

TWENTY-FIRST STREET SCHOOL.

2006-2007 Report Card

Grades Kgn. - 5

MPS Elementary School

School Information	
Address	2121 W HADLEY ST
Phone	414-267-5500
Fax	414-267-5515
Site Number	0377
School Operation	7:45 - 2:25

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

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	390	321	294
Pre-Kindergarten	44	29	54
Kindergarten	48	45	29
Grade 1	46	52	41
Grade 2	59	40	37
Grade 3	60	53	39
Grade 4	63	54	48
Grade 5	70	48	46

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	49%	50%	51%
	Female	51%	50%	49%
Ethnicity	Asian	14%	12%	9%
	Native American	N/A	N/A	N/A
	African American	83%	84%	87%
	Hispanic	0%	1%	1%
	White	N/A	N/A	0%
Groups	Special Education	16%	17%	22%
	English Language Learners	11%	11%	8%
	Free/Reduced Lunch	80%	93%	97%

Student Movement		04-05	05-06	06-07
	Mobility Rate	17%	17%	19%
	Stability Rate	61%	62%	54%

School Profile

Twenty-first Street School is located in the heart of the central city. This progressive neighborhood school serves approximately 322 students from three year-old kindergarten through fifth grade. This school serves a diverse population of students including English Language Learners, and those with special education needs. Twenty-first Street School is considered a high value added school. Students who spend a full academic year at our school increase their overall academic skills, which have been noted in our increased test scores. Twenty-first is an open concept school. This unique school setting is divided into grade level pods to allow teachers and students opportunities to interact and learn from each other.

Reading Achievement: Twenty-first Street School continues to experience great success in increasing the number of students who are reading at and above grade level. A comprehensive balanced literacy approach continues to be a priority. We provide a strong academic foundation through the adoption of the Direct Instruction reading program, Accelerated Reading Program, and the Open Court series as a supplemental program. We also utilize Successmaker, a computerized program, which allows students the opportunity to increase their comprehension skills.

Math: We are continuing to experience success in increasing student achievement in math. Our math scores have increased among students who attend a full academic year at Twenty-first Street. We continue to employ activities such as, Family Math Night, which continues to involve families in math, math tutoring during the lunch hour and after school, and math Olympics. Our math curriculum is aligned to the learning targets and state standards. Students' math progress is monitored closely by the Learning Team on a regular basis.

Writing Achievement: Staff development and aligning the writing curriculum to the Learning Targets has continued to be our focus. Teachers continue to turn in monthly writing of the month samples to determine students' growth in writing. We use Six Traits writing program as our main writing curriculum. It has resulted in an increase in our writing scores.

Staff Development: Staff development opportunities are pursued vigorously in the following areas: Direct Instruction, math, writing, data analysis, and problem solving. Staff meet regularly after school, during the school day and at grade level meetings to discuss student progress and to provide staff development as needed at their particular grade level.

Parental Involvement: Parents are an essential component in our school. We are excited about the level of parental involvement during school-wide programs; however, parent volunteers during the school day would be a great asset to our school. We try to create an inviting environment that makes parents feel a part of our school family.

Community Learning Center (CLC): Twenty-first Street School's Community Learning Center is in cooperation with the University of Wisconsin-Extension. This high quality program offers after school programs for our students. Serving nearly 100 students per day, CLC provides tutoring, homework help, recreation, academic enrichment, and a nutritious meal daily. The CLC also offers summer enrichment programs for over 100 students.

Community Involvement: Twenty-first Street School also collaborates with Greater New Birth Church to provide classrooms for two K4 classrooms. We also have a school nurse provided by Children's Hospital who provides invaluable services to our school community.

TWENTY-FIRST 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	56	100%	80%	61%	45%	73%	66%	80%	75%	70%	N/A	58%	55%	42%	65%	61%	N/A	86%	77%	0%	77%	57%	41%	85%	65%	48%	
		06-07	38	100%	81%	62%	55%	74%	67%	67%	72%	71%	N/A	60%	57%	54%	63%	58%	N/A	86%	81%	N/A	77%	57%	45%	85%	67%	67%	
3	Math	04-05	57	98%	N/A	53%	39%	N/A	66%	50%	N/A	65%	N/A	N/A	44%	34%	N/A	58%	100%	N/A	69%	50%	N/A	53%	44%	N/A	52%	34%	
		05-06	56	100%	73%	43%	27%	71%	60%	80%	62%	48%	N/A	37%	32%	22%	55%	50%	N/A	79%	65%	0%	74%	44%	26%	70%	42%	28%	
		06-07	38	100%	74%	46%	53%	71%	59%	100%	62%	56%	N/A	42%	36%	49%	57%	49%	N/A	81%	67%	N/A	75%	46%	50%	73%	45%	56%	
4	Reading	04-05	63	100%	82%	62%	46%	74%	64%	60%	76%	80%	N/A	60%	57%	43%	65%	62%	N/A	87%	79%	N/A	78%	56%	32%	86%	69%	65%	
		05-06	56	100%	82%	61%	43%	72%	66%	13%	74%	72%	N/A	59%	54%	47%	68%	63%	50%	88%	79%	100%	80%	60%	54%	84%	62%	33%	
		06-07	49	100%	82%	62%	43%	73%	69%	100%	75%	83%	N/A	60%	57%	37%	64%	61%	100%	87%	79%	0%	79%	60%	54%	84%	64%	29%	
4	Language	04-05	63	100%	79%	59%	37%	72%	64%	60%	71%	73%	N/A	56%	53%	32%	64%	61%	N/A	85%	77%	N/A	76%	53%	24%	83%	65%	54%	
		05-06	56	100%	79%	58%	39%	70%	62%	38%	70%	66%	N/A	54%	50%	38%	65%	62%	50%	85%	78%	100%	76%	54%	35%	83%	62%	43%	
		06-07	49	100%	77%	58%	43%	72%	68%	100%	68%	80%	N/A	53%	52%	37%	61%	58%	0%	83%	76%	100%	72%	53%	50%	81%	63%	33%	
4	Math	04-05	63	98%	72%	46%	30%	73%	61%	60%	59%	55%	N/A	41%	38%	25%	56%	49%	N/A	79%	66%	N/A	73%	46%	30%	71%	45%	31%	
		05-06	56	100%	73%	44%	29%	68%	55%	25%	59%	52%	N/A	39%	34%	27%	56%	47%	50%	80%	67%	100%	73%	45%	23%	70%	42%	33%	
		06-07	49	98%	78%	52%	37%	77%	72%	100%	70%	70%	N/A	47%	42%	33%	62%	57%	0%	84%	72%	0%	78%	53%	43%	77%	50%	29%	
4	Science	04-05	63	98%	78%	47%	24%	65%	52%	50%	69%	63%	N/A	41%	37%	19%	54%	51%	N/A	86%	74%	N/A	79%	47%	24%	76%	46%	23%	
		05-06	56	100%	77%	49%	30%	67%	56%	38%	66%	51%	N/A	45%	39%	27%	60%	56%	50%	85%	72%	100%	78%	50%	35%	78%	48%	27%	
		06-07	49	100%	77%	49%	29%	70%	66%	75%	66%	76%	N/A	44%	39%	26%	57%	53%	0%	85%	74%	0%	78%	50%	32%	77%	49%	24%	
4	Social Studies	04-05	63	100%	91%	76%	63%	86%	81%	70%	89%	90%	N/A	74%	70%	62%	83%	79%	N/A	95%	90%	N/A	90%	75%	65%	97%	77%	62%	
		05-06	56	100%	91%	77%	70%	86%	83%	63%	88%	85%	N/A	75%	71%	71%	82%	80%	50%	94%	89%	100%	90%	76%	73%	92%	79%	67%	
		06-07	49	100%	91%	78%	78%	85%	83%	100%	87%	93%	N/A	76%	74%	74%	80%	78%	100%	95%	89%	100%	91%	76%	93%	92%	79%	57%	
5	Reading	04-05	73	99%	N/A	57%	48%	N/A	59%	60%	N/A	51%	N/A	N/A	51%	44%	N/A	54%	N/A	N/A	79%	100%	N/A	53%	51%	N/A	60%	44%	
		05-06	48	100%	83%	61%	52%	77%	68%	88%	75%	78%	N/A	59%	54%	45%	67%	64%	N/A	89%	82%	N/A	81%	58%	46%	84%	65%	59%	
		06-07	44	100%	84%	64%	57%	76%	71%	60%	77%	68%	N/A	62%	59%	56%	68%	63%	100%	90%	82%	50%	81%	62%	71%	86%	67%	40%	
5	Language	04-05	73	99%	N/A	42%	22%	N/A	52%	33%	N/A	43%	N/A	N/A	35%	18%	N/A	40%	N/A	N/A	66%	100%	N/A	37%	24%	N/A	47%	19%	
		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	73	100%	N/A	50%	30%	N/A	67%	67%	N/A	46%	N/A	N/A	41%	19%	N/A	52%	N/A	N/A	75%	100%	N/A	51%	41%	N/A	49%	19%	
		05-06	48	100%	72%	40%	23%	69%	56%	38%	60%	53%	N/A	37%	32%	20%	52%	43%	N/A	80%	65%	N/A	72%	40%	23%	72%	41%	23%	
		06-07	44	100%	75%	46%	39%	74%	63%	20%	65%	49%	N/A	43%	37%	39%	56%	49%	100%	82%	68%	50%	75%	46%	29%	74%	46%	50%	

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.

TWENTY-FIRST 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	56	100%	50%	30%	0%	86%	66%	46%	57%	52%	80%	82%	62%	41%	65%	56%	44%	88%	76%	100%		
		06-07	38	100%	50%	31%	13%	86%	68%	67%	55%	48%	67%	82%	64%	54%	67%	57%	55%	89%	82%	N/A		
3	Math	04-05	57	98%	N/A	31%	0%	N/A	57%	55%	N/A	53%	56%	N/A	53%	35%	N/A	48%	37%	N/A	70%	60%		
		05-06	56	100%	48%	26%	0%	75%	46%	28%	54%	48%	80%	73%	42%	22%	55%	39%	25%	80%	58%	100%		
		06-07	38	100%	53%	28%	25%	77%	49%	60%	56%	46%	100%	75%	45%	49%	57%	41%	53%	82%	68%	N/A		
4	Reading	04-05	63	100%	53%	31%	0%	86%	69%	55%	59%	53%	50%	84%	63%	45%	68%	59%	45%	88%	80%	67%		
		05-06	56	100%	53%	34%	6%	87%	67%	61%	56%	45%	14%	84%	63%	47%	69%	57%	41%	90%	76%	60%		
		06-07	49	100%	52%	32%	17%	87%	68%	47%	55%	47%	100%	83%	64%	38%	67%	58%	43%	89%	81%	N/A		
4	Language	04-05	63	100%	48%	27%	0%	84%	66%	43%	55%	49%	50%	81%	61%	34%	66%	56%	35%	87%	77%	67%		
		05-06	56	100%	56%	35%	6%	83%	63%	55%	53%	43%	29%	81%	60%	41%	64%	53%	37%	88%	74%	60%		
		06-07	49	100%	56%	35%	50%	80%	63%	42%	54%	47%	100%	78%	60%	38%	62%	54%	43%	85%	77%	N/A		
4	Math	04-05	63	98%	49%	25%	10%	76%	50%	34%	56%	48%	60%	74%	46%	25%	55%	43%	30%	80%	64%	33%		
		05-06	56	100%	48%	28%	6%	76%	47%	39%	51%	38%	29%	74%	44%	29%	54%	39%	27%	81%	60%	40%		
		06-07	49	98%	54%	30%	17%	81%	56%	40%	60%	52%	100%	79%	52%	31%	61%	47%	37%	85%	72%	N/A		
4	Science	04-05	63	98%	56%	24%	10%	82%	52%	26%	47%	45%	50%	80%	47%	19%	59%	42%	23%	87%	73%	33%		
		05-06	56	100%	57%	32%	6%	81%	53%	42%	52%	43%	29%	80%	50%	31%	61%	44%	27%	87%	65%	60%		
		06-07	49	100%	58%	29%	0%	81%	53%	33%	51%	45%	75%	78%	50%	24%	60%	44%	29%	86%	73%	N/A		
4	Social Studies	04-05	63	100%	78%	53%	60%	93%	81%	64%	75%	72%	60%	92%	76%	64%	84%	74%	62%	95%	88%	100%		
		05-06	56	100%	80%	59%	39%	93%	81%	84%	76%	71%	57%	92%	78%	71%	83%	74%	67%	95%	87%	100%		
		06-07	49	100%	81%	58%	83%	93%	82%	77%	75%	69%	100%	92%	79%	76%	84%	75%	78%	95%	91%	N/A		
5	Reading	04-05	73	99%	N/A	24%	11%	N/A	64%	61%	N/A	36%	50%	N/A	59%	48%	N/A	52%	48%	N/A	76%	43%		
		05-06	48	100%	50%	27%	11%	88%	69%	62%	58%	41%	67%	85%	63%	50%	69%	58%	46%	90%	75%	86%		
		06-07	44	100%	53%	33%	21%	89%	71%	73%	58%	43%	40%	86%	67%	59%	69%	60%	54%	91%	83%	100%		
5	Language	04-05	73	99%	N/A	15%	5%	N/A	47%	28%	N/A	25%	20%	N/A	44%	22%	N/A	36%	21%	N/A	63%	29%		
		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	73	100%	N/A	26%	11%	N/A	55%	37%	N/A	44%	70%	N/A	50%	24%	N/A	45%	29%	N/A	70%	43%		
		05-06	48	100%	43%	20%	11%	77%	45%	26%	51%	31%	33%	74%	41%	21%	54%	36%	17%	81%	57%	57%		
		06-07	44	100%	46%	26%	7%	80%	50%	53%	53%	37%	20%	77%	47%	41%	57%	41%	39%	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	425
		06-07	459	437	425
3	Math	04-05	N/A	585	571
		05-06	431	398	373
		06-07	434	401	396
4	Reading	04-05	646	623	608
		05-06	477	446	419
		06-07	477	450	432
4	Language	04-05	646	626	606
		05-06	298	279	266
		06-07	296	281	269
4	Math	04-05	633	610	602
		05-06	463	428	406
		06-07	466	435	418
4	Science	04-05	637	609	595
		05-06	300	276	263
		06-07	300	277	266
4	Social Studies	04-05	646	629	615
		05-06	298	280	271
		06-07	298	281	273
5	Reading	04-05	N/A	641	631
		05-06	485	452	441
		06-07	485	453	443
5	Language	04-05	N/A	643	632
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	612
		05-06	484	449	438
		06-07	489	455	446

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.

TWENTY-FIRST 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	Students	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%	97%	93%	91%	N/A	93%	92%	92%	94%	94%	97%	96%	94%	N/A	95%	93%	93%	95%	93%	93%
		05-06		95%	93%	91%	97%	96%	97%	93%	92%	N/A	92%	92%	91%	94%	93%	78%	96%	94%	N/A	95%	92%	91%	95%	93%	92%
	State Target = 85%	06-07		N/A	93%	91%	N/A	96%	97%	N/A	91%	N/A	N/A	91%	91%	N/A	94%	86%	N/A	94%	N/A	N/A	92%	90%	N/A	93%	93%

* 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	Students	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%	90%	96%	93%	93%	N/A	95%	97%	N/A	93%	92%	N/A	93%	92%	N/A	93%	93%	
		05-06		94%	91%	88%	96%	93%	92%	N/A	94%	97%	N/A	92%	91%	N/A	92%	91%	N/A	92%	95%	92%
		06-07		N/A	90%	89%	N/A	93%	92%	N/A	95%	97%	N/A	92%	91%	N/A	92%	91%	N/A	95%	93%	

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	51	97%	92%	99%	100%	97%	N/A	96%	90%	97%	N/A	99%	N/A	96%	89%	97%	96%	
	05-06	49	97%	94%	96%	100%	100%	N/A	96%	95%	97%	50%	99%	N/A	96%	86%	97%	100%	
	06-07	47	98%	96%	100%	100%	100%	N/A	97%	95%	97%	N/A	98%	N/A	97%	100%	98%	89%	

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	51	98%	86%	97%	93%	97%	100%	97%	90%	97%	91%	98%	100%	
	05-06	49	98%	94%	96%	94%	96%	100%	97%	93%	96%	93%	99%	100%	
	06-07	47	99%	100%	97%	95%	97%	100%	98%	95%	97%	96%	99%	100%	

ES indicates Elementary grade students.

TWENTY-FIRST STREET SCHOOL.

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	81	7%	5%	23%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	42%	67%	48%
1	33%	44%	44%
2	36%	38%	27%
3	25%	40%	33%
4	24%	30%	33%
5	29%	23%	28%
Total	31%	40%	35%

* 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	58	1.6	1.7	1.5	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	36.2%	46.6%	6.9%	1.7%	5.2%	3.4%
	Staff	28	2.1	1.9	2.0	1.9	3.2	3.0		Staff	35.7%	46.4%	3.6%	0.0%	7.1%	7.1%
	Parents	18	1.6	1.6	1.6	1.6	3.6	3.3		Parents	61.1%	22.2%	5.6%	0.0%	11.1%	0.0%
Safety	ES/MS Students	58	1.6	1.8	1.5	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	55.2%	32.8%	6.9%	0.0%	5.2%	0.0%
	Staff	28	2.0	1.8	1.8	1.9	3.2	3.0		Staff	35.7%	50.0%	14.3%	0.0%	0.0%	0.0%
	Parents	18	1.5	1.6	1.5	1.6	3.3	3.2		Parents	61.1%	33.3%	5.6%	0.0%	0.0%	0.0%
Environment	ES/MS Students	58	1.8	1.9	1.6	2.0	3.2	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	24.1%	34.5%	8.6%	5.2%	27.6%	0.0%
	Staff	28	1.9	1.8	1.9	1.8	3.3	3.1		Staff	32.1%	57.1%	3.6%	3.6%	3.6%	0.0%
	Parents	18	1.5	1.6	1.5	1.6	3.6	3.3		Parents	61.1%	33.3%	0.0%	0.0%	5.6%	0.0%
Governance	ES/MS Students	58	2.1	2.2	2.2	2.3	2.9	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	37.9%	41.4%	8.6%	1.7%	10.3%	0.0%
	Staff	28	2.1	1.9	2.0	1.9	3.2	3.0		Staff	28.6%	57.1%	7.1%	0.0%	3.6%	3.6%
	Parents	18	1.6	1.6	1.7	1.7	3.5	3.2		Parents	61.1%	33.3%	0.0%	0.0%	5.6%	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.

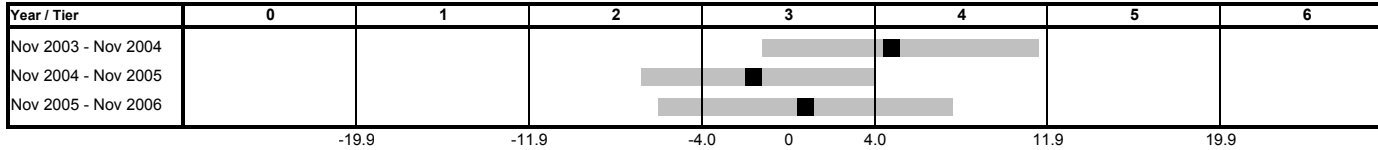
4 = Strongly Agree
 3 = Agree
 2 = Disagree
 1 = Strongly Disagree

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

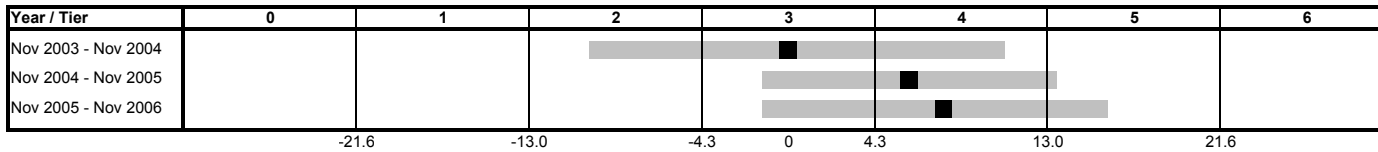
TWENTY-FIRST STREET SCHOOL.

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.6
Nov 2004 - Nov 2005	-1.4	2.8
Nov 2005 - Nov 2006	0.8	3.1



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.0
Nov 2004 - Nov 2005	5.9	3.7
Nov 2005 - Nov 2006	5.8	3.9



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	2.6	4.1	3.6	2.8	3.1	35%	22%	33%	30%	26%	42%						
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.9	2.8	3.2	3.0	3.7	3.9	55%	45%	58%	46%	46%	51%	3	4	2	2	2	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