

CARTER SCHOOL OF EXCELLENCE

2006-2007 Report Card

Grades Kgn. - 5
MPS Charter School

School Information	
Address	2001 W VLIET ST
Phone	414-933-4044
Fax	414-933-4958
Site Number	0670
School Operation	9:00 - 4:30

Administration (Principal/School Leader)	
School Year (06-07)	DEBRA KLEPP
School Year (07-08)	MICHAEL CARTER
06-07 Administrator Years at Site	4

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	203	312	282
Pre-Kindergarten	1	60	42
Kindergarten	66	71	59
Grade 1	37	68	56
Grade 2	22	30	50
Grade 3	37	31	25
Grade 4	28	28	29
Grade 5	12	24	21

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	52%	46%	39%
	Female	48%	54%	61%
Ethnicity	Asian	0%	N/A	1%
	Native American	N/A	N/A	N/A
	African American	97%	99%	99%
	Hispanic	2%	1%	1%
	White	N/A	0%	N/A
Groups	Special Education	8%	9%	9%
	English Language Learners	N/A	5%	4%
	Free/Reduced Lunch	31%	69%	68%

Student Movement		04-05	05-06	06-07
	Mobility Rate	24%	8%	17%
	Stability Rate	66%	64%	69%

School Profile

The Carter Charter School of Excellence, located in the central city of Milwaukee, serves 300 elementary students in pre-kindergarten through fifth grade. The school's current student population is predominately African American from families residing in the central city of Milwaukee. The majority of the students have significant academic or behavior risk factors. Students participate in inclusive, multi-age, flexible groupings in classrooms with low student-to-teacher ratios.

An African-centered education and socialization approach is used that emphasizes understanding of one's heritage, culture, values, and traditions as a way to build character and achievement. The theory of multiple intelligences is the basis of the teaching methodology, accommodating individual learning styles, and promoting the desire for optimal achievement. The African-centered approach is integrated and infused in the core subject curricula areas of the district, with major emphasis on early learning, literacy, language arts, and mathematics. In addition, daily instruction delivery includes the arts (music, visual arts, performing arts) and art education; science, offering hands-on discovery methods in a science laboratory; and computer technology education.

Operating on a year-round calendar, the school also has an extended instructional day to accomplish the school objectives to reduce the achievement gap of at-risk students and surpass the district performance proficiencies.

CARTER SCHOOL OF EXCELLENCE

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	30	100%	80%	61%	30%	73%	66%	N/A	75%	70%	N/A	58%	55%	30%	65%	61%	N/A	86%	77%	N/A	77%	57%	13%	85%	65%	47%	
		06-07	27	96%	81%	62%	33%	74%	67%	N/A	72%	71%	N/A	60%	57%	33%	63%	58%	N/A	86%	81%	N/A	77%	57%	38%	85%	67%	29%	
3	Math	04-05	30	100%	N/A	53%	23%	N/A	66%	100%	N/A	65%	N/A	N/A	44%	21%	N/A	58%	N/A	N/A	69%	N/A	N/A	53%	19%	N/A	52%	29%	
		05-06	30	100%	73%	43%	3%	71%	60%	N/A	62%	48%	N/A	37%	32%	3%	55%	50%	N/A	79%	65%	N/A	74%	44%	0%	70%	42%	7%	
		06-07	27	100%	74%	46%	7%	71%	59%	N/A	62%	56%	N/A	42%	36%	7%	57%	49%	N/A	81%	67%	N/A	75%	46%	15%	73%	45%	0%	
4	Reading	04-05	25	100%	82%	62%	52%	74%	64%	N/A	76%	80%	N/A	60%	57%	52%	65%	62%	N/A	87%	79%	N/A	78%	56%	50%	86%	69%	55%	
		05-06	28	96%	82%	61%	25%	72%	66%	N/A	74%	72%	N/A	59%	54%	25%	68%	63%	N/A	88%	79%	N/A	80%	60%	19%	84%	62%	33%	
		06-07	33	97%	82%	62%	45%	73%	69%	N/A	75%	83%	N/A	60%	57%	45%	64%	61%	N/A	87%	79%	N/A	79%	60%	36%	84%	64%	53%	
4	Language	04-05	25	100%	79%	59%	20%	72%	64%	N/A	71%	73%	N/A	56%	53%	20%	64%	61%	N/A	85%	77%	N/A	76%	53%	7%	83%	65%	36%	
		05-06	28	96%	79%	58%	29%	70%	62%	N/A	70%	66%	N/A	54%	50%	29%	65%	62%	N/A	85%	78%	N/A	76%	54%	13%	83%	62%	50%	
		06-07	33	97%	77%	58%	33%	72%	68%	N/A	68%	80%	N/A	53%	52%	33%	61%	58%	N/A	83%	76%	N/A	72%	53%	14%	81%	63%	47%	
4	Math	04-05	25	100%	72%	46%	4%	73%	61%	N/A	59%	55%	N/A	41%	38%	4%	56%	49%	N/A	79%	66%	N/A	73%	46%	0%	71%	45%	9%	
		05-06	28	96%	73%	44%	7%	68%	55%	N/A	59%	52%	N/A	39%	34%	7%	56%	47%	N/A	80%	67%	N/A	73%	45%	6%	70%	42%	8%	
		06-07	33	100%	78%	52%	15%	77%	72%	N/A	70%	70%	N/A	47%	42%	15%	62%	57%	N/A	84%	72%	N/A	78%	53%	0%	77%	50%	26%	
4	Science	04-05	25	100%	78%	47%	28%	65%	52%	N/A	69%	63%	N/A	41%	37%	28%	54%	51%	N/A	86%	74%	N/A	79%	47%	29%	76%	46%	27%	
		05-06	28	96%	77%	49%	4%	67%	56%	N/A	66%	51%	N/A	45%	39%	4%	60%	56%	N/A	85%	72%	N/A	78%	50%	0%	78%	48%	8%	
		06-07	33	97%	77%	49%	21%	70%	66%	N/A	66%	76%	N/A	44%	39%	21%	57%	53%	N/A	85%	74%	N/A	78%	50%	14%	77%	49%	26%	
4	Social Studies	04-05	25	100%	91%	76%	40%	86%	81%	N/A	89%	90%	N/A	74%	70%	40%	83%	79%	N/A	95%	90%	N/A	90%	75%	36%	97%	77%	45%	
		05-06	28	96%	91%	77%	57%	86%	83%	N/A	88%	85%	N/A	75%	71%	57%	82%	80%	N/A	94%	89%	N/A	90%	76%	44%	92%	79%	75%	
		06-07	33	97%	91%	78%	48%	85%	83%	N/A	87%	93%	N/A	76%	74%	48%	80%	78%	N/A	95%	89%	N/A	91%	76%	43%	92%	79%	53%	
5	Reading	04-05	14	100%	N/A	57%	50%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	50%	N/A	54%	N/A	N/A	79%	N/A	N/A	53%	43%	N/A	60%	57%	
		05-06	24	100%	83%	61%	33%	77%	68%	N/A	75%	78%	N/A	59%	54%	33%	67%	64%	N/A	89%	82%	N/A	81%	58%	27%	84%	65%	44%	
		06-07	25	100%	84%	64%	40%	76%	71%	N/A	77%	68%	N/A	62%	59%	40%	68%	63%	N/A	90%	82%	N/A	81%	62%	23%	86%	67%	58%	
5	Language	04-05	14	100%	N/A	42%	36%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	36%	N/A	40%	N/A	N/A	66%	N/A	N/A	37%	43%	N/A	47%	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	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	14	100%	N/A	50%	43%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	43%	N/A	52%	N/A	N/A	75%	N/A	N/A	51%	29%	N/A	49%	57%	
		05-06	24	100%	72%	40%	17%	69%	56%	N/A	60%	53%	N/A	37%	32%	17%	52%	43%	N/A	80%	65%	N/A	72%	40%	0%	72%	41%	44%	
		06-07	25	100%	75%	46%	24%	74%	63%	N/A	65%	49%	N/A	43%	37%	24%	56%	49%	N/A	82%	68%	N/A	75%	46%	15%	74%	46%	33%	

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.

CARTER SCHOOL OF EXCELLENCE

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	30	100%	50%	30%	0%	86%	66%	33%	57%	52%	0%	82%	62%	32%	65%	56%	30%	88%	76%	N/A			05-06	458	436	414
		06-07	27	96%	50%	31%	67%	86%	68%	29%	55%	48%	0%	82%	64%	35%	67%	57%	33%	89%	82%	33%			06-07	459	437	424
3	Math	04-05	30	100%	N/A	31%	0%	N/A	57%	25%	N/A	53%	N/A	N/A	53%	23%	N/A	48%	24%	N/A	70%	0%	3	Math	04-05	N/A	585	555
		05-06	30	100%	48%	26%	0%	75%	46%	4%	54%	48%	0%	73%	42%	4%	55%	39%	3%	80%	58%	N/A			05-06	431	398	340
		06-07	27	100%	53%	28%	0%	77%	49%	8%	56%	46%	0%	75%	45%	8%	57%	41%	4%	82%	68%	33%			06-07	434	401	355
4	Reading	04-05	25	100%	53%	31%	0%	86%	69%	62%	59%	53%	N/A	84%	63%	52%	68%	59%	50%	88%	80%	100%	4	Reading	04-05	646	623	608
		05-06	28	96%	53%	34%	0%	87%	67%	28%	56%	45%	N/A	84%	63%	25%	69%	57%	22%	90%	76%	100%			05-06	477	446	401
		06-07	33	97%	52%	32%	0%	87%	68%	52%	55%	47%	0%	83%	64%	47%	67%	58%	46%	89%	81%	40%			06-07	477	450	430
4	Language	04-05	25	100%	48%	27%	0%	84%	66%	24%	55%	49%	N/A	81%	61%	20%	66%	56%	17%	87%	77%	100%	4	Language	04-05	646	626	603
		05-06	28	96%	56%	35%	0%	83%	63%	32%	53%	43%	N/A	81%	60%	29%	64%	53%	26%	88%	74%	100%			05-06	298	279	253
		06-07	33	97%	56%	35%	25%	80%	63%	34%	54%	47%	0%	78%	60%	34%	62%	54%	36%	85%	77%	20%			06-07	296	281	263
4	Math	04-05	25	100%	49%	25%	0%	76%	50%	5%	56%	48%	N/A	74%	46%	4%	55%	43%	4%	80%	64%	0%	4	Math	04-05	633	610	582
		05-06	28	96%	48%	28%	0%	76%	47%	8%	51%	38%	N/A	74%	44%	7%	54%	39%	7%	81%	60%	0%			05-06	463	428	375
		06-07	33	100%	54%	30%	0%	81%	56%	17%	60%	52%	0%	79%	52%	16%	61%	47%	14%	85%	72%	20%			06-07	466	435	387
4	Science	04-05	25	100%	56%	24%	0%	82%	52%	33%	47%	45%	N/A	80%	47%	28%	59%	42%	29%	87%	73%	0%	4	Science	04-05	637	609	581
		05-06	28	96%	57%	32%	0%	81%	53%	4%	52%	43%	N/A	80%	50%	4%	61%	44%	4%	87%	65%	0%			05-06	300	276	245
		06-07	33	97%	58%	29%	0%	81%	53%	24%	51%	45%	0%	78%	50%	22%	60%	44%	18%	86%	73%	40%			06-07	300	277	253
4	Social Studies	04-05	25	100%	78%	53%	0%	93%	81%	48%	75%	72%	N/A	92%	76%	40%	84%	74%	42%	95%	88%	0%	4	Social Studies	04-05	646	629	605
		05-06	28	96%	80%	59%	0%	93%	81%	64%	76%	71%	N/A	92%	78%	57%	83%	74%	56%	95%	87%	100%			05-06	298	280	258
		06-07	33	97%	81%	58%	0%	93%	82%	55%	75%	69%	0%	92%	79%	50%	84%	75%	50%	95%	91%	40%			06-07	298	281	263
5	Reading	04-05	14	100%	N/A	24%	0%	N/A	64%	58%	N/A	36%	N/A	N/A	59%	50%	N/A	52%	50%	N/A	76%	N/A	5	Reading	04-05	N/A	641	634
		05-06	24	100%	50%	27%	0%	88%	69%	42%	58%	41%	0%	85%	63%	35%	69%	58%	35%	90%	75%	0%			05-06	485	452	406
		06-07	25	100%	53%	33%	0%	89%	71%	48%	58%	43%	N/A	86%	67%	40%	69%	60%	41%	91%	83%	33%			06-07	485	453	429
5	Language	04-05	14	100%	N/A	15%	0%	N/A	47%	42%	N/A	25%	N/A	N/A	44%	36%	N/A	36%	36%	N/A	63%	N/A	5	Language	04-05	N/A	643	641
		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	14	100%	N/A	26%	0%	N/A	55%	50%	N/A	44%	N/A	N/A	50%	43%	N/A	45%	43%	N/A	70%	N/A	5	Math	04-05	N/A	623	613
		05-06	24	100%	43%	20%	0%	77%	45%	21%	51%	31%	0%	74%	41%	17%	54%	36%	17%	81%	57%	0%			05-06	484	449	423
		06-07	25	100%	46%	26%	0%	80%	50%	29%	53%	37%	N/A	77%	47%	24%	57%	41%	23%	84%	67%	33%			06-07	489	455	427

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.

CARTER SCHOOL OF EXCELLENCE

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%	92%	96%	96%	N/A	93%	91%	92%	93%	92%	92%	94%	94%	79%	96%	94%	100%	95%	93%	92%	95%	93%	92%
		05-06	95%	93%	94%	97%	96%	N/A	93%	92%	N/A	92%	92%	94%	94%	93%	90%	96%	94%	N/A	95%	92%	94%	95%	93%	94%
	State Target = 85%	06-07	N/A	93%	91%	N/A	96%	95%	N/A	91%	N/A	N/A	91%	91%	N/A	94%	95%	N/A	94%	100%	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%	92%	96%	93%	92%	N/A	95%	100%	N/A	93%	92%	N/A	93%	97%	N/A	93%	92%
		05-06	94%	91%	92%	96%	93%	94%	N/A	94%	98%	N/A	92%	94%	N/A	92%	94%	N/A	95%	93%
		06-07	N/A	90%	90%	N/A	93%	91%	N/A	95%	96%	N/A	92%	90%	N/A	92%	91%	N/A	95%	88%

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	24	97%	83%	99%	N/A	97%	N/A	96%	83%	97%	N/A	99%	N/A	96%	80%	97%	89%
	05-06	21	97%	100%	96%	N/A	100%	N/A	96%	100%	97%	N/A	99%	N/A	96%	100%	97%	100%
	06-07	28	98%	89%	100%	N/A	100%	N/A	97%	89%	97%	N/A	98%	N/A	97%	92%	98%	87%

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	24	98%	100%	97%	80%	97%	100%	97%	83%	97%	86%	98%	67%
	05-06	21	98%	100%	96%	100%	96%	N/A	97%	100%	96%	100%	99%	100%
	06-07	28	99%	100%	97%	88%	97%	100%	98%	89%	97%	91%	99%	80%

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	35	0%	0%	9%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	12%	4%	9%
1	11%	3%	2%
2	5%	0%	5%
3	8%	0%	0%
4	14%	0%	11%
5	8%	0%	13%
Total	10%	2%	6%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	0%	10%	0%
1	0%	15%	0%
2	5%	13%	0%
3	0%	19%	0%
4	0%	14%	0%
5	0%	13%	0%
Total	0%	13%	0%

* 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	44	2.1	1.7	1.9	1.8	3.4	3.2	Students at my school are given challenging work.	ES/MS Students	47.7%	40.9%	2.3%	2.3%	2.3%	4.5%
	Staff	23	2.0	1.9	1.7	1.9	3.1	3.0		Staff	34.8%	60.9%	4.3%	0.0%	0.0%	0.0%
	Parents	22	2.8	1.6	1.6	1.6	3.3	3.3		Parents	54.5%	36.4%	4.5%	0.0%	4.5%	0.0%
Safety	ES/MS Students	44	2.1	1.8	1.8	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	54.5%	29.5%	9.1%	4.5%	2.3%	0.0%
	Staff	23	1.9	1.8	1.9	1.9	2.9	3.0		Staff	17.4%	56.5%	21.7%	4.3%	0.0%	0.0%
	Parents	22	2.9	1.6	1.6	1.6	3.1	3.2		Parents	36.4%	40.9%	4.5%	9.1%	0.0%	9.1%
Environment	ES/MS Students	44	2.2	1.9	1.9	2.0	3.1	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	20.5%	36.4%	18.2%	6.8%	18.2%	0.0%
	Staff	23	2.0	1.8	1.7	1.8	3.0	3.1		Staff	17.4%	82.6%	0.0%	0.0%	0.0%	0.0%
	Parents	22	2.8	1.6	1.6	1.6	3.3	3.3		Parents	63.6%	31.8%	0.0%	4.5%	0.0%	0.0%
Governance	ES/MS Students	44	2.4	2.2	2.1	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	40.9%	34.1%	11.4%	9.1%	2.3%	2.3%
	Staff	23	1.8	1.9	1.8	1.9	2.8	3.0		Staff	21.7%	34.8%	21.7%	13.0%	4.3%	4.3%
	Parents	22	2.9	1.6	1.6	1.7	3.3	3.2		Parents	54.5%	31.8%	0.0%	4.5%	4.5%	4.5%

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.

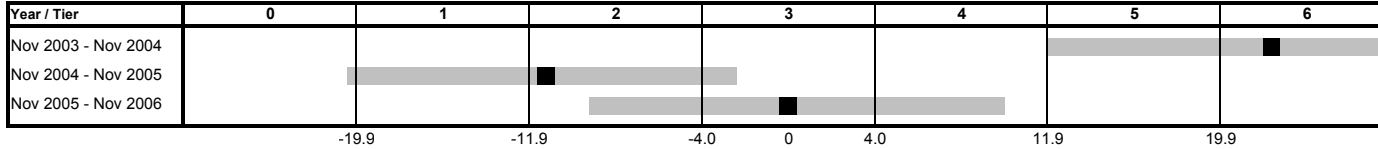
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

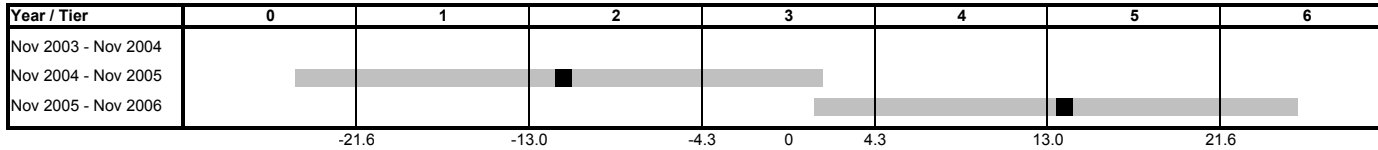
CARTER SCHOOL OF EXCELLENCE

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	5.8
Nov 2004 - Nov 2005	-11.2	1.6
Nov 2005 - Nov 2006	0.2	3.0



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	-11.5	1.7
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					
		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	NA	NA	NA	5.8	1.6	3.0	NA	NA	15%	4%	9%	15%	NA	NA	NA	2	4	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	NA	NA	NA	NA	1.7	4.6	NA	NA	27%	52%	29%	40%	NA	NA	NA	NA	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