	88%	96%	93%	90%	N/A	95%	N/A	N/A	93%	89%	N/A	93%	91%	N/A	93%	89%
		05-06	94%	91%	85%	96%	93%	89%	N/A	94%	N/A	N/A	92%	88%	N/A	92%	88%	N/A	95%	90%
		06-07	N/A	90%	86%	N/A	93%	89%	N/A	95%	N/A	N/A	92%	89%	N/A	92%	89%	N/A	95%	89%

## 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	40	97%	100%	99%	N/A	97%	N/A	96%	100%	97%	N/A	99%	N/A	96%	100%	97%	100%
		05-06	43	97%	98%	96%	N/A	100%	N/A	96%	98%	97%	N/A	99%	N/A	96%	100%	97%	94%
		06-07	35	98%	97%	100%	N/A	100%	N/A	97%	97%	97%	N/A	98%	N/A	97%	95%	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	40	98%	100%	97%	100%	97%	N/A	97%	100%	97%	100%	98%	100%
		05-06	43	98%	100%	96%	97%	96%	N/A	97%	98%	96%	98%	99%	100%
		06-07	35	99%	100%	97%	96%	97%	N/A	98%	97%	97%	97%	99%	100%

ES indicates Elementary grade students.

# HOPKINS 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	
MS	Attend Rate	04-05	95%	89%	83%	97%	95%	N/A	91%	87%	N/A	90%	89%	84%	93%	90%	23%	95%	91%	N/A	95%	89%	83%	95%	90%	84%	
		05-06	95%	89%	82%	97%	94%	N/A	91%	86%	N/A	90%	88%	82%	92%	90%	N/A	95%	92%	N/A	95%	88%	80%	95%	90%	83%	
	State Target = 85%	06-07	N/A	89%	87%	N/A	95%	N/A	N/A	87%	N/A	N/A	88%	87%	N/A	90%	N/A	N/A	92%	N/A	N/A	88%	84%	N/A	90%	89%	

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

## Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	Attend Rate	04-05	93%	86%	84%	95%	90%	83%	N/A	91%	N/A	N/A	89%	83%	N/A	89%	83%	N/A	89%	83%	
		05-06	92%	85%	80%	95%	90%	83%	N/A	91%	N/A	N/A	89%	82%	N/A	88%	82%	N/A	92%	83%	
		06-07	N/A	85%	81%	N/A	90%	88%	N/A	91%	N/A	N/A	89%	87%	N/A	88%	87%	N/A	93%	87%	

## 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	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	28	95%	86%	97%	N/A	96%	N/A	95%	86%	94%	N/A	98%	N/A	94%	79%	96%	93%	
	05-06	36	95%	94%	97%	N/A	100%	N/A	95%	94%	96%	N/A	97%	N/A	95%	93%	96%	95%	
	06-07	41	97%	100%	97%	N/A	95%	N/A	97%	100%	98%	N/A	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	28	97%	100%	95%	83%	93%	N/A	95%	86%	95%	83%	96%	100%	
	05-06	36	98%	100%	95%	92%	94%	N/A	96%	94%	95%	93%	96%	100%	
	06-07	41	98%	100%	97%	100%	95%	N/A	97%	100%	97%	100%	98%	100%	

MS indicates Middle grade students.

# HOPKINS STREET SCHOOL

## Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	51	2%	7%	13%

## Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	6%	4%	3%
1	2%	0%	2%
2	9%	0%	9%
3	0%	0%	0%
4	0%	2%	3%
5	10%	2%	4%
Total	5%	1%	4%

## Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	78%	61%	71%
1	63%	69%	69%
2	60%	64%	48%
3	49%	70%	50%
4	76%	71%	61%
5	57%	52%	52%
Total	63%	64%	59%

\* 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	195	1.8	1.7	1.9	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	36.9%	45.1%	8.2%	3.1%	3.1%	3.6%
	Staff	37	2.4	1.9	2.3	1.9	2.8	3.0		Staff	16.2%	75.7%	0.0%	2.7%	5.4%	0.0%
	Parents	34	1.4	1.6	1.6	1.6	3.3	3.3		Parents	41.2%	55.9%	0.0%	0.0%	0.0%	2.9%
Safety	ES/MS Students	195	2.1	1.8	2.0	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	35.9%	44.1%	4.6%	5.1%	7.7%	2.6%
	Staff	37	2.3	1.8	2.4	1.9	2.7	3.0		Staff	8.1%	62.2%	21.6%	5.4%	2.7%	0.0%
	Parents	34	1.5	1.6	1.6	1.6	3.2	3.2		Parents	50.0%	44.1%	2.9%	0.0%	0.0%	2.9%
Environment	ES/MS Students	195	2.0	1.9	2.1	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	20.5%	39.5%	16.9%	12.3%	9.7%	1.0%
	Staff	37	2.2	1.8	2.3	1.8	2.9	3.1		Staff	16.2%	67.6%	8.1%	8.1%	0.0%	0.0%
	Parents	34	1.4	1.6	1.7	1.6	3.4	3.3		Parents	50.0%	44.1%	2.9%	0.0%	2.9%	0.0%
Governance	ES/MS Students	195	2.3	2.2	2.2	2.3	2.9	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	21.5%	47.7%	9.7%	7.7%	9.7%	3.6%
	Staff	37	2.0	1.9	2.2	1.9	2.9	3.0		Staff	29.7%	56.8%	10.8%	0.0%	2.7%	0.0%
	Parents	34	1.4	1.6	1.7	1.7	3.3	3.2		Parents	50.0%	44.1%	5.9%	0.0%	0.0%	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.

# HOPKINS STREET SCHOOL

## Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	67	14%	39%	36%

## Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	0%	2%	0%
7	0%	0%	0%
8	12%	4%	0%
Total	3%	2%	0%

## Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	67%	85%	76%
7	84%	108%	70%
8	82%	83%	68%
Total	77%	92%	71%

\* 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	195	1.8	1.7	1.9	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	36.9%	45.1%	8.2%	3.1%	3.1%	3.6%
	Staff	37	2.4	1.9	2.3	1.9	2.8	3.0		Staff	16.2%	75.7%	0.0%	2.7%	5.4%	0.0%
	Parents	34	1.4	1.6	1.6	1.6	3.3	3.3		Parents	41.2%	55.9%	0.0%	0.0%	0.0%	2.9%
Safety	ES/MS Students	195	2.1	1.8	2.0	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	35.9%	44.1%	4.6%	5.1%	7.7%	2.6%
	Staff	37	2.3	1.8	2.4	1.9	2.7	3.0		Staff	8.1%	62.2%	21.6%	5.4%	2.7%	0.0%
	Parents	34	1.5	1.6	1.6	1.6	3.2	3.2		Parents	50.0%	44.1%	2.9%	0.0%	0.0%	2.9%
Environment	ES/MS Students	195	2.0	1.9	2.1	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	20.5%	39.5%	16.9%	12.3%	9.7%	1.0%
	Staff	37	2.2	1.8	2.3	1.8	2.9	3.1		Staff	16.2%	67.6%	8.1%	8.1%	0.0%	0.0%
	Parents	34	1.4	1.6	1.7	1.6	3.4	3.3		Parents	50.0%	44.1%	2.9%	0.0%	2.9%	0.0%
Governance	ES/MS Students	195	2.3	2.2	2.2	2.3	2.9	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	21.5%	47.7%	9.7%	7.7%	9.7%	3.6%
	Staff	37	2.0	1.9	2.2	1.9	2.9	3.0		Staff	29.7%	56.8%	10.8%	0.0%	2.7%	0.0%
	Parents	34	1.4	1.6	1.7	1.7	3.3	3.2		Parents	50.0%	44.1%	5.9%	0.0%	0.0%	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.

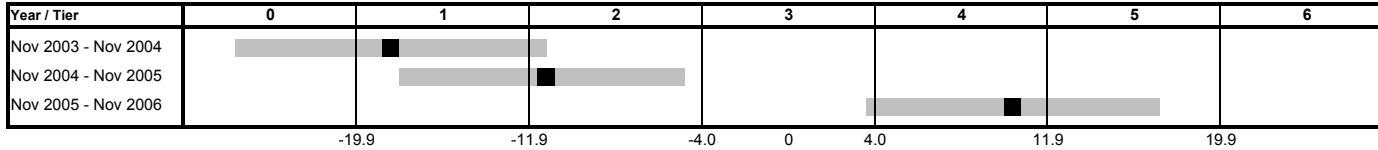
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

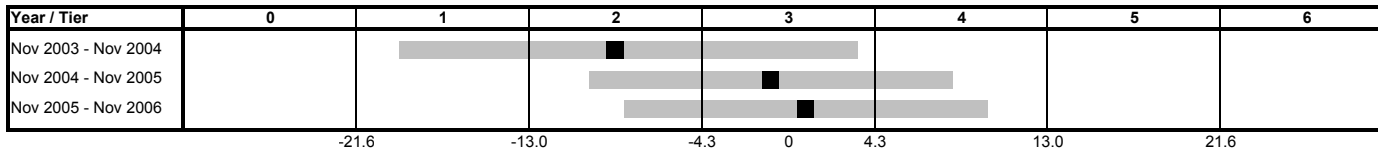
# HOPKINS STREET SCHOOL

## Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	0.7
Nov 2004 - Nov 2005	-11.1	1.6
Nov 2005 - Nov 2006	8.8	4.3



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.0
Nov 2004 - Nov 2005	-0.9	2.9
Nov 2005 - Nov 2006	0.8	3.1



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

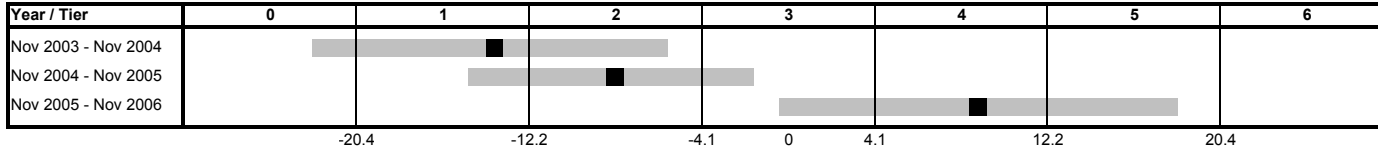
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.1	2.8	2.8	0.7	1.6	4.3	28%	30%	38%	19%	16%	25%						
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.9	3.5	2.1	2.0	2.9	3.1	43%	41%	40%	41%	34%	36%	4	2	4	4	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

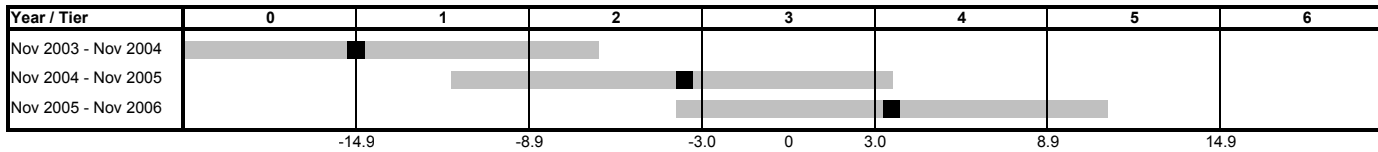
# HOPKINS STREET SCHOOL

## Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.3
Nov 2004 - Nov 2005	-8.2	2.0
Nov 2005 - Nov 2006	6.3	4.1



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	0.5
Nov 2004 - Nov 2005	-3.6	2.4
Nov 2005 - Nov 2006	3.6	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	MS Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Legend					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	NA	NA	4.5	1.3	2.0	4.1	NA	NA	16%	10%	9%	18%	NA	NA	2	4	4	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	2.7	0.5	2.4	3.6	NA	NA	59%	45%	29%	34%	NA	NA	3	4	4	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