

CARSON ACADEMY OF SCIENCE

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	4920 W CAPITOL DR
Phone	414-393-4800
Fax	414-393-4815
Site Number	0309
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	DAWN RICE
School Year (07-08)	DAWN RICE
06-07 Administrator Years at Site	5

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	518	533	526
Pre-Kindergarten	35	36	33
Kindergarten	48	50	46
Grade 1	58	59	55
Grade 2	52	57	62
Grade 3	47	57	60
Grade 4	51	51	58
Grade 5	57	49	52
Grade 6	55	68	54
Grade 7	56	50	58
Grade 8	59	56	48

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	49%	49%	51%
	Female	51%	51%	49%
Ethnicity	Asian	2%	0%	0%
	Native American	1%	1%	1%
	African American	94%	95%	94%
	Hispanic	1%	1%	2%
	White	0%	0%	0%
Groups	Special Education	11%	12%	11%
	English Language Learners	0%	N/A	0%
	Free/Reduced Lunch	80%	84%	89%

Student Movement		04-05	05-06	06-07
	Mobility Rate	11%	17%	13%
	Stability Rate	72%	69%	71%

School Profile

Carson Academy is an innovative neighborhood school that offers a rigorous curriculum and high standards for all students. The school serves students in Pre-Kindergarten through grade eight.

The vision of Carson Academy is to work in partnership with parents and community to develop a supportive relationship for increased student learning. This partnership is committed to and encourages academic excellence, and helps students display self-confidence and a positive attitude towards science, math and technology.

Carson's student body is representative of the varied ethnic backgrounds and socio-economic levels of families living in the city of Milwaukee. The selected faculty has a strong math and science background, many with advanced degrees, and an abiding commitment to achieving the highest quality performances for all students in the areas of math, science, technology and reading. We are implementing the district's Balanced Literacy Initiative as well as the No Child Left Behind legislation at all grade levels.

The comprehensive academic program is designed to excite students. A process approach is used to teach all content areas. Instruction is hands-on and inquiry based. Learning for students occurs inside and outside the walls of the school. The academic program is extended in our before and after school opportunities. Participation in the VIP Program, Boyz II Men, and Mentoring Program encourages ongoing community partner resources and support for students, parents and staff.

The school mission is to challenge, stimulate and maximize student performance in an innovative learning community that integrates science, math and technology. The school is committed to developing socially conscious students who can adapt to the ever-changing society through the acquisition and mastery of skills.

CARSON ACADEMY OF SCIENCE

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

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

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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.

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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	60	100%	50%	30%	33%	86%	66%	70%	57%	52%	N/A	82%	62%	67%	65%	56%	64%	88%	76%	100%	
		06-07	60	100%	50%	31%	0%	86%	68%	48%	55%	48%	N/A	82%	64%	47%	67%	57%	43%	89%	82%	83%	
3	Math	04-05	50	100%	N/A	31%	86%	N/A	57%	58%	N/A	53%	N/A	N/A	53%	62%	N/A	48%	60%	N/A	70%	75%	
		05-06	60	100%	48%	26%	17%	75%	46%	46%	54%	48%	N/A	73%	42%	43%	55%	39%	41%	80%	58%	75%	
		06-07	60	100%	53%	28%	0%	77%	49%	14%	56%	46%	N/A	75%	45%	13%	57%	41%	11%	82%	68%	33%	
4	Reading	04-05	52	100%	53%	31%	33%	86%	69%	86%	59%	53%	N/A	84%	63%	83%	68%	59%	83%	88%	80%	83%	
		05-06	52	100%	53%	34%	43%	87%	67%	87%	56%	45%	N/A	84%	63%	81%	69%	57%	81%	90%	76%	80%	
		06-07	56	100%	52%	32%	0%	87%	68%	87%	55%	47%	N/A	83%	64%	80%	67%	58%	80%	89%	81%	83%	
4	Language	04-05	52	100%	48%	27%	0%	84%	66%	76%	55%	49%	N/A	81%	61%	71%	66%	56%	72%	87%	77%	67%	
		05-06	52	100%	56%	35%	29%	83%	63%	78%	53%	43%	N/A	81%	60%	71%	64%	53%	71%	88%	74%	70%	
		06-07	56	100%	56%	35%	0%	80%	63%	65%	54%	47%	N/A	78%	60%	61%	62%	54%	62%	85%	77%	50%	
4	Math	04-05	52	100%	49%	25%	33%	76%	50%	78%	56%	48%	N/A	74%	46%	75%	55%	43%	74%	80%	64%	83%	
		05-06	52	100%	48%	28%	43%	76%	47%	84%	51%	38%	N/A	74%	44%	79%	54%	39%	81%	81%	60%	70%	
		06-07	56	100%	54%	30%	0%	81%	56%	96%	60%	52%	N/A	79%	52%	89%	61%	47%	90%	85%	72%	83%	
4	Science	04-05	52	100%	56%	24%	100%	82%	52%	82%	47%	45%	N/A	80%	47%	83%	59%	42%	80%	87%	73%	100%	
		05-06	52	100%	57%	32%	71%	81%	53%	87%	52%	43%	N/A	80%	50%	85%	61%	44%	86%	87%	65%	80%	
		06-07	56	100%	58%	29%	0%	81%	53%	94%	51%	45%	N/A	78%	50%	88%	60%	44%	88%	86%	73%	83%	
4	Social Studies	04-05	52	100%	78%	53%	100%	93%	81%	90%	75%	72%	N/A	92%	76%	90%	84%	74%	89%	95%	88%	100%	
		05-06	52	100%	80%	59%	86%	93%	81%	89%	76%	71%	N/A	92%	78%	88%	83%	74%	88%	95%	87%	90%	
		06-07	56	100%	81%	58%	50%	93%	82%	85%	75%	69%	N/A	92%	79%	82%	84%	75%	82%	95%	91%	83%	
5	Reading	04-05	56	100%	N/A	24%	0%	N/A	64%	58%	N/A	36%	N/A	N/A	59%	50%	N/A	52%	50%	N/A	76%	50%	
		05-06	53	100%	50%	27%	0%	88%	69%	58%	58%	41%	50%	85%	63%	55%	69%	58%	50%	90%	75%	69%	
		06-07	47	100%	53%	33%	0%	89%	71%	66%	58%	43%	0%	86%	67%	59%	69%	60%	53%	91%	83%	100%	
5	Language	04-05	56	100%	N/A	15%	0%	N/A	47%	46%	N/A	25%	N/A	N/A	44%	39%	N/A	36%	38%	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	56	100%	N/A	26%	38%	N/A	55%	52%	N/A	44%	N/A	N/A	50%	50%	N/A	45%	50%	N/A	70%	50%	
		05-06	53	100%	43%	20%	0%	77%	45%	40%	51%	31%	50%	74%	41%	37%	54%	36%	38%	81%	57%	38%	
		06-07	47	100%	46%	26%	0%	80%	50%	56%	53%	37%	0%	77%	47%	50%	57%	41%	47%	84%	67%	75%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	435
		06-07	459	437	427
3	Math	04-05	N/A	585	595
		05-06	431	398	389
		06-07	434	401	378
4	Reading	04-05	646	623	648
		05-06	477	446	461
		06-07	477	450	469
4	Language	04-05	646	626	631
		05-06	298	279	282
		06-07	296	281	283
4	Math	04-05	633	610	628
		05-06	463	428	461
		06-07	466	435	486
4	Science	04-05	637	609	646
		05-06	300	276	304
		06-07	300	277	312
4	Social Studies	04-05	646	629	637
		05-06	298	280	288
		06-07	298	281	278
5	Reading	04-05	N/A	641	639
		05-06	485	452	439
		06-07	485	453	459
5	Language	04-05	N/A	643	641
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	626
		05-06	484	449	447
		06-07	489	455	466

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.

CARSON ACADEMY OF SCIENCE

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	55	100%	N/A	19%	13%	N/A	58%	34%	N/A	35%	100%	N/A	53%	30%	N/A	47%	27%	N/A	69%	50%	
		05-06	64	98%	47%	21%	17%	89%	65%	63%	55%	33%	N/A	85%	59%	55%	68%	53%	54%	90%	73%	57%	
		06-07	55	100%	51%	24%	0%	91%	71%	65%	57%	39%	N/A	86%	64%	56%	71%	58%	51%	91%	78%	71%	
6	Language	04-05	55	100%	N/A	15%	13%	N/A	46%	19%	N/A	28%	0%	N/A	42%	19%	N/A	36%	16%	N/A	60%	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
		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	55	98%	N/A	23%	13%	N/A	43%	26%	N/A	35%	100%	N/A	40%	22%	N/A	35%	18%	N/A	59%	50%	
		05-06	64	97%	37%	15%	8%	79%	43%	44%	50%	24%	N/A	73%	39%	38%	53%	33%	39%	82%	54%	29%	
		06-07	55	100%	43%	18%	0%	81%	45%	38%	55%	35%	N/A	78%	41%	33%	58%	36%	29%	84%	58%	43%	
7	Reading	04-05	55	100%	N/A	24%	0%	N/A	68%	62%	N/A	45%	N/A	N/A	61%	56%	N/A	56%	55%	N/A	74%	64%	
		05-06	52	100%	47%	24%	50%	89%	67%	55%	52%	38%	100%	85%	60%	53%	69%	55%	49%	90%	72%	73%	
		06-07	57	100%	49%	23%	18%	91%	66%	65%	56%	35%	N/A	86%	60%	56%	70%	54%	57%	91%	77%	50%	
7	Language	04-05	55	100%	N/A	14%	0%	N/A	47%	46%	N/A	31%	N/A	N/A	42%	42%	N/A	37%	39%	N/A	58%	55%	
		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	55	100%	N/A	16%	20%	N/A	44%	38%	N/A	34%	N/A	N/A	39%	36%	N/A	34%	32%	N/A	55%	55%	
		05-06	52	100%	35%	16%	0%	80%	41%	32%	48%	32%	0%	74%	37%	27%	55%	32%	24%	82%	52%	36%	
		06-07	57	98%	42%	20%	0%	85%	50%	46%	58%	40%	N/A	79%	45%	37%	62%	40%	35%	87%	62%	50%	
8	Reading	04-05	59	100%	50%	23%	50%	91%	67%	77%	50%	38%	N/A	86%	60%	75%	67%	55%	73%	91%	78%	86%	
		05-06	55	100%	50%	23%	67%	90%	66%	78%	55%	37%	N/A	86%	59%	76%	69%	54%	78%	91%	68%	72%	
		06-07	54	100%	49%	26%	40%	90%	70%	67%	56%	32%	N/A	86%	64%	65%	71%	59%	62%	89%	76%	75%	
8	Language	04-05	59	100%	24%	12%	67%	71%	43%	58%	26%	22%	N/A	67%	38%	59%	42%	32%	58%	74%	60%	71%	
		05-06	55	100%	26%	12%	17%	72%	43%	65%	30%	20%	N/A	66%	38%	60%	44%	33%	57%	73%	48%	67%	
		06-07	54	100%	26%	15%	20%	69%	40%	41%	25%	15%	N/A	64%	37%	39%	42%	31%	38%	71%	52%	42%	
8	Math	04-05	59	100%	34%	15%	50%	80%	41%	68%	49%	28%	N/A	75%	36%	66%	51%	31%	63%	82%	59%	86%	
		05-06	55	100%	35%	16%	100%	80%	43%	86%	53%	32%	N/A	75%	38%	87%	56%	34%	86%	82%	48%	89%	
		06-07	54	100%	37%	19%	20%	81%	45%	57%	53%	35%	N/A	75%	41%	54%	56%	36%	50%	84%	58%	67%	
8	Science	04-05	59	100%	39%	12%	33%	80%	37%	72%	34%	16%	N/A	75%	33%	68%	50%	27%	65%	83%	57%	86%	
		05-06	55	100%	40%	13%	0%	79%	41%	76%	40%	21%	N/A	75%	37%	67%	54%	31%	62%	83%	50%	78%	
		06-07	54	100%	40%	17%	40%	81%	44%	55%	37%	17%	N/A	76%	41%	54%	55%	34%	52%	84%	60%	58%	
8	Social Studies	04-05	59	100%	51%	20%	50%	88%	58%	74%	56%	40%	N/A	84%	51%	71%	66%	46%	69%	90%	72%	86%	
		05-06	55	100%	51%	19%	17%	88%	60%	82%	59%	28%	N/A	85%	53%	75%	67%	47%	73%	90%	66%	78%	
		06-07	54	100%	52%	25%	20%	88%	58%	57%	57%	28%	N/A	83%	54%	54%	67%	48%	52%	90%	69%	58%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	623
		05-06	501	462	464
		06-07	503	465	460
6	Language	04-05	N/A	645	631
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	627
		05-06	508	470	474
		06-07	513	472	467
7	Reading	04-05	N/A	650	650
		05-06	511	474	472
		06-07	513	474	470
7	Language	04-05	N/A	648	651
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	650
		05-06	528	486	478
		06-07	535	495	491
8	Reading	04-05	689	661	669
		05-06	526	484	504
		06-07	527	490	491
8	Language	04-05	680	657	671
		05-06	397	372	381
		06-07	395	371	378
8	Math	04-05	704	668	689
		05-06	540	495	544
		06-07	543	501	526
8	Science	04-05	699	666	688
		05-06	398	362	386
		06-07	398	363	380
8	Social Studies	04-05	687	662	676
		05-06	398	363	377
		06-07	397	367	368

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.
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CARSON ACADEMY OF SCIENCE

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	2.00	3.07	3.25	2.25	1.38	2.10	1.96	2.37	0.00	2.77	0.00	2.08	1.71	2.52	2.24
		05-06		2.30	2.15	3.03	3.19	1.97	2.06	2.13	2.14	2.34	0.00	2.75	0.00	2.11	1.83	2.50	2.42
		06-07		2.32	2.48	3.06	2.25	2.22	2.27	2.12	2.48	2.39	2.36	2.77	0.00	2.13	2.28	2.51	2.66

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	1.26	2.38	2.09	2.38	3.06	2.29	1.99	2.26	1.96	2.30	2.00
		05-06		1.94	1.65	2.38	2.23	2.26	N/A	2.30	2.15	2.21	2.03	2.66	2.57
		06-07		1.96	2.03	2.40	2.55	2.37	N/A	2.31	2.48	2.23	2.44	2.71	2.63

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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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%	92%	96%	96%	91%	93%	91%	94%	93%	92%	92%	94%	94%	95%	96%	94%	100%	95%	93%	92%	95%	93%	93%
		05-06	95%	93%	92%	97%	96%	94%	93%	92%	91%	92%	92%	92%	94%	93%	87%	96%	94%	98%	95%	92%	90%	95%	93%	93%
	State Target = 85%	06-07	N/A	93%	91%	N/A	96%	90%	N/A	91%	N/A	N/A	91%	91%	N/A	94%	82%	N/A	94%	93%	N/A	92%	90%	N/A	93%	91%

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

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%	100%	96%	100%	97%	N/A	99%	N/A	96%	100%	97%	100%
		05-06	51	97%	98%	96%	100%	100%	N/A	96%	98%	97%	100%	99%	100%	96%	100%	97%	96%
		06-07	49	98%	96%	100%	N/A	100%	N/A	97%	96%	97%	100%	98%	N/A	97%	93%	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	51	98%	100%	96%	98%	96%	N/A	97%	98%	96%	98%	99%	100%
		06-07	49	99%	80%	97%	98%	97%	N/A	98%	96%	97%	95%	99%	100%

ES indicates Elementary grade students.

CARSON ACADEMY OF SCIENCE

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%	91%	97%	95%	97%	91%	87%	93%	90%	89%	91%	93%	90%	81%	95%	91%	98%	95%	89%	90%	95%	90%	91%	
		05-06	95%	89%	90%	97%	94%	96%	91%	86%	96%	90%	88%	90%	92%	90%	N/A	95%	92%	N/A	95%	88%	89%	95%	90%	91%	
		06-07	N/A	89%	90%	N/A	95%	84%	N/A	87%	88%	N/A	88%	90%	N/A	90%	84%	N/A	92%	N/A	N/A	88%	90%	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%	88%	95%	90%	91%	N/A	91%	97%	N/A	89%	91%	N/A	89%	92%	N/A	89%	91%	
		05-06	92%	85%	91%	95%	90%	90%	N/A	91%	N/A	89%	90%	N/A	88%	89%	N/A	92%	94%		
		06-07	N/A	85%	89%	N/A	90%	90%	N/A	91%	N/A	89%	90%	N/A	88%	90%	N/A	93%	89%		

Ethnicity and Gender

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	49	95%	88%	97%	100%	96%	N/A	95%	88%	94%	N/A	98%	N/A	94%	84%	96%	90%	
	05-06	41	95%	100%	97%	100%	100%	N/A	95%	100%	96%	N/A	97%	N/A	95%	100%	96%	100%	
	06-07	41	97%	98%	97%	N/A	95%	100%	97%	97%	98%	100%	N/A	97%	95%	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	49	97%	100%	95%	87%	93%	100%	95%	88%	95%	88%	96%	89%	
	05-06	41	98%	100%	95%	100%	94%	N/A	96%	100%	95%	100%	96%	100%	
	06-07	41	98%	100%	97%	97%	95%	N/A	97%	97%	97%	98%	100%		

MS indicates Middle grade students.

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Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	2	0%	0%	0%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	8%	4%	12%
1	2%	3%	11%
2	0%	0%	9%
3	0%	2%	6%
4	0%	2%	4%
5	0%	2%	7%
Total	2%	2%	8%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	44%	76%	83%
1	28%	42%	64%
2	35%	42%	39%
3	28%	40%	47%
4	29%	31%	34%
5	23%	45%	33%
Total	31%	46%	49%

* 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	260	1.7	1.7	1.8	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	31.9%	51.9%	8.8%	3.1%	2.7%	1.5%
	Staff	33	2.2	1.9	1.9	1.9	3.1	3.0		Staff	33.3%	48.5%	3.0%	0.0%	3.0%	12.1%
	Parents	17	1.5	1.6	*	1.6	3.3	3.3		Parents	41.2%	47.1%	11.8%	0.0%	0.0%	0.0%
Safety	ES/MS Students	260	1.8	1.8	1.9	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	41.5%	43.8%	5.4%	3.1%	5.8%	0.4%
	Staff	33	1.8	1.8	1.9	1.9	3.0	3.0		Staff	33.3%	39.4%	21.2%	3.0%	0.0%	3.0%
	Parents	17	1.5	1.6	*	1.6	3.3	3.2		Parents	52.9%	41.2%	5.9%	0.0%	0.0%	0.0%
Environment	ES/MS Students	260	1.9	1.9	2.0	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	23.5%	45.0%	10.4%	5.0%	16.2%	0.0%
	Staff	33	1.9	1.8	1.9	1.8	3.1	3.1		Staff	30.3%	54.5%	12.1%	0.0%	0.0%	3.0%
	Parents	17	1.5	1.6	*	1.6	3.5	3.3		Parents	58.8%	41.2%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	260	2.4	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	18.8%	43.8%	17.3%	9.6%	9.2%	1.2%
	Staff	33	1.9	1.9	1.9	1.9	3.1	3.0		Staff	33.3%	48.5%	3.0%	0.0%	6.1%	9.1%
	Parents	17	1.6	1.6	*	1.7	3.4	3.2		Parents	52.9%	41.2%	0.0%	5.9%	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.

CARSON ACADEMY OF SCIENCE

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled		
	04-05	05-06	06-07
Total	4	0%	2%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	2%	0%	2%
7	2%	6%	0%
8	10%	0%	2%
Total	5%	2%	1%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	45%	29%	37%
7	29%	58%	45%
8	36%	41%	58%
Total	36%	41%	46%

* 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	260	1.7	1.7	1.8	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	31.9%	51.9%	8.8%	3.1%	2.7%	1.5%
	Staff	33	2.2	1.9	1.9	1.9	3.1	3.0		Staff	33.3%	48.5%	3.0%	0.0%	3.0%	12.1%
	Parents	17	1.5	1.6	*	1.6	3.3	3.3		Parents	41.2%	47.1%	11.8%	0.0%	0.0%	0.0%
Safety	ES/MS Students	260	1.8	1.8	1.9	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	41.5%	43.8%	5.4%	3.1%	5.8%	0.4%
	Staff	33	1.8	1.8	1.9	1.9	3.0	3.0		Staff	33.3%	39.4%	21.2%	3.0%	0.0%	3.0%
	Parents	17	1.5	1.6	*	1.6	3.3	3.2		Parents	52.9%	41.2%	5.9%	0.0%	0.0%	0.0%
Environment	ES/MS Students	260	1.9	1.9	2.0	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	23.5%	45.0%	10.4%	5.0%	16.2%	0.0%
	Staff	33	1.9	1.8	1.9	1.8	3.1	3.1		Staff	30.3%	54.5%	12.1%	0.0%	0.0%	3.0%
	Parents	17	1.5	1.6	*	1.6	3.5	3.3		Parents	58.8%	41.2%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	260	2.4	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	18.8%	43.8%	17.3%	9.6%	9.2%	1.2%
	Staff	33	1.9	1.9	1.9	1.9	3.1	3.0		Staff	33.3%	48.5%	3.0%	0.0%	6.1%	9.1%
	Parents	17	1.6	1.6	*	1.7	3.4	3.2		Parents	52.9%	41.2%	0.0%	5.9%	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.

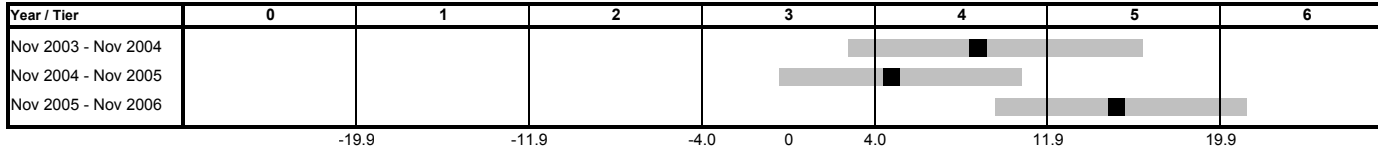
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* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

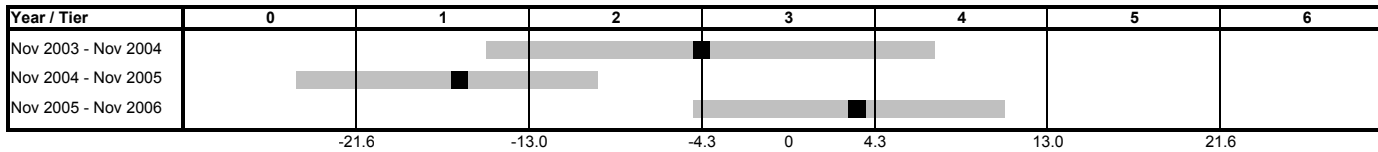
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Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.1
Nov 2004 - Nov 2005	5.1	3.6
Nov 2005 - Nov 2006	13.3	4.9



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.5
Nov 2004 - Nov 2005	-16.8	1.1
Nov 2005 - Nov 2006	2.4	3.4



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

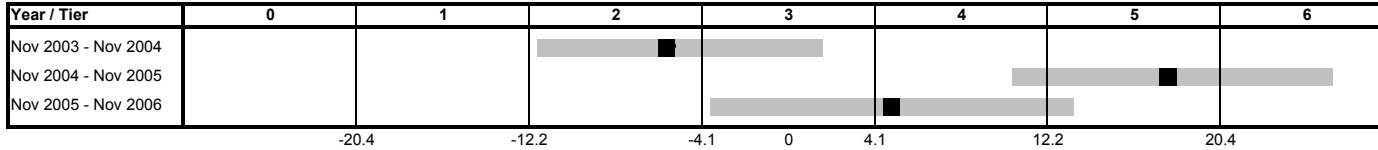
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	4.0	2.6	4.0	4.1	3.6	4.9	20%	44%	60%	75%	53%	50%						
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	3.6	3.1	3.8	2.5	1.1	3.4	44%	65%	81%	83%	67%	61%	2	1	1	3	3	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

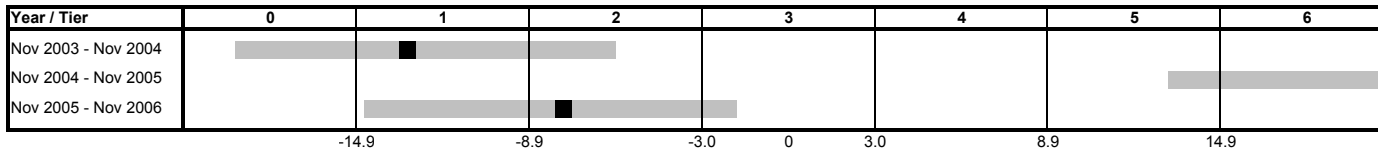
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Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.3
Nov 2004 - Nov 2005	18.1	5.2
Nov 2005 - Nov 2006	3.5	3.6



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	0.8
Nov 2004 - Nov 2005	20.6	6.6
Nov 2005 - Nov 2006	-8.0	1.7



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	6.0	5.0	5.8	2.3	5.2	3.6	NA	56%	69%	66%	50%	41%	NA	1	1	3	1	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	6.0	0.8	6.0	1.7	NA	69%	89%	75%	61%	59%	NA	NA	1	3	1	4
	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