

RILEY SCHOOL

2006-2007 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	2424 S 4 ST
Phone	414-902-7100
Fax	414-902-7115
Site Number	0313
School Operation	7:45 - 2:25

Administration (Principal/School Leader)	
School Year (06-07)	ANDREW PATTERSON
School Year (07-08)	ANDREW PATTERSON
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	670	646	670
Pre-Kindergarten	95	115	108
Kindergarten	99	80	100
Grade 1	100	94	105
Grade 2	103	88	87
Grade 3	98	92	92
Grade 4	87	93	96
Grade 5	88	84	82

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	51%	53%	53%
	Female	49%	47%	47%
Ethnicity	Asian	2%	1%	N/A
	Native American	0%	1%	2%
	African American	11%	11%	11%
	Hispanic	75%	77%	79%
	White	8%	6%	4%
Groups	Special Education	17%	20%	18%
	English Language Learners	31%	39%	37%
	Free/Reduced Lunch	84%	87%	93%

Student Movement		04-05	05-06	06-07
	Mobility Rate	11%	15%	10%
	Stability Rate	74%	79%	73%

School Profile

J.W. Riley School is a Pre-School through 5th grade (P5) Program school serving students at two campuses on the southeast side of Milwaukee. Regular, bilingual, and special education programs are offered at all grade levels. Riley offers before, during and after school childcare, as well as a variety of academic, recreational, and sporting opportunities in our Community Learning Center. Area volunteers tutor students in math and reading after school and English as a Second Language classes are offered for parents. Riley also provides scholarships for students to participate in Camp for Kids and College for Kids.

Reading Achievement: Guided Reading is implemented in kindergarten through fifth grade with a strong focus on developing effective reading comprehension skills. *The Wright Group Literacy Program* is the core reading program in K5 through 3rd grade. A 120-minute instructional block includes time for reading aloud, working with words, shared reading, guided reading, and independent reading. A modified four-block literacy model is used in 4th and 5th grade.

Math Achievement: "Expressions" is used as the core curriculum in mathematics. Riley has identified math problem solving and answering constructive response questions as areas for improvement. We will continue to support our math program with resources and staff development aimed at improving student achievement.

Writing Achievement: A writing block provides time for the implementation of the MPS Language Arts Learning Targets using the Writer's Workshop framework.

Parent Involvement: The School Council plays an important role in setting the direction of the school and developing the school educational plan and budget. A School/Parent Learning Compact is used to involve parents in the achievement of their children. Efforts to increase parent involvement include: parent information night, parent/teacher conferences, family learning nights, school programs and volunteer opportunities.

Staff Development: As part of the *Reading First* grant, staff members receive on-going training focusing on the five components of effective reading instruction, as well as on the *Wright Group Literacy Program*. In addition, staff members have the opportunity to attend the following professional development offerings: WEASSP Conference, P5 Portfolio workshops, New Wisconsin Promise Conference, Bilingual Conferences, Special Education workshops, and the Wisconsin Mathematics State Conference.

Library/Media Center: Students have access to a variety of research materials, computers and literature in Spanish and English. The Library Media Specialist collaborates with classroom teachers and provides literacy based instruction that exposes students to 21st Century information and technology skills.

Technology: There are six computer stations in all classrooms in grades K-5. The CAI Lab includes 40 computer stations to reinforce student learning in reading and mathematics on a regular basis. The *Accelerated Reader Program* is utilized in grades 2-5 to encourage independent reading.

Additional Information: Riley School has received the following grants to support student learning: Reading First, Milwaukee SCORES, Advanced Student Achievement in Mathematics, 21st Century Community Learning Centers, as well as district grants including the Milwaukee Mathematics Partnership and ATODA grants.

RILEY 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	91	98%	80%	61%	55%	73%	66%	N/A	75%	70%	N/A	58%	55%	31%	65%	61%	59%	86%	77%	80%	77%	57%	52%	85%	65%	58%	
		06-07	92	78%	81%	62%	45%	74%	67%	N/A	72%	71%	100%	60%	57%	30%	63%	58%	47%	86%	81%	25%	77%	57%	38%	85%	67%	53%	
3	Math	04-05	95	98%	N/A	53%	49%	N/A	66%	0%	N/A	65%	50%	N/A	44%	17%	N/A	58%	50%	N/A	69%	67%	N/A	53%	63%	N/A	52%	35%	
		05-06	91	97%	73%	43%	48%	71%	60%	N/A	62%	48%	N/A	37%	32%	38%	55%	50%	51%	79%	65%	40%	74%	44%	46%	70%	42%	51%	
		06-07	92	100%	74%	46%	33%	71%	59%	N/A	62%	56%	0%	42%	36%	20%	57%	49%	36%	81%	67%	0%	75%	46%	37%	73%	45%	28%	
4	Reading	04-05	86	100%	82%	62%	51%	74%	64%	50%	76%	80%	N/A	60%	57%	31%	65%	62%	47%	87%	79%	92%	78%	56%	41%	86%	69%	65%	
		05-06	91	100%	82%	61%	59%	72%	66%	100%	74%	72%	100%	59%	54%	50%	68%	63%	58%	88%	79%	67%	80%	60%	64%	84%	62%	55%	
		06-07	94	96%	82%	62%	40%	73%	69%	N/A	75%	83%	N/A	60%	57%	25%	64%	61%	44%	87%	79%	67%	79%	60%	39%	84%	64%	42%	
4	Language	04-05	86	100%	79%	59%	52%	72%	64%	50%	71%	73%	N/A	56%	53%	31%	64%	61%	48%	85%	77%	92%	76%	53%	47%	83%	65%	59%	
		05-06	91	100%	79%	58%	47%	70%	62%	0%	70%	66%	50%	54%	50%	33%	65%	62%	49%	85%	78%	44%	76%	54%	39%	83%	62%	55%	
		06-07	94	95%	77%	58%	43%	72%	68%	N/A	68%	80%	N/A	53%	52%	30%	61%	58%	46%	83%	76%	33%	72%	53%	35%	81%	63%	50%	
4	Math	04-05	86	100%	72%	46%	31%	73%	61%	50%	59%	55%	N/A	41%	38%	15%	56%	49%	33%	79%	66%	38%	73%	46%	24%	71%	45%	41%	
		05-06	91	100%	73%	44%	37%	68%	55%	0%	59%	52%	0%	39%	34%	33%	56%	47%	36%	80%	67%	67%	73%	45%	43%	70%	42%	32%	
		06-07	94	100%	78%	52%	34%	77%	72%	N/A	70%	70%	N/A	47%	42%	20%	62%	57%	38%	84%	72%	33%	78%	53%	39%	77%	50%	29%	
4	Science	04-05	86	100%	78%	47%	38%	65%	52%	0%	69%	63%	N/A	41%	37%	23%	54%	51%	38%	86%	74%	62%	79%	47%	37%	76%	46%	41%	
		05-06	91	100%	77%	49%	44%	67%	56%	0%	66%	51%	50%	45%	39%	17%	60%	56%	47%	85%	72%	44%	78%	50%	43%	78%	48%	45%	
		06-07	94	95%	77%	49%	31%	70%	66%	N/A	66%	76%	N/A	44%	39%	20%	57%	53%	32%	85%	74%	67%	78%	50%	28%	77%	49%	33%	
4	Social Studies	04-05	86	100%	91%	76%	71%	86%	81%	50%	89%	90%	N/A	74%	70%	46%	83%	79%	71%	95%	90%	100%	90%	75%	71%	97%	77%	70%	
		05-06	91	100%	91%	77%	70%	86%	83%	0%	88%	85%	100%	75%	71%	0%	82%	80%	74%	94%	89%	89%	90%	76%	73%	92%	79%	68%	
		06-07	94	95%	91%	78%	67%	85%	83%	N/A	87%	93%	N/A	76%	74%	45%	80%	78%	72%	95%	89%	100%	91%	76%	72%	92%	79%	63%	
5	Reading	04-05	88	98%	N/A	57%	49%	N/A	59%	0%	N/A	51%	N/A	N/A	51%	33%	N/A	54%	48%	N/A	79%	77%	N/A	53%	46%	N/A	60%	51%	
		05-06	83	100%	83%	61%	60%	77%	68%	50%	75%	78%	N/A	59%	54%	67%	67%	64%	54%	89%	82%	83%	81%	58%	48%	84%	65%	74%	
		06-07	82	98%	84%	64%	52%	76%	71%	N/A	77%	68%	33%	62%	59%	29%	68%	63%	52%	90%	82%	78%	81%	62%	56%	86%	67%	49%	
5	Language	04-05	88	98%	N/A	42%	39%	N/A	52%	0%	N/A	43%	N/A	N/A	35%	8%	N/A	40%	39%	N/A	66%	69%	N/A	37%	32%	N/A	47%	43%	
		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	88	98%	N/A	50%	48%	N/A	67%	50%	N/A	46%	N/A	N/A	41%	33%	N/A	52%	46%	N/A	75%	69%	N/A	51%	54%	N/A	49%	43%	
		05-06	83	100%	72%	40%	19%	69%	56%	0%	60%	53%	N/A	37%	32%	7%	52%	43%	24%	80%	65%	17%	72%	40%	16%	72%	41%	23%	
		06-07	82	99%	75%	46%	32%	74%	63%	N/A	65%	49%	0%	43%	37%	14%	56%	49%	33%	82%	68%	44%	75%	46%	41%	74%	46%	22%	

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.

RILEY 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	91	98%	50%	30%	21%	86%	66%	64%	57%	52%	58%	82%	62%	51%	65%	56%	57%	88%	76%	40%	
		06-07	92	78%	50%	31%	9%	86%	68%	49%	55%	48%	26%	82%	64%	63%	67%	57%	43%	89%	82%	100%	
3	Math	04-05	95	98%	N/A	31%	46%	N/A	57%	50%	N/A	53%	51%	N/A	53%	48%	N/A	48%	48%	N/A	70%	67%	
		05-06	91	97%	48%	26%	26%	75%	46%	54%	48%	58%	73%	42%	37%	55%	39%	52%	80%	58%	20%		
		06-07	92	100%	53%	28%	0%	77%	49%	37%	56%	46%	33%	75%	45%	33%	57%	41%	30%	82%	68%	100%	
4	Reading	04-05	86	100%	53%	31%	8%	86%	69%	59%	59%	53%	40%	84%	63%	56%	68%	59%	52%	88%	80%	0%	
		05-06	91	100%	53%	34%	29%	87%	67%	65%	56%	45%	44%	84%	63%	73%	69%	57%	57%	90%	76%	86%	
		06-07	94	96%	52%	32%	11%	87%	68%	47%	55%	47%	40%	83%	64%	41%	67%	58%	41%	89%	81%	0%	
4	Language	04-05	86	100%	48%	27%	23%	84%	66%	58%	55%	49%	32%	81%	61%	61%	66%	56%	52%	87%	77%	50%	
		05-06	91	100%	56%	35%	21%	83%	63%	52%	53%	43%	23%	81%	60%	69%	64%	53%	46%	88%	74%	57%	
		06-07	94	95%	56%	35%	22%	80%	63%	47%	54%	47%	50%	78%	60%	35%	62%	54%	43%	85%	77%	0%	
4	Math	04-05	86	100%	49%	25%	0%	76%	50%	37%	56%	48%	20%	74%	46%	36%	55%	43%	31%	80%	64%	50%	
		05-06	91	100%	48%	28%	36%	76%	47%	38%	51%	38%	21%	74%	44%	52%	54%	39%	37%	81%	60%	43%	
		06-07	94	100%	54%	30%	17%	81%	56%	38%	60%	52%	46%	79%	52%	22%	61%	47%	34%	85%	72%	0%	
4	Science	04-05	86	100%	56%	24%	15%	82%	52%	42%	47%	45%	36%	80%	47%	39%	59%	42%	39%	87%	73%	0%	
		05-06	91	100%	57%	32%	43%	81%	53%	44%	52%	43%	26%	80%	50%	60%	61%	44%	43%	87%	65%	57%	
		06-07	94	95%	58%	29%	11%	81%	53%	36%	51%	45%	38%	78%	50%	24%	60%	44%	31%	86%	73%	0%	
4	Social Studies	04-05	86	100%	78%	53%	62%	93%	81%	73%	75%	72%	56%	92%	76%	77%	84%	74%	70%	95%	88%	100%	
		05-06	91	100%	80%	59%	57%	93%	81%	73%	76%	71%	63%	92%	78%	77%	83%	74%	69%	95%	87%	86%	
		06-07	94	95%	81%	58%	61%	93%	82%	68%	75%	69%	75%	92%	79%	59%	84%	75%	68%	95%	91%	0%	
5	Reading	04-05	88	98%	N/A	24%	0%	N/A	64%	55%	N/A	36%	29%	N/A	59%	58%	N/A	52%	49%	N/A	76%	44%	
		05-06	83	100%	50%	27%	17%	88%	69%	68%	58%	41%	37%	85%	63%	67%	69%	58%	63%	90%	75%	29%	
		06-07	82	98%	53%	33%	14%	89%	71%	60%	58%	43%	40%	86%	67%	62%	69%	60%	52%	91%	83%	60%	
5	Language	04-05	88	98%	N/A	15%	10%	N/A	47%	42%	N/A	25%	14%	N/A	44%	50%	N/A	36%	35%	N/A	63%	67%	
		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	88	98%	N/A	26%	40%	N/A	55%	49%	N/A	44%	43%	N/A	50%	50%	N/A	45%	44%	N/A	70%	78%	
		05-06	83	100%	43%	20%	0%	77%	45%	23%	51%	31%	21%	74%	41%	19%	54%	36%	17%	81%	57%	43%	
		06-07	82	99%	46%	26%	14%	80%	50%	35%	53%	37%	20%	77%	47%	40%	57%	41%	31%	84%	67%	40%	

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	425
3	Math	04-05	N/A	585	572
		05-06	431	398	390
		06-07	434	401	384
4	Reading	04-05	646	623	613
		05-06	477	446	446
		06-07	477	450	422
4	Language	04-05	646	626	616
		05-06	298	279	274
		06-07	296	281	268
4	Math	04-05	633	610	602
		05-06	463	428	430
		06-07	466	435	407
4	Science	04-05	637	609	604
		05-06	300	276	275
		06-07	300	277	260
4	Social Studies	04-05	646	629	622
		05-06	298	280	276
		06-07	298	281	274
5	Reading	04-05	N/A	641	635
		05-06	485	452	446
		06-07	485	453	430
5	Language	04-05	N/A	643	644
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	624
		05-06	484	449	432
		06-07	489	455	444

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.

RILEY 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%	93%	96%	96%	98%	93%	91%	88%	93%	92%	90%	94%	94%	93%	96%	94%	92%	95%	93%	93%	95%	93%	93%
		05-06		95%	93%	92%	97%	96%	99%	93%	92%	90%	92%	92%	89%	94%	93%	93%	96%	94%	91%	95%	92%	93%	95%	93%	92%
	State Target = 85%	06-07		N/A	93%	93%	N/A	96%	N/A	N/A	91%	84%	N/A	91%	90%	N/A	94%	93%	N/A	94%	92%	N/A	92%	93%	N/A	93%	92%

* 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%	92%	96%	93%	93%	N/A	95%	95%	N/A	93%	91%	N/A	93%	93%	N/A	93%	93%	
		05-06		94%	91%	91%	96%	93%	93%	N/A	94%	94%	N/A	92%	91%	N/A	92%	92%	N/A	92%	95%	94%
		06-07		N/A	90%	91%	N/A	93%	93%	N/A	95%	94%	N/A	92%	91%	N/A	92%	93%	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	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	78	97%	100%	99%	100%	97%	N/A	96%	100%	97%	100%	99%	100%	96%	100%	97%	100%	
	05-06	84	97%	96%	96%	N/A	100%	100%	96%	83%	97%	97%	99%	100%	96%	93%	97%	100%	
	06-07	87	98%	99%	100%	N/A	100%	N/A	97%	100%	97%	99%	98%	100%	97%	98%	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	78	98%	100%	97%	100%	97%	100%	97%	100%	97%	100%	98%	100%	
	05-06	84	98%	100%	96%	96%	96%	97%	97%	96%	96%	99%	100%		
	06-07	87	99%	100%	97%	99%	97%	98%	98%	100%	97%	99%	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	46	11%	10%	6%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	0%	0%	4%
1	3%	10%	5%
2	0%	1%	6%
3	0%	1%	2%
4	0%	3%	1%
5	0%	1%	0%
Total	1%	3%	3%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	40%	45%	40%
1	27%	47%	42%
2	21%	41%	36%
3	26%	28%	32%
4	39%	28%	24%
5	31%	44%	29%
Total	30%	39%	34%

* 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	151	1.5	1.7	1.8	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	31.8%	40.4%	13.2%	1.3%	11.9%	1.3%
	Staff	64	1.9	1.9	2.1	1.9	3.1	3.0		Staff	25.0%	60.9%	0.0%	0.0%	14.1%	0.0%
	Parents	107	1.4	1.6	1.4	1.6	3.4	3.3		Parents	39.3%	53.3%	3.7%	0.0%	0.9%	2.8%
Safety	ES/MS Students	151	1.5	1.8	1.7	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	42.4%	41.7%	6.6%	4.0%	5.3%	0.0%
	Staff	64	2.0	1.8	2.1	1.9	3.0	3.0		Staff	28.1%	57.8%	9.4%	0.0%	4.7%	0.0%
	Parents	107	1.5	1.6	1.5	1.6	3.3	3.2		Parents	46.7%	42.1%	0.0%	0.0%	6.5%	4.7%
Environment	ES/MS Students	151	1.6	1.9	1.9	2.0	3.1	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	24.5%	37.1%	13.9%	4.6%	16.6%	3.3%
	Staff	64	2.0	1.8	2.0	1.8	3.1	3.1		Staff	20.3%	71.9%	3.1%	3.1%	1.6%	0.0%
	Parents	107	1.4	1.6	1.4	1.6	3.5	3.3		Parents	59.8%	34.6%	0.9%	1.9%	1.9%	0.9%
Governance	ES/MS Students	151	1.8	2.2	2.0	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	23.2%	39.1%	11.3%	4.6%	21.2%	0.7%
	Staff	64	1.9	1.9	2.0	1.9	3.1	3.0		Staff	42.2%	51.6%	3.1%	0.0%	0.0%	3.1%
	Parents	107	1.6	1.6	1.5	1.7	3.3	3.2		Parents	30.8%	48.6%	2.8%	0.9%	14.0%	2.8%

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.

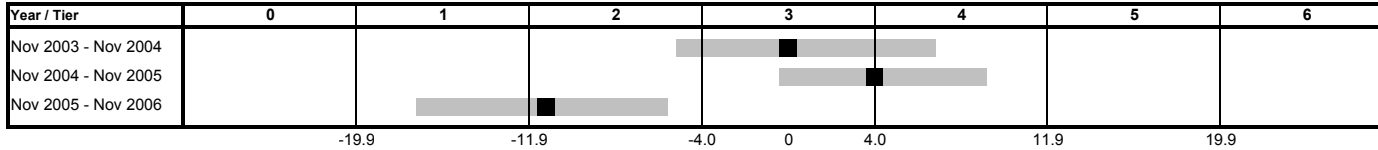
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

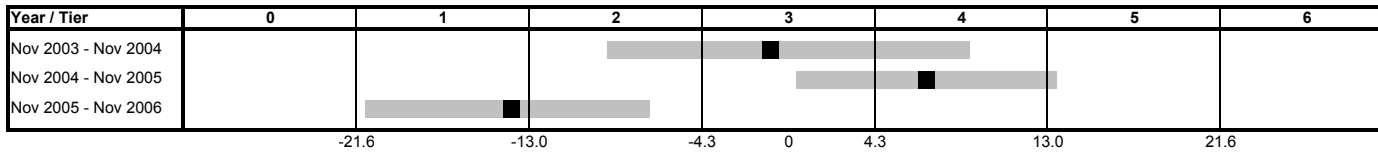
RILEY SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.0
Nov 2004 - Nov 2005	4.4	3.5
Nov 2005 - Nov 2006	-9.5	1.6



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.9
Nov 2004 - Nov 2005	7.1	3.8
Nov 2005 - Nov 2006	-10.7	1.4



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	3.3	3.2	2.3	3.0	3.5	1.6	44%	61%	51%	31%	35%	33%	1	1	4	2	2	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.9	2.2	2.4	2.9	3.8	1.4	64%	72%	62%	51%	58%	46%	3	3	4	4	2	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	54%	62%	67%	62%	61%	63%						

Data Source: Value Added Quadrant Report for 2006-07