

BURDICK SCHOOL

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	4348 S GRIFFIN AV
Phone	414-294-1200
Fax	414-294-1215
Site Number	0098
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	ROBERT SCHLECK
School Year (07-08)	ROBERT SCHLECK
06-07 Administrator Years at Site	14

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	518	485	519
Pre-Kindergarten	33	30	52
Kindergarten	40	44	39
Grade 1	48	40	47
Grade 2	38	49	46
Grade 3	52	38	50
Grade 4	60	53	38
Grade 5	50	51	55
Grade 6	65	59	69
Grade 7	65	62	62
Grade 8	67	59	61

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	53%	52%	53%
	Female	47%	48%	47%
Ethnicity	Asian	2%	3%	2%
	Native American	2%	1%	2%
	African American	17%	12%	12%
	Hispanic	12%	12%	16%
	White	65%	68%	66%
Groups	Special Education	21%	19%	17%
	English Language Learners	1%	0%	0%
	Free/Reduced Lunch	43%	43%	44%

Student Movement		04-05	05-06	06-07
	Mobility Rate	6%	7%	5%
	Stability Rate	84%	85%	84%

School Profile

A. E. Burdick School is a K-8 neighborhood school located on the southeast side of Milwaukee. Burdick, with two classes at each grade, serves approximately 530 students. We offer all of our students a traditional, rigorous academic program with special emphasis on music and technology. Our staff includes specialists in Music, Art, Trade and Technology, Physical Education and Special Education. In addition, instrumental music and voice lessons are also offered to students. Burdick also participates in the state-funded SAGE program in grades K through 3.

The staff and students of Burdick enjoy an enduring partnership with the Milwaukee Symphony Orchestra as part of the nationally recognized ACE (Arts in Community Education) Program. The ACE program offers Burdick students unprecedented exposure to arts and cultural experiences. Burdick has been designated an Exemplary Arts School by the Wisconsin Alliance for the Arts; it has also been recognized for its support of music education and instruction by the Civic Music Association.

Burdick School is pleased to participate in a number of other partnerships. We enjoy a strong, vigorous, and ongoing partnership with Cardinal Stritch University that provides special opportunities for both institutions. Burdick serves as a Professional Development School for teacher education at Cardinal Stritch with Cardinal Stritch students participating in on-site educational courses at Burdick. Over the years, hundreds of Burdick students have benefited because of the small group and individual tutoring they have received from Cardinal Stritch education students. The results of these efforts have been significant; our students have regularly scored above district averages in reading. Our staff members also benefit from this partnership. Committed to lifelong learning for themselves and their students, staff members regularly avail themselves of opportunities provided by Cardinal Stritch staff that is specifically designed to meet the needs of our students. By continually renewing our skills, we are flexible and better able to adapt to the ever-changing world and global economy.

Burdick School continues to develop a professional learning community. This dynamic, school wide initiative emphasizes professional development for the betterment of Burdick's students and teachers through collaborative planning and other professional development opportunities. Burdick's partnership with Cardinal Stritch University serves a major role in the growth of the professional learning community.

Past grants from a variety of sources, including Apple Computer, Eastman Kodak Corporation, Metavante, UW Extension, the Mattel Helen Bader Foundation, and Discover Financial have enabled Burdick to offer our students advanced learning opportunities in computers, multimedia, imaging technology, and music composition. Each 8th grade student is part of a "digital" grade level; this provides each student with a computer and access to the Internet throughout the school day. A multimedia and music composition lab utilizes state-of-the-art equipment to enable students to create video projects, as well as musical compositions and digital sequencing. Our technology emphasis is helping train our students for the global economy, to be productive 21st century citizens.

Burdick offers its students a sound education in an environment conducive to learning. We welcome and encourage parents and community members to visit our school anytime and see firsthand why the staff and students are proud to be part of the Burdick Family.

BURDICK 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	37	100%	80%	61%	62%	73%	66%	0%	75%	70%	100%	58%	55%	40%	65%	61%	67%	86%	77%	67%	77%	57%	50%	85%	65%	74%	
		06-07	47	100%	81%	62%	57%	74%	67%	0%	72%	71%	100%	60%	57%	20%	63%	58%	22%	86%	81%	74%	77%	57%	40%	85%	67%	77%	
3	Math	04-05	48	100%	N/A	53%	54%	N/A	66%	67%	N/A	65%	0%	N/A	44%	20%	N/A	58%	33%	N/A	69%	66%	N/A	53%	60%	N/A	52%	44%	
		05-06	37	100%	73%	43%	51%	71%	60%	0%	62%	48%	100%	37%	32%	20%	55%	50%	33%	79%	65%	59%	74%	44%	56%	70%	42%	47%	
		06-07	47	100%	74%	46%	43%	71%	59%	0%	62%	56%	100%	42%	36%	0%	57%	49%	11%	81%	67%	58%	75%	46%	24%	73%	45%	64%	
4	Reading	04-05	59	100%	82%	62%	78%	74%	64%	N/A	76%	80%	100%	60%	57%	75%	65%	62%	100%	87%	79%	74%	78%	56%	76%	86%	69%	80%	
		05-06	53	100%	82%	61%	81%	72%	66%	75%	74%	72%	100%	59%	54%	75%	68%	63%	86%	88%	79%	81%	80%	60%	82%	84%	62%	80%	
		06-07	40	100%	82%	62%	85%	73%	69%	0%	75%	83%	100%	60%	57%	50%	64%	61%	100%	87%	79%	90%	79%	60%	87%	84%	64%	82%	
4	Language	04-05	59	100%	79%	59%	71%	72%	64%	N/A	71%	73%	100%	56%	53%	67%	64%	61%	57%	85%	77%	74%	76%	53%	72%	83%	65%	70%	
		05-06	53	100%	79%	58%	68%	70%	62%	75%	70%	66%	100%	54%	50%	50%	65%	62%	71%	85%	78%	68%	76%	54%	71%	83%	62%	64%	
		06-07	40	100%	77%	58%	68%	72%	68%	100%	68%	80%	100%	53%	52%	50%	61%	58%	100%	83%	76%	63%	72%	53%	61%	81%	63%	76%	
4	Math	04-05	59	100%	72%	46%	39%	73%	61%	N/A	59%	55%	100%	41%	38%	17%	56%	49%	29%	79%	66%	46%	73%	46%	48%	71%	45%	30%	
		05-06	53	100%	73%	44%	51%	68%	55%	50%	59%	52%	0%	39%	34%	0%	56%	47%	43%	80%	67%	59%	73%	45%	64%	70%	42%	36%	
		06-07	40	100%	78%	52%	65%	77%	72%	100%	70%	70%	100%	47%	42%	50%	62%	57%	25%	84%	72%	70%	78%	53%	65%	77%	50%	65%	
4	Science	04-05	59	100%	78%	47%	61%	65%	52%	N/A	69%	63%	100%	41%	37%	25%	54%	51%	57%	86%	74%	72%	79%	47%	72%	76%	46%	50%	
		05-06	53	100%	77%	49%	60%	67%	56%	75%	66%	51%	0%	45%	39%	25%	60%	56%	57%	85%	72%	65%	78%	50%	68%	78%	48%	52%	
		06-07	40	98%	77%	49%	73%	70%	66%	0%	66%	76%	100%	44%	39%	50%	57%	53%	50%	85%	74%	80%	78%	50%	74%	77%	49%	71%	
4	Social Studies	04-05	59	100%	91%	76%	86%	86%	81%	N/A	89%	90%	100%	74%	70%	92%	83%	79%	86%	95%	90%	85%	90%	75%	93%	97%	77%	80%	
		05-06	53	100%	91%	77%	94%	86%	83%	100%	88%	85%	0%	75%	71%	100%	82%	80%	100%	94%	89%	95%	90%	76%	93%	92%	79%	96%	
		06-07	40	98%	91%	78%	85%	85%	83%	100%	87%	93%	100%	76%	74%	75%	80%	78%	75%	95%	89%	87%	91%	76%	83%	92%	79%	88%	
5	Reading	04-05	49	100%	N/A	57%	76%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	43%	N/A	54%	75%	N/A	79%	82%	N/A	53%	64%	N/A	60%	88%	
		05-06	53	100%	83%	61%	79%	77%	68%	0%	75%	78%	100%	59%	54%	88%	67%	64%	75%	89%	82%	80%	81%	58%	84%	84%	65%	75%	
		06-07	52	100%	84%	64%	92%	76%	71%	75%	77%	68%	100%	62%	59%	100%	68%	63%	88%	90%	82%	94%	81%	62%	90%	86%	67%	95%	
5	Language	04-05	49	100%	N/A	42%	59%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	14%	N/A	40%	75%	N/A	66%	66%	N/A	37%	40%	N/A	47%	79%	
		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	49	100%	N/A	50%	61%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	14%	N/A	52%	75%	N/A	75%	68%	N/A	51%	56%	N/A	49%	67%	
		05-06	53	100%	72%	40%	51%	69%	56%	0%	60%	53%	100%	37%	32%	13%	52%	43%	25%	80%	65%	66%	72%	40%	64%	72%	41%	39%	
		06-07	52	100%	75%	46%	69%	74%	63%	75%	65%	49%	67%	43%	37%	0%	56%	49%	75%	82%	68%	81%	75%	46%	71%	74%	46%	67%	

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

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	37	100%	50%	30%	33%	86%	66%	65%	57%	52%	N/A	82%	62%	62%	65%	56%	52%	88%	76%	75%	
		06-07	47	100%	50%	31%	25%	86%	68%	64%	55%	48%	0%	82%	64%	59%	67%	57%	43%	89%	82%	69%	
3	Math	04-05	48	100%	N/A	31%	63%	N/A	57%	53%	N/A	53%	N/A	N/A	53%	54%	N/A	48%	50%	N/A	70%	58%	
		05-06	37	100%	48%	26%	67%	75%	46%	50%	54%	48%	N/A	73%	42%	51%	55%	39%	48%	80%	58%	56%	
		06-07	47	100%	53%	28%	25%	77%	49%	46%	56%	46%	0%	75%	45%	43%	57%	41%	33%	82%	68%	50%	
4	Reading	04-05	59	100%	53%	31%	54%	86%	69%	85%	59%	53%	N/A	84%	63%	78%	68%	59%	69%	88%	80%	87%	
		05-06	53	100%	53%	34%	33%	87%	67%	91%	56%	45%	N/A	84%	63%	81%	69%	57%	88%	90%	76%	76%	
		06-07	40	100%	52%	32%	75%	87%	68%	86%	55%	47%	0%	83%	64%	87%	67%	58%	81%	89%	81%	89%	
4	Language	04-05	59	100%	48%	27%	46%	84%	66%	78%	55%	49%	N/A	81%	61%	71%	66%	56%	62%	87%	77%	80%	
		05-06	53	100%	56%	35%	56%	83%	63%	70%	53%	43%	N/A	81%	60%	68%	64%	53%	67%	88%	74%	69%	
		06-07	40	100%	56%	35%	25%	80%	63%	72%	54%	47%	100%	78%	60%	67%	62%	54%	67%	85%	77%	68%	
4	Math	04-05	59	100%	49%	25%	0%	76%	50%	50%	56%	48%	N/A	74%	46%	39%	55%	43%	24%	80%	64%	53%	
		05-06	53	100%	48%	28%	11%	76%	47%	59%	51%	38%	N/A	74%	44%	51%	54%	39%	42%	81%	60%	59%	
		06-07	40	100%	54%	30%	0%	81%	56%	72%	60%	52%	100%	79%	52%	64%	61%	47%	57%	85%	72%	74%	
4	Science	04-05	59	100%	56%	24%	38%	82%	52%	67%	47%	45%	N/A	80%	47%	61%	59%	42%	34%	87%	73%	87%	
		05-06	53	100%	57%	32%	22%	81%	53%	68%	52%	43%	N/A	80%	50%	60%	61%	44%	54%	87%	65%	66%	
		06-07	40	98%	58%	29%	50%	81%	53%	75%	51%	45%	0%	78%	50%	74%	60%	44%	67%	86%	73%	79%	
4	Social Studies	04-05	59	100%	78%	53%	62%	93%	81%	93%	75%	72%	N/A	92%	76%	86%	84%	74%	83%	95%	88%	90%	
		05-06	53	100%	80%	59%	78%	93%	81%	98%	76%	71%	N/A	92%	78%	94%	83%	74%	100%	95%	87%	90%	
		06-07	40	98%	81%	58%	75%	93%	82%	86%	75%	69%	100%	92%	79%	85%	84%	75%	81%	95%	91%	89%	
5	Reading	04-05	49	100%	N/A	24%	23%	N/A	64%	94%	N/A	36%	N/A	N/A	59%	76%	N/A	52%	65%	N/A	76%	81%	
		05-06	53	100%	50%	27%	38%	88%	69%	87%	58%	41%	N/A	85%	63%	79%	69%	58%	71%	90%	75%	83%	
		06-07	52	100%	53%	33%	80%	89%	71%	95%	58%	43%	0%	86%	67%	94%	69%	60%	96%	91%	83%	89%	
5	Language	04-05	49	100%	N/A	15%	0%	N/A	47%	81%	N/A	25%	N/A	N/A	44%	59%	N/A	36%	47%	N/A	63%	66%	
		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	49	100%	N/A	26%	31%	N/A	55%	72%	N/A	44%	N/A	N/A	50%	61%	N/A	45%	53%	N/A	70%	66%	
		05-06	53	100%	43%	20%	13%	77%	45%	58%	51%	31%	N/A	74%	41%	51%	54%	36%	29%	81%	57%	61%	
		06-07	52	100%	46%	26%	50%	80%	50%	74%	53%	37%	0%	77%	47%	71%	57%	41%	48%	84%	67%	89%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	438
		06-07	459	437	435
3	Math	04-05	N/A	585	591
		05-06	431	398	406
		06-07	434	401	389
4	Reading	04-05	646	623	634
		05-06	477	446	462
		06-07	477	450	472
4	Language	04-05	646	626	637
		05-06	298	279	286
		06-07	296	281	288
4	Math	04-05	633	610	609
		05-06	463	428	437
		06-07	466	435	443
4	Science	04-05	637	609	619
		05-06	300	276	286
		06-07	300	277	293
4	Social Studies	04-05	646	629	631
		05-06	298	280	289
		06-07	298	281	286
5	Reading	04-05	N/A	641	655
		05-06	485	452	470
		06-07	485	453	478
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	632
		05-06	484	449	458
		06-07	489	455	470

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.

BURDICK 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	63	100%	N/A	19%	17%	N/A	58%	89%	N/A	35%	100%	N/A	53%	68%	N/A	47%	60%	N/A	69%	76%	
		05-06	58	100%	47%	21%	47%	89%	65%	95%	55%	33%	N/A	85%	59%	81%	68%	53%	67%	90%	73%	89%	
		06-07	67	100%	51%	24%	25%	91%	71%	93%	57%	39%	N/A	86%	64%	85%	71%	58%	85%	91%	78%	85%	
6	Language	04-05	63	100%	N/A	15%	17%	N/A	46%	67%	N/A	28%	0%	N/A	42%	53%	N/A	36%	37%	N/A	60%	67%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	63	100%	N/A	23%	28%	N/A	43%	67%	N/A	35%	100%	N/A	40%	55%	N/A	35%	43%	N/A	59%	67%	
		05-06	58	100%	37%	15%	6%	79%	43%	63%	50%	24%	N/A	73%	39%	47%	53%	33%	24%	82%	54%	59%	
		06-07	67	100%	43%	18%	0%	81%	45%	93%	55%	35%	N/A	78%	41%	82%	58%	36%	70%	84%	58%	90%	
7	Reading	04-05	63	100%	N/A	24%	9%	N/A	68%	92%	N/A	45%	100%	N/A	61%	77%	N/A	56%	58%	N/A	74%	92%	
		05-06	61	100%	47%	24%	28%	89%	67%	88%	52%	38%	100%	85%	60%	70%	69%	55%	57%	90%	72%	82%	
		06-07	62	100%	49%	23%	35%	91%	66%	98%	56%	35%	N/A	86%	60%	81%	70%	54%	64%	91%	77%	90%	
7	Language	04-05	63	100%	N/A	14%	0%	N/A	47%	75%	N/A	31%	100%	N/A	42%	61%	N/A	37%	42%	N/A	58%	76%	
		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
7	Math	04-05	63	100%	N/A	16%	9%	N/A	44%	67%	N/A	34%	100%	N/A	39%	56%	N/A	34%	35%	N/A	55%	73%	
		05-06	61	100%	35%	16%	6%	80%	41%	58%	48%	32%	100%	74%	37%	42%	55%	32%	36%	82%	52%	48%	
		06-07	62	100%	42%	20%	18%	85%	50%	89%	58%	40%	N/A	79%	45%	69%	62%	40%	50%	87%	62%	80%	
8	Reading	04-05	67	100%	50%	23%	55%	91%	67%	93%	50%	38%	N/A	86%	60%	81%	67%	55%	81%	91%	78%	81%	
		05-06	58	100%	50%	23%	0%	90%	66%	92%	55%	37%	N/A	86%	59%	79%	69%	54%	60%	91%	68%	94%	
		06-07	59	100%	49%	26%	41%	90%	70%	88%	56%	32%	100%	86%	64%	74%	71%	59%	63%	89%	76%	89%	
8	Language	04-05	67	100%	24%	12%	32%	71%	43%	69%	26%	22%	N/A	67%	38%	57%	42%	32%	58%	74%	60%	55%	
		05-06	58	100%	26%	12%	13%	72%	43%	58%	30%	20%	N/A	66%	38%	52%	44%	33%	28%	73%	48%	70%	
		06-07	59	100%	26%	15%	18%	69%	40%	64%	25%	15%	0%	64%	37%	52%	42%	31%	38%	71%	52%	67%	
8	Math	04-05	67	100%	34%	15%	14%	80%	41%	60%	49%	28%	N/A	75%	36%	45%	51%	31%	36%	82%	59%	55%	
		05-06	58	100%	35%	16%	0%	80%	43%	60%	53%	32%	N/A	75%	38%	52%	56%	34%	28%	82%	48%	70%	
		06-07	59	100%	37%	19%	6%	81%	45%	62%	53%	35%	100%	75%	41%	45%	56%	36%	28%	84%	58%	67%	
8	Science	04-05	67	100%	39%	12%	32%	80%	37%	67%	34%	16%	N/A	75%	33%	55%	50%	27%	50%	83%	57%	61%	
		05-06	58	100%	40%	13%	0%	79%	41%	68%	40%	21%	N/A	75%	37%	59%	54%	31%	32%	83%	50%	79%	
		06-07	59	100%	40%	17%	18%	81%	44%	81%	37%	17%	0%	76%	41%	64%	55%	34%	41%	84%	60%	89%	
8	Social Studies	04-05	67	100%	51%	20%	59%	88%	58%	84%	56%	40%	N/A	84%	51%	76%	66%	46%	75%	90%	72%	77%	
		05-06	58	100%	51%	19%	50%	88%	60%	90%	59%	28%	N/A	85%	53%	84%	67%	47%	64%	90%	66%	100%	
		06-07	59	100%	52%	25%	41%	88%	58%	83%	57%	28%	100%	83%	54%	71%	67%	48%	56%	90%	69%	89%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	653
		05-06	501	462	485
		06-07	503	465	500
6	Language	04-05	N/A	645	657
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	648
		05-06	508	470	470
		06-07	513	472	514
7	Reading	04-05	N/A	650	664
		05-06	511	474	494
		06-07	513	474	498
7	Language	04-05	N/A	648	662
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	656
		05-06	528	486	491
		06-07	535	495	513
8	Reading	04-05	689	661	682
		05-06	526	484	508
		06-07	527	490	511
8	Language	04-05	680	657	676
		05-06	397	372	389
		06-07	395	371	380
8	Math	04-05	704	668	675
		05-06	540	495	512
		06-07	543	501	509
8	Science	04-05	699	666	685
		05-06	398	362	384
		06-07	398	363	379
8	Social Studies	04-05	687	662	678
		05-06	398	363	390
		06-07	397	367	380

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.
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BURDICK 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	2.63	3.07	3.16	2.25	2.43	2.10	2.03	2.37	2.46	2.77	2.79	2.08	2.47	2.52	2.80
		05-06		2.30	2.55	3.03	3.13	1.97	2.57	2.13	1.85	2.34	2.31	2.75	2.72	2.11	2.27	2.50	2.86
		06-07		2.32	2.63	3.06	2.76	2.22	2.29	2.12	2.27	2.39	2.20	2.77	2.74	2.13	2.28	2.51	2.98

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	2.14	2.38	2.79	2.38	2.94	2.29	2.62	2.26	2.17	2.30	2.67
		05-06		1.94	1.99	2.38	2.74	2.26	2.77	2.30	2.55	2.21	2.14	2.66	2.83
		06-07		1.96	2.23	2.40	2.74	2.37	1.87	2.31	2.63	2.23	2.29	2.71	2.86

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				
ES	Attend Rate	04-05		95%	93%	94%	96%	96%	98%	93%	91%	86%	93%	92%	91%	94%	94%	92%	96%	94%	95%	95%	93%	94%	95%	93%	94%
		05-06		95%	93%	94%	97%	96%	98%	93%	92%	95%	92%	92%	91%	94%	93%	91%	96%	94%	95%	95%	92%	94%	95%	93%	94%
	State Target = 85%	06-07		N/A	93%	93%	N/A	96%	94%	N/A	91%	87%	N/A	91%	92%	N/A	94%	90%	N/A	94%	95%	N/A	92%	94%	N/A	93%	93%

* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status					English Language Learner Status					Economic Status							
				SPED			Non-SPED		ELL			Non-ELL		FRL			Non-FRL				
Gr.	Year		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%	93%	96%	93%	94%	N/A	95%	96%	N/A	93%	94%	N/A	93%	89%	N/A	93%	94%
		05-06		94%	91%	92%	96%	93%	94%	N/A	94%	98%	N/A	92%	94%	N/A	92%	92%	N/A	95%	95%
		06-07		N/A	90%	92%	N/A	93%	94%	N/A	95%	95%	N/A	92%	93%	N/A	92%	92%	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	51	97%	96%	99%	N/A	97%	100%	96%	100%	97%	100%	99%	94%	96%	96%	97%	96%
	05-06	47	97%	96%	96%	67%	100%	100%	96%	100%	97%	100%	99%	97%	96%	96%	97%	95%
	06-07	36	98%	94%	100%	100%	100%	N/A	97%	100%	97%	100%	98%	93%	97%	91%	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	51	98%	90%	97%	98%	97%	N/A	97%	96%	97%	91%	98%	100%
	05-06	47	98%	100%	96%	95%	96%	N/A	97%	96%	96%	96%	99%	96%
	06-07	36	99%	100%	97%	94%	97%	100%	98%	94%	97%	100%	99%	88%

ES indicates Elementary grade students.

BURDICK 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%	94%	97%	95%	99%	91%	87%	92%	90%	89%	91%	93%	90%	93%	95%	91%	95%	95%	89%	95%	95%	90%	94%	
	05-06		95%	89%	95%	97%	94%	99%	91%	86%	93%	90%	88%	91%	92%	90%	96%	95%	92%	96%	95%	88%	95%	95%	90%	96%	
	06-07		N/A	89%	95%	N/A	95%	97%	N/A	87%	94%	N/A	88%	94%	N/A	90%	94%	N/A	92%	95%	N/A	88%	94%	N/A	90%	95%	

* 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%	93%	95%	90%	95%	N/A	91%	97%	N/A	89%	94%	N/A	89%	93%	N/A	89%	94%	
	05-06		92%	85%	94%	95%	90%	96%	N/A	91%	100%	N/A	89%	95%	N/A	88%	93%	N/A	92%	96%	
	06-07		N/A	85%	94%	N/A	90%	95%	N/A	91%	99%	N/A	89%	95%	N/A	88%	94%	N/A	93%	95%	

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		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	53	95%	96%	97%	100%	96%	100%	95%	100%	94%	83%	98%	97%	94%	100%	96%	92%	
	05-06	29	95%	100%	97%	100%	100%	N/A	95%	100%	96%	100%	97%	100%	95%	100%	96%	100%	
	06-07	34	97%	100%	97%	100%	95%	100%	97%	100%	98%	100%	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	53	97%	100%	95%	94%	93%	100%	95%	96%	95%	97%	96%	96%	
	05-06	29	98%	100%	95%	100%	94%	N/A	96%	100%	95%	100%	96%	100%	
	06-07	34	98%	100%	97%	100%	95%	N/A	97%	100%	97%	100%	98%	100%	

MS indicates Middle grade students.

BURDICK SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	9	1%	1%	3%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	15%	16%	18%
1	19%	13%	13%
2	16%	4%	9%
3	13%	13%	10%
4	17%	17%	5%
5	28%	10%	13%
Total	18%	12%	11%

* 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	264	1.7	1.7	1.7	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	29.5%	49.6%	9.5%	4.2%	6.1%	1.1%
	Staff	52	1.7	1.9	1.6	1.9	3.3	3.0		Staff	36.5%	50.0%	0.0%	0.0%	7.7%	5.8%
	Parents	33	1.6	1.6	1.8	1.6	3.1	3.3		Parents	36.4%	27.3%	21.2%	6.1%	6.1%	3.0%
Safety	ES/MS Students	264	1.6	1.8	1.5	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	51.1%	39.8%	4.2%	1.5%	3.4%	0.0%
	Staff	52	1.3	1.8	1.2	1.9	3.4	3.0		Staff	65.4%	34.6%	0.0%	0.0%	0.0%	0.0%
	Parents	33	1.5	1.6	1.4	1.6	3.1	3.2		Parents	48.5%	36.4%	6.1%	6.1%	3.0%	0.0%
Environment	ES/MS Students	264	1.7	1.9	1.7	2.0	3.2	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	37.1%	47.7%	3.8%	1.5%	8.7%	1.1%
	Staff	52	1.7	1.8	1.5	1.8	3.4	3.1		Staff	46.2%	50.0%	0.0%	3.8%	0.0%	0.0%
	Parents	33	1.4	1.6	1.8	1.6	3.1	3.3		Parents	42.4%	39.4%	3.0%	12.1%	3.0%	0.0%
Governance	ES/MS Students	264	2.0	2.2	2.0	2.3	2.9	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	21.2%	42.0%	10.2%	4.5%	21.6%	0.4%
	Staff	52	1.7	1.9	1.6	1.9	3.2	3.0		Staff	34.6%	57.7%	3.8%	1.9%	1.9%	0.0%
	Parents	33	1.6	1.6	1.9	1.7	3.0	3.2		Parents	30.3%	39.4%	15.2%	9.1%	6.1%	0.0%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

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

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

BURDICK SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	21	7%	13%	11%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	17%	10%	12%
7	15%	10%	8%
8	22%	14%	10%
Total	18%	11%	10%

* 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	264	1.7	1.7	1.7	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	29.5%	49.6%	9.5%	4.2%	6.1%	1.1%
	Staff	52	1.7	1.9	1.6	1.9	3.3	3.0		Staff	36.5%	50.0%	0.0%	0.0%	7.7%	5.8%
	Parents	33	1.6	1.6	1.8	1.6	3.1	3.3		Parents	36.4%	27.3%	21.2%	6.1%	6.1%	3.0%
Safety	ES/MS Students	264	1.6	1.8	1.5	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	51.1%	39.8%	4.2%	1.5%	3.4%	0.0%
	Staff	52	1.3	1.8	1.2	1.9	3.4	3.0		Staff	65.4%	34.6%	0.0%	0.0%	0.0%	0.0%
	Parents	33	1.5	1.6	1.4	1.6	3.1	3.2		Parents	48.5%	36.4%	6.1%	6.1%	3.0%	0.0%
Environment	ES/MS Students	264	1.7	1.9	1.7	2.0	3.2	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	37.1%	47.7%	3.8%	1.5%	8.7%	1.1%
	Staff	52	1.7	1.8	1.5	1.8	3.4	3.1		Staff	46.2%	50.0%	0.0%	3.8%	0.0%	0.0%
	Parents	33	1.4	1.6	1.8	1.6	3.1	3.3		Parents	42.4%	39.4%	3.0%	12.1%	3.0%	0.0%
Governance	ES/MS Students	264	2.0	2.2	2.0	2.3	2.9	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	21.2%	42.0%	10.2%	4.5%	21.6%	0.4%
	Staff	52	1.7	1.9	1.6	1.9	3.2	3.0		Staff	34.6%	57.7%	3.8%	1.9%	1.9%	0.0%
	Parents	33	1.6	1.6	1.9	1.7	3.0	3.2		Parents	30.3%	39.4%	15.2%	9.1%	6.1%	0.0%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

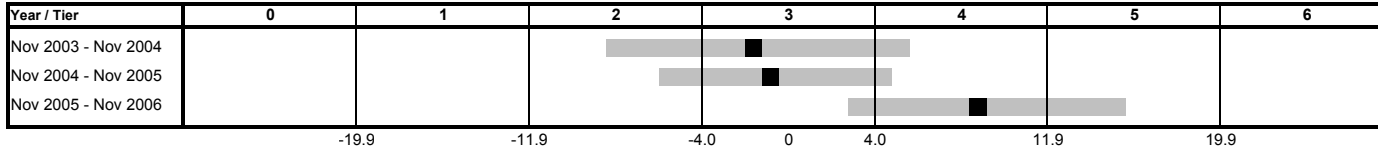
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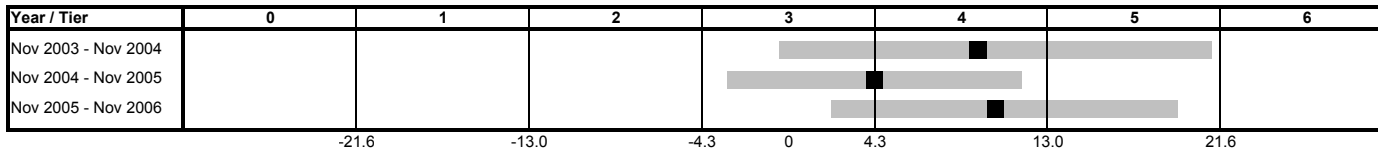
BURDICK SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.8
Nov 2004 - Nov 2005	-0.6	2.9
Nov 2005 - Nov 2006	8.0	4.1



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.1
Nov 2004 - Nov 2005	4.1	3.5
Nov 2005 - Nov 2006	8.3	4.2



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

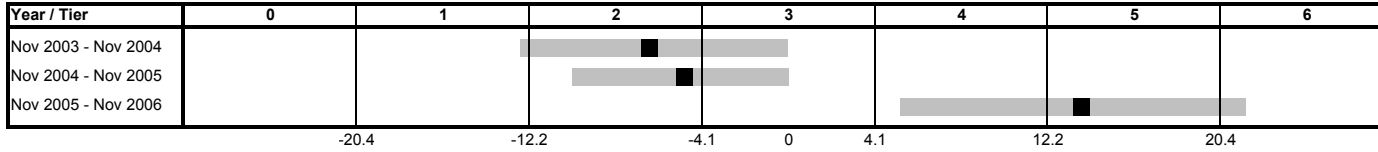
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.1	3.1	2.9	2.8	2.9	4.1	26%	49%	64%	39%	51%	59%	2	1	3	4	3	1
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.3	3.0	2.1	4.1	3.5	4.2	55%	74%	72%	78%	76%	78%	3	1	3	1	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

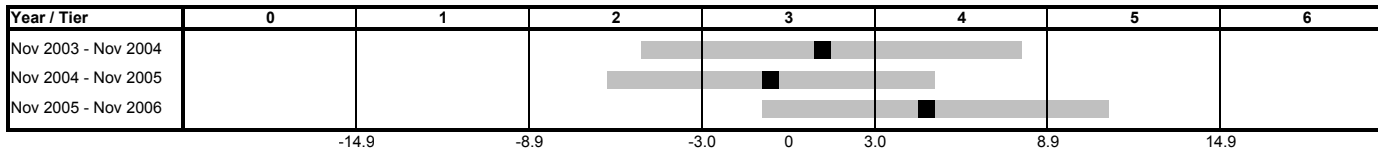
BURDICK SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.2
Nov 2004 - Nov 2005	-5.0	2.4
Nov 2005 - Nov 2006	9.3	4.7



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.2
Nov 2004 - Nov 2005	-0.5	2.9
Nov 2005 - Nov 2006	5.0	3.8



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	2.8	2.0	2.2	2.2	2.4	4.7	27%	54%	33%	45%	47%	66%	3	3	3	3	3	1
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	3.1	NA	3.1	3.2	2.9	3.8	73%	76%	71%	81%	77%	80%	1	NA	1	1	3	1
	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