

CLEMENT AVENUE SCHOOL

2006-2007 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	3666 S CLEMENT AV
Phone	414-294-1500
Fax	414-294-1515
Site Number	0113
School Operation	7:45 - 2:25

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

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	373	365	342
Pre-Kindergarten	65	55	55
Kindergarten	55	67	49
Grade 1	64	47	55
Grade 2	43	56	42
Grade 3	45	50	55
Grade 4	51	43	43
Grade 5	50	47	43

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	55%	53%	49%
	Female	45%	47%	51%
Ethnicity	Asian	4%	2%	2%
	Native American	1%	1%	2%
	African American	19%	15%	13%
	Hispanic	19%	22%	23%
	White	51%	54%	54%
Groups	Special Education	20%	19%	20%
	English Language Learners	1%	1%	1%
	Free/Reduced Lunch	58%	61%	67%

Student Movement		04-05	05-06	06-07
	Mobility Rate	8%	11%	11%
	Stability Rate	75%	73%	76%

School Profile

Clement Avenue School is located in the Bay View neighborhood of southeastern Milwaukee. Our school has a caring, family atmosphere that emphasizes inclusive classroom settings, high academic achievement, and community service.

Science/Math Achievement: Our science and math instruction emphasizes hands-on activities and critical thinking. Using a rubric-scored problem-solving math assessment tool that we have created, the students are pre-tested in the fall and post-tested in the spring of the school year. The performance-based nature of these tests is very similar to the kind of instruction our students experience. Solving science and math problems with written and graphic solutions is also emphasized. All grade levels will use journaling activities to practice constructed response items in the area of math. Our MTL and learning team continue to write and receive grant funds through the MMP (Milwaukee Math Partnership) to procure funding for staff to prepare and write math CABS across all grade levels. Teachers encourage creative, independent thought and students quickly become independent, project-oriented learners.

Reading/Writing Achievement: Our school emphasizes a developmental approach to reading and writing instruction using the Houghton Mifflin basal series. Classroom teachers utilize Guided Reading to meet individual student needs within the Comprehensive Literacy Framework. Integrating writing across the content areas is achieved through Writer's Workshop and a study of the 6 Traits necessary for exemplary written pieces. A combination of skill grouping, phonics, literature groups, writers' process instruction, and library/media research is practiced in the students' literacy experience. Every class meets weekly with the library media staff who assists the classroom teachers in reinforcing computer technology and library/media skills. The MPS Learning Targets are aligned to daily instruction and guide lesson planning. A highly successful at-home reading program called "Books on the Go" outlines how parents can support reading progress outside of school on a nightly basis. Similarly, a new writing program involving students writing back and forth to someone at home has been successfully implemented in grade 5. During 2005-2006, this writing program is being expanded to grades 3 and 4. In the younger grades, a writing activity bag will go home with students once per week to practice writing skills at home.

Special Education: We currently service a wide variety of special education students. Students ages 3-5 receive instruction from certified special education teachers in a self-contained classroom as necessary, but also experience regular kindergarten inclusion whenever possible. Older students receive some intensive instruction from a special education teacher, but a combination of regular education/special education teacher teaming is also common. Two speech pathologists, a social worker, psychologist, diagnostic teacher, and special education supervisor also assist in the education of all students. Students' special educational needs are met in resource rooms as well as the regular education classroom.

Parent Involvement: Increasing the number of face-to-face child-involved, parent/teacher conferences is of the utmost importance. We are committed to accommodating parents' schedules and will do everything in our power to arrange meetings between parents and teachers. Staff members are always willing to set up additional parent/teacher conference meetings during the school day or whenever it is convenient. Our PTA is very active in the organizing of parent/student social and educational gatherings. The School Council has been expanded to include all interested parent representatives who provide valuable input and school support. With the help of a volunteer community coordinator on our staff, our school has many community volunteers (high school students, parents, and local business owners) assisting our classroom teachers and providing individual tutoring for students throughout the school year.

Community Involvement: We are pleased to be affiliated with a growing number of community businesses and neighborhood services. Local nursing home visits, food drives, coat donations, collecting change to support the Teddy Patrol project, baking cookies for the elderly, park clean ups, monthly M&I Bank deposit days, holiday giving supporting needy families, donations to shelters, book drives, membership in the Bay View Environmental Coalition--the list goes on and on--are just some of the worthy causes we support here at Clement Avenue School. We are very excited to offer before and after school child care on site. The very low rate charged makes this a safe and reasonable option for working parents. Before school hours are 7am to 7:45am and after school care begins at 2:30pm through 6pm.

CLEMANT AVENUE SCHOOL

Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																								
					Total			Ethnicity															Gender						
								Asian			Native American			African American			Hispanic			White			Male			Female			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	50	100%	80%	61%	72%	73%	66%	100%	75%	70%	100%	58%	55%	45%	65%	61%	90%	86%	77%	73%	77%	57%	72%	85%	65%	72%	
		06-07	56	98%	81%	62%	64%	74%	67%	67%	72%	71%	50%	60%	57%	29%	63%	58%	57%	86%	81%	77%	77%	57%	69%	85%	67%	59%	
3	Math	04-05	49	100%	N/A	53%	53%	N/A	66%	50%	N/A	65%	100%	N/A	44%	20%	N/A	58%	40%	N/A	69%	69%	N/A	53%	45%	N/A	52%	65%	
		05-06	50	100%	73%	43%	64%	71%	60%	100%	62%	48%	0%	37%	32%	36%	55%	50%	80%	79%	65%	69%	74%	44%	68%	70%	42%	60%	
		06-07	56	100%	74%	46%	52%	71%	59%	67%	62%	56%	0%	42%	36%	14%	57%	49%	50%	81%	67%	63%	75%	46%	59%	73%	45%	44%	
4	Reading	04-05	53	100%	82%	62%	55%	74%	64%	100%	76%	80%	N/A	60%	57%	35%	65%	62%	38%	87%	79%	74%	78%	56%	50%	86%	69%	61%	
		05-06	45	100%	82%	61%	73%	72%	66%	100%	74%	72%	N/A	59%	54%	17%	68%	63%	75%	88%	79%	85%	80%	60%	72%	84%	62%	75%	
		06-07	41	100%	82%	62%	88%	73%	69%	100%	75%	83%	100%	60%	57%	60%	64%	61%	100%	87%	79%	89%	79%	60%	95%	84%	64%	82%	
4	Language	04-05	53	100%	79%	59%	62%	72%	64%	100%	71%	73%	N/A	56%	53%	45%	64%	61%	63%	85%	77%	74%	76%	53%	60%	83%	65%	65%	
		05-06	45	100%	79%	58%	78%	70%	62%	100%	70%	66%	N/A	54%	50%	33%	65%	62%	83%	85%	78%	85%	76%	54%	72%	83%	62%	85%	
		06-07	41	100%	77%	58%	80%	72%	68%	100%	68%	80%	100%	53%	52%	20%	61%	58%	100%	83%	76%	85%	72%	53%	89%	81%	63%	73%	
4	Math	04-05	53	100%	72%	46%	53%	73%	61%	100%	59%	55%	N/A	41%	38%	35%	56%	49%	25%	79%	66%	74%	73%	46%	50%	71%	45%	57%	
		05-06	45	100%	73%	44%	69%	68%	55%	100%	59%	52%	N/A	39%	34%	33%	56%	47%	58%	80%	67%	81%	73%	45%	72%	70%	42%	65%	
		06-07	41	100%	78%	52%	80%	77%	72%	100%	70%	70%	0%	47%	42%	40%	62%	57%	83%	84%	72%	89%	78%	53%	89%	77%	50%	73%	
4	Science	04-05	53	100%	78%	47%	58%	65%	52%	100%	69%	63%	N/A	41%	37%	25%	54%	51%	50%	86%	74%	87%	79%	47%	60%	76%	46%	57%	
		05-06	45	100%	77%	49%	60%	67%	56%	100%	66%	51%	N/A	45%	39%	0%	60%	56%	50%	85%	72%	77%	78%	50%	60%	78%	48%	60%	
		06-07	41	100%	77%	49%	68%	70%	66%	100%	66%	76%	0%	44%	39%	20%	57%	53%	83%	85%	74%	74%	78%	50%	74%	77%	49%	64%	
4	Social Studies	04-05	53	100%	91%	76%	75%	86%	81%	100%	89%	90%	N/A	74%	70%	45%	83%	79%	88%	95%	90%	96%	90%	75%	73%	97%	77%	78%	
		05-06	45	100%	91%	77%	84%	86%	83%	100%	88%	85%	N/A	75%	71%	67%	82%	80%	92%	94%	89%	85%	90%	76%	88%	92%	79%	80%	
		06-07	41	100%	91%	78%	90%	85%	83%	100%	87%	93%	100%	76%	74%	80%	80%	78%	100%	95%	89%	89%	91%	76%	89%	92%	79%	91%	
5	Reading	04-05	48	98%	N/A	57%	69%	N/A	59%	100%	N/A	51%	N/A	N/A	51%	30%	N/A	54%	80%	N/A	79%	76%	N/A	53%	57%	N/A	60%	100%	
		05-06	46	100%	83%	61%	70%	77%	68%	100%	75%	78%	N/A	59%	54%	46%	67%	64%	63%	89%	82%	83%	81%	58%	63%	84%	65%	79%	
		06-07	44	100%	84%	64%	70%	76%	71%	100%	77%	68%	N/A	62%	59%	22%	68%	63%	75%	90%	82%	86%	81%	62%	69%	86%	67%	73%	
5	Language	04-05	48	98%	N/A	42%	50%	N/A	52%	67%	N/A	43%	N/A	N/A	35%	10%	N/A	40%	60%	N/A	66%	60%	N/A	37%	40%	N/A	47%	77%	
		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	98%	N/A	50%	63%	N/A	67%	33%	N/A	46%	N/A	N/A	41%	40%	N/A	52%	50%	N/A	75%	80%	N/A	51%	57%	N/A	49%	77%	
		05-06	46	100%	72%	40%	54%	69%	56%	100%	60%	53%	N/A	37%	32%	38%	52%	43%	38%	80%	65%	67%	72%	40%	48%	72%	41%	63%	
		06-07	44	100%	75%	46%	66%	74%	63%	100%	65%	49%	N/A	43%	37%	22%	56%	49%	75%	82%	68%	77%	75%	46%	59%	74%	46%	80%	

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.

CLEMANT AVENUE SCHOOL

Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																		
					Special Education Status						English Language Learner Status						Economic Status						
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	50	100%	50%	30%	30%	86%	66%	83%	57%	52%	100%	82%	62%	71%	65%	56%	61%	88%	76%	94%	
		06-07	56	98%	50%	31%	50%	86%	68%	68%	55%	48%	0%	82%	64%	65%	67%	57%	50%	89%	82%	94%	
3	Math	04-05	49	100%	N/A	31%	20%	N/A	57%	62%	N/A	53%	0%	N/A	53%	54%	N/A	48%	39%	N/A	70%	78%	
		05-06	50	100%	48%	26%	30%	75%	46%	73%	54%	48%	100%	73%	42%	63%	55%	39%	58%	80%	58%	76%	
		06-07	56	100%	53%	28%	58%	77%	49%	50%	56%	46%	0%	75%	45%	53%	57%	41%	45%	82%	68%	67%	
4	Reading	04-05	53	100%	53%	31%	13%	86%	69%	71%	59%	53%	0%	84%	63%	57%	68%	59%	49%	88%	80%	75%	
		05-06	45	100%	53%	34%	30%	87%	67%	86%	56%	45%	0%	84%	63%	75%	69%	57%	52%	90%	76%	95%	
		06-07	41	100%	52%	32%	63%	87%	68%	94%	55%	47%	N/A	83%	64%	88%	67%	58%	83%	89%	81%	100%	
4	Language	04-05	53	100%	48%	27%	33%	84%	66%	74%	55%	49%	0%	81%	61%	65%	66%	56%	59%	87%	77%	75%	
		05-06	45	100%	56%	35%	50%	83%	63%	86%	53%	43%	0%	81%	60%	80%	64%	53%	65%	88%	74%	91%	
		06-07	41	100%	56%	35%	63%	80%	63%	85%	54%	47%	N/A	78%	60%	80%	62%	54%	73%	85%	77%	100%	
4	Math	04-05	53	100%	49%	25%	20%	76%	50%	66%	56%	48%	0%	74%	46%	55%	55%	43%	44%	80%	64%	83%	
		05-06	45	100%	48%	28%	40%	76%	47%	77%	51%	38%	0%	74%	44%	70%	54%	39%	48%	81%	60%	91%	
		06-07	41	100%	54%	30%	50%	81%	56%	88%	60%	52%	N/A	79%	52%	80%	61%	47%	77%	85%	72%	91%	
4	Science	04-05	53	100%	56%	24%	40%	82%	52%	66%	47%	45%	0%	80%	47%	61%	59%	42%	51%	87%	73%	83%	
		05-06	45	100%	57%	32%	20%	81%	53%	71%	52%	43%	0%	80%	50%	61%	61%	44%	39%	87%	65%	82%	
		06-07	41	100%	58%	29%	38%	81%	53%	76%	51%	45%	N/A	78%	50%	68%	60%	44%	60%	86%	73%	91%	
4	Social Studies	04-05	53	100%	78%	53%	60%	93%	81%	82%	75%	72%	50%	92%	76%	76%	84%	74%	73%	95%	88%	83%	
		05-06	45	100%	80%	59%	80%	93%	81%	86%	76%	71%	100%	92%	78%	84%	83%	74%	78%	95%	87%	91%	
		06-07	41	100%	81%	58%	75%	93%	82%	94%	75%	69%	N/A	92%	79%	90%	84%	75%	87%	95%	91%	100%	
5	Reading	04-05	48	98%	N/A	24%	38%	N/A	64%	75%	N/A	36%	0%	N/A	59%	72%	N/A	52%	52%	N/A	76%	87%	
		05-06	46	100%	50%	27%	36%	88%	69%	84%	58%	41%	100%	85%	63%	69%	69%	58%	65%	90%	75%	80%	
		06-07	44	100%	53%	33%	8%	89%	71%	94%	58%	43%	0%	86%	67%	72%	69%	60%	57%	91%	83%	100%	
5	Language	04-05	48	98%	N/A	15%	25%	N/A	47%	55%	N/A	25%	0%	N/A	44%	52%	N/A	36%	32%	N/A	63%	70%	
		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	48	98%	N/A	26%	38%	N/A	55%	68%	N/A	44%	0%	N/A	50%	65%	N/A	45%	40%	N/A	70%	87%	
		05-06	46	100%	43%	20%	14%	77%	45%	72%	51%	31%	100%	74%	41%	53%	54%	36%	42%	81%	57%	80%	
		06-07	44	100%	46%	26%	17%	80%	50%	84%	53%	37%	0%	77%	47%	67%	57%	41%	53%	84%	67%	93%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	448
		06-07	459	437	443
3	Math	04-05	N/A	585	590
		05-06	431	398	414
		06-07	434	401	406
4	Reading	04-05	646	623	622
		05-06	477	446	454
		06-07	477	450	473
4	Language	04-05	646	626	628
		05-06	298	279	288
		06-07	296	281	296
4	Math	04-05	633	610	619
		05-06	463	428	456
		06-07	466	435	467
4	Science	04-05	637	609	617
		05-06	300	276	284
		06-07	300	277	292
4	Social Studies	04-05	646	629	630
		05-06	298	280	285
		06-07	298	281	293
5	Reading	04-05	N/A	641	652
		05-06	485	452	464
		06-07	485	453	456
5	Language	04-05	N/A	643	651
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	632
		05-06	484	449	461
		06-07	489	455	468

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.

CLEMENT AVENUE SCHOOL

Ethnicity and Gender

Student Attendance Rate			Percent of Actual Days of Attendance																							
			Total			Ethnicity															Gender					
						Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
ES	Attend Rate	04-05	95%	93%	94%	96%	96%	95%	93%	91%	87%	93%	92%	93%	94%	94%	94%	96%	94%	94%	95%	93%	94%	95%	93%	94%
		05-06	95%	93%	94%	97%	96%	93%	93%	92%	92%	92%	92%	92%	94%	93%	94%	96%	94%	95%	95%	92%	94%	95%	93%	94%
	State Target = 85%	06-07	N/A	93%	93%	N/A	96%	97%	N/A	91%	93%	N/A	91%	91%	N/A	94%	93%	N/A	94%	94%	N/A	92%	93%	N/A	93%	94%

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

Other Student Groups

Student Attendance Rate			Percent of Actual Days of Attendance																	
			Special Education Status						English Language Learner Status						Economic Status					
			SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
ES	Attend Rate	04-05	94%	91%	93%	96%	93%	94%	N/A	95%	92%	N/A	93%	94%	N/A	93%	94%	N/A	93%	94%
		05-06	94%	91%	92%	96%	93%	94%	N/A	94%	96%	N/A	92%	94%	N/A	92%	93%	N/A	95%	96%
		06-07	N/A	90%	90%	N/A	93%	94%	N/A	95%	98%	N/A	92%	93%	N/A	92%	92%	N/A	95%	96%

Ethnicity and Gender

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5																
			Total				Ethnicity								Gender				
			Year	Students Enrolled	MPS	School	Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female
Promotion Rate		04-05	47	97%	98%	99%	100%	97%	N/A	96%	100%	97%	100%	99%	95%	96%	100%	97%	95%
		05-06	45	97%	100%	96%	100%	100%	N/A	96%	100%	97%	100%	99%	100%	96%	100%	97%	100%
		06-07	36	98%	100%	100%	100%	100%	100%	97%	100%	97%	100%	98%	100%	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				
			Year	Students Enrolled	SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL
Promotion Rate		04-05	47	98%	100%	97%	97%	97%	100%	97%	98%	97%	97%	98%	100%
		05-06	45	98%	100%	96%	100%	96%	100%	97%	100%	96%	100%	99%	100%
		06-07	36	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	100%

ES indicates Elementary 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	0	2%	1%	0%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	2%	4%	12%
1	2%	6%	4%
2	9%	16%	7%
3	7%	10%	13%
4	10%	14%	16%
5	12%	17%	16%
Total	6%	11%	11%

* 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	84	1.6	1.7	1.7	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	26.2%	46.4%	17.9%	2.4%	6.0%	1.2%
	Staff	35	1.3	1.9	1.3	1.9	3.5	3.0		Staff	65.7%	22.9%	0.0%	0.0%	5.7%	5.7%
	Parents	39	1.4	1.6	1.3	1.6	3.5	3.3		Parents	43.6%	46.2%	5.1%	2.6%	2.6%	0.0%
Safety	ES/MS Students	84	1.5	1.8	1.6	1.9	3.2	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	45.2%	45.2%	3.6%	1.2%	2.4%	2.4%
	Staff	35	1.2	1.8	1.2	1.9	3.5	3.0		Staff	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%
	Parents	39	1.4	1.6	1.2	1.6	3.4	3.2		Parents	69.2%	25.6%	0.0%	0.0%	2.6%	2.6%
Environment	ES/MS Students	84	1.6	1.9	1.7	2.0	3.3	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	38.1%	46.4%	7.1%	3.6%	2.4%	2.4%
	Staff	35	1.2	1.8	1.2	1.8	3.7	3.1		Staff	85.7%	11.4%	0.0%	0.0%	0.0%	2.9%
	Parents	39	1.3	1.6	1.2	1.6	3.6	3.3		Parents	76.9%	20.5%	0.0%	2.6%	0.0%	0.0%
Governance	ES/MS Students	84	1.8	2.2	1.9	2.3	3.0	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	29.8%	35.7%	19.0%	3.6%	9.5%	2.4%
	Staff	35	1.3	1.9	1.3	1.9	3.6	3.0		Staff	74.3%	25.7%	0.0%	0.0%	0.0%	0.0%
	Parents	39	1.5	1.6	1.5	1.7	3.4	3.2		Parents	51.3%	43.6%	2.6%	0.0%	2.6%	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.

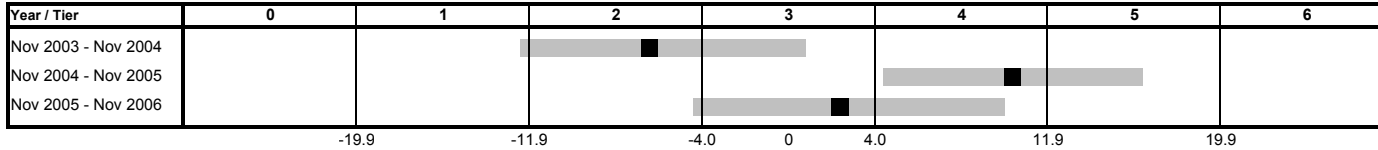
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

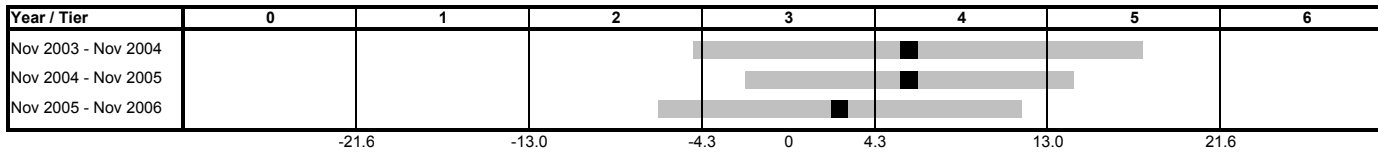
CLEMENT AVENUE SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.2
Nov 2004 - Nov 2005	10.5	4.3
Nov 2005 - Nov 2006	2.3	3.3



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.7
Nov 2004 - Nov 2005	6.2	3.7
Nov 2005 - Nov 2006	2.0	3.3



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	3.9	3.1	3.2	2.2	4.3	3.3	60%	72%	73%	53%	62%	65%							
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%							
Reading	School	3.0	3.6	4.2	3.7	3.7	3.3	51%	75%	76%	55%	72%	73%	2	1	1	2	1	1	
	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