

BARTON SCHOOL

2006-2007 Report Card

Grades Kgn. - 6

MPS Elementary School

School Information	
Address	5700 W GREEN TREE RD
Phone	414-393-3900
Fax	414-393-3915
Site Number	0081
School Operation	7:45 - 2:25

Administration (Principal/School Leader)	
School Year (06-07)	DONALD WOJCZULIS
School Year (07-08)	DONALD WOJCZULIS
06-07 Administrator Years at Site	3

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	496	498	487
Pre-Kindergarten	52	51	47
Kindergarten	59	60	59
Grade 1	59	62	61
Grade 2	63	66	62
Grade 3	57	61	69
Grade 4	64	64	62
Grade 5	70	67	62
Grade 6	72	67	65

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	50%	48%	49%
	Female	50%	52%	51%
Ethnicity	Asian	6%	7%	6%
	Native American	1%	1%	0%
	African American	77%	80%	80%
	Hispanic	2%	1%	2%
	White	8%	6%	5%
Groups	Special Education	13%	14%	16%
	English Language Learners	1%	1%	1%
	Free/Reduced Lunch	76%	81%	83%

Student Movement		04-05	05-06	06-07
	Mobility Rate	12%	6%	4%
	Stability Rate	76%	75%	78%

School Profile

In September of 2003, Barton Elementary School was named a 2003 No Child Left Behind- Blue Ribbon School; the only one in the State of Wisconsin. This award was made on the basis of significant academic success for all students. We are extremely proud of this recognition, and feel that it was earned by all of the shareholders in the Barton community. In addition, Barton has been recognized as a recipient of the New Wisconsin Promise Award for the past two years. Both awards recognize schools that have achieved high levels of academic excellence for their students. At Barton, that means meeting the needs of our 500 plus students from 4 year old kindergarten through sixth grade. Our 4 year old and 5 year old Kindergarten programs are full-day. Our Kindergarten through third grade classrooms are part of the S.A.G.E. Program which guarantees a small (15:1) pupil/teacher ratio.

Science Achievement: Science is a high priority at Barton. Our serious focus on inquiry-based instruction promotes scientific thinking throughout the building. Our outstanding WKCE Science Scores continue to reflect the high emphasis science has in our curriculum. Our hands-on science program is complimented by our partnerships with industrial businesses and health care institutions. In addition, all classes participate in our annual science fair and science related field trips to sites in and around the city.

Reading Achievement: Our WKCE and WRCT scores in reading continue to reflect the outstanding achievement of our students. We are in our fourth year of implementation of the Direct Instruction Reading Program school-wide. Local and national research shows that Direct Instruction has proven successful in teaching ALL children to read. We are certainly seeing those results here at Barton.

Math Achievement: We have successfully been using the Mathematics Exploration and Applications math program for the last five years. The program has been rewritten and renamed Real Math. It was field tested during the 2005-2006 school year. We look forward to continued improvement in this area.

Staff Development: Staff development takes on several approaches at Barton. There are online courses offered for topics ranging from reading to data analysis. Small group and individual staff development is provided for reading, math, and writing instruction.

Parental/Community Involvement: Barton has a very dedicated and competent group of parent and community volunteers. Volunteers include individual and class tutors, the Dr. King Read In participants, library helpers, science fair assistants, PTO officers and members, the Learning Team, School Governance Council, business partnerships, and Junior Achievement volunteers. We have well over 100 people who help make our mission at Barton more successful.

Technology: Barton School excels in the integration of technology into the curriculum. Our state of the art computer lab is paired with a library of over 7,000 titles to make literacy and technology available for each and every child. A school wide network allows students to produce and view the weekly Barton News Network program from a television in each classroom. Internet access for every student has resulted in many online activities that bring the resources of the world into our school.

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

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.

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6	Reading	04-05	70	100%	N/A	51%	71%	N/A	59%	100%	N/A	66%	100%	N/A	45%	71%	N/A	55%	100%	N/A	71%	64%	N/A	45%	68%	N/A	57%	75%
		05-06	67	100%	83%	57%	61%	73%	63%	33%	73%	62%	N/A	56%	51%	61%	67%	59%	50%	88%	79%	83%	81%	53%	53%	85%	62%	72%
		06-07	67	100%	85%	62%	72%	75%	64%	100%	78%	75%	N/A	61%	57%	69%	68%	64%	N/A	91%	79%	82%	82%	56%	67%	87%	68%	76%
6	Language	04-05	70	100%	N/A	41%	63%	N/A	49%	100%	N/A	47%	100%	N/A	33%	62%	N/A	45%	100%	N/A	64%	55%	N/A	36%	53%	N/A	46%	72%
		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
6	Math	04-05	70	100%	N/A	39%	60%	N/A	57%	100%	N/A	43%	0%	N/A	30%	64%	N/A	47%	0%	N/A	65%	45%	N/A	39%	62%	N/A	39%	58%
		05-06	67	100%	72%	38%	22%	69%	54%	67%	60%	41%	N/A	37%	29%	23%	55%	41%	0%	79%	62%	0%	72%	37%	21%	74%	39%	24%
		06-07	67	100%	76%	40%	36%	76%	62%	50%	61%	60%	N/A	40%	31%	31%	57%	44%	N/A	82%	63%	55%	76%	39%	42%	76%	42%	29%
7	Reading	04-05	N/A	N/A	N/A	60%	N/A	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	N/A	N/A	63%	N/A	N/A	78%	N/A	54%	N/A	N/A	66%	N/A	
		05-06	N/A	N/A	84%	59%	N/A	74%	66%	N/A	77%	70%	N/A	56%	52%	N/A	66%	64%	N/A	89%	80%	N/A	81%	54%	N/A	86%	64%	N/A
		06-07	N/A	N/A	85%	58%	N/A	74%	69%	N/A	77%	58%	N/A	58%	51%	N/A	66%	60%	N/A	89%	82%	N/A	82%	55%	N/A	86%	61%	N/A
7	Language	04-05	N/A	N/A	N/A	41%	N/A	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	N/A	N/A	46%	N/A	N/A	63%	N/A	N/A	34%	N/A	N/A	48%	N/A
		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
7	Math	04-05	N/A	N/A	N/A	38%	N/A	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	N/A	N/A	48%	N/A	N/A	66%	N/A	N/A	37%	N/A	N/A	40%	N/A
		05-06	N/A	N/A	73%	37%	N/A	69%	55%	N/A	58%	41%	N/A	35%	26%	N/A	55%	49%	N/A	81%	64%	N/A	73%	37%	N/A	73%	36%	N/A
		06-07	N/A	N/A	78%	44%	N/A	75%	60%	N/A	69%	58%	N/A	43%	34%	N/A	61%	53%	N/A	86%	70%	N/A	79%	45%	N/A	79%	44%	N/A
8	Reading	04-05	N/A	N/A	85%	59%	N/A	74%	69%	N/A	76%	69%	N/A	56%	52%	N/A	65%	62%	N/A	89%	83%	N/A	81%	53%	N/A	87%	65%	N/A
		05-06	N/A	N/A	84%	58%	N/A	77%	70%	N/A	75%	77%	N/A	56%	51%	N/A	68%	62%	N/A	89%	78%	N/A	82%	53%	N/A	86%	62%	N/A
		06-07	N/A	N/A	84%	62%	N/A	79%	76%	N/A	76%	65%	N/A	62%	57%	N/A	67%	63%	N/A	88%	79%	N/A	82%	57%	N/A	87%	68%	N/A
8	Language	04-05	N/A	N/A	65%	37%	N/A	51%	47%	N/A	46%	47%	N/A	32%	29%	N/A	40%	38%	N/A	71%	65%	N/A	59%	32%	N/A	70%	42%	N/A
		05-06	N/A	N/A	66%	37%	N/A	49%	48%	N/A	47%	43%	N/A	36%	32%	N/A	43%	36%	N/A	72%	60%	N/A	61%	32%	N/A	70%	42%	N/A
		06-07	N/A	N/A	62%	35%	N/A	48%	40%	N/A	42%	33%	N/A	33%	29%	N/A	40%	37%	N/A	69%	59%	N/A	56%	30%	N/A	67%	41%	N/A
8	Math	04-05	N/A	N/A	73%	36%	N/A	68%	58%	N/A	55%	50%	N/A	32%	26%	N/A	53%	41%	N/A	81%	65%	N/A	72%	36%	N/A	73%	36%	N/A
		05-06	N/A	N/A	73%	37%	N/A	72%	58%	N/A	56%	41%	N/A	38%	29%	N/A	52%	44%	N/A	81%	62%	N/A	74%	36%	N/A	74%	39%	N/A
		06-07	N/A	N/A	74%	40%	N/A	74%	57%	N/A	59%	52%	N/A	39%	31%	N/A	55%	49%	N/A	81%	65%	N/A	76%	41%	N/A	74%	39%	N/A
8	Science	04-05	N/A	N/A	73%	32%	N/A	54%	41%	N/A	57%	50%	N/A	30%	23%	N/A	48%	35%	N/A	82%	66%	N/A	75%	33%	N/A	72%	32%	N/A
		05-06	N/A	N/A	73%	36%	N/A	61%	52%	N/A	56%	54%	N/A	34%	27%	N/A	51%	39%	N/A	81%	65%	N/A	74%	36%	N/A	73%	36%	N/A
		06-07	N/A	N/A	74%	39%	N/A	62%	50%	N/A	60%	56%	N/A	37%	31%	N/A	51%	43%	N/A	82%	68%	N/A	74%	39%	N/A	75%	39%	N/A
8	Social Studies	04-05	N/A	N/A	83%	50%	N/A	75%	65%	N/A	70%	65%	N/A	49%	41%	N/A	66%	56%	N/A	89%	78%	N/A	82%	49%	N/A	54%	52%	N/A
		05-06	N/A	N/A	84%	52%	N/A	80%	69%	N/A	71%	61%	N/A	50%	44%	N/A	68%	57%	N/A	89%	77%	N/A	82%	49%	N/A	84%	55%	N/A
		06-07	N/A	N/A	82%	52%	N/A	78%	71%	N/A	72%	69%	N/A	52%	45%	N/A	65%	56%	N/A	89%	74%	N/A	82%	50%	N/A	84%	54%	N/A

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.

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The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

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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	59	97%	50%	30%	11%	86%	66%	64%	57%	52%	100%	82%	62%	55%	65%	56%	56%	88%	76%	56%	
		06-07	65	100%	50%	31%	55%	86%	68%	91%	55%	48%	67%	82%	64%	85%	67%	57%	82%	89%	82%	100%	
3	Math	04-05	61	100%	N/A	31%	25%	N/A	57%	61%	N/A	53%	N/A	53%	54%	N/A	48%	49%	N/A	70%	75%		
		05-06	59	97%	48%	26%	22%	75%	46%	44%	54%	48%	100%	73%	42%	40%	55%	39%	40%	80%	58%	44%	
		06-07	65	100%	53%	28%	36%	77%	49%	76%	56%	46%	67%	75%	45%	69%	57%	41%	68%	82%	68%	78%	
4	Reading	04-05	64	100%	53%	31%	25%	86%	69%	83%	59%	53%	N/A	84%	63%	72%	68%	59%	70%	88%	80%	80%	
		05-06	61	98%	53%	34%	0%	87%	67%	69%	56%	45%	0%	84%	63%	58%	69%	57%	57%	90%	76%	63%	
		06-07	62	100%	52%	32%	27%	87%	68%	96%	55%	47%	100%	83%	64%	78%	67%	58%	79%	89%	81%	80%	
4	Language	04-05	64	100%	48%	27%	33%	84%	66%	77%	55%	49%	N/A	81%	61%	69%	66%	56%	67%	87%	77%	80%	
		05-06	61	98%	56%	35%	0%	83%	63%	59%	53%	43%	100%	81%	60%	48%	64%	53%	47%	88%	74%	63%	
		06-07	62	100%	56%	35%	20%	80%	63%	81%	54%	47%	100%	78%	60%	65%	62%	54%	67%	85%	77%	60%	
4	Math	04-05	64	100%	49%	25%	33%	76%	50%	73%	56%	48%	N/A	74%	46%	66%	55%	43%	65%	80%	64%	70%	
		05-06	61	98%	48%	28%	10%	76%	47%	49%	51%	38%	100%	74%	44%	42%	54%	39%	40%	81%	60%	63%	
		06-07	62	100%	54%	30%	13%	81%	56%	60%	60%	52%	100%	79%	52%	47%	61%	47%	46%	85%	72%	60%	
4	Science	04-05	64	100%	56%	24%	50%	82%	52%	63%	47%	45%	N/A	80%	47%	61%	59%	42%	59%	87%	73%	70%	
		05-06	61	97%	57%	32%	0%	81%	53%	47%	52%	43%	100%	80%	50%	38%	61%	44%	36%	87%	65%	63%	
		06-07	62	100%	58%	29%	13%	81%	53%	55%	51%	45%	100%	78%	50%	43%	60%	44%	50%	86%	73%	20%	
4	Social Studies	04-05	64	100%	78%	53%	58%	93%	81%	88%	75%	72%	N/A	92%	76%	83%	84%	74%	83%	95%	88%	80%	
		05-06	61	98%	80%	59%	20%	93%	81%	82%	76%	71%	100%	92%	78%	72%	83%	74%	72%	95%	87%	75%	
		06-07	62	100%	81%	58%	33%	93%	82%	98%	75%	69%	100%	92%	79%	82%	84%	75%	83%	95%	91%	80%	
5	Reading	04-05	69	100%	N/A	24%	36%	N/A	64%	62%	N/A	36%	33%	N/A	59%	59%	N/A	52%	55%	N/A	76%	73%	
		05-06	68	99%	50%	27%	57%	88%	69%	80%	58%	41%	0%	85%	63%	76%	69%	58%	71%	90%	75%	85%	
		06-07	60	100%	53%	33%	21%	89%	71%	78%	58%	43%	100%	86%	67%	64%	69%	60%	63%	91%	83%	78%	
5	Language	04-05	69	100%	N/A	15%	18%	N/A	47%	57%	N/A	25%	33%	N/A	44%	52%	N/A	36%	45%	N/A	63%	82%	
		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	69	100%	N/A	26%	36%	N/A	55%	50%	N/A	44%	67%	N/A	50%	47%	N/A	45%	43%	N/A	70%	73%	
		05-06	68	99%	43%	20%	36%	77%	45%	48%	51%	31%	0%	74%	41%	46%	54%	36%	33%	81%	57%	75%	
		06-07	60	100%	46%	26%	14%	80%	50%	52%	53%	37%	100%	77%	47%	41%	57%	41%	39%	84%	67%	67%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	436
		06-07	459	437	451
3	Math	04-05	N/A	585	587
		05-06	431	398	397
		06-07	434	401	419
4	Reading	04-05	646	623	632
		05-06	477	446	445
		06-07	477	450	466
4	Language	04-05	646	626	632
		05-06	298	279	275
		06-07	296	281	280
4	Math	04-05	633	610	622
		05-06	463	428	427
		06-07	466	435	425
4	Science	04-05	637	609	618
		05-06	300	276	266
		06-07	300	277	271
4	Social Studies	04-05	646	629	636
		05-06	298	280	275
		06-07	298	281	279
5	Reading	04-05	N/A	641	642
		05-06	485	452	467
		06-07	485	453	449
5	Language	04-05	N/A	643	650
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	622
		05-06	484	449	457
		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.

BARTON 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	
6	Reading	04-05	70	100%	N/A	19%	50%	N/A	58%	75%	N/A	35%	100%	N/A	53%	71%	N/A	47%	71%	N/A	69%	75%	
		05-06	67	100%	47%	21%	27%	89%	65%	68%	55%	33%	0%	85%	59%	63%	68%	53%	56%	90%	73%	80%	
		06-07	67	100%	51%	24%	29%	91%	71%	83%	57%	39%	N/A	86%	64%	72%	71%	58%	69%	91%	78%	85%	
6	Language	04-05	70	100%	N/A	15%	60%	N/A	46%	63%	N/A	28%	100%	N/A	42%	62%	N/A	36%	66%	N/A	60%	50%	
		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
6	Math	04-05	70	100%	N/A	23%	30%	N/A	43%	65%	N/A	35%	100%	N/A	40%	59%	N/A	35%	62%	N/A	59%	50%	
		05-06	67	100%	37%	15%	0%	79%	43%	27%	50%	24%	50%	73%	39%	22%	53%	33%	21%	82%	54%	27%	
		06-07	67	100%	43%	18%	14%	81%	45%	42%	55%	35%	N/A	78%	41%	36%	58%	36%	33%	84%	58%	46%	
7	Reading	04-05	N/A	N/A	N/A	24%	N/A	N/A	68%	N/A	N/A	45%	N/A	N/A	61%	N/A	N/A	56%	N/A	N/A	74%	N/A	
		05-06	N/A	N/A	47%	24%	N/A	89%	67%	N/A	52%	38%	N/A	85%	60%	N/A	69%	55%	N/A	90%	72%	N/A	
		06-07	N/A	N/A	49%	23%	N/A	91%	66%	N/A	56%	35%	N/A	86%	60%	N/A	70%	54%	N/A	91%	77%	N/A	
7	Language	04-05	N/A	N/A	N/A	14%	N/A	N/A	47%	N/A	N/A	31%	N/A	N/A	42%	N/A	N/A	37%	N/A	N/A	58%	N/A	
		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	N/A
7	Math	04-05	N/A	N/A	N/A	16%	N/A	N/A	44%	N/A	N/A	34%	N/A	N/A	39%	N/A	N/A	34%	N/A	N/A	55%	N/A	
		05-06	N/A	N/A	35%	16%	N/A	80%	41%	N/A	48%	32%	N/A	74%	37%	N/A	55%	32%	N/A	82%	52%	N/A	
		06-07	N/A	N/A	42%	20%	N/A	85%	50%	N/A	58%	40%	N/A	79%	45%	N/A	62%	40%	N/A	87%	62%	N/A	
8	Reading	04-05	N/A	N/A	50%	23%	N/A	91%	67%	N/A	50%	38%	N/A	86%	60%	N/A	67%	55%	N/A	91%	78%	N/A	
		05-06	N/A	N/A	50%	23%	N/A	90%	66%	N/A	55%	37%	N/A	86%	59%	N/A	69%	54%	N/A	91%	68%	N/A	
		06-07	N/A	N/A	49%	26%	N/A	90%	70%	N/A	56%	32%	N/A	86%	64%	N/A	71%	59%	N/A	89%	76%	N/A	
8	Language	04-05	N/A	N/A	24%	12%	N/A	71%	43%	N/A	26%	22%	N/A	67%	38%	N/A	42%	32%	N/A	74%	60%	N/A	
		05-06	N/A	N/A	26%	12%	N/A	72%	43%	N/A	30%	20%	N/A	66%	38%	N/A	44%	33%	N/A	73%	48%	N/A	
		06-07	N/A	N/A	26%	15%	N/A	69%	40%	N/A	25%	15%	N/A	64%	37%	N/A	42%	31%	N/A	71%	52%	N/A	
8	Math	04-05	N/A	N/A	34%	15%	N/A	80%	41%	N/A	49%	28%	N/A	75%	36%	N/A	51%	31%	N/A	82%	59%	N/A	
		05-06	N/A	N/A	35%	16%	N/A	80%	43%	N/A	53%	32%	N/A	75%	38%	N/A	56%	34%	N/A	82%	48%	N/A	
		06-07	N/A	N/A	37%	19%	N/A	81%	45%	N/A	53%	35%	N/A	75%	41%	N/A	56%	36%	N/A	84%	58%	N/A	
8	Science	04-05	N/A	N/A	39%	12%	N/A	80%	37%	N/A	34%	16%	N/A	75%	33%	N/A	50%	27%	N/A	83%	57%	N/A	
		05-06	N/A	N/A	40%	13%	N/A	79%	41%	N/A	40%	21%	N/A	75%	37%	N/A	54%	31%	N/A	83%	50%	N/A	
		06-07	N/A	N/A	40%	17%	N/A	81%	44%	N/A	37%	17%	N/A	76%	41%	N/A	55%	34%	N/A	84%	60%	N/A	
8	Social Studies	04-05	N/A	N/A	51%	20%	N/A	88%	58%	N/A	56%	40%	N/A	84%	51%	N/A	66%	46%	N/A	90%	72%	N/A	
		05-06	N/A	N/A	51%	19%	N/A	88%	60%	N/A	59%	28%	N/A	85%	53%	N/A	67%	47%	N/A	90%	66%	N/A	
		06-07	N/A	N/A	52%	25%	N/A	88%	58%	N/A	57%	28%	N/A	83%	54%	N/A	67%	48%	N/A	90%	69%	N/A	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	650
		05-06	501	462	461
		06-07	503	465	474
6	Language	04-05	N/A	645	659
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	646
		05-06	508	470	461
		06-07	513	472	474
7	Reading	04-05	N/A	650	N/A
		05-06	511	474	N/A
		06-07	513	474	N/A
7	Language	04-05	N/A	648	N/A
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	N/A
		05-06	528	486	N/A
		06-07	535	495	N/A
8	Reading	04-05	689	661	N/A
		05-06	526	484	N/A
		06-07	527	490	N/A
8	Language	04-05	680	657	N/A
		05-06	397	372	N/A
		06-07	395	371	N/A
8	Math	04-05	704	668	N/A
		05-06	540	495	N/A
		06-07	543	501	N/A
8	Science	04-05	699	666	N/A
		05-06	398	362	N/A
		06-07	398	363	N/A
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	N/A
		06-07	397	367	N/A

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.

BARTON SCHOOL

Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		2.30	N/A	3.07	N/A	2.25	N/A	2.10	N/A	2.37	N/A	2.77	N/A	2.08	N/A	2.52	N/A
		05-06		2.30	N/A	3.03	N/A	1.97	N/A	2.13	N/A	2.34	N/A	2.75	N/A	2.11	N/A	2.50	N/A
		06-07		2.32	N/A	3.06	N/A	2.22	N/A	2.12	N/A	2.39	N/A	2.77	N/A	2.13	N/A	2.51	N/A

Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		1.94	N/A	2.38	N/A	2.38	N/A	2.29	N/A	2.26	N/A	2.30	N/A
		05-06		1.94	N/A	2.38	N/A	2.26	N/A	2.30	N/A	2.21	N/A	2.66	N/A
		06-07		1.96	N/A	2.40	N/A	2.37	N/A	2.31	N/A	2.23	N/A	2.71	N/A

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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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%	94%	96%	96%	97%	93%	91%	96%	93%	92%	94%	94%	94%	96%	96%	94%	93%	95%	93%	93%	95%	93%	94%
		05-06	95%	93%	93%	97%	96%	96%	93%	92%	96%	92%	92%	93%	94%	93%	93%	96%	94%	94%	95%	92%	93%	95%	93%	94%
	State Target = 85%	06-07	N/A	93%	93%	N/A	96%	96%	N/A	91%	91%	N/A	91%	93%	N/A	94%	96%	N/A	94%	93%	N/A	92%	93%	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%	92%	96%	93%	94%	N/A	95%	98%	N/A	93%	94%	N/A	93%	94%	N/A	93%	94%
		05-06	94%	91%	91%	96%	93%	94%	N/A	94%	98%	N/A	92%	93%	N/A	92%	93%	N/A	92%	93%
		06-07	N/A	90%	90%	N/A	93%	94%	N/A	95%	96%	N/A	92%	93%	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		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	04-05	55	97%	98%	99%	100%	97%	N/A	96%	98%	97%	N/A	99%	100%	96%	100%	97%	96%
	05-06	58	97%	100%	96%	100%	100%	N/A	96%	100%	97%	100%	99%	100%	96%	100%	97%	100%
	06-07	57	98%	100%	100%	100%	100%	N/A	97%	100%	97%	100%	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	55	98%	100%	97%	98%	97%	N/A	97%	98%	97%	100%	98%	93%
	05-06	58	98%	100%	96%	100%	96%	100%	97%	100%	96%	100%	99%	100%
	06-07	57	99%	100%	97%	100%	97%	100%	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

BARTON 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	Attend 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	
MS	04-05		95%	89%	96%	97%	95%	99%	91%	87%	96%	90%	89%	95%	93%	90%	97%	95%	91%	95%	95%	89%	95%	95%	90%	96%	
	05-06		95%	89%	92%	97%	94%	98%	91%	86%	N/A	90%	88%	92%	92%	90%	94%	95%	92%	87%	95%	88%	92%	95%	90%	91%	
	06-07		N/A	89%	91%	N/A	95%	98%	N/A	87%	N/A	N/A	88%	92%	N/A	90%	N/A	N/A	92%	81%	N/A	88%	89%	N/A	90%	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	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	04-05		93%	86%	96%	95%	90%	95%	N/A	91%	100%	N/A	89%	96%	N/A	89%	96%	N/A	89%	96%	
	05-06		92%	85%	89%	95%	90%	92%	N/A	91%	97%	N/A	89%	91%	N/A	88%	92%	N/A	92%	90%	
	06-07		N/A	85%	88%	N/A	90%	92%	N/A	91%	N/A	N/A	89%	91%	N/A	88%	90%	N/A	93%	96%	

Ethnicity and Gender

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9															
				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	N/A	95%	N/A	97%	N/A	96%	N/A	95%	N/A	94%	N/A	98%	N/A	94%	N/A	96%	N/A	
	05-06	N/A	95%	N/A	97%	N/A	100%	N/A	95%	N/A	96%	N/A	97%	N/A	95%	N/A	96%	N/A	
	06-07	N/A	97%	N/A	97%	N/A	95%	N/A	97%	N/A	98%	N/A	100%	N/A	97%	N/A	98%	N/A	

Other Student Groups

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9											
				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	N/A	97%	N/A	95%	N/A	93%	N/A	95%	N/A	95%	N/A	96%	N/A	
	05-06	N/A	98%	N/A	95%	N/A	94%	N/A	96%	N/A	95%	N/A	96%	N/A	
	06-07	N/A	98%	N/A	97%	N/A	95%	N/A	97%	N/A	97%	N/A	98%	N/A	

MS indicates Middle grade students.

BARTON SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	5	2%	1%	1%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	17%	18%	17%
1	10%	24%	16%
2	25%	20%	23%
3	14%	23%	17%
4	5%	33%	23%
5	23%	19%	19%
Total	16%	23%	19%

* 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	134	1.7	1.7	1.8	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	37.3%	53.7%	5.2%	2.2%	1.5%	0.0%
	Staff	41	1.8	1.9	1.9	1.9	3.2	3.0		Staff	41.5%	56.1%	2.4%	0.0%	0.0%	0.0%
	Parents	51	*	1.6	*	1.6	3.4	3.3		Parents	39.2%	56.9%	2.0%	0.0%	0.0%	2.0%
Safety	ES/MS Students	134	1.8	1.8	1.7	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	38.8%	53.0%	1.5%	3.0%	3.7%	0.0%
	Staff	41	1.5	1.8	1.8	1.9	3.2	3.0		Staff	46.3%	46.3%	7.3%	0.0%	0.0%	0.0%
	Parents	51	*	1.6	*	1.6	3.3	3.2		Parents	54.9%	41.2%	2.0%	2.0%	0.0%	0.0%
Environment	ES/MS Students	134	2.0	1.9	1.9	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	13.4%	54.5%	14.2%	3.0%	13.4%	1.5%
	Staff	41	1.7	1.8	1.8	1.8	3.3	3.1		Staff	43.9%	51.2%	2.4%	2.4%	0.0%	0.0%
	Parents	51	*	1.6	*	1.6	3.5	3.3		Parents	64.7%	29.4%	5.9%	0.0%	0.0%	0.0%
Governance	ES/MS Students	134	2.3	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	17.9%	44.8%	17.9%	9.0%	10.4%	0.0%
	Staff	41	1.9	1.9	2.0	1.9	3.3	3.0		Staff	48.8%	39.0%	7.3%	0.0%	0.0%	4.9%
	Parents	51	*	1.6	*	1.7	3.3	3.2		Parents	39.2%	54.9%	2.0%	0.0%	2.0%	2.0%

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.

BARTON SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	4	0%	0%	5%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	1%	1%	2%
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	1%	1%	2%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	11%	36%	26%
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	11%	36%	26%

* 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	134	1.7	1.7	1.8	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	37.3%	53.7%	5.2%	2.2%	1.5%	0.0%
	Staff	41	1.8	1.9	1.9	1.9	3.2	3.0		Staff	41.5%	56.1%	2.4%	0.0%	0.0%	0.0%
	Parents	51	*	1.6	*	1.6	3.4	3.3		Parents	39.2%	56.9%	2.0%	0.0%	0.0%	2.0%
Safety	ES/MS Students	134	1.8	1.8	1.7	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	38.8%	53.0%	1.5%	3.0%	3.7%	0.0%
	Staff	41	1.5	1.8	1.8	1.9	3.2	3.0		Staff	46.3%	46.3%	7.3%	0.0%	0.0%	0.0%
	Parents	51	*	1.6	*	1.6	3.3	3.2		Parents	54.9%	41.2%	2.0%	2.0%	0.0%	0.0%
Environment	ES/MS Students	134	2.0	1.9	1.9	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	13.4%	54.5%	14.2%	3.0%	13.4%	1.5%
	Staff	41	1.7	1.8	1.8	1.8	3.3	3.1		Staff	43.9%	51.2%	2.4%	2.4%	0.0%	0.0%
	Parents	51	*	1.6	*	1.6	3.5	3.3		Parents	64.7%	29.4%	5.9%	0.0%	0.0%	0.0%
Governance	ES/MS Students	134	2.3	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	17.9%	44.8%	17.9%	9.0%	10.4%	0.0%
	Staff	41	1.9	1.9	2.0	1.9	3.3	3.0		Staff	48.8%	39.0%	7.3%	0.0%	0.0%	4.9%
	Parents	51	*	1.6	*	1.7	3.3	3.2		Parents	39.2%	54.9%	2.0%	0.0%	2.0%	2.0%

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.

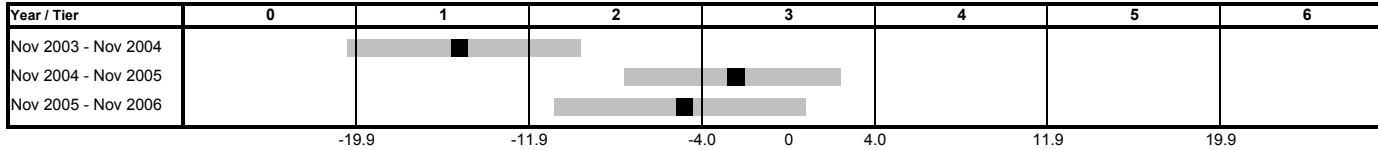
- 4 = Strongly Agree
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* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

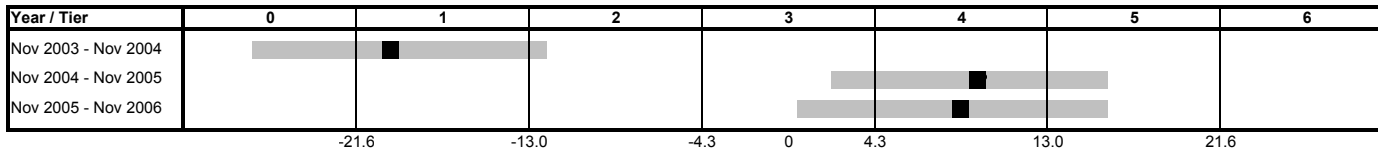
BARTON SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.1
Nov 2004 - Nov 2005	-2.3	2.7
Nov 2005 - Nov 2006	-4.0	2.4



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	0.7
Nov 2004 - Nov 2005	9.3	4.1
Nov 2005 - Nov 2006	6.4	4.0



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

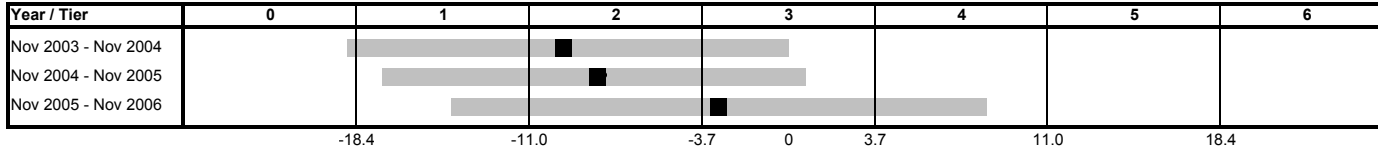
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.5	3.6	4.0	1.1	2.7	2.4	81%	80%	91%	66%	43%	54%	1	1	1	3	3	3
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	4.1	3.0	4.1	0.7	4.1	4.0	82%	87%	91%	72%	63%	76%	1	1	1	3	1	1
	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

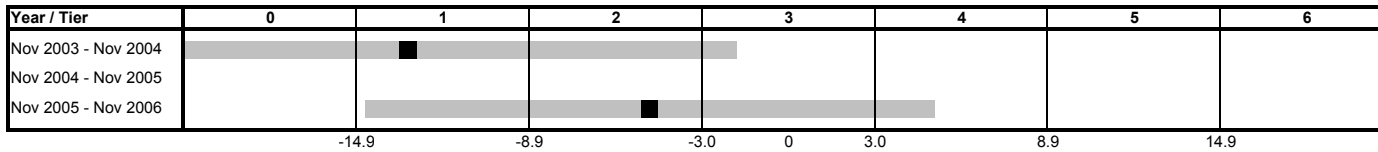
BARTON SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.7
Nov 2004 - Nov 2005	-8.1	1.9
Nov 2005 - Nov 2006	-2.3	2.6



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	0.8
Nov 2004 - Nov 2005	N/A	N/A
Nov 2005 - Nov 2006	-4.8	2.2



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	MS Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Legend					
		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	NA	1.9	2.6	NA	NA	NA	NA	22%	36%	NA	NA	NA	NA	4	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	NA	NA	NA	2.2	NA	NA	NA	NA	61%	72%	NA	NA	NA	NA	1	3
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	40%	55%	52%	59%	58%	61%						

Data Source: Value Added Quadrant Report for 2006-07