

BURBANK SCHOOL

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	6035 W ADLER ST
Phone	414-256-8400
Fax	414-256-8415
Site Number	0095
School Operation	7:45 - 2:30

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

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	530	557	564
Pre-Kindergarten	53	55	48
Kindergarten	66	56	51
Grade 1	61	69	60
Grade 2	60	55	58
Grade 3	71	54	59
Grade 4	72	62	53
Grade 5	75	62	64
Grade 6	40	67	60
Grade 7	32	38	62
Grade 8	N/A	39	49

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	53%	52%	51%
	Female	47%	48%	49%
Ethnicity	Asian	20%	19%	20%
	Native American	2%	2%	2%
	African American	27%	27%	29%
	Hispanic	16%	15%	17%
	White	30%	31%	26%
Groups	Special Education	8%	8%	10%
	English Language Learners	13%	8%	13%
	Free/Reduced Lunch	74%	75%	80%

Student Movement		04-05	05-06	06-07
	Mobility Rate	10%	12%	13%
	Stability Rate	73%	71%	74%

School Profile

Reading and Writing Achievement: To prepare our youngest learners, Doors to Discovery is used in our K4 classrooms to introduce concepts of print, alphabet awareness, and reading enjoyment. In our SAGE classrooms, K5 through third grade, the Scott Foresman reading series is used. A block schedule is implemented for reading instruction with students receiving instruction in phonics, phonemic awareness, vocabulary, comprehension, and fluency for 120 minutes daily. The Scott Foresman reading series is used in the fourth and fifth grades; while the McDougal Littel Literature series is used in the sixth through eighth grades. To differentiate instruction and support struggling readers, the literature companion book, Bridges to Literature is used. To further support reading, an after school-tutoring program was established. Reading tutoring was available once a week for struggling students. School wide writing prompts were implemented in the fall of 2005. In conjunction with this initiative, we also began school wide scoring sessions, focusing on providing descriptive feedback to students as a way to improve their writing.

Math Achievement: In the fall of 2005, we implemented our newly adopted Saxon math series at all grade levels. The Saxon curriculum spirals, introducing new topics while reviewing prior skills. By using Saxon in our building, we have ensured that math instruction occurs consistently. In the first through eighth grades we also implemented bi-weekly constructed response assessments that focused on the mathematical standards. Students were given formative feedback on their assessments that helped improve their academic performance. To further support math, an after school-tutoring program was established. Math tutoring was available once a week for struggling students. Constructed response assessment practice and math tutoring will continue in the fall.

Science Achievement: We implemented a balanced program for science instruction by using the inquiry approach, literature, videos, and the Harcourt science series. The scientific method was used in kindergarten through eighth grades to familiarize students with the process and terms. Science kits and our newly opened science lab were used to enhance the teaching and learning of science. Students demonstrated their understanding of science concepts through science displays and examples of their work at a school wide science fair in May.

Staff Development: During the 2006-2007 school year, the staff received training on an array of topics based upon their needs. In addition to embedded staff development, opportunities were available to attend district training, state conferences, and national conferences. Staff development focused on topics such as writing, reading, team teaching, interventions for struggling students, technology, discipline, working with English language learners, understanding poverty, and family involvement. Instructional staff also attended the Wisconsin State Reading Association convention. Teams of teachers also attended Alverno College to participate in the Southeastern Wisconsin Assessment Collaborative (SEWAC) and the Coaching and Assessment for Leadership and Learning Project (Project CALL). Assessment and student achievement information was brought back and shared with the staff during educational meetings.

Parent Involvement: During the 2006-2007 school year, we offered a variety of parent and family programs which strengthened home and school communication, provided education and training, and offered a range of opportunities for parent involvement. We published bi-weekly classroom newsletters and monthly parent newsletters that provided information on classroom curriculum and activities, school and district programs and activities, and general family and community information. We hosted a Family Math Night and a Family Science Fair/Open House, Arts in Community Education (ACE) Family Night, Spring Showcase, Honor Roll Breakfast, Ice Cream Social, Winter Holiday Program, Black History Program, Movie Night and Hmong Parent Workshops. Monthly School Governance Council meetings offered opportunities for parent involvement and decision-making.

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

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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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	
6	Reading	04-05	39	97%	N/A	51%	51%	N/A	59%	33%	N/A	66%	100%	N/A	45%	29%	N/A	55%	71%	N/A	71%	73%	N/A	45%	24%	N/A	57%	73%	
		05-06	68	100%	83%	57%	69%	73%	63%	71%	73%	62%	100%	56%	51%	41%	67%	59%	50%	88%	79%	92%	81%	53%	68%	85%	62%	71%	
		06-07	60	88%	85%	62%	52%	75%	64%	35%	78%	75%	N/A	61%	57%	43%	68%	64%	56%	91%	79%	76%	82%	56%	52%	87%	68%	52%	
6	Language	04-05	39	97%	N/A	41%	44%	N/A	49%	33%	N/A	47%	100%	N/A	33%	14%	N/A	45%	57%	N/A	64%	73%	N/A	36%	29%	N/A	46%	55%	
		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	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	N/A
6	Math	04-05	39	97%	N/A	39%	46%	N/A	57%	67%	N/A	43%	100%	N/A	30%	0%	N/A	47%	71%	N/A	65%	73%	N/A	39%	35%	N/A	39%	55%	
		05-06	68	100%	72%	38%	49%	69%	54%	64%	60%	41%	67%	37%	29%	23%	55%	41%	25%	79%	62%	64%	72%	37%	51%	74%	39%	45%	
		06-07	60	100%	76%	40%	52%	76%	62%	50%	61%	60%	N/A	40%	31%	50%	57%	44%	22%	82%	63%	71%	76%	39%	44%	76%	42%	58%	
7	Reading	04-05	32	97%	N/A	60%	75%	N/A	71%	67%	N/A	68%	100%	N/A	54%	73%	N/A	63%	80%	N/A	78%	78%	N/A	54%	56%	N/A	66%	94%	
		05-06	41	100%	84%	59%	73%	74%	66%	86%	77%	70%	N/A	56%	52%	54%	66%	64%	89%	89%	80%	75%	81%	54%	59%	86%	64%	83%	
		06-07	64	98%	85%	58%	55%	74%	69%	67%	77%	58%	67%	58%	51%	32%	66%	60%	33%	89%	82%	75%	82%	55%	53%	86%	61%	56%	
7	Language	04-05	32	97%	N/A	41%	47%	N/A	58%	33%	N/A	47%	100%	N/A	34%	27%	N/A	46%	60%	N/A	63%	67%	N/A	34%	31%	N/A	48%	63%	
		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	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	N/A
7	Math	04-05	32	97%	N/A	38%	47%	N/A	62%	33%	N/A	62%	100%	N/A	28%	18%	N/A	48%	80%	N/A	66%	67%	N/A	37%	38%	N/A	40%	56%	
		05-06	41	100%	73%	37%	51%	69%	55%	71%	58%	41%	N/A	35%	26%	23%	55%	49%	78%	81%	64%	50%	73%	37%	59%	73%	36%	46%	
		06-07	64	100%	78%	44%	56%	75%	60%	67%	69%	58%	100%	43%	34%	36%	61%	53%	33%	86%	70%	71%	79%	45%	53%	79%	44%	59%	
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	44	100%	84%	58%	73%	77%	70%	67%	75%	77%	50%	56%	51%	72%	68%	62%	78%	89%	78%	78%	82%	53%	64%	86%	62%	82%	
		06-07	52	94%	84%	62%	63%	79%	76%	42%	76%	65%	N/A	62%	57%	58%	67%	63%	78%	88%	79%	83%	82%	57%	57%	87%	68%	68%	
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	44	98%	66%	37%	34%	49%	48%	50%	47%	43%	50%	36%	32%	22%	43%	36%	33%	72%	60%	44%	61%	32%	23%	70%	42%	45%	
		06-07	52	94%	62%	35%	35%	48%	40%	25%	42%	33%	N/A	33%	29%	21%	40%	37%	33%	69%	59%	67%	56%	30%	29%	67%	41%	39%	
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	44	100%	73%	37%	39%	72%	58%	50%	56%	41%	0%	38%	29%	28%	52%	44%	56%	81%	62%	44%	74%	36%	41%	74%	39%	36%	
		06-07	52	100%	74%	40%	50%	74%	57%	50%	59%	52%	N/A	39%	31%	32%	55%	49%	56%	81%	65%	75%	76%	41%	52%	74%	39%	48%	
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	44	95%	73%	36%	43%	61%	52%	50%	56%	54%	50%	34%	27%	22%	51%	39%	78%	81%	65%	44%	74%	36%	36%	73%	36%	50%	
		06-07	52	90%	74%	39%	46%	62%	50%	25%	60%	56%	N/A	37%	31%	32%	51%	43%	67%	82%	68%	75%	74%	39%	38%	75%	39%	52%	
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	44	95%	84%	52%	52%	80%	69%	67%	71%	61%	50%	50%	44%	33%	68%	57%	78%	89%	77%	56%	82%	49%	45%	84%	55%	59%	
		06-07	52	90%	82%	52%	58%	78%	71%	33%	72%	69%	N/A	52%	45%	42%	65%	56%	89%	89%	74%	83%	82%	50%	48%	84%	54%	65%	

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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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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	57	98%	50%	30%	20%	86%	66%	71%	57%	52%	83%	82%	62%	65%	65%	56%	66%	88%	76%	68%	
		06-07	58	93%	50%	31%	20%	86%	68%	79%	55%	48%	55%	82%	64%	79%	67%	57%	70%	89%	82%	86%	
3	Math	04-05	67	100%	N/A	31%	13%	N/A	57%	68%	N/A	53%	64%	N/A	53%	60%	N/A	48%	61%	N/A	70%	61%	
		05-06	57	98%	48%	26%	20%	75%	46%	58%	54%	48%	67%	73%	42%	53%	55%	39%	50%	80%	58%	63%	
		06-07	58	100%	53%	28%	60%	77%	49%	72%	56%	46%	45%	75%	45%	77%	57%	41%	66%	82%	68%	86%	
4	Reading	04-05	68	99%	53%	31%	11%	86%	69%	71%	59%	53%	69%	84%	63%	62%	68%	59%	61%	88%	80%	73%	
		05-06	63	100%	53%	34%	13%	87%	67%	58%	56%	45%	10%	84%	63%	60%	69%	57%	45%	90%	76%	68%	
		06-07	50	90%	52%	32%	50%	87%	68%	59%	55%	47%	25%	83%	64%	64%	67%	58%	51%	89%	81%	89%	
4	Language	04-05	68	99%	48%	27%	11%	84%	66%	81%	55%	49%	81%	81%	61%	69%	66%	56%	68%	87%	77%	91%	
		05-06	63	100%	56%	35%	25%	83%	63%	60%	53%	43%	30%	81%	60%	60%	64%	53%	50%	88%	74%	68%	
		06-07	50	90%	56%	35%	33%	80%	63%	48%	54%	47%	25%	78%	60%	50%	62%	54%	39%	85%	77%	78%	
4	Math	04-05	68	99%	49%	25%	0%	76%	50%	59%	56%	48%	69%	74%	46%	46%	55%	43%	47%	80%	64%	73%	
		05-06	63	100%	48%	28%	13%	76%	47%	47%	51%	38%	50%	74%	44%	42%	54%	39%	43%	81%	60%	42%	
		06-07	50	100%	54%	30%	50%	81%	56%	61%	60%	52%	50%	79%	52%	62%	61%	47%	54%	85%	72%	89%	
4	Science	04-05	68	99%	56%	24%	0%	82%	52%	64%	47%	45%	75%	80%	47%	50%	59%	42%	49%	87%	73%	91%	
		05-06	63	100%	57%	32%	13%	81%	53%	56%	52%	43%	40%	80%	50%	53%	61%	44%	41%	87%	65%	74%	
		06-07	50	90%	58%	29%	33%	81%	53%	43%	51%	45%	38%	78%	50%	43%	60%	44%	32%	86%	73%	89%	
4	Social Studies	04-05	68	99%	78%	53%	22%	93%	81%	86%	75%	72%	88%	92%	76%	75%	84%	74%	75%	95%	88%	91%	
		05-06	63	100%	80%	59%	25%	93%	81%	85%	76%	71%	80%	92%	78%	77%	83%	74%	75%	95%	87%	84%	
		06-07	50	90%	81%	58%	67%	93%	82%	64%	75%	69%	38%	92%	79%	69%	84%	75%	59%	95%	91%	89%	
5	Reading	04-05	77	99%	N/A	24%	14%	N/A	64%	66%	N/A	36%	50%	N/A	59%	63%	N/A	52%	56%	N/A	76%	75%	
		05-06	62	100%	50%	27%	33%	88%	69%	82%	58%	41%	50%	85%	63%	80%	69%	58%	73%	90%	75%	88%	
		06-07	64	95%	53%	33%	0%	89%	71%	68%	58%	43%	50%	86%	67%	63%	69%	60%	62%	91%	83%	57%	
5	Language	04-05	77	99%	N/A	15%	0%	N/A	47%	49%	N/A	25%	43%	N/A	44%	44%	N/A	36%	42%	N/A	63%	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
5	Math	04-05	77	99%	N/A	26%	14%	N/A	55%	66%	N/A	44%	71%	N/A	50%	59%	N/A	45%	58%	N/A	70%	70%	
		05-06	62	100%	43%	20%	0%	77%	45%	50%	51%	31%	17%	74%	41%	48%	54%	36%	40%	81%	57%	59%	
		06-07	64	100%	46%	26%	0%	80%	50%	61%	53%	37%	50%	77%	47%	56%	57%	41%	54%	84%	67%	57%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	444
		06-07	459	437	449
3	Math	04-05	N/A	585	585
		05-06	431	398	417
		06-07	434	401	427
4	Reading	04-05	646	623	625
		05-06	477	446	436
		06-07	477	450	448
4	Language	04-05	646	626	632
		05-06	298	279	277
		06-07	296	281	281
4	Math	04-05	633	610	612
		05-06	463	428	429
		06-07	466	435	439
4	Science	04-05	637	609	615
		05-06	300	276	277
		06-07	300	277	275
4	Social Studies	04-05	646	629	633
		05-06	298	280	282
		06-07	298	281	276
5	Reading	04-05	N/A	641	645
		05-06	485	452	471
		06-07	485	453	456
5	Language	04-05	N/A	643	651
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	634
		05-06	484	449	458
		06-07	489	455	461

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.

BURBANK 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	39	97%	N/A	19%	40%	N/A	58%	53%	N/A	35%	50%	N/A	53%	51%	N/A	47%	50%	N/A	69%	56%
		05-06	68	100%	47%	21%	40%	89%	65%	71%	55%	33%	25%	85%	59%	72%	68%	53%	62%	90%	73%	89%
		06-07	60	88%	51%	24%	29%	91%	71%	55%	57%	39%	17%	86%	64%	67%	71%	58%	40%	91%	78%	92%
6	Language	04-05	39	97%	N/A	15%	20%	N/A	46%	47%	N/A	28%	25%	N/A	42%	46%	N/A	36%	40%	N/A	60%	56%
		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
6	Math	04-05	39	97%	N/A	23%	20%	N/A	43%	50%	N/A	35%	50%	N/A	40%	46%	N/A	35%	33%	N/A	59%	89%
		05-06	68	100%	37%	15%	20%	79%	43%	51%	50%	24%	25%	73%	39%	50%	53%	33%	44%	82%	54%	61%
		06-07	60	100%	43%	18%	0%	81%	45%	58%	55%	35%	28%	78%	41%	62%	58%	36%	45%	84%	58%	77%
7	Reading	04-05	32	97%	N/A	24%	0%	N/A	68%	83%	N/A	45%	80%	N/A	61%	74%	N/A	56%	68%	N/A	74%	100%
		05-06	41	100%	47%	24%	40%	89%	67%	78%	52%	38%	0%	85%	60%	77%	69%	55%	76%	90%	72%	57%
		06-07	64	98%	49%	23%	0%	91%	66%	65%	56%	35%	17%	86%	60%	59%	70%	54%	50%	91%	77%	71%
7	Language	04-05	32	97%	N/A	14%	0%	N/A	47%	52%	N/A	31%	60%	N/A	42%	44%	N/A	37%	44%	N/A	58%	57%
		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
7	Math	04-05	32	97%	N/A	16%	0%	N/A	44%	52%	N/A	34%	60%	N/A	39%	44%	N/A	34%	44%	N/A	55%	57%
		05-06	41	100%	35%	16%	40%	80%	41%	53%	48%	32%	50%	74%	37%	51%	55%	32%	50%	82%	52%	57%
		06-07	64	100%	42%	20%	0%	85%	50%	67%	58%	40%	33%	79%	45%	59%	62%	40%	54%	87%	62%	64%
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	44	100%	50%	23%	40%	90%	66%	77%	55%	37%	100%	86%	59%	72%	69%	54%	63%	91%	68%	93%
		06-07	52	94%	49%	26%	11%	90%	70%	74%	56%	32%	14%	86%	64%	71%	71%	59%	63%	89%	76%	67%
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	44	98%	26%	12%	0%	72%	43%	38%	30%	20%	100%	66%	38%	33%	44%	33%	30%	73%	48%	43%
		06-07	52	94%	26%	15%	0%	69%	40%	42%	25%	15%	0%	64%	37%	40%	42%	31%	33%	71%	52%	42%
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	44	100%	35%	16%	40%	80%	43%	38%	53%	32%	100%	75%	38%	37%	56%	34%	37%	82%	48%	43%
		06-07	52	100%	37%	19%	44%	81%	45%	51%	53%	35%	14%	75%	41%	56%	56%	36%	45%	84%	58%	67%
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	44	95%	40%	13%	20%	79%	41%	46%	40%	21%	100%	75%	37%	42%	54%	31%	37%	83%	50%	57%
		06-07	52	90%	40%	17%	0%	81%	44%	56%	37%	17%	0%	76%	41%	53%	55%	34%	45%	84%	60%	50%
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	44	95%	51%	19%	20%	88%	60%	56%	59%	28%	100%	85%	53%	51%	67%	47%	50%	90%	66%	57%
		06-07	52	90%	52%	25%	0%	88%	58%	70%	57%	28%	14%	83%	54%	64%	67%	48%	58%	90%	69%	58%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	642
		05-06	501	462	478
		06-07	503	465	476
6	Language	04-05	N/A	645	646
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	642
		05-06	508	470	485
		06-07	513	472	481
7	Reading	04-05	N/A	650	673
		05-06	511	474	492
		06-07	513	474	484
7	Language	04-05	N/A	648	660
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	659
		05-06	528	486	502
		06-07	535	495	511
8	Reading	04-05	689	661	N/A
		05-06	526	484	506
		06-07	527	490	499
8	Language	04-05	680	657	N/A
		05-06	397	372	376
		06-07	395	371	374
8	Math	04-05	704	668	N/A
		05-06	540	495	498
		06-07	543	501	506
8	Science	04-05	699	666	N/A
		05-06	398	362	369
		06-07	398	363	377
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	371
		06-07	397	367	374

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.

BURBANK 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	2.69	3.03	3.20	1.97	2.46	2.13	2.27	2.34	2.63	2.75	2.83	2.11	2.61	2.50	2.76
		06-07		2.32	2.81	3.06	3.13	2.22	2.71	2.12	2.41	2.39	2.88	2.77	2.99	2.13	2.66	2.51	2.92

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	1.78	2.38	2.76	2.26	2.98	2.30	2.67	2.21	2.62	2.66	2.91
		06-07		1.96	2.16	2.40	2.87	2.37	2.90	2.31	2.79	2.23	2.76	2.71	2.98

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%	93%	96%	96%	96%	93%	91%	91%	93%	92%	91%	94%	94%	94%	96%	94%	93%	95%	93%	93%	95%	93%	94%
		05-06		95%	93%	92%	97%	96%	96%	93%	92%	92%	92%	92%	91%	94%	93%	92%	96%	94%	91%	95%	92%	92%	95%	93%	93%
	State Target = 85%	06-07		N/A	93%	91%	N/A	96%	95%	N/A	91%	94%	N/A	91%	89%	N/A	94%	91%	N/A	94%	90%	N/A	92%	91%	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%	90%	96%	93%	94%	N/A	95%	97%	N/A	93%	93%	N/A	93%	94%	N/A	93%	93%
		05-06		94%	91%	90%	96%	93%	93%	N/A	94%	97%	N/A	92%	92%	N/A	92%	92%	N/A	92%	93%
		06-07		N/A	90%	85%	N/A	93%	92%	N/A	95%	96%	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	69	97%	91%	99%	94%	97%	N/A	96%	88%	97%	91%	99%	94%	96%	93%	97%	89%
		05-06	53	97%	100%	96%	100%	100%	100%	96%	100%	97%	100%	99%	100%	96%	100%	97%	100%
		06-07	48	98%	100%	100%	100%	100%	100%	97%	100%	97%	100%	98%	100%	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	69	98%	78%	97%	93%	97%	94%	97%	90%	97%	93%	98%	85%
		05-06	53	98%	100%	96%	100%	96%	100%	97%	100%	96%	100%	99%	100%
		06-07	48	99%	100%	97%	100%	97%	100%	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

BURBANK 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%	92%	97%	95%	94%	91%	87%	87%	90%	89%	92%	93%	90%	94%	95%	91%	88%	95%	89%	90%	95%	90%	93%	
	05-06		95%	89%	92%	97%	94%	95%	91%	86%	95%	90%	88%	91%	92%	90%	92%	95%	92%	91%	95%	88%	92%	95%	90%	92%	
	06-07		N/A	89%	92%	N/A	95%	96%	N/A	87%	92%	N/A	88%	89%	N/A	90%	92%	N/A	92%	91%	N/A	88%	92%	N/A	90%	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	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%	94%	95%	90%	92%	N/A	91%	94%	N/A	89%	91%	N/A	89%	93%	N/A	89%	91%	
	05-06		92%	85%	89%	95%	90%	93%	N/A	91%	98%	N/A	89%	92%	N/A	88%	92%	N/A	92%	94%	
	06-07		N/A	85%	89%	N/A	90%	92%	N/A	91%	96%	N/A	89%	91%	N/A	88%	91%	N/A	93%	94%	

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	38	95%	95%	97%	100%	100%	95%	93%	96%	89%	97%	100%	95%	89%	96%	100%		
	06-07	42	97%	100%	97%	100%	95%	N/A	97%	100%	98%	100%	100%	97%	100%	98%	100%		

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	96%	N/A			
	05-06	38	98%	80%	95%	97%	94%	100%	96%	94%	95%	97%	96%	86%	
	06-07	42	98%	100%	97%	100%	95%	100%	97%	100%	97%	100%	98%	100%	

MS indicates Middle grade students.

BURBANK SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	33	16%	3%	7%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	2%	0%	0%
1	11%	6%	7%
2	8%	4%	2%
3	3%	2%	2%
4	8%	0%	0%
5	5%	0%	0%
Total	6%	2%	2%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	29%	45%	31%
1	26%	19%	25%
2	20%	20%	31%
3	15%	33%	17%
4	18%	26%	25%
5	21%	16%	22%
Total	21%	26%	25%

* 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	247	1.8	1.7	1.8	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	26.7%	46.6%	8.9%	6.1%	10.5%	1.2%
	Staff	54	1.7	1.9	1.8	1.9	3.4	3.0		Staff	38.9%	46.3%	0.0%	3.7%	7.4%	3.7%
	Parents	65	1.9	1.6	1.6	1.6	3.3	3.3		Parents	30.8%	58.5%	4.6%	0.0%	4.6%	1.5%
Safety	ES/MS Students	247	1.9	1.8	1.7	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	35.2%	46.2%	6.1%	6.1%	6.5%	0.0%
	Staff	54	1.6	1.8	1.7	1.9	3.2	3.0		Staff	44.4%	40.7%	9.3%	0.0%	1.9%	3.7%
	Parents	65	1.7	1.6	1.6	1.6	3.2	3.2		Parents	47.7%	40.0%	4.6%	0.0%	6.2%	1.5%
Environment	ES/MS Students	247	2.1	1.9	1.9	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	12.1%	51.4%	10.1%	6.1%	19.8%	0.4%
	Staff	54	1.7	1.8	1.8	1.8	3.3	3.1		Staff	38.9%	48.1%	9.3%	1.9%	0.0%	1.9%
	Parents	65	1.8	1.6	1.6	1.6	3.4	3.3		Parents	53.8%	38.5%	3.1%	1.5%	3.1%	0.0%
Governance	ES/MS Students	247	2.4	2.2	2.2	2.3	2.6	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	18.2%	40.1%	10.5%	13.4%	17.0%	0.8%
	Staff	54	1.9	1.9	1.8	1.9	3.2	3.0		Staff	50.0%	38.9%	1.9%	0.0%	7.4%	1.9%
	Parents	65	1.9	1.6	1.7	1.7	3.2	3.2		Parents	32.3%	53.8%	3.1%	1.5%	7.7%	1.5%

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.

BURBANK SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	34	19%	8%	18%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	5%	0%	0%
7	6%	3%	0%
8	N/A	5%	0%
Total	6%	2%	0%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	23%	18%	17%
7	25%	26%	23%
8	N/A	33%	33%
Total	24%	24%	23%

* 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	247	1.8	1.7	1.8	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	26.7%	46.6%	8.9%	6.1%	10.5%	1.2%
	Staff	54	1.7	1.9	1.8	1.9	3.4	3.0		Staff	38.9%	46.3%	0.0%	3.7%	7.4%	3.7%
	Parents	65	1.9	1.6	1.6	1.6	3.3	3.3		Parents	30.8%	58.5%	4.6%	0.0%	4.6%	1.5%
Safety	ES/MS Students	247	1.9	1.8	1.7	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	35.2%	46.2%	6.1%	6.1%	6.5%	0.0%
	Staff	54	1.6	1.8	1.7	1.9	3.2	3.0		Staff	44.4%	40.7%	9.3%	0.0%	1.9%	3.7%
	Parents	65	1.7	1.6	1.6	1.6	3.2	3.2		Parents	47.7%	40.0%	4.6%	0.0%	6.2%	1.5%
Environment	ES/MS Students	247	2.1	1.9	1.9	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	12.1%	51.4%	10.1%	6.1%	19.8%	0.4%
	Staff	54	1.7	1.8	1.8	1.8	3.3	3.1		Staff	38.9%	48.1%	9.3%	1.9%	0.0%	1.9%
	Parents	65	1.8	1.6	1.6	1.6	3.4	3.3		Parents	53.8%	38.5%	3.1%	1.5%	3.1%	0.0%
Governance	ES/MS Students	247	2.4	2.2	2.2	2.3	2.6	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	18.2%	40.1%	10.5%	13.4%	17.0%	0.8%
	Staff	54	1.9	1.9	1.8	1.9	3.2	3.0		Staff	50.0%	38.9%	1.9%	0.0%	7.4%	1.9%
	Parents	65	1.9	1.6	1.7	1.7	3.2	3.2		Parents	32.3%	53.8%	3.1%	1.5%	7.7%	1.5%

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.

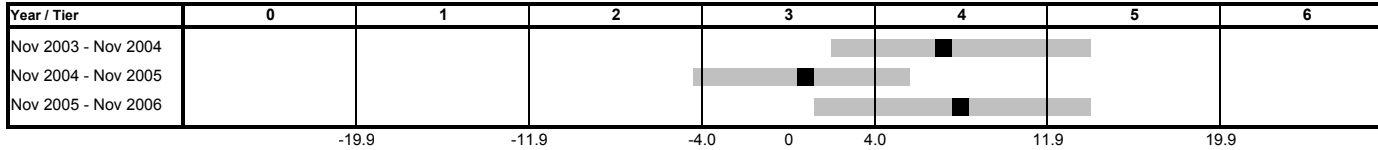
- 4 = Strongly Agree
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- 1 = Strongly Disagree

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

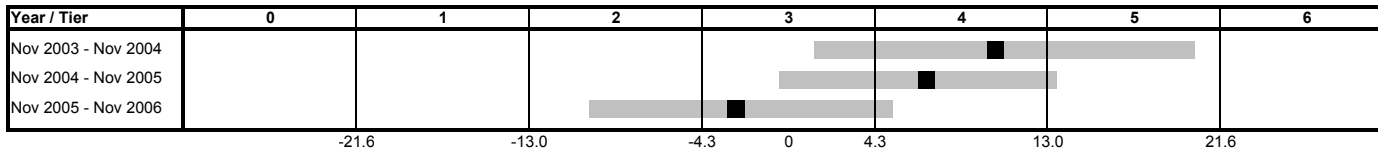
BURBANK SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.9
Nov 2004 - Nov 2005	0.5	3.1
Nov 2005 - Nov 2006	6.6	4.0



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.2
Nov 2004 - Nov 2005	6.6	3.8
Nov 2005 - Nov 2006	-1.7	2.7



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

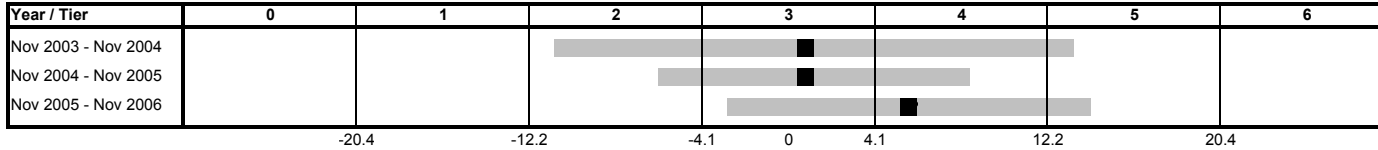
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.3	2.7	3.2	3.9	3.1	4.0	51%	35%	59%	51%	47%	62%	1	4	1	1	1	1
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	3.8	3.3	3.3	4.2	3.8	2.7	69%	55%	73%	63%	65%	65%	1	2	1	1	1	3
	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

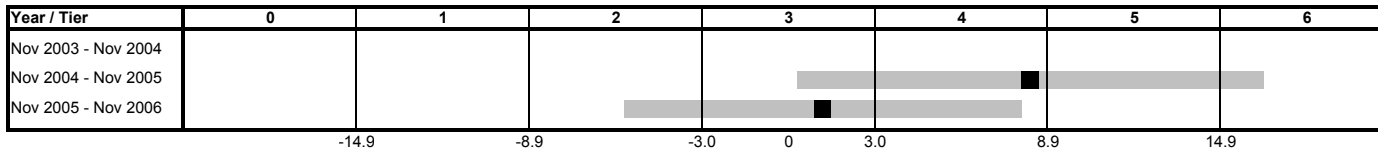
BURBANK SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.1
Nov 2004 - Nov 2005	1.1	3.1
Nov 2005 - Nov 2006	3.9	3.7



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	7.8	4.4
Nov 2005 - Nov 2006	1.1	3.2



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						1 = High Value Added-High Attainment 2 = High Value Added-Low Attainment 3 = Low Value Added-High Attainment 4 = Low Value Added-Low 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	3.1	3.1	3.7	NA	NA	NA	NA	46%	53%	NA	NA	NA	NA	1	1
	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	4.4	3.2	NA	NA	NA	NA	71%	56%	NA	NA	NA	NA	1	2
	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