

LA FOLLETTE SCHOOL

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	3239 N 9 ST
Phone	414-267-5200
Fax	414-267-5215
Site Number	0238
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	BRENDA SHEPPARD-NELSON
School Year (07-08)	BRENDA SHEPPARD-NELSON
06-07 Administrator Years at Site	3

Board Member	DIRECTOR HARDIN
--------------	-----------------

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	04-05	05-06	06-07
Total	409	350	330
Pre-Kindergarten	28	24	25
Kindergarten	33	29	33
Grade 1	47	31	29
Grade 2	41	36	30
Grade 3	45	36	37
Grade 4	55	43	37
Grade 5	65	51	35
Grade 6	44	44	39
Grade 7	31	29	36
Grade 8	20	27	29

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	50%	51%	55%
	Female	50%	49%	45%
Ethnicity	Asian	N/A	N/A	N/A
	Native American	0%	N/A	N/A
	African American	98%	98%	98%
	Hispanic	N/A	N/A	0%
	White	0%	0%	0%
Groups	Special Education	21%	21%	22%
	English Language Learners	N/A	N/A	N/A
	Free/Reduced Lunch	76%	94%	97%

Student Movement		04-05	05-06	06-07
	Mobility Rate	21%	36%	25%
	Stability Rate	55%	58%	59%

School Profile

Robert M. LaFollette School serves approximately 350 students, kindergarten through grade 8, on the north side of Milwaukee. As part of the MPS Neighborhood School Initiative LaFollette became a K-8 school in 2003-2004. We offer a traditional program with emphasis on reading, writing and mathematics. We are a P-5 school. Class size is limited to 25 students in kindergarten through fifth grade. Through the Class Size Reduction Program our first grade classes have a maximum of eighteen students.

Reading Achievement: We offer a balanced literacy program with instruction delivered through SRA Direct Instruction, Houghton Mifflin Literature Series and McMillan: A New View Series. Support staff members (art teacher, librarian, reading resource teacher, literacy coach and focus teacher) team with classroom teachers to deliver small group reading instruction in kindergarten through grade 4.

Communication: Writing instruction occurs on a daily basis as students learn and practice the four genres of writing. Teachers have been inserviced on the Six Traits of Writing and have begun to implement this model into the curriculum. Our students have ample opportunities to practice their oral communication skills. Students make daily announcements over the public address system, participate in school wide assemblies and make oral presentations in class.

Mathematics: Our emphasis in math has been on problem-solving, critical thinking, and data interpretation skills. These skills have been taught using manipulatives, graphs, charts and computers. Staff participate in ongoing inservice in the math content area.

Staff Development: Staff at LaFollette attended inservices in reading, writing, mathematics and special education offered through the district and outside agencies. Banking days and time after the regular school day have been used by LaFollette staff to learn new instructional strategies and engage in discussions about classroom motivation and management.

Optimizing Success Through Problem Solving: LaFollette School is involved in the Problem Solving initiative. As a problem solving school the staff works to address academic and behavioral

situations before the problems become significant. The 4-step problem solving process is used for instructional planning and establishing effective classroom management procedures.

Parent Involvement: LaFollette's parents are critical to our school's success. Parents serve on the School Governance Council and Title 1 Advisory Committee. Through the efforts of a Parent Coordinator and staff members, parental involvement continues to rise. Our doors are open to parents at all times as well as at planned activities such as open houses, parent grade level meetings, student programs, Science Night, Learning Project Sharing Day and Family Learning Day.

Pediatrician at LaFollette: On March 2, 1999 LaFollette School became the first school in the state of Wisconsin to have a full time pediatrician and registered nurse in house. The Children's Hospital Clinic services all Milwaukee elementary school children and siblings not only during the school year but in the summer as well. Since the induction of the clinic, an observable increase in our attendance has occurred.

Community learning Center (CLC): The CLC program offers academic and recreational activities for LaFollette students after school, 2:45 – 6:00 p.m. The CLC coordinator collaborates with LaFollette staff to ensure that CLC activities match the academic needs of the students. The CLC program provides students with a safe, structured environment and a hot meal daily.

LA FOLLETTE 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	38	100%	80%	61%	50%	73%	66%	N/A	75%	70%	N/A	58%	55%	50%	65%	61%	N/A	86%	77%	N/A	77%	57%	55%	85%	65%	44%	
		06-07	40	98%	81%	62%	38%	74%	67%	N/A	72%	71%	N/A	60%	57%	38%	63%	58%	N/A	86%	81%	N/A	77%	57%	28%	85%	67%	53%	
3	Math	04-05	47	100%	N/A	53%	9%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	9%	N/A	58%	N/A	N/A	69%	N/A	N/A	53%	5%	N/A	52%	12%	
		05-06	38	100%	73%	43%	5%	71%	60%	N/A	62%	48%	N/A	37%	32%	5%	55%	50%	N/A	79%	65%	N/A	74%	44%	5%	70%	42%	6%	
		06-07	40	98%	74%	46%	8%	71%	59%	N/A	62%	56%	N/A	42%	36%	8%	57%	49%	N/A	81%	67%	N/A	75%	46%	8%	73%	45%	7%	
4	Reading	04-05	55	100%	82%	62%	56%	74%	64%	N/A	76%	80%	N/A	60%	57%	57%	65%	62%	N/A	87%	79%	0%	78%	56%	46%	86%	69%	66%	
		05-06	41	98%	82%	61%	41%	72%	66%	N/A	74%	72%	N/A	59%	54%	41%	68%	63%	N/A	88%	79%	N/A	80%	60%	21%	84%	62%	59%	
		06-07	31	100%	82%	62%	58%	73%	69%	N/A	75%	83%	N/A	60%	57%	58%	64%	61%	N/A	87%	79%	N/A	79%	60%	56%	84%	64%	60%	
4	Language	04-05	55	100%	79%	59%	44%	72%	64%	N/A	71%	73%	N/A	56%	53%	44%	64%	61%	N/A	85%	77%	0%	76%	53%	42%	83%	65%	45%	
		05-06	41	98%	79%	58%	41%	70%	62%	N/A	70%	66%	N/A	54%	50%	41%	65%	62%	N/A	85%	78%	N/A	76%	54%	26%	83%	62%	55%	
		06-07	31	100%	77%	58%	39%	72%	68%	N/A	68%	80%	N/A	53%	52%	39%	61%	58%	N/A	83%	76%	N/A	72%	53%	38%	81%	63%	40%	
4	Math	04-05	55	100%	72%	46%	42%	73%	61%	N/A	59%	55%	N/A	41%	38%	43%	56%	49%	N/A	79%	66%	0%	73%	46%	38%	71%	45%	45%	
		05-06	41	98%	73%	44%	37%	68%	55%	N/A	59%	52%	N/A	39%	34%	37%	56%	47%	N/A	80%	67%	N/A	73%	45%	32%	70%	42%	41%	
		06-07	31	100%	78%	52%	42%	77%	72%	N/A	70%	70%	N/A	47%	42%	42%	62%	57%	N/A	84%	72%	N/A	78%	53%	38%	77%	50%	47%	
4	Science	04-05	55	100%	78%	47%	24%	65%	52%	N/A	69%	63%	N/A	41%	37%	24%	54%	51%	N/A	86%	74%	0%	79%	47%	27%	76%	46%	21%	
		05-06	41	98%	77%	49%	37%	67%	56%	N/A	66%	51%	N/A	45%	39%	37%	60%	56%	N/A	85%	72%	N/A	78%	50%	26%	78%	48%	45%	
		06-07	31	100%	77%	49%	16%	70%	66%	N/A	66%	76%	N/A	44%	39%	16%	57%	53%	N/A	85%	74%	N/A	78%	50%	25%	77%	49%	7%	
4	Social Studies	04-05	55	98%	91%	76%	75%	86%	81%	N/A	89%	90%	N/A	74%	70%	74%	83%	79%	N/A	95%	90%	100%	90%	75%	65%	97%	77%	83%	
		05-06	41	98%	91%	77%	59%	86%	83%	N/A	88%	85%	N/A	75%	71%	59%	82%	80%	N/A	94%	89%	N/A	90%	76%	53%	92%	79%	64%	
		06-07	31	97%	91%	78%	68%	85%	83%	N/A	87%	93%	N/A	76%	74%	68%	80%	78%	N/A	95%	89%	N/A	91%	76%	75%	92%	79%	60%	
5	Reading	04-05	62	98%	N/A	57%	50%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	48%	N/A	54%	N/A	N/A	79%	100%	N/A	53%	38%	N/A	60%	64%	
		05-06	55	100%	83%	61%	36%	77%	68%	N/A	75%	78%	N/A	59%	54%	36%	67%	64%	N/A	89%	82%	N/A	81%	58%	39%	84%	65%	33%	
		06-07	32	100%	84%	64%	44%	76%	71%	N/A	77%	68%	N/A	62%	59%	44%	68%	63%	N/A	90%	82%	N/A	81%	62%	31%	86%	67%	56%	
5	Language	04-05	62	98%	N/A	42%	27%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	27%	N/A	40%	N/A	N/A	66%	50%	N/A	37%	21%	N/A	47%	36%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	Math	04-05	62	98%	N/A	50%	35%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	33%	N/A	52%	N/A	N/A	75%	100%	N/A	51%	26%	N/A	49%	46%	
		05-06	55	96%	72%	40%	11%	69%	56%	N/A	60%	53%	N/A	37%	32%	11%	52%	43%	N/A	80%	65%	N/A	72%	40%	19%	72%	41%	0%	
		06-07	32	100%	75%	46%	38%	74%	63%	N/A	65%	49%	N/A	43%	37%	38%	56%	49%	N/A	82%	68%	N/A	75%	46%	31%	74%	46%	44%	

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.

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

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.

LA FOLLETTE 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	38	100%	50%	30%	25%	86%	66%	53%	57%	52%	N/A	82%	62%	50%	65%	56%	47%	88%	76%	100%	
		06-07	40	98%	50%	31%	20%	86%	68%	40%	55%	48%	N/A	82%	64%	38%	67%	57%	39%	89%	82%	0%	
3	Math	04-05	47	100%	N/A	31%	0%	N/A	57%	11%	N/A	53%	N/A	N/A	53%	9%	N/A	48%	9%	N/A	70%	0%	
		05-06	38	100%	48%	26%	0%	75%	46%	6%	54%	48%	N/A	73%	42%	5%	55%	39%	6%	80%	58%	0%	
		06-07	40	98%	53%	28%	20%	77%	49%	6%	56%	46%	N/A	75%	45%	8%	57%	41%	8%	82%	68%	0%	
4	Reading	04-05	55	100%	53%	31%	8%	86%	69%	71%	59%	53%	N/A	84%	63%	56%	68%	59%	56%	88%	80%	N/A	
		05-06	41	98%	53%	34%	11%	87%	67%	50%	56%	45%	N/A	84%	63%	41%	69%	57%	41%	90%	76%	50%	
		06-07	31	100%	52%	32%	20%	87%	68%	65%	55%	47%	N/A	83%	64%	58%	67%	58%	55%	89%	81%	100%	
4	Language	04-05	55	100%	48%	27%	15%	84%	66%	52%	55%	49%	N/A	81%	61%	44%	66%	56%	44%	87%	77%	N/A	
		05-06	41	98%	56%	35%	22%	83%	63%	47%	53%	43%	N/A	81%	60%	41%	64%	53%	38%	88%	74%	75%	
		06-07	31	100%	56%	35%	20%	80%	63%	42%	54%	47%	N/A	78%	60%	39%	62%	54%	34%	85%	77%	100%	
4	Math	04-05	55	100%	49%	25%	8%	76%	50%	52%	56%	48%	N/A	74%	46%	42%	55%	43%	42%	80%	64%	N/A	
		05-06	41	98%	48%	28%	22%	76%	47%	41%	51%	38%	N/A	74%	44%	37%	54%	39%	35%	81%	60%	50%	
		06-07	31	100%	54%	30%	0%	81%	56%	50%	60%	52%	N/A	79%	52%	42%	61%	47%	38%	85%	72%	100%	
4	Science	04-05	55	100%	56%	24%	0%	82%	52%	31%	47%	45%	N/A	80%	47%	24%	59%	42%	24%	87%	73%	N/A	
		05-06	41	98%	57%	32%	11%	81%	53%	44%	52%	43%	N/A	80%	50%	37%	61%	44%	35%	87%	65%	50%	
		06-07	31	100%	58%	29%	0%	81%	53%	19%	51%	45%	N/A	78%	50%	16%	60%	44%	14%	86%	73%	50%	
4	Social Studies	04-05	55	98%	78%	53%	38%	93%	81%	86%	75%	72%	N/A	92%	76%	75%	84%	74%	75%	95%	88%	N/A	
		05-06	41	98%	80%	59%	22%	93%	81%	69%	76%	71%	N/A	92%	78%	59%	83%	74%	59%	95%	87%	50%	
		06-07	31	97%	81%	58%	60%	93%	82%	69%	75%	69%	N/A	92%	79%	68%	84%	75%	66%	95%	91%	100%	
5	Reading	04-05	62	98%	N/A	24%	0%	N/A	64%	65%	N/A	36%	N/A	N/A	59%	50%	N/A	52%	47%	N/A	76%	100%	
		05-06	55	100%	50%	27%	0%	88%	69%	45%	58%	41%	N/A	85%	63%	36%	69%	58%	35%	90%	75%	100%	
		06-07	32	100%	53%	33%	17%	89%	71%	50%	58%	43%	N/A	86%	67%	44%	69%	60%	44%	91%	83%	N/A	
5	Language	04-05	62	98%	N/A	15%	0%	N/A	47%	35%	N/A	25%	N/A	N/A	44%	27%	N/A	36%	26%	N/A	63%	50%	
		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	62	98%	N/A	26%	0%	N/A	55%	46%	N/A	44%	N/A	N/A	50%	35%	N/A	45%	31%	N/A	70%	100%	
		05-06	55	96%	43%	20%	0%	77%	45%	14%	51%	31%	N/A	74%	41%	11%	54%	36%	11%	81%	57%	0%	
		06-07	32	100%	46%	26%	33%	80%	50%	38%	53%	37%	N/A	77%	47%	38%	57%	41%	38%	84%	67%	N/A	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	417
		06-07	459	437	410
3	Math	04-05	N/A	585	542
		05-06	431	398	359
		06-07	434	401	363
4	Reading	04-05	646	623	614
		05-06	477	446	424
		06-07	477	450	439
4	Language	04-05	646	626	615
		05-06	298	279	269
		06-07	296	281	273
4	Math	04-05	633	610	605
		05-06	463	428	417
		06-07	466	435	426
4	Science	04-05	637	609	591
		05-06	300	276	265
		06-07	300	277	263
4	Social Studies	04-05	646	629	620
		05-06	298	280	271
		06-07	298	281	269
5	Reading	04-05	N/A	641	632
		05-06	485	452	425
		06-07	485	453	432
5	Language	04-05	N/A	643	632
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	609
		05-06	484	449	424
		06-07	489	455	449

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.

LA FOLLETTE 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	100%	N/A	19%	14%	N/A	58%	43%	N/A	35%	N/A	N/A	53%	38%	N/A	47%	36%	N/A	69%	67%
		05-06	45	96%	47%	21%	10%	89%	65%	43%	55%	33%	N/A	85%	59%	36%	68%	53%	36%	90%	73%	33%
		06-07	39	97%	51%	24%	0%	91%	71%	42%	57%	39%	N/A	86%	64%	28%	71%	58%	28%	91%	78%	N/A
6	Language	04-05	42	100%	N/A	15%	0%	N/A	46%	17%	N/A	28%	N/A	N/A	42%	14%	N/A	36%	15%	N/A	60%	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
6	Math	04-05	42	100%	N/A	23%	0%	N/A	43%	17%	N/A	35%	N/A	N/A	40%	14%	N/A	35%	13%	N/A	59%	33%
		05-06	45	96%	37%	15%	0%	79%	43%	17%	50%	24%	N/A	73%	39%	13%	53%	33%	12%	82%	54%	33%
		06-07	39	100%	43%	18%	0%	81%	45%	12%	55%	35%	N/A	78%	41%	8%	58%	36%	8%	84%	58%	N/A
7	Reading	04-05	29	100%	N/A	24%	0%	N/A	68%	62%	N/A	45%	N/A	N/A	61%	45%	N/A	56%	44%	N/A	74%	50%
		05-06	29	97%	47%	24%	33%	89%	67%	43%	52%	38%	N/A	85%	60%	41%	69%	55%	36%	90%	72%	75%
		06-07	35	100%	49%	23%	8%	91%	66%	78%	56%	35%	N/A	86%	60%	54%	70%	54%	56%	91%	77%	0%
7	Language	04-05	29	100%	N/A	14%	0%	N/A	47%	57%	N/A	31%	N/A	N/A	42%	41%	N/A	37%	41%	N/A	58%	50%
		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	29	100%	N/A	16%	0%	N/A	44%	29%	N/A	34%	N/A	N/A	39%	21%	N/A	34%	19%	N/A	55%	50%
		05-06	29	100%	35%	16%	33%	80%	41%	13%	48%	32%	N/A	74%	37%	17%	55%	32%	12%	82%	52%	50%
		06-07	35	100%	42%	20%	0%	85%	50%	17%	58%	40%	N/A	79%	45%	11%	62%	40%	12%	87%	62%	0%
8	Reading	04-05	19	95%	50%	23%	17%	91%	67%	69%	50%	38%	N/A	86%	60%	53%	67%	55%	53%	91%	78%	N/A
		05-06	27	96%	50%	23%	0%	90%	66%	53%	55%	37%	N/A	86%	59%	33%	69%	54%	33%	91%	68%	33%
		06-07	28	100%	49%	26%	25%	90%	70%	58%	56%	32%	N/A	86%	64%	54%	71%	59%	54%	89%	76%	N/A
8	Language	04-05	19	95%	24%	12%	17%	71%	43%	46%	26%	22%	N/A	67%	38%	37%	42%	32%	37%	74%	60%	N/A
		05-06	27	89%	26%	12%	0%	72%	43%	47%	30%	20%	N/A	66%	38%	30%	44%	33%	33%	73%	48%	0%
		06-07	28	100%	26%	15%	25%	69%	40%	17%	25%	15%	N/A	64%	37%	18%	42%	31%	18%	71%	52%	N/A
8	Math	04-05	19	100%	34%	15%	17%	80%	41%	15%	49%	28%	N/A	75%	36%	16%	51%	31%	16%	82%	59%	N/A
		05-06	27	96%	35%	16%	0%	80%	43%	6%	53%	32%	N/A	75%	38%	4%	56%	34%	4%	82%	48%	0%
		06-07	28	100%	37%	19%	0%	81%	45%	4%	53%	35%	N/A	75%	41%	4%	56%	36%	4%	84%	58%	N/A
8	Science	04-05	19	100%	39%	12%	0%	80%	37%	0%	34%	16%	N/A	75%	33%	0%	50%	27%	0%	83%	57%	N/A
		05-06	27	85%	40%	13%	0%	79%	41%	24%	40%	21%	N/A	75%	37%	15%	54%	31%	17%	83%	50%	0%
		06-07	28	100%	40%	17%	0%	81%	44%	13%	37%	17%	N/A	76%	41%	11%	55%	34%	11%	84%	60%	N/A
8	Social Studies	04-05	19	100%	51%	20%	0%	88%	58%	15%	56%	40%	N/A	84%	51%	11%	66%	46%	11%	90%	72%	N/A
		05-06	27	85%	51%	19%	0%	88%	60%	35%	59%	28%	N/A	85%	53%	22%	67%	47%	21%	90%	66%	33%
		06-07	28	100%	52%	25%	0%	88%	58%	29%	57%	28%	N/A	83%	54%	25%	67%	48%	25%	90%	69%	N/A

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	620
		05-06	501	462	442
		06-07	503	465	430
6	Language	04-05	N/A	645	632
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	616
		05-06	508	470	441
		06-07	513	472	440
7	Reading	04-05	N/A	650	637
		05-06	511	474	467
		06-07	513	474	458
7	Language	04-05	N/A	648	645
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	637
		05-06	528	486	472
		06-07	535	495	466
8	Reading	04-05	689	661	650
		05-06	526	484	461
		06-07	527	490	475
8	Language	04-05	680	657	647
		05-06	397	372	356
		06-07	395	371	362
8	Math	04-05	704	668	636
		05-06	540	495	464
		06-07	543	501	470
8	Science	04-05	699	666	651
		05-06	398	362	347
		06-07	398	363	349
8	Social Studies	04-05	687	662	648
		05-06	398	363	345
		06-07	397	367	355

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.

LA FOLLETTE SCHOOL

Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		2.30	2.24	3.07	0.00	2.25	0.00	2.10	2.23	2.37	3.39	2.77	0.00	2.08	1.85	2.52	2.50
		05-06		2.30	2.48	3.03	0.00	1.97	0.00	2.13	2.47	2.34	0.00	2.75	0.00	2.11	2.04	2.50	2.92
		06-07		2.32	2.13	3.06	0.00	2.22	0.00	2.12	2.11	2.39	0.00	2.77	0.00	2.13	1.84	2.51	2.47

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	1.60	2.38	2.43	2.38	N/A	2.29	2.24	2.26	2.12	2.30	2.25
		05-06		1.94	1.87	2.38	2.76	2.26	N/A	2.30	2.48	2.21	2.48	2.66	2.50
		06-07		1.96	1.93	2.40	2.21	2.37	N/A	2.31	2.13	2.23	2.12	2.71	2.59

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

December 2007

Elementary / Middle School 474 of 828

LA FOLLETTE 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%	91%	96%	96%	N/A	93%	91%	85%	93%	92%	91%	94%	94%	N/A	96%	94%	96%	95%	93%	90%	95%	93%	91%
		05-06	95%	93%	90%	97%	96%	N/A	93%	92%	81%	92%	92%	90%	94%	93%	43%	96%	94%	78%	95%	92%	89%	95%	93%	91%
	State Target = 85%	06-07	N/A	93%	89%	N/A	96%	N/A	N/A	N/A	91%	N/A	N/A	91%	89%	N/A	94%	N/A	N/A	94%	100%	N/A	92%	89%	N/A	93%

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

Other Student Groups

Student Attendance Rate			Percent of Actual Days of Attendance																		
			Special Education Status						English Language Learner Status						Economic Status						
			SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL			
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	04-05	94%	91%	89%	96%	93%	92%	N/A	95%	N/A	N/A	93%	91%	N/A	93%	91%	N/A	93%	91%	
		05-06	94%	91%	87%	96%	93%	91%	N/A	94%	N/A	N/A	92%	90%	N/A	92%	92%	N/A	92%	90%	84%
		06-07	N/A	90%	88%	N/A	93%	90%	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	49	97%	98%	99%	N/A	97%	N/A	96%	98%	97%	N/A	99%	N/A	96%	100%	97%	96%
		05-06	37	97%	95%	96%	N/A	100%	N/A	96%	95%	97%	N/A	99%	N/A	96%	100%	97%	91%
		06-07	27	98%	93%	100%	N/A	100%	N/A	97%	93%	97%	N/A	98%	N/A	97%	100%	98%	85%

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	49	98%	100%	97%	97%	97%	N/A	97%	98%	97%	98%	98%	100%
		05-06	37	98%	100%	96%	93%	96%	N/A	97%	95%	96%	94%	99%	100%
		06-07	27	99%	100%	97%	92%	97%	N/A	98%	93%	97%	92%	99%	100%

ES indicates Elementary grade students.

LA FOLLETTE SCHOOL

Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity												Gender								
							Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	Attend Rate	04-05	95%	89%	89%	97%	95%	N/A	91%	87%	N/A	90%	89%	89%	93%	90%	93%	95%	91%	N/A	95%	89%	88%	95%	90%	89%	
		05-06	95%	89%	89%	97%	94%	N/A	91%	86%	N/A	90%	88%	89%	92%	90%	N/A	95%	92%	N/A	95%	88%	85%	95%	90%	94%	
		06-07	N/A	89%	87%	N/A	95%	N/A	N/A	87%	N/A	N/A	88%	87%	N/A	90%	84%	N/A	92%	N/A	N/A	88%	85%	N/A	90%	90%	

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

Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	Attend Rate	04-05	93%	86%	83%	95%	90%	91%	N/A	91%	N/A	N/A	89%	89%	N/A	89%	91%	N/A	89%	89%	
		05-06	92%	85%	84%	95%	90%	92%	N/A	91%	N/A	N/A	89%	89%	N/A	88%	89%	N/A	92%	96%	
		06-07	N/A	85%	81%	N/A	90%	90%	N/A	91%	N/A	N/A	89%	87%	N/A	88%	87%	N/A	93%	85%	

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	22	95%	100%	97%	N/A	96%	N/A	95%	100%	94%	100%	98%	N/A	94%	100%	96%	100%	
	05-06	21	95%	100%	97%	N/A	100%	N/A	95%	100%	96%	N/A	97%	N/A	95%	100%	96%	100%	
	06-07	20	97%	95%	97%	N/A	95%	N/A	97%	95%	98%	N/A	100%	N/A	97%	100%	98%	91%	

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	22	97%	100%	95%	100%	93%	N/A	95%	100%	95%	100%	96%	100%	
	05-06	21	98%	100%	95%	100%	94%	N/A	96%	100%	95%	100%	96%	100%	
	06-07	20	98%	100%	97%	94%	95%	N/A	97%	95%	97%	95%	98%	N/A	

MS indicates Middle grade students.

LA FOLLETTE SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	97	37%	46%	33%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	6%	3%	4%
1	11%	13%	4%
2	2%	11%	4%
3	0%	3%	6%
4	2%	5%	7%
5	0%	2%	0%
Total	3%	6%	4%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	79%	100%	67%
1	70%	90%	76%
2	54%	69%	90%
3	49%	53%	62%
4	55%	53%	41%
5	46%	63%	57%
Total	57%	69%	64%

* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		Sample Question	Group	Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	104	1.7	1.7	1.8	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	38.5%	45.2%	6.7%	2.9%	5.8%	1.0%
	Staff	24	2.4	1.9	2.1	1.9	2.8	3.0		Staff	20.8%	66.7%	4.2%	0.0%	8.3%	0.0%
	Parents	4	1.7	1.6	*	1.6	*	3.3		Parents	*	*	*	*	*	*
Safety	ES/MS Students	104	1.7	1.8	1.9	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	32.7%	45.2%	5.8%	7.7%	6.7%	1.9%
	Staff	24	2.4	1.8	2.2	1.9	2.8	3.0		Staff	8.3%	58.3%	20.8%	8.3%	4.2%	0.0%
	Parents	4	1.7	1.6	*	1.6	*	3.2		Parents	*	*	*	*	*	*
Environment	ES/MS Students	104	2.0	1.9	2.1	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	14.4%	27.9%	21.2%	16.3%	18.3%	1.9%
	Staff	24	2.1	1.8	2.2	1.8	2.8	3.1		Staff	8.3%	66.7%	20.8%	0.0%	4.2%	0.0%
	Parents	4	1.7	1.6	*	1.6	*	3.3		Parents	*	*	*	*	*	*
Governance	ES/MS Students	104	2.2	2.2	2.4	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	19.2%	40.4%	14.4%	10.6%	13.5%	1.9%
	Staff	24	2.0	1.9	2.1	1.9	2.9	3.0		Staff	16.7%	70.8%	4.2%	4.2%	4.2%	0.0%
	Parents	4	1.6	1.6	*	1.7	*	3.2		Parents	*	*	*	*	*	*

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.

LA FOLLETTE SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	74	55%	45%	59%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	57%	50%	64%
7	65%	59%	56%
8	80%	78%	55%
Total	64%	60%	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	104	1.7	1.7	1.8	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	38.5%	45.2%	6.7%	2.9%	5.8%	1.0%
	Staff	24	2.4	1.9	2.1	1.9	2.8	3.0		Staff	20.8%	66.7%	4.2%	0.0%	8.3%	0.0%
	Parents	4	1.7	1.6	*	1.6	*	3.3		Parents	*	*	*	*	*	*
Safety	ES/MS Students	104	1.7	1.8	1.9	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	32.7%	45.2%	5.8%	7.7%	6.7%	1.9%
	Staff	24	2.4	1.8	2.2	1.9	2.8	3.0		Staff	8.3%	58.3%	20.8%	8.3%	4.2%	0.0%
	Parents	4	1.7	1.6	*	1.6	*	3.2		Parents	*	*	*	*	*	*
Environment	ES/MS Students	104	2.0	1.9	2.1	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	14.4%	27.9%	21.2%	16.3%	18.3%	1.9%
	Staff	24	2.1	1.8	2.2	1.8	2.8	3.1		Staff	8.3%	66.7%	20.8%	0.0%	4.2%	0.0%
	Parents	4	1.7	1.6	*	1.6	*	3.3		Parents	*	*	*	*	*	*
Governance	ES/MS Students	104	2.2	2.2	2.4	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	19.2%	40.4%	14.4%	10.6%	13.5%	1.9%
	Staff	24	2.0	1.9	2.1	1.9	2.9	3.0		Staff	16.7%	70.8%	4.2%	4.2%	4.2%	0.0%
	Parents	4	1.6	1.6	*	1.7	*	3.2		Parents	*	*	*	*	*	*

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.

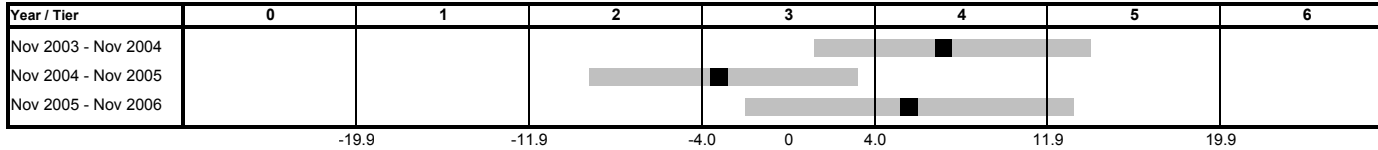
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

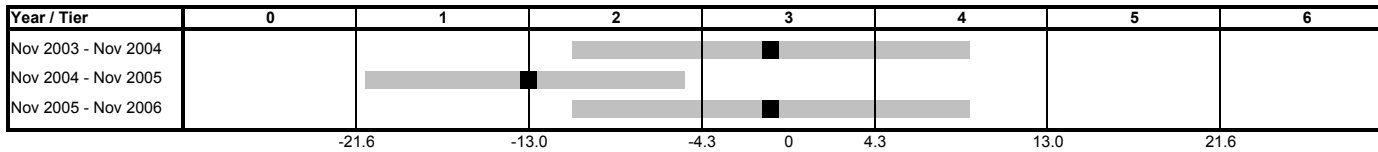
LA FOLLETTE SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.9
Nov 2004 - Nov 2005	-2.9	2.6
Nov 2005 - Nov 2006	5.0	3.7



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.9
Nov 2004 - Nov 2005	-13.1	1.5
Nov 2005 - Nov 2006	-0.6	2.9



Data is based on WKCE and Terra Nova Scale Scores.
 Tier 0 = Well below district average growth
 Tier 3 = Average growth
 Tier 6 = Well above district average growth

Value-Added and Attainment Data Status Over Six Years

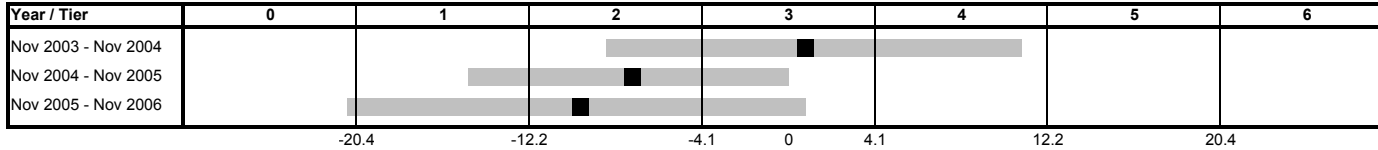
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.6	2.9	2.5	3.9	2.6	3.7	38%	33%	43%	42%	17%	27%						
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	3.9	2.4	1.2	2.9	1.5	2.9	43%	53%	60%	56%	42%	46%	2	4	4	4	4	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	54%	62%	67%	62%	61%	63%						

Data Source: Value Added Quadrant Report for 2006-07

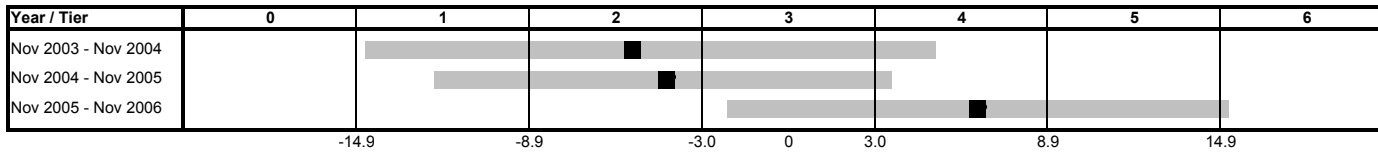
LA FOLLETTE SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.1
Nov 2004 - Nov 2005	-7.3	2.1
Nov 2005 - Nov 2006	-6.5	1.8



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.1
Nov 2004 - Nov 2005	-4.0	2.3
Nov 2005 - Nov 2006	6.7	4.1



Data is based on WKCE and Terra Nova Scale Scores.
 Tier 0 = Well below district average growth
 Tier 3 = Average growth
 Tier 6 = Well above district average growth

Value-Added and Attainment Data Status Over Six Years

Subject	MS Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						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	0.4	3.1	2.1	1.8	NA	NA	4%	16%	12%	8%	NA	NA	4	2	4	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	NA	2.1	2.3	4.1	NA	NA	NA	53%	37%	44%	NA	NA	NA	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