

LEE SCHOOL

2006-2007 Report Card

Grades Kgn. - 8
MPS K-8 School

School Information	
Address	921 W MEINECKE AV
Phone	414-267-1700
Fax	414-267-1715
Site Number	0244
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	PATRICIA JOSEPH (APIC)
School Year (07-08)	JAMES DAWSON
06-07 Administrator Years at Site	1

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
Total	399	345	318
Pre-Kindergarten	36	40	38
Kindergarten	38	30	30
Grade 1	57	41	30
Grade 2	40	35	29
Grade 3	31	29	28
Grade 4	50	27	29
Grade 5	47	41	29
Grade 6	34	35	40
Grade 7	37	32	33
Grade 8	29	35	32

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	50%	54%	49%
	Female	50%	46%	51%
Ethnicity	Asian	2%	1%	1%
	Native American	N/A	0%	2%
	African American	97%	97%	96%
	Hispanic	1%	0%	0%
	White	N/A	0%	N/A
Groups	Special Education	21%	29%	23%
	English Language Learners	0%	N/A	N/A
	Free/Reduced Lunch	84%	97%	97%

Student Movement		04-05	05-06	06-07
	Mobility Rate	23%	17%	15%
	Stability Rate	56%	60%	55%

School Profile

Lee School is a K-8 school that has a curriculum designed to effectively concentrate on basic skills and raising achievement in all areas. Lee is a P-5 school offering school-wide Title I, High Scope and Head Start programs. Lee School is supported by an active parent group and community involvement. The school governance is shared decision-making utilizing a committee-based system.

Staff Development: Data analysis and aligning the curriculum to the state standards are a major focus for staff development activities. The staff development committee has organized inservices relating to the use of classroom assessments, assessment preparation, special education accommodations, math and the 6+1 Writing Traits program. Individual staff development activities are organized to meet the needs of specific grade levels or areas of interest. Many staff members are involved in local and national educational organizations that provide conferences, institutes and workshops geared toward professional development.

Math/Science Achievement: Math and Science are major areas of concentration. A science lab is utilized to provide additional materials and support to students in grades 4-8. Weekly, school-wide "mad Minute" exercises have been implemented to reinforce computational skills. Additionally, the after school Community Learning Center program includes math reinforcement as part of its daily curriculum.

Reading/Writing Assessment: A concentrated emphasis on reading and thinking skills is producing increased reading success for students at all grade levels. Providing a strong foundation in early development, teams made up of the classroom teacher, an assistant and a Direct Instruction (DI) coach provide Direct Instruction to small groups from K4 through fourth grades and include all special education students. Our P-5 Portfolio puts an emphasis on writing strategies to produce a variety of individual and classroom projects. The 6+1 Writing Traits program is utilized in Grades K5-8 to provide a school-wide, systematic approach to writing. The Community Learning Center also reinforces reading and language arts skills.

Parent Involvement: Lee School has developed a parent center that incorporates parent effectiveness training and community involvement. The parent coordinator organizes educational and informational activities. The center is equipped with computer stations used for parental education in a variety of areas.

LEE 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	27	100%	80%	61%	56%	73%	66%	100%	75%	70%	N/A	58%	55%	54%	65%	61%	N/A	86%	77%	N/A	77%	57%	67%	85%	65%	33%			
		06-07	30	100%	81%	62%	30%	74%	67%	N/A	72%	71%	N/A	60%	57%	30%	63%	58%	N/A	86%	81%	N/A	77%	57%	33%	85%	67%	27%			
3	Math	04-05	31	100%	N/A	53%	48%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	48%	N/A	58%	N/A	N/A	69%	N/A	N/A	53%	47%	N/A	52%	50%			
		05-06	27	100%	73%	43%	52%	71%	60%	100%	62%	48%	N/A	37%	32%	50%	55%	50%	N/A	79%	65%	N/A	74%	44%	67%	70%	42%	22%			
		06-07	30	100%	74%	46%	13%	71%	59%	N/A	62%	56%	N/A	42%	36%	13%	57%	49%	N/A	81%	67%	N/A	75%	46%	13%	73%	45%	13%			
4	Reading	04-05	53	96%	82%	62%	40%	74%	64%	100%	76%	80%	N/A	60%	57%	39%	65%	62%	N/A	87%	79%	0%	78%	56%	40%	86%	69%	39%			
		05-06	27	100%	82%	61%	44%	72%	66%	N/A	74%	72%	0%	59%	54%	46%	68%	63%	N/A	88%	79%	N/A	80%	60%	44%	84%	62%	45%			
		06-07	26	100%	82%	62%	42%	73%	69%	100%	75%	83%	N/A	60%	57%	40%	64%	61%	N/A	87%	79%	N/A	79%	60%	40%	84%	64%	45%			
4	Language	04-05	53	96%	79%	59%	36%	72%	64%	100%	71%	73%	N/A	56%	53%	33%	64%	61%	N/A	85%	77%	100%	76%	53%	36%	83%	65%	36%			
		05-06	27	100%	79%	58%	52%	70%	62%	N/A	70%	66%	0%	54%	50%	54%	65%	62%	N/A	85%	78%	N/A	76%	54%	38%	83%	62%	73%			
		06-07	26	96%	77%	58%	35%	72%	68%	100%	68%	80%	N/A	53%	52%	32%	61%	58%	N/A	83%	76%	N/A	72%	53%	47%	81%	63%	18%			
4	Math	04-05	53	96%	72%	46%	26%	73%	61%	0%	59%	55%	N/A	41%	38%	27%	56%	49%	N/A	79%	66%	0%	73%	46%	36%	71%	45%	18%			
		05-06	27	100%	73%	44%	33%	68%	55%	N/A	59%	52%	0%	39%	34%	35%	56%	47%	N/A	80%	67%	N/A	73%	45%	38%	70%	42%	27%			
		06-07	26	100%	78%	52%	19%	77%	72%	100%	70%	70%	N/A	47%	42%	16%	62%	57%	N/A	84%	72%	N/A	78%	53%	33%	77%	50%	0%			
4	Science	04-05	53	96%	78%	47%	21%	65%	52%	0%	69%	63%	N/A	41%	37%	22%	54%	51%	N/A	86%	74%	0%	79%	47%	28%	76%	46%	14%			
		05-06	27	100%	77%	49%	44%	67%	56%	N/A	66%	51%	0%	45%	39%	46%	60%	56%	N/A	85%	72%	N/A	78%	50%	44%	78%	48%	45%			
		06-07	26	100%	77%	49%	19%	70%	66%	100%	66%	76%	N/A	44%	39%	16%	57%	53%	N/A	85%	74%	N/A	78%	50%	27%	77%	49%	9%			
4	Social Studies	04-05	53	96%	91%	76%	47%	86%	81%	100%	89%	90%	N/A	74%	70%	47%	83%	79%	N/A	95%	90%	0%	90%	75%	52%	97%	77%	43%			
		05-06	27	100%	91%	77%	67%	86%	83%	N/A	88%	85%	0%	75%	71%	69%	82%	80%	N/A	94%	89%	N/A	90%	76%	56%	92%	79%	82%			
		06-07	26	100%	91%	78%	65%	85%	83%	100%	87%	93%	N/A	76%	74%	64%	80%	78%	N/A	95%	89%	N/A	91%	76%	80%	92%	79%	45%			
5	Reading	04-05	48	100%	N/A	57%	35%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	35%	N/A	54%	N/A	N/A	79%	N/A	N/A	53%	43%	N/A	60%	25%			
		05-06	42	98%	83%	61%	31%	77%	68%	100%	75%	78%	N/A	59%	54%	29%	67%	64%	N/A	89%	82%	N/A	81%	58%	28%	84%	65%	35%			
		06-07	29	100%	84%	64%	38%	76%	71%	N/A	77%	68%	N/A	62%	59%	38%	68%	63%	N/A	90%	82%	N/A	81%	62%	47%	86%	67%	29%			
5	Language	04-05	48	100%	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%	N/A	N/A	37%	25%	N/A	47%	30%			
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
		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	48	100%	N/A	50%	35%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	35%	N/A	52%	N/A	N/A	75%	N/A	N/A	51%	39%	N/A	49%	30%			
		05-06	42	93%	72%	40%	17%	69%	56%	100%	60%	53%	N/A	37%	32%	15%	52%	43%	N/A	80%	65%	N/A	72%	40%	20%	72%	41%	12%			
		06-07	29	100%	75%	46%	24%	74%	63%	N/A	65%	49%	N/A	43%	37%	24%	56%	49%	N/A	82%	68%	N/A	75%	46%	20%	74%	46%	29%			

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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.

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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	35	97%	N/A	51%	40%	N/A	59%	0%	N/A	66%	N/A	N/A	45%	42%	N/A	55%	N/A	N/A	71%	N/A	N/A	45%	33%	N/A	57%	45%	
		05-06	34	100%	83%	57%	24%	73%	63%	N/A	73%	62%	N/A	56%	51%	24%	67%	59%	N/A	88%	79%	N/A	81%	53%	21%	85%	62%	27%	
		06-07	39	100%	85%	62%	36%	75%	64%	100%	78%	75%	N/A	61%	57%	34%	68%	64%	N/A	91%	79%	N/A	82%	56%	26%	87%	68%	50%	
6	Language	04-05	35	97%	N/A	41%	23%	N/A	49%	0%	N/A	47%	N/A	N/A	33%	24%	N/A	45%	N/A	N/A	64%	N/A	N/A	36%	13%	N/A	46%	30%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		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	35	97%	N/A	39%	26%	N/A	57%	50%	N/A	43%	N/A	N/A	30%	24%	N/A	47%	N/A	N/A	65%	N/A	N/A	39%	33%	N/A	39%	20%	
		05-06	34	100%	72%	38%	18%	69%	54%	N/A	60%	41%	N/A	37%	29%	18%	55%	41%	N/A	79%	62%	N/A	72%	37%	21%	74%	39%	13%	
		06-07	39	97%	76%	40%	31%	76%	62%	100%	61%	60%	N/A	40%	31%	29%	57%	44%	N/A	82%	63%	N/A	76%	39%	26%	76%	42%	38%	
7	Reading	04-05	36	100%	N/A	60%	44%	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	43%	N/A	63%	N/A	N/A	78%	100%	N/A	54%	25%	N/A	66%	60%	
		05-06	32	100%	84%	59%	34%	74%	66%	0%	77%	70%	N/A	56%	52%	35%	66%	64%	N/A	89%	80%	N/A	81%	54%	26%	86%	64%	46%	
		06-07	34	100%	85%	58%	47%	74%	69%	N/A	77%	58%	N/A	58%	51%	47%	66%	60%	N/A	89%	82%	N/A	82%	55%	47%	86%	61%	47%	
7	Language	04-05	36	100%	N/A	41%	19%	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	17%	N/A	46%	N/A	N/A	63%	100%	N/A	34%	19%	N/A	48%	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	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	36	100%	N/A	38%	22%	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	20%	N/A	48%	N/A	N/A	66%	100%	N/A	37%	38%	N/A	40%	10%	
		05-06	32	100%	73%	37%	16%	69%	55%	0%	58%	41%	N/A	35%	26%	16%	55%	49%	N/A	81%	64%	N/A	73%	37%	11%	73%	36%	23%	
		06-07	34	100%	78%	44%	24%	75%	60%	N/A	69%	58%	N/A	43%	34%	24%	61%	53%	N/A	86%	70%	N/A	79%	45%	20%	79%	44%	26%	
8	Reading	04-05	26	96%	85%	59%	38%	74%	69%	50%	76%	69%	N/A	56%	52%	38%	65%	62%	N/A	89%	83%	N/A	81%	53%	42%	87%	65%	36%	
		05-06	33	100%	84%	58%	55%	77%	70%	N/A	75%	77%	N/A	56%	51%	53%	68%	62%	N/A	89%	78%	100%	82%	53%	53%	86%	62%	56%	
		06-07	31	97%	84%	62%	58%	79%	76%	0%	76%	65%	N/A	62%	57%	60%	67%	63%	N/A	88%	79%	N/A	82%	57%	50%	87%	68%	67%	
8	Language	04-05	26	96%	65%	37%	19%	51%	47%	50%	46%	47%	N/A	32%	29%	17%	40%	38%	N/A	71%	65%	N/A	59%	32%	42%	70%	42%	0%	
		05-06	33	97%	66%	37%	30%	49%	48%	N/A	47%	43%	N/A	36%	32%	28%	43%	36%	N/A	72%	60%	100%	61%	32%	33%	70%	42%	28%	
		06-07	31	94%	62%	35%	29%	48%	40%	0%	42%	33%	N/A	33%	29%	30%	40%	37%	N/A	69%	59%	N/A	56%	30%	13%	67%	41%	47%	
8	Math	04-05	26	96%	73%	36%	19%	68%	58%	50%	55%	50%	N/A	32%	26%	17%	53%	41%	N/A	81%	65%	N/A	72%	36%	42%	73%	36%	0%	
		05-06	33	100%	73%	37%	45%	72%	58%	N/A	56%	41%	N/A	38%	29%	44%	52%	44%	N/A	81%	62%	100%	74%	36%	40%	74%	39%	50%	
		06-07	31	97%	74%	40%	39%	74%	57%	0%	59%	52%	N/A	39%	31%	40%	55%	49%	N/A	81%	65%	N/A	76%	41%	38%	74%	39%	40%	
8	Science	04-05	26	96%	73%	32%	19%	54%	41%	50%	57%	50%	N/A	30%	23%	17%	48%	35%	N/A	82%	66%	N/A	75%	33%	33%	72%	32%	7%	
		05-06	33	97%	73%	36%	18%	61%	52%	N/A	56%	54%	N/A	34%	27%	16%	51%	39%	N/A	81%	65%	100%	74%	36%	27%	73%	36%	11%	
		06-07	31	97%	74%	39%	26%	62%	50%	0%	60%	56%	N/A	37%	31%	27%	51%	43%	N/A	82%	68%	N/A	74%	39%	19%	75%	39%	33%	
8	Social Studies	04-05	26	96%	83%	50%	31%	75%	65%	50%	70%	65%	N/A	49%	41%	29%	66%	56%	N/A	89%	78%	N/A	82%	49%	50%	54%	52%	14%	
		05-06	33	97%	84%	52%	48%	80%	69%	N/A	71%	61%	N/A	50%	44%	47%	68%	57%	N/A	89%	77%	100%	82%	49%	53%	84%	55%	44%	
		06-07	31	90%	82%	52%	39%	78%	71%	0%	72%	69%	N/A	52%	45%	40%	65%	56%	N/A	89%	74%	N/A	82%	50%	31%	84%	54%	47%	

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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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Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																		Mean Scale					
					Special Education Status						English Language Learner Status						Economic Status											
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL								
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	Gr.	Subject	Year	State	MPS	School
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	Reading	04-05	N/A	N/A	N/A
		05-06	27	100%	50%	30%	56%	86%	66%	56%	57%	52%	N/A	82%	62%	56%	65%	56%	56%	88%	76%	N/A	05-06		458	436	424	
		06-07	30	100%	50%	31%	30%	86%	68%	30%	55%	48%	N/A	82%	64%	30%	67%	57%	25%	89%	82%	100%	06-07		459	437	413	
3	Math	04-05	31	100%	N/A	31%	70%	N/A	57%	38%	N/A	53%	N/A	N/A	53%	48%	N/A	48%	50%	N/A	70%	0%	3	Math	04-05	N/A	585	575
		05-06	27	100%	48%	26%	67%	75%	46%	44%	54%	48%	N/A	73%	42%	52%	55%	39%	52%	80%	58%	N/A	05-06		431	398	401	
		06-07	30	100%	53%	28%	30%	77%	49%	5%	56%	46%	N/A	75%	45%	13%	57%	41%	14%	82%	68%	0%	06-07		434	401	360	
4	Reading	04-05	53	96%	53%	31%	67%	86%	69%	34%	59%	53%	N/A	84%	63%	40%	68%	59%	39%	88%	80%	50%	4	Reading	04-05	646	623	603
		05-06	27	100%	53%	34%	56%	87%	67%	39%	56%	45%	N/A	84%	63%	44%	69%	57%	44%	90%	76%	N/A	05-06		477	446	425	
		06-07	26	100%	52%	32%	25%	87%	68%	50%	55%	47%	N/A	83%	64%	42%	67%	58%	44%	89%	81%	0%	06-07		477	450	424	
4	Language	04-05	53	96%	48%	27%	78%	84%	66%	27%	55%	49%	N/A	81%	61%	36%	66%	56%	37%	87%	77%	0%	4	Language	04-05	646	626	613
		05-06	27	100%	56%	35%	67%	83%	63%	44%	53%	43%	N/A	81%	60%	52%	64%	53%	52%	88%	74%	N/A	05-06		298	279	271	
		06-07	26	96%	56%	35%	25%	80%	63%	39%	54%	47%	N/A	78%	60%	35%	62%	54%	36%	85%	77%	0%	06-07		296	281	266	
4	Math	04-05	53	96%	49%	25%	78%	76%	50%	16%	56%	48%	N/A	74%	46%	26%	55%	43%	27%	80%	64%	0%	4	Math	04-05	633	610	590
		05-06	27	100%	48%	28%	44%	76%	47%	28%	51%	38%	N/A	74%	44%	33%	54%	39%	33%	81%	60%	N/A	05-06		463	428	410	
		06-07	26	100%	54%	30%	25%	81%	56%	17%	60%	52%	N/A	79%	52%	19%	61%	47%	20%	85%	72%	0%	06-07		466	435	398	
4	Science	04-05	53	96%	56%	24%	56%	82%	52%	14%	47%	45%	N/A	80%	47%	21%	59%	42%	22%	87%	73%	0%	4	Science	04-05	637	609	580
		05-06	27	100%	57%	32%	67%	81%	53%	33%	52%	43%	N/A	80%	50%	44%	61%	44%	44%	87%	65%	N/A	05-06		300	276	257	
		06-07	26	100%	58%	29%	25%	81%	53%	17%	51%	45%	N/A	78%	50%	19%	60%	44%	20%	86%	73%	0%	06-07		300	277	257	
4	Social Studies	04-05	53	96%	78%	53%	89%	93%	81%	39%	75%	72%	N/A	92%	76%	47%	84%	74%	47%	95%	88%	50%	4	Social Studies	04-05	646	629	607
		05-06	27	100%	80%	59%	78%	93%	81%	61%	76%	71%	N/A	92%	78%	67%	83%	74%	67%	95%	87%	N/A	05-06		298	280	265	
		06-07	26	100%	81%	58%	50%	93%	82%	72%	75%	69%	N/A	92%	79%	65%	84%	75%	68%	95%	91%	0%	06-07		298	281	269	
5	Reading	04-05	48	100%	N/A	24%	22%	N/A	64%	38%	N/A	36%	N/A	N/A	59%	35%	N/A	52%	35%	N/A	76%	N/A	5	Reading	04-05	N/A	641	626
		05-06	42	98%	50%	27%	21%	88%	69%	36%	58%	41%	N/A	85%	63%	31%	69%	58%	30%	90%	75%	50%	05-06		485	452	421	
		06-07	29	100%	53%	33%	63%	89%	71%	29%	58%	43%	N/A	86%	67%	38%	69%	60%	35%	91%	83%	67%	06-07		485	453	415	
5	Language	04-05	48	100%	N/A	15%	11%	N/A	47%	31%	N/A	25%	N/A	N/A	44%	27%	N/A	36%	27%	N/A	63%	N/A	5	Language	04-05	N/A	643	631
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	05-06		N/A	N/A	N/A	
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	06-07		N/A	N/A	N/A	
5	Math	04-05	48	100%	N/A	26%	33%	N/A	55%	36%	N/A	44%	N/A	N/A	50%	35%	N/A	45%	35%	N/A	70%	N/A	5	Math	04-05	N/A	623	605
		05-06	42	93%	43%	20%	14%	77%	45%	18%	51%	31%	N/A	74%	41%	17%	54%	36%	18%	81%	57%	0%	05-06		484	449	425	
		06-07	29	100%	46%	26%	50%	80%	50%	14%	53%	37%	N/A	77%	47%	24%	57%	41%	23%	84%	67%	33%	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.

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

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	626
		05-06	501	462	415
		06-07	503	465	424
6	Language	04-05	N/A	645	634
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	623
		05-06	508	470	439
		06-07	513	472	453
7	Reading	04-05	N/A	650	637
		05-06	511	474	451
		06-07	513	474	450
7	Language	04-05	N/A	648	630
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	634
		05-06	528	486	457
		06-07	535	495	463
8	Reading	04-05	689	661	649
		05-06	526	484	472
		06-07	527	490	479
8	Language	04-05	680	657	651
		05-06	397	372	354
		06-07	395	371	355
8	Math	04-05	704	668	658
		05-06	540	495	491
		06-07	543	501	472
8	Science	04-05	699	666	657
		05-06	398	362	342
		06-07	398	363	339
8	Social Studies	04-05	687	662	654
		05-06	398	363	345
		06-07	397	367	343

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.

LEE 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	2.30	3.07	1.90	2.25	0.00	2.10	2.30	2.37	0.00	2.77	0.00	2.08	2.23	2.52	2.35
		05-06		2.30	2.60	3.03	3.20	1.97	0.00	2.13	2.59	2.34	0.00	2.75	0.00	2.11	2.37	2.50	2.82
		06-07		2.32	2.58	3.06	3.57	2.22	0.00	2.12	2.56	2.39	0.00	2.77	0.00	2.13	2.26	2.51	2.89

Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		1.94	2.48	2.38	2.21	2.38	0.00	2.29	2.31	2.26	2.56	2.30	2.26
		05-06		1.94	2.70	2.38	2.54	2.26	N/A	2.30	2.60	2.21	2.60	2.66	2.58
		06-07		1.96	2.85	2.40	2.44	2.37	N/A	2.31	2.58	2.23	2.57	2.71	3.93

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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Elementary / Middle School 498 of 828

LEE 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%	95%	93%	91%	N/A	93%	92%	89%	94%	94%	94%	96%	94%	N/A	95%	93%	88%	95%	93%	89%
		05-06	95%	93%	89%	97%	96%	97%	93%	92%	81%	92%	92%	89%	94%	93%	N/A	96%	94%	96%	95%	92%	88%	95%	93%	90%
	State Target = 85%	06-07	N/A	93%	88%	N/A	96%	88%	N/A	91%	98%	N/A	91%	88%	N/A	94%	88%	N/A	94%	N/A	N/A	92%	88%	N/A	93%	88%

* 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%	89%	N/A	95%	N/A	N/A	93%	89%	N/A	93%	89%	N/A	93%	89%
		05-06	94%	91%	88%	96%	93%	89%	N/A	94%	N/A	N/A	92%	89%	N/A	92%	89%	N/A	92%	89%
		06-07	N/A	90%	87%	N/A	93%	88%	N/A	95%	N/A	N/A	92%	88%	N/A	92%	89%	N/A	95%	80%

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	42	97%	100%	99%	100%	97%	N/A	96%	100%	97%	N/A	99%	N/A	96%	100%	97%	100%
	05-06	25	97%	96%	96%	N/A	100%	100%	96%	96%	97%	N/A	99%	N/A	96%	93%	97%	100%
	06-07	20	98%	100%	100%	100%	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	42	98%	100%	97%	100%	97%	N/A	97%	100%	97%	100%	98%	100%
	05-06	25	98%	100%	96%	94%	96%	N/A	97%	96%	96%	96%	99%	N/A
	06-07	20	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

LEE 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%	88%	97%	95%	78%	91%	87%	N/A	90%	89%	89%	93%	90%	N/A	95%	91%	N/A	95%	89%	86%	95%	90%	91%	
		05-06	95%	89%	88%	97%	94%	80%	91%	86%	N/A	90%	88%	88%	92%	90%	N/A	95%	92%	N/A	95%	88%	87%	95%	90%	89%	
		06-07	N/A	89%	88%	N/A	95%	86%	N/A	87%	75%	N/A	88%	88%	N/A	90%	N/A	N/A	92%	N/A	N/A	88%	86%	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		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%	87%	95%	90%	89%	N/A	91%	46%	N/A	89%	89%	N/A	89%	91%	N/A	89%	88%	
		05-06	92%	85%	87%	95%	90%	89%	N/A	91%	N/A	N/A	89%	88%	N/A	88%	88%	N/A	92%	85%	
		06-07	N/A	85%	87%	N/A	90%	88%	N/A	91%	N/A	N/A	89%	88%	N/A	88%	88%	N/A	93%	76%	

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	27	95%	96%	97%	100%	96%	N/A	95%	96%	94%	N/A	98%	N/A	94%	100%	96%	93%	
	05-06	31	95%	100%	97%	N/A	100%	N/A	95%	100%	96%	N/A	97%	N/A	95%	100%	96%	100%	
	06-07	25	97%	100%	97%	100%	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	27	97%	100%	95%	95%	93%	100%	95%	96%	95%	96%	N/A		
	05-06	31	98%	100%	95%	100%	94%	N/A	96%	100%	95%	100%	96%	100%	
	06-07	25	98%	100%	97%	100%	95%	N/A	97%	100%	97%	100%	98%	100%	

MS indicates Middle grade students.

LEE SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	81	31%	10%	31%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	0%	0%	5%
1	18%	22%	15%
2	8%	9%	8%
3	6%	0%	0%
4	0%	4%	0%
5	0%	0%	0%
Total	6%	6%	5%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	118%	70%	60%
1	70%	88%	103%
2	80%	74%	107%
3	84%	62%	50%
4	58%	70%	55%
5	55%	68%	34%
Total	75%	73%	69%

* 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	77	1.7	1.7	1.8	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	40.3%	36.4%	7.8%	5.2%	5.2%	5.2%
	Staff	15	2.0	1.9	2.2	1.9	2.4	3.0		Staff	0.0%	46.7%	13.3%	0.0%	20.0%	20.0%
	Parents	15	1.5	1.6	1.8	1.6	3.3	3.3		Parents	46.7%	46.7%	6.7%	0.0%	0.0%	0.0%
Safety	ES/MS Students	77	1.9	1.8	2.0	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	37.7%	36.4%	9.1%	7.8%	5.2%	3.9%
	Staff	15	1.7	1.8	2.3	1.9	2.2	3.0		Staff	6.7%	26.7%	20.0%	40.0%	6.7%	0.0%
	Parents	15	1.5	1.6	1.7	1.6	3.3	3.2		Parents	53.3%	46.7%	0.0%	0.0%	0.0%	0.0%
Environment	ES/MS Students	77	2.0	1.9	2.1	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	23.4%	33.8%	14.3%	13.0%	14.3%	1.3%
	Staff	15	1.7	1.8	2.2	1.8	2.4	3.1		Staff	13.3%	40.0%	20.0%	20.0%	6.7%	0.0%
	Parents	15	1.5	1.6	1.7	1.6	3.4	3.3		Parents	60.0%	33.3%	0.0%	6.7%	0.0%	0.0%
Governance	ES/MS Students	77	2.2	2.2	2.3	2.3	2.8	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	23.4%	35.1%	6.5%	15.6%	16.9%	2.6%
	Staff	15	1.8	1.9	2.2	1.9	2.4	3.0		Staff	6.7%	46.7%	20.0%	20.0%	6.7%	0.0%
	Parents	15	1.5	1.6	1.8	1.7	3.4	3.2		Parents	53.3%	40.0%	0.0%	0.0%	0.0%	6.7%

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.

LEE SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	70	54%	23%	62%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	56%	77%	55%
7	51%	75%	45%
8	52%	60%	59%
Total	53%	71%	53%

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

School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		Sample Question	Group	Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	77	1.7	1.7	1.8	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	40.3%	36.4%	7.8%	5.2%	5.2%	5.2%
	Staff	15	2.0	1.9	2.2	1.9	2.4	3.0		Staff	0.0%	46.7%	13.3%	0.0%	20.0%	20.0%
	Parents	15	1.5	1.6	1.8	1.6	3.3	3.3		Parents	46.7%	46.7%	6.7%	0.0%	0.0%	0.0%
Safety	ES/MS Students	77	1.9	1.8	2.0	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	37.7%	36.4%	9.1%	7.8%	5.2%	3.9%
	Staff	15	1.7	1.8	2.3	1.9	2.2	3.0		Staff	6.7%	26.7%	20.0%	40.0%	6.7%	0.0%
	Parents	15	1.5	1.6	1.7	1.6	3.3	3.2		Parents	53.3%	46.7%	0.0%	0.0%	0.0%	0.0%
Environment	ES/MS Students	77	2.0	1.9	2.1	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	23.4%	33.8%	14.3%	13.0%	14.3%	1.3%
	Staff	15	1.7	1.8	2.2	1.8	2.4	3.1		Staff	13.3%	40.0%	20.0%	20.0%	6.7%	0.0%
	Parents	15	1.5	1.6	1.7	1.6	3.4	3.3		Parents	60.0%	33.3%	0.0%	6.7%	0.0%	0.0%
Governance	ES/MS Students	77	2.2	2.2	2.3	2.3	2.8	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	23.4%	35.1%	6.5%	15.6%	16.9%	2.6%
	Staff	15	1.8	1.9	2.2	1.9	2.4	3.0		Staff	6.7%	46.7%	20.0%	20.0%	6.7%	0.0%
	Parents	15	1.5	1.6	1.8	1.7	3.4	3.2		Parents	53.3%	40.0%	0.0%	0.0%	0.0%	6.7%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

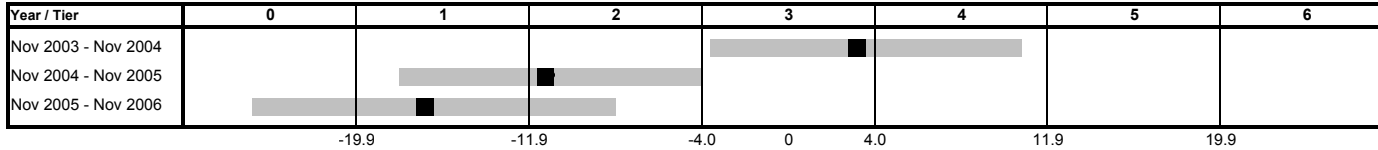
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* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

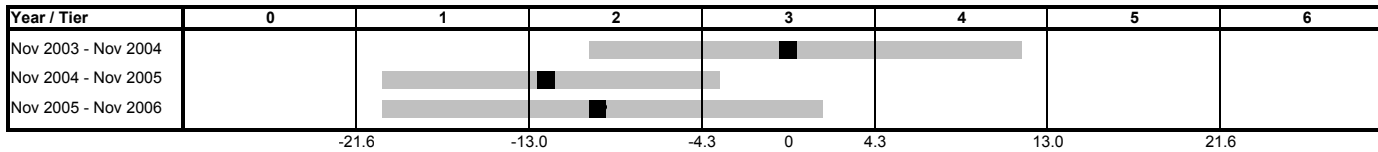
LEE SCHOOL

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	-10.8	1.6
Nov 2005 - Nov 2006	-14.5	0.9



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.0
Nov 2004 - Nov 2005	-11.9	1.6
Nov 2005 - Nov 2006	-7.3	1.9



Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

Value-Added and Attainment Data Status Over Six Years

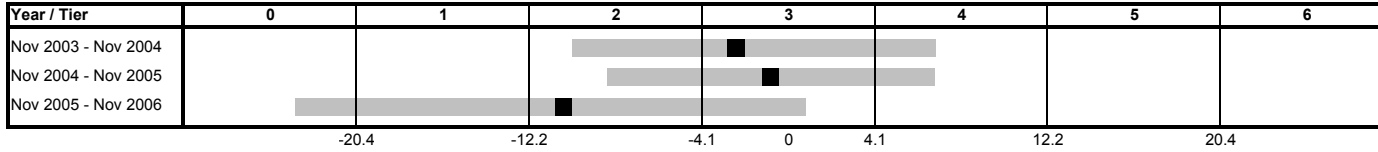
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	2.7	1.9	1.2	3.4	1.6	0.9	30%	25%	17%	26%	31%	19%	4	4	4	2	4	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.1	1.6	2.0	3.0	1.6	1.9	40%	46%	41%	40%	42%	36%	4	4	4	2	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

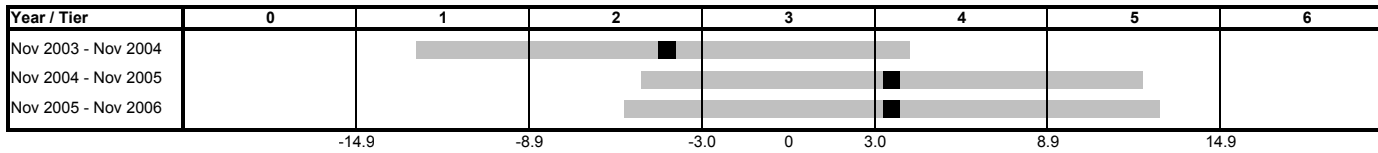
LEE SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.7
Nov 2004 - Nov 2005	-0.9	2.9
Nov 2005 - Nov 2006	-7.5	1.7



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.3
Nov 2004 - Nov 2005	3.2	3.6
Nov 2005 - Nov 2006	3.7	3.6



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

Value-Added and Attainment Data Status Over Six Years

Subject	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	2.2	2.7	2.9	1.7	NA	25%	15%	19%	26%	31%	NA	NA	4	4	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	0.5	2.3	3.6	3.6	NA	50%	37%	38%	37%	46%	NA	NA	4	4	2	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