

LLOYD STREET SCHOOL

2006-2007 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	1228 W LLOYD ST
Phone	414-267-1600
Fax	414-267-1615
Site Number	0253
School Operation	7:45 - 2:25

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

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	564	547	520
Pre-Kindergarten	58	58	51
Kindergarten	70	76	64
Grade 1	81	79	84
Grade 2	86	81	84
Grade 3	87	77	72
Grade 4	88	94	79
Grade 5	94	82	86

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	50%	49%	46%
	Female	50%	51%	54%
Ethnicity	Asian	4%	3%	3%
	Native American	1%	1%	1%
	African American	93%	94%	93%
	Hispanic	1%	0%	0%
	White	1%	1%	1%
Groups	Special Education	12%	14%	12%
	English Language Learners	3%	2%	3%
	Free/Reduced Lunch	81%	87%	90%

Student Movement		04-05	05-06	06-07
	Mobility Rate	7%	10%	16%
	Stability Rate	75%	79%	70%

School Profile

Mission: Our goal at Lloyd is to help our students develop skills and attitudes that will enable them to become literate, self-confident, and responsible individuals who have an appreciation for all living beings in our diverse world.

Staff: We are fortunate to have a stable, caring staff that is committed to providing high quality education to all students. Our staff members continue their own learning by seeking advanced degrees and engaging in staff development opportunities to attain new knowledge around best instructional practices. Many of our teachers provide staff development to others in the district. Our staff values teamwork and collaboration.

Parents: Lloyd parents are involved and knowledgeable about the education they expect for their children. They support our program by participating in activities, serving on committees and planning with the teachers in order to improve our school. Parents contribute to our positive school climate by upholding our discipline policies. Our Parent-Teacher Association is especially strong in advocating for our children and teachers.

Reading and Math: We have a strong balanced literacy program, which emphasizes the five essential components of literacy:

- Phonics
- Phonemic Awareness
- Fluency
- Comprehension
- Vocabulary

Our school is fortunate to have been awarded the federal Reading First grant to help monitor strengthen our students' respective abilities to acquire the above-listed components. Teachers meet with administrators monthly to review progress. Students are becoming more confident and capable readers as they move through the program.

We are working to improve our math program by analyzing test scores and connecting the curriculum to the state math standards. Our teachers use ongoing assessments to monitor our students' progress. Teachers meet with administrators monthly to review progress. We emphasize problem solving and thinking skills through the use of practical situations and activities. Intervention groups focusing on basic skills attainment supplements our math program.

Arts and Enrichment: We believe that students learn through the arts and that children need art and music in their lives in order to develop to their fullest potential. Choir, instrument lessons, and band are included in our extra curricular activities. Students are exposed to a variety of experiences through the SHARP Program with the Milwaukee Art Museum .

Students also receive instruction in Japanese language and culture. Other activities include steppers, mediation, cadets, jump-rope team, and editors.

After school care is provided through our Community Learning Center, in cooperation with the Boys and Girls Club of Greater Milwaukee. Homework help, a hot meal, enrichment activities and tutoring are available.

Conclusion: Lloyd combines a strong academic curriculum with opportunities for students to develop skills and talents that will keep them interested in school in the years to come. Lloyd students usually continue their studies at many of the top middle schools in our area.

LLOYD 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	78	100%	80%	61%	58%	73%	66%	100%	75%	70%	100%	58%	55%	55%	65%	61%	N/A	86%	77%	100%	77%	57%	47%	85%	65%	67%	
		06-07	81	100%	81%	62%	49%	74%	67%	100%	72%	71%	N/A	60%	57%	49%	63%	58%	N/A	86%	81%	33%	77%	57%	36%	85%	67%	62%	
3	Math	04-05	84	99%	N/A	53%	31%	N/A	66%	0%	N/A	65%	N/A	N/A	44%	32%	N/A	58%	N/A	N/A	69%	20%	N/A	53%	24%	N/A	52%	37%	
		05-06	78	100%	73%	43%	21%	71%	60%	0%	62%	48%	100%	37%	32%	19%	55%	50%	N/A	79%	65%	50%	74%	44%	22%	70%	42%	19%	
		06-07	81	100%	74%	46%	11%	71%	59%	100%	62%	56%	N/A	42%	36%	9%	57%	49%	N/A	81%	67%	0%	75%	46%	10%	73%	45%	12%	
4	Reading	04-05	87	99%	82%	62%	63%	74%	64%	0%	76%	80%	0%	60%	57%	67%	65%	62%	0%	87%	79%	0%	78%	56%	59%	86%	69%	70%	
		05-06	91	100%	82%	61%	52%	72%	66%	100%	74%	72%	N/A	59%	54%	49%	68%	63%	N/A	88%	79%	100%	80%	60%	47%	84%	62%	56%	
		06-07	82	100%	82%	62%	50%	73%	69%	100%	75%	83%	100%	60%	57%	47%	64%	61%	N/A	87%	79%	100%	79%	60%	39%	84%	64%	59%	
4	Language	04-05	87	99%	79%	59%	53%	72%	64%	50%	71%	73%	0%	56%	53%	54%	64%	61%	100%	85%	77%	0%	76%	53%	50%	83%	65%	58%	
		05-06	91	100%	79%	58%	43%	70%	62%	100%	70%	66%	N/A	54%	50%	41%	65%	62%	N/A	85%	78%	67%	76%	54%	35%	83%	62%	50%	
		06-07	82	100%	77%	58%	49%	72%	68%	0%	68%	80%	100%	53%	52%	47%	61%	58%	N/A	83%	76%	100%	72%	53%	39%	81%	63%	57%	
4	Math	04-05	87	100%	72%	46%	53%	73%	61%	50%	59%	55%	0%	41%	38%	54%	56%	49%	100%	79%	66%	0%	73%	46%	56%	71%	45%	48%	
		05-06	91	100%	73%	44%	25%	68%	55%	50%	59%	52%	N/A	39%	34%	23%	56%	47%	N/A	80%	67%	67%	73%	45%	26%	70%	42%	25%	
		06-07	82	100%	78%	52%	30%	77%	72%	100%	70%	70%	100%	47%	42%	27%	62%	57%	N/A	84%	72%	100%	78%	53%	34%	77%	50%	27%	
4	Science	04-05	87	100%	78%	47%	43%	65%	52%	0%	69%	63%	0%	41%	37%	44%	54%	51%	100%	86%	74%	0%	79%	47%	43%	76%	46%	42%	
		05-06	91	100%	77%	49%	37%	67%	56%	50%	66%	51%	N/A	45%	39%	36%	60%	56%	N/A	85%	72%	67%	78%	50%	35%	78%	48%	40%	
		06-07	82	100%	77%	49%	33%	70%	66%	100%	66%	76%	100%	44%	39%	31%	57%	53%	N/A	85%	74%	50%	78%	50%	42%	77%	49%	25%	
4	Social Studies	04-05	87	100%	91%	76%	84%	86%	81%	100%	89%	90%	0%	74%	70%	85%	83%	79%	100%	95%	90%	0%	90%	75%	85%	97%	77%	82%	
		05-06	91	100%	91%	77%	66%	86%	83%	100%	88%	85%	N/A	75%	71%	64%	82%	80%	N/A	94%	89%	100%	90%	76%	63%	92%	79%	69%	
		06-07	82	100%	91%	78%	87%	85%	83%	100%	87%	93%	100%	76%	74%	86%	80%	78%	N/A	95%	89%	100%	91%	76%	92%	92%	79%	82%	
5	Reading	04-05	93	100%	N/A	57%	65%	N/A	59%	50%	N/A	51%	N/A	N/A	51%	64%	N/A	54%	N/A	N/A	79%	100%	N/A	53%	71%	N/A	60%	58%	
		05-06	81	100%	83%	61%	51%	77%	68%	50%	75%	78%	0%	59%	54%	52%	67%	64%	N/A	89%	82%	0%	81%	58%	42%	84%	65%	61%	
		06-07	84	100%	84%	64%	68%	76%	71%	100%	77%	68%	N/A	62%	59%	66%	68%	63%	N/A	90%	82%	75%	81%	62%	63%	86%	67%	72%	
5	Language	04-05	93	100%	N/A	42%	41%	N/A	52%	25%	N/A	43%	N/A	N/A	35%	40%	N/A	40%	N/A	N/A	66%	100%	N/A	37%	40%	N/A	47%	42%	
		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	93	100%	N/A	50%	59%	N/A	67%	100%	N/A	46%	N/A	N/A	41%	56%	N/A	52%	N/A	N/A	75%	100%	N/A	51%	71%	N/A	49%	48%	
		05-06	81	100%	72%	40%	35%	69%	56%	50%	60%	53%	0%	37%	32%	35%	52%	43%	N/A	80%	65%	0%	72%	40%	33%	72%	41%	36%	
		06-07	84	99%	75%	46%	33%	74%	63%	75%	65%	49%	N/A	43%	37%	30%	56%	49%	N/A	82%	68%	50%	75%	46%	26%	74%	46%	39%	

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.

LLOYD STREET 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	78	100%	50%	30%	50%	86%	66%	59%	57%	52%	100%	82%	62%	57%	65%	56%	57%	88%	76%	63%	
		06-07	81	100%	50%	31%	15%	86%	68%	56%	55%	48%	100%	82%	64%	47%	67%	57%	47%	89%	82%	80%	
3	Math	04-05	84	99%	N/A	31%	21%	N/A	57%	33%	N/A	53%	0%	N/A	53%	32%	N/A	48%	29%	N/A	70%	45%	
		05-06	78	100%	48%	26%	8%	75%	46%	23%	54%	48%	0%	73%	42%	21%	55%	39%	17%	80%	58%	50%	
		06-07	81	100%	53%	28%	0%	77%	49%	13%	56%	46%	100%	75%	45%	8%	57%	41%	9%	82%	68%	40%	
4	Reading	04-05	87	99%	53%	31%	7%	86%	69%	75%	59%	53%	0%	84%	63%	65%	68%	59%	62%	88%	80%	83%	
		05-06	91	100%	53%	34%	23%	87%	67%	56%	56%	45%	67%	84%	63%	51%	69%	57%	53%	90%	76%	45%	
		06-07	82	100%	52%	32%	23%	87%	68%	55%	55%	47%	100%	83%	64%	49%	67%	58%	49%	89%	81%	56%	
4	Language	04-05	87	99%	48%	27%	7%	84%	66%	63%	55%	49%	33%	81%	61%	54%	66%	56%	52%	87%	77%	67%	
		05-06	91	100%	56%	35%	8%	83%	63%	49%	53%	43%	67%	81%	60%	42%	64%	53%	44%	88%	74%	36%	
		06-07	82	100%	56%	35%	31%	80%	63%	52%	54%	47%	0%	78%	60%	49%	62%	54%	47%	85%	77%	67%	
4	Math	04-05	87	100%	49%	25%	13%	76%	50%	61%	56%	48%	67%	74%	46%	52%	55%	43%	52%	80%	64%	67%	
		05-06	91	100%	48%	28%	15%	76%	47%	27%	51%	38%	33%	74%	44%	25%	54%	39%	25%	81%	60%	27%	
		06-07	82	100%	54%	30%	38%	81%	56%	29%	60%	52%	100%	79%	52%	30%	61%	47%	30%	85%	72%	33%	
4	Science	04-05	87	100%	56%	24%	20%	82%	52%	47%	47%	45%	0%	80%	47%	44%	59%	42%	41%	87%	73%	67%	
		05-06	91	100%	57%	32%	23%	81%	53%	40%	52%	43%	33%	80%	50%	38%	61%	44%	38%	87%	65%	36%	
		06-07	82	100%	58%	29%	54%	81%	53%	29%	51%	45%	100%	78%	50%	32%	60%	44%	32%	86%	73%	44%	
4	Social Studies	04-05	87	100%	78%	53%	67%	93%	81%	88%	75%	72%	67%	92%	76%	85%	84%	74%	83%	95%	88%	100%	
		05-06	91	100%	80%	59%	62%	93%	81%	67%	76%	71%	100%	92%	78%	65%	83%	74%	66%	95%	87%	64%	
		06-07	82	100%	81%	58%	85%	93%	82%	87%	75%	69%	100%	92%	79%	86%	84%	75%	88%	95%	91%	78%	
5	Reading	04-05	93	100%	N/A	24%	23%	N/A	64%	71%	N/A	36%	100%	N/A	59%	64%	N/A	52%	58%	N/A	76%	94%	
		05-06	81	100%	50%	27%	7%	88%	69%	61%	58%	41%	0%	85%	63%	51%	69%	58%	48%	90%	75%	58%	
		06-07	84	100%	53%	33%	44%	89%	71%	74%	58%	43%	67%	86%	67%	68%	69%	60%	67%	91%	83%	78%	
5	Language	04-05	93	100%	N/A	15%	0%	N/A	47%	48%	N/A	25%	0%	N/A	44%	41%	N/A	36%	33%	N/A	63%	76%	
		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
5	Math	04-05	93	100%	N/A	26%	31%	N/A	55%	64%	N/A	44%	100%	N/A	50%	59%	N/A	45%	53%	N/A	70%	88%	
		05-06	81	100%	43%	20%	7%	77%	45%	41%	51%	31%	0%	74%	41%	35%	54%	36%	32%	81%	57%	42%	
		06-07	84	99%	46%	26%	6%	80%	50%	40%	53%	37%	33%	77%	47%	33%	57%	41%	33%	84%	67%	33%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	423
		06-07	459	437	423
3	Math	04-05	N/A	585	567
		05-06	431	398	375
		06-07	434	401	365
4	Reading	04-05	646	623	621
		05-06	477	446	432
		06-07	477	450	439
4	Language	04-05	646	626	623
		05-06	298	279	266
		06-07	296	281	278
4	Math	04-05	633	610	612
		05-06	463	428	409
		06-07	466	435	414
4	Science	04-05	637	609	610
		05-06	300	276	265
		06-07	300	277	267
4	Social Studies	04-05	646	629	629
		05-06	298	280	265
		06-07	298	281	280
5	Reading	04-05	N/A	641	643
		05-06	485	452	438
		06-07	485	453	452
5	Language	04-05	N/A	643	642
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	628
		05-06	484	449	440
		06-07	489	455	445

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 3-8and 10 **CANNOT** be compared to Mean ScaleScores 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.

LLOYD 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	State	MPS	School
ES	Attend Rate	04-05	95%	93%	91%	96%	96%	97%	93%	91%	93%	93%	92%	91%	94%	94%	90%	96%	94%	95%	95%	93%	91%	95%	93%	92%
		05-06	95%	93%	91%	97%	96%	96%	93%	92%	90%	92%	92%	91%	94%	93%	98%	96%	94%	96%	95%	92%	90%	95%	93%	92%
	State Target = 85%	06-07	N/A	93%	91%	N/A	96%	98%	N/A	91%	95%	N/A	91%	90%	N/A	94%	96%	N/A	94%	92%	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%	88%	96%	93%	92%	N/A	95%	97%	N/A	93%	91%	N/A	93%	91%	N/A	93%	91%
		05-06	94%	91%	90%	96%	93%	91%	N/A	94%	95%	N/A	92%	91%	N/A	92%	91%	N/A	92%	91%
		06-07	N/A	90%	89%	N/A	93%	91%	N/A	95%	98%	N/A	92%	91%	N/A	92%	90%	N/A	95%	94%

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	79	97%	87%	99%	100%	97%	100%	96%	87%	97%	N/A	99%	N/A	96%	86%	97%	90%
	05-06	90	97%	89%	96%	100%	100%	N/A	96%	88%	97%	N/A	99%	100%	96%	84%	97%	94%
	06-07	71	98%	100%	100%	N/A	100%	100%	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	79	98%	94%	97%	86%	97%	67%	97%	88%	97%	85%	98%	100%
	05-06	90	98%	88%	96%	89%	96%	100%	97%	89%	96%	89%	99%	88%
	06-07	71	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

LLOYD STREET SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	199	31%	27%	33%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	67%	74%	72%
1	46%	59%	56%
2	55%	62%	62%
3	53%	44%	58%
4	45%	48%	42%
5	35%	45%	34%
Total	49%	55%	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	130	1.5	1.7	1.6	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	36.2%	41.5%	5.4%	6.9%	10.0%	0.0%
	Staff	44	1.9	1.9	2.0	1.9	3.1	3.0		Staff	22.7%	70.5%	0.0%	0.0%	4.5%	2.3%
	Parents	30	1.4	1.6	1.4	1.6	3.4	3.3		Parents	50.0%	43.3%	0.0%	0.0%	3.3%	3.3%
Safety	ES/MS Students	130	1.5	1.8	1.6	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	50.0%	33.1%	3.1%	3.8%	9.2%	0.8%
	Staff	44	1.8	1.8	1.7	1.9	3.0	3.0		Staff	18.2%	79.5%	2.3%	0.0%	0.0%	0.0%
	Parents	30	1.4	1.6	1.5	1.6	3.1	3.2		Parents	36.7%	40.0%	0.0%	6.7%	6.7%	10.0%
Environment	ES/MS Students	130	1.7	1.9	1.7	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	26.2%	33.8%	12.3%	11.5%	16.2%	0.0%
	Staff	44	1.8	1.8	1.7	1.8	3.0	3.1		Staff	18.2%	56.8%	15.9%	9.1%	0.0%	0.0%
	Parents	30	1.4	1.6	1.4	1.6	3.3	3.3		Parents	46.7%	36.7%	6.7%	3.3%	0.0%	6.7%
Governance	ES/MS Students	130	2.1	2.2	2.0	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	25.4%	39.2%	10.0%	13.8%	9.2%	2.3%
	Staff	44	1.9	1.9	1.8	1.9	2.9	3.0		Staff	22.7%	68.2%	2.3%	2.3%	4.5%	0.0%
	Parents	30	1.5	1.6	1.5	1.7	3.2	3.2		Parents	43.3%	43.3%	6.7%	3.3%	0.0%	3.3%

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.

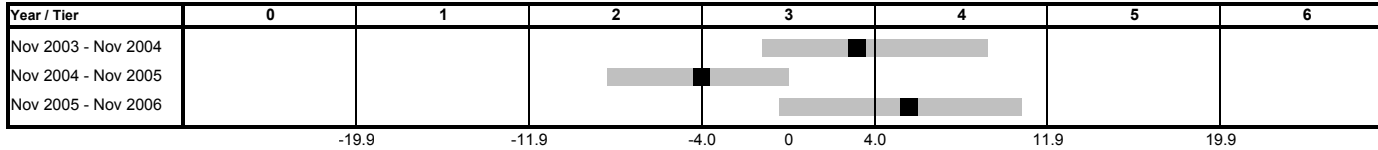
4 = Strongly Agree
 3 = Agree
 2 = Disagree
 1 = Strongly Disagree

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

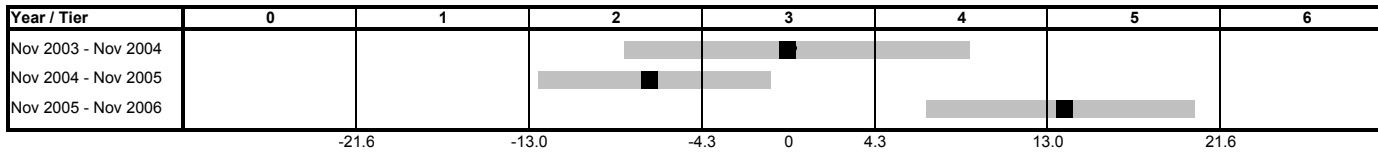
LLOYD STREET SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.4
Nov 2004 - Nov 2005	-3.8	2.5
Nov 2005 - Nov 2006	4.6	3.7



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.0
Nov 2004 - Nov 2005	-6.6	2.2
Nov 2005 - Nov 2006	10.6	4.6



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	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	2.8	4.3	3.8	3.4	2.5	3.7	27%	43%	70%	53%	27%	25%	4	2	1	1	4	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.2	4.3	3.8	3.0	2.2	4.6	44%	70%	71%	63%	53%	56%	4	1	1	1	4	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