

FRATNEY STREET SCHOOL

2006-2007 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	3255 N FRATNEY ST
Phone	414-267-1100
Fax	414-267-1115
Site Number	0182
School Operation	9:00 - 3:40

Administration (Principal/School Leader)	
School Year (06-07)	RITA TENORIO
School Year (07-08)	RITA TENORIO
06-07 Administrator Years at Site	2

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	392	387	398
Pre-Kindergarten	50	52	53
Kindergarten	61	60	63
Grade 1	60	60	64
Grade 2	62	59	60
Grade 3	52	57	58
Grade 4	59	48	50
Grade 5	48	51	50

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	47%	48%	47%
	Female	53%	52%	53%
Ethnicity	Asian	0%	1%	1%
	Native American	1%	1%	1%
	African American	16%	17%	18%
	Hispanic	66%	65%	62%
	White	11%	11%	12%
Groups	Special Education	11%	10%	8%
	English Language Learners	34%	32%	28%
	Free/Reduced Lunch	70%	78%	74%

Student Movement		04-05	05-06	06-07
	Mobility Rate	4%	6%	10%
	Stability Rate	84%	89%	81%

School Profile

La Escuela Fratney is a citywide Dual Language school in the Riverwest neighborhood that serves approximately 400 students from K4 through Grade 5. It is the focal point of a multi-ethnic neighborhood that is involved in the educational program at Fratney. Parents, staff and the community play an active role in the school. Together we work to provide a quality program that sets high standards for all students. Several important components are described below.

The Dual Language program offers students the benefits of learning in two languages. All students are learning a second language and serve as models for each other. The two languages are valued equally. In our program there is a reason and purpose for learning another language from the beginning of the school experience.

Balanced Literacy instruction emphasizes integrated learning through the use of children's literature in two languages. Fratney boasts of an extensive library collection in both Spanish and English. Though students learn to read initially in their dominant language, they are transitioned into second language reading and writing during third grade. Literacy skills are taught in a print-rich environment with the goal of developing life-long learners.

Multicultural, anti-racist education is at the core of La Escuela Fratney's educational philosophy. The cultural diversity of students and their families is considered a strength. Our school-wide themes help students to connect their own experiences to lessons in various subject areas. The curriculum is designed to meet the needs of young learners preparing for life in a multicultural, multiracial society.

A commitment to collaborative leadership is demonstrated by the structure of management with staff participating on the School Council, the Learning Team, the Building/Steering Committee, curriculum based committees, and the Early Childhood, Primary, and Intermediate Teams.

Parent and family involvement is an integral part of Fratney's educational program. Opportunities for involvement include participation in the School Council, Family Story Nights, Literacy, Math and Science events. Parents are encouraged to volunteer in their child's classroom and attend field trips and school-wide events and presentations.

An exciting expansion is underway at Fratney. The building addition and remodeling will be complete in September of 2006. Enrollment for all grades is handled at the school level.

FRATNEY STREET SCHOOL

Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																								
					Total			Ethnicity															Gender						
								Asian			Native American			African American			Hispanic			White			Male			Female			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	57	100%	80%	61%	67%	73%	66%	100%	75%	70%	N/A	58%	55%	77%	65%	61%	57%	86%	77%	100%	77%	57%	53%	85%	65%	81%	
		06-07	56	96%	81%	62%	59%	74%	67%	100%	72%	71%	N/A	60%	57%	82%	63%	58%	44%	86%	81%	88%	77%	57%	59%	85%	67%	58%	
3	Math	04-05	52	98%	N/A	53%	67%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	80%	N/A	58%	54%	N/A	69%	100%	N/A	53%	79%	N/A	52%	57%	
		05-06	57	98%	73%	43%	42%	71%	60%	100%	62%	48%	N/A	37%	32%	0%	55%	50%	51%	79%	65%	67%	74%	44%	37%	70%	42%	48%	
		06-07	56	100%	74%	46%	57%	71%	59%	0%	62%	56%	N/A	42%	36%	27%	57%	49%	61%	81%	67%	88%	75%	46%	59%	73%	45%	54%	
4	Reading	04-05	58	100%	82%	62%	62%	74%	64%	N/A	76%	80%	N/A	60%	57%	80%	65%	62%	55%	87%	79%	100%	78%	56%	54%	86%	69%	70%	
		05-06	48	100%	82%	61%	71%	72%	66%	N/A	74%	72%	N/A	59%	54%	100%	68%	63%	61%	88%	79%	100%	80%	60%	67%	84%	62%	75%	
		06-07	49	96%	82%	62%	63%	73%	69%	100%	75%	83%	N/A	60%	57%	78%	64%	61%	52%	87%	79%	100%	79%	60%	52%	84%	64%	77%	
4	Language	04-05	58	100%	79%	59%	55%	72%	64%	N/A	71%	73%	N/A	56%	53%	80%	64%	61%	47%	85%	77%	100%	76%	53%	46%	83%	65%	63%	
		05-06	48	100%	79%	58%	69%	70%	62%	N/A	70%	66%	N/A	54%	50%	75%	65%	62%	64%	85%	78%	88%	76%	54%	63%	83%	62%	75%	
		06-07	49	96%	77%	58%	67%	72%	68%	100%	68%	80%	N/A	53%	52%	78%	61%	58%	58%	83%	76%	100%	72%	53%	52%	81%	63%	86%	
4	Math	04-05	58	100%	72%	46%	40%	73%	61%	N/A	59%	55%	N/A	41%	38%	20%	56%	49%	36%	79%	66%	83%	73%	46%	54%	71%	45%	27%	
		05-06	48	100%	73%	44%	71%	68%	55%	N/A	59%	52%	N/A	39%	34%	75%	56%	47%	69%	80%	67%	75%	73%	45%	79%	70%	42%	63%	
		06-07	49	100%	78%	52%	65%	77%	72%	100%	70%	70%	N/A	47%	42%	56%	62%	57%	64%	84%	72%	83%	78%	53%	59%	77%	50%	73%	
4	Science	04-05	58	100%	78%	47%	38%	65%	52%	N/A	69%	63%	N/A	41%	37%	20%	54%	51%	34%	86%	74%	83%	79%	47%	46%	76%	46%	30%	
		05-06	48	100%	77%	49%	83%	67%	56%	N/A	66%	51%	N/A	45%	39%	100%	60%	56%	78%	85%	72%	100%	78%	50%	79%	78%	48%	88%	
		06-07	49	96%	77%	49%	59%	70%	66%	100%	66%	76%	N/A	44%	39%	56%	57%	53%	55%	85%	74%	83%	78%	50%	52%	77%	49%	68%	
4	Social Studies	04-05	58	100%	91%	76%	76%	86%	81%	N/A	89%	90%	N/A	74%	70%	60%	83%	79%	74%	95%	90%	100%	90%	75%	82%	97%	77%	70%	
		05-06	48	100%	91%	77%	90%	86%	83%	N/A	88%	85%	N/A	75%	71%	100%	82%	80%	86%	94%	89%	100%	90%	76%	83%	92%	79%	96%	
		06-07	49	96%	91%	78%	90%	85%	83%	100%	87%	93%	N/A	76%	74%	100%	80%	78%	85%	95%	89%	100%	91%	76%	81%	92%	79%	100%	
5	Reading	04-05	48	100%	N/A	57%	44%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	40%	N/A	54%	31%	N/A	79%	100%	N/A	53%	29%	N/A	60%	56%	
		05-06	51	100%	83%	61%	57%	77%	68%	N/A	75%	78%	N/A	59%	54%	80%	67%	64%	48%	89%	82%	100%	81%	58%	46%	84%	65%	68%	
		06-07	49	96%	84%	64%	65%	76%	71%	N/A	77%	68%	N/A	62%	59%	100%	68%	63%	54%	90%	82%	100%	81%	62%	62%	86%	67%	70%	
5	Language	04-05	48	100%	N/A	42%	31%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	0%	N/A	40%	20%	N/A	66%	100%	N/A	37%	24%	N/A	47%	37%	
		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%	58%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	20%	N/A	52%	57%	N/A	75%	88%	N/A	51%	62%	N/A	49%	56%	
		05-06	51	100%	72%	40%	24%	69%	56%	N/A	60%	53%	N/A	37%	32%	20%	52%	43%	18%	80%	65%	67%	72%	40%	31%	72%	41%	16%	
		06-07	49	100%	75%	46%	49%	74%	63%	N/A	65%	49%	N/A	43%	37%	75%	56%	49%	41%	82%	68%	75%	75%	46%	54%	74%	46%	43%	

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.

FRATNEY STREET SCHOOL

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	57	100%	50%	30%	0%	86%	66%	76%	57%	52%	52%	82%	62%	75%	65%	56%	59%	88%	76%	92%	05-06		458	436	441	
		06-07	56	96%	50%	31%	0%	86%	68%	66%	55%	48%	29%	82%	64%	81%	67%	57%	54%	89%	82%	80%	06-07		459	437	434	
3	Math	04-05	52	98%	N/A	31%	71%	N/A	57%	67%	N/A	53%	52%	N/A	53%	87%	N/A	48%	56%	N/A	70%	94%	3	Math	04-05	N/A	585	613
		05-06	57	98%	48%	26%	14%	75%	46%	46%	54%	48%	43%	73%	42%	42%	55%	39%	36%	80%	58%	62%	05-06		431	398	405	
		06-07	56	100%	53%	28%	0%	77%	49%	64%	56%	46%	50%	75%	45%	63%	57%	41%	54%	82%	68%	70%	06-07		434	401	416	
4	Reading	04-05	58	100%	53%	31%	8%	86%	69%	76%	59%	53%	45%	84%	63%	79%	68%	59%	58%	88%	80%	100%	4	Reading	04-05	646	623	614
		05-06	48	100%	53%	34%	14%	87%	67%	80%	56%	45%	43%	84%	63%	96%	69%	57%	62%	90%	76%	93%	05-06		477	446	462	
		06-07	49	96%	52%	32%	0%	87%	68%	70%	55%	47%	39%	83%	64%	77%	67%	58%	55%	89%	81%	91%	06-07		477	450	453	
4	Language	04-05	58	100%	48%	27%	8%	84%	66%	67%	55%	49%	28%	81%	61%	83%	66%	56%	50%	87%	77%	100%	4	Language	04-05	646	626	610
		05-06	48	100%	56%	35%	29%	83%	63%	76%	53%	43%	48%	81%	60%	88%	64%	53%	59%	88%	74%	93%	05-06		298	279	286	
		06-07	49	96%	56%	35%	20%	80%	63%	73%	54%	47%	44%	78%	60%	81%	62%	54%	63%	85%	77%	82%	06-07		296	281	288	
4	Math	04-05	58	100%	49%	25%	8%	76%	50%	48%	56%	48%	28%	74%	46%	52%	55%	43%	37%	80%	64%	67%	4	Math	04-05	633	610	607
		05-06	48	100%	48%	28%	71%	76%	47%	71%	51%	38%	61%	74%	44%	80%	54%	39%	68%	81%	60%	79%	05-06		463	428	460	
		06-07	49	100%	54%	30%	60%	81%	56%	66%	60%	52%	44%	79%	52%	77%	61%	47%	61%	85%	72%	82%	06-07		466	435	450	
4	Science	04-05	58	100%	56%	24%	0%	82%	52%	48%	47%	45%	21%	80%	47%	55%	59%	42%	33%	87%	73%	83%	4	Science	04-05	637	609	600
		05-06	48	100%	57%	32%	57%	81%	53%	88%	52%	43%	74%	80%	50%	92%	61%	44%	79%	87%	65%	93%	05-06		300	276	295	
		06-07	49	96%	58%	29%	40%	81%	53%	61%	51%	45%	33%	78%	50%	74%	60%	44%	53%	86%	73%	82%	06-07		300	277	288	
4	Social Studies	04-05	58	100%	78%	53%	33%	93%	81%	87%	75%	72%	66%	92%	76%	86%	84%	74%	75%	95%	88%	83%	4	Social Studies	04-05	646	629	621
		05-06	48	100%	80%	59%	71%	93%	81%	93%	76%	71%	78%	92%	78%	100%	83%	74%	88%	95%	87%	93%	05-06		298	280	298	
		06-07	49	96%	81%	58%	60%	93%	82%	93%	75%	69%	78%	92%	79%	97%	84%	75%	89%	95%	91%	91%	06-07		298	281	291	
5	Reading	04-05	48	100%	N/A	24%	36%	N/A	64%	46%	N/A	36%	30%	N/A	59%	62%	N/A	52%	34%	N/A	76%	69%	5	Reading	04-05	N/A	641	633
		05-06	51	100%	50%	27%	10%	88%	69%	68%	58%	41%	25%	85%	63%	85%	69%	58%	49%	90%	75%	83%	05-06		485	452	447	
		06-07	49	96%	53%	33%	17%	89%	71%	72%	58%	43%	40%	86%	67%	92%	69%	60%	56%	91%	83%	100%	06-07		485	453	461	
5	Language	04-05	48	100%	N/A	15%	27%	N/A	47%	32%	N/A	25%	22%	N/A	44%	43%	N/A	36%	20%	N/A	63%	62%	5	Language	04-05	N/A	643	633
		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%	55%	N/A	55%	59%	N/A	44%	59%	N/A	50%	57%	N/A	45%	54%	N/A	70%	69%	5	Math	04-05	N/A	623	634
		05-06	51	100%	43%	20%	20%	77%	45%	24%	51%	31%	13%	74%	41%	33%	54%	36%	18%	81%	57%	42%	05-06		484	449	442	
		06-07	49	100%	46%	26%	17%	80%	50%	53%	53%	37%	24%	77%	47%	75%	57%	41%	41%	84%	67%	80%	06-07		489	455	462	

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.

FRATNEY STREET SCHOOL

Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity												Gender								
							Asian			Native American			African American			Hispanic			White			Male		Female			
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School				
ES	Attend Rate	04-05		95%	93%	94%	96%	96%	96%	93%	91%	90%	93%	92%	94%	94%	94%	93%	96%	94%	94%	95%	93%	94%	95%	93%	93%
		05-06		95%	93%	93%	97%	96%	97%	93%	92%	96%	92%	92%	95%	94%	93%	92%	96%	94%	94%	95%	92%	92%	95%	93%	93%
	State Target = 85%	06-07		N/A	93%	94%	N/A	96%	96%	N/A	91%	95%	N/A	91%	95%	N/A	94%	94%	N/A	94%	94%	N/A	92%	94%	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%	93%	N/A	93%	94%	N/A	93%	93%	N/A	93%	94%
		05-06		94%	91%	91%	96%	93%	93%	N/A	94%	92%	N/A	92%	93%	N/A	92%	92%	N/A	92%	94%
		06-07		N/A	90%	92%	N/A	93%	94%	N/A	95%	93%	N/A	92%	95%	N/A	92%	94%	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	54	97%	98%	99%	N/A	97%	N/A	96%	100%	97%	98%	99%	100%	96%	96%	97%	100%
		05-06	45	97%	100%	96%	N/A	100%	N/A	96%	100%	97%	100%	99%	100%	96%	100%	97%	100%
		06-07	41	98%	100%	100%	100%	100%	N/A	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				
			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	54	98%	100%	97%	98%	97%	96%	97%	100%	97%	98%	98%	100%
		05-06	45	98%	100%	96%	100%	96%	100%	97%	100%	96%	100%	99%	100%
		06-07	41	99%	100%	97%	100%	97%	100%	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

FRATNEY STREET SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	10	4%	0%	2%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	20%	20%	22%
1	18%	17%	17%
2	13%	17%	7%
3	23%	18%	3%
4	14%	17%	12%
5	19%	27%	20%
Total	18%	19%	14%

* 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	90	*	1.7	1.6	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	31.1%	54.4%	6.7%	0.0%	7.8%	0.0%
	Staff	31	1.8	1.9	2.1	1.9	3.3	3.0		Staff	38.7%	51.6%	0.0%	0.0%	6.5%	3.2%
	Parents	35	1.6	1.6	1.7	1.6	3.2	3.3		Parents	20.0%	62.9%	14.3%	0.0%	2.9%	0.0%
Safety	ES/MS Students	90	*	1.8	1.6	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	44.4%	45.6%	3.3%	1.1%	5.6%	0.0%
	Staff	31	1.6	1.8	1.4	1.9	3.3	3.0		Staff	61.3%	35.5%	0.0%	0.0%	0.0%	3.2%
	Parents	35	1.5	1.6	1.6	1.6	3.3	3.2		Parents	51.4%	42.9%	0.0%	0.0%	5.7%	0.0%
Environment	ES/MS Students	90	*	1.9	1.7	2.0	3.3	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	34.4%	47.8%	6.7%	1.1%	10.0%	0.0%
	Staff	31	1.5	1.8	1.5	1.8	3.7	3.1		Staff	90.3%	9.7%	0.0%	0.0%	0.0%	0.0%
	Parents	35	1.3	1.6	1.5	1.6	3.5	3.3		Parents	68.6%	28.6%	0.0%	0.0%	0.0%	2.9%
Governance	ES/MS Students	90	*	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	25.6%	48.9%	7.8%	0.0%	16.7%	1.1%
	Staff	31	2.0	1.9	1.7	1.9	3.6	3.0		Staff	80.6%	19.4%	0.0%	0.0%	0.0%	0.0%
	Parents	35	1.6	1.6	1.6	1.7	3.2	3.2		Parents	31.4%	48.6%	11.4%	0.0%	8.6%	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.

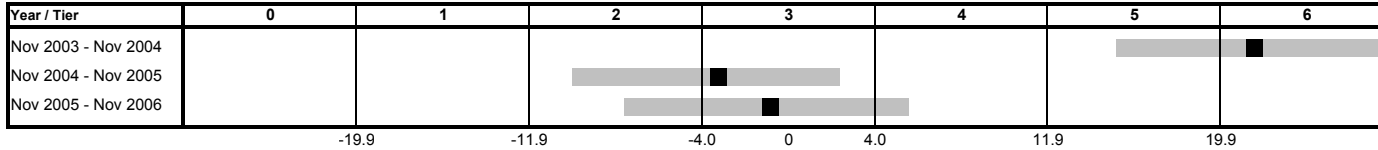
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

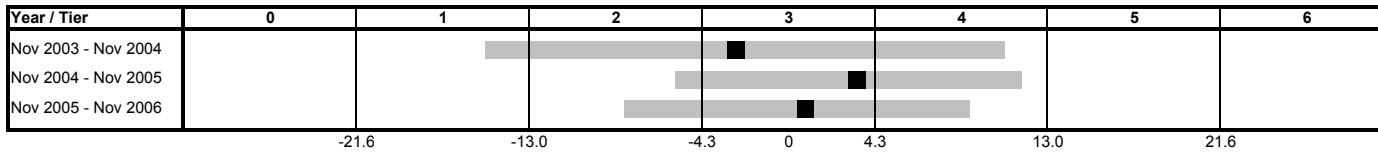
FRATNEY STREET SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	5.7
Nov 2004 - Nov 2005	-3.4	2.6
Nov 2005 - Nov 2006	-0.4	2.9



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.7
Nov 2004 - Nov 2005	3.3	3.4
Nov 2005 - Nov 2006	0.5	3.1



Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

Value-Added and Attainment Data Status Over Six Years

Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.6	2.5	3.2	5.7	2.6	2.9	31%	50%	46%	40%	45%	57%	2	3	2	2	3	3
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	4.0	2.2	4.7	2.7	3.4	3.1	35%	50%	69%	62%	65%	62%	2	4	1	3	1	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