

CRAIG MONTESSORI SCHOOL

2006-2007 Report Card

Grades Kgn. - 8
MPS K-8 School

School Information	
Address	7667 W CONGRESS ST
Phone	414-393-4200
Fax	414-393-4214
Site Number	0119
School Operation	9:00 - 3:45

Administration (Principal/School Leader)	
School Year (06-07)	PHILLIP J. DOSMANN
School Year (07-08)	PHILLIP J. DOSMANN
06-07 Administrator Years at Site	11

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	487	521	520
Pre-Kindergarten	120	116	119
Kindergarten	55	55	56
Grade 1	49	55	51
Grade 2	51	47	52
Grade 3	47	43	42
Grade 4	38	47	44
Grade 5	40	36	45
Grade 6	44	36	36
Grade 7	43	45	36
Grade 8	N/A	41	39

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	46%	45%	43%
	Female	54%	55%	57%
Ethnicity	Asian	8%	9%	9%
	Native American	N/A	N/A	N/A
	African American	60%	62%	66%
	Hispanic	4%	2%	3%
	White	18%	18%	16%
Groups	Special Education	16%	16%	16%
	English Language Learners	0%	0%	0%
	Free/Reduced Lunch	40%	41%	47%

Student Movement		04-05	05-06	06-07
	Mobility Rate	0%	1%	5%
	Stability Rate	93%	90%	90%

School Profile

Craig Montessori School, located in the Capitol West Neighborhood of Milwaukee, was established in August of 1996. We served 521 students in K3 through 8th grade during the 2006 – 2007 school year. All of our classrooms serve students with special needs in a full inclusion program. We are proud of our students' progress, our commitment to staff development and our level of community and parental involvement.

Staff Development: Our Principal, Implementor and six teachers attended the annual AMI Montessori Refresher Course which celebrated "100 YEARS of MONTESSORI EDUCATION". This event featured historical information about the development of Montessori education. Two elementary teachers attended a "Caring Classroom" workshop.

Our elementary staff continued their weekly discussions of best practices; DPI standards, MPS learning targets and Bloom's taxonomy for questioning techniques across the content areas. These meetings led to the discussion of probes offered to support student learning and success on the district Benchmark Tests.

Parental/Community Involvement: We strive to provide opportunities for all parents and students to participate so that they will view themselves as important members of our school community. We had three new parents join our group of 14 volunteer coaches. We also continued our use of parents as chaperones for trips, reading tutors, library helpers, material makers, scout leaders, PTO officers, Title I and Governance Board members, interview committee members, Zoo Day and Sports Day Volunteers. We had over 200 parent volunteers this year.

Academic Achievement: Craig Montessori has consistently exceeded the goals of the "No Child Left Behind" act on district 4th and 8th grade assessments. We have been recognized by the district as a "Mosaic School" – one free to continue as a successful school with a common educational philosophy of curriculum. In 2006-07 the 4th grade group was thirty-eight (38) students, resulting in a group not large enough to be measurable under AYP guidelines. The 2006-07 the Craig group of 44 grade 4 students scored 77% proficient or advanced while the district score was 62% proficient.

Our staff focus is on cross curricular need. We view reading, language arts, science and math in an integrated discussion around Bloom's Taxonomy of questioning and higher level thinking. We also discuss discipline and social emotional needs to ensure a safe learning environment.

We will continue to review the Montessori curriculum in view of district learning targets and state standards to ensure that all groups receive consistently developmentally appropriate lessons. We will continue our fall after school tutoring classes during 2007-08 year. Students six months or more behind in reading will be encouraged to enroll through parent phone calls and letters home.

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

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

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

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	458
		06-07	459	437	448
3	Math	04-05	N/A	585	623
		05-06	431	398	442
		06-07	434	401	425
4	Reading	04-05	646	623	627
		05-06	477	446	459
		06-07	477	450	470
4	Language	04-05	646	626	627
		05-06	298	279	288
		06-07	296	281	296
4	Math	04-05	633	610	624
		05-06	463	428	446
		06-07	466	435	453
4	Science	04-05	637	609	616
		05-06	300	276	287
		06-07	300	277	293
4	Social Studies	04-05	646	629	629
		05-06	298	280	286
		06-07	298	281	289
5	Reading	04-05	N/A	641	650
		05-06	485	452	467
		06-07	485	453	466
5	Language	04-05	N/A	643	649
		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	483
		06-07	489	455	465

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.

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

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	654
		05-06	501	462	489
		06-07	503	465	490
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	656
		05-06	508	470	494
		06-07	513	472	499
7	Reading	04-05	N/A	650	675
		05-06	511	474	506
		06-07	513	474	499
7	Language	04-05	N/A	648	670
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	677
		05-06	528	486	512
		06-07	535	495	516
8	Reading	04-05	689	661	N/A
		05-06	526	484	517
		06-07	527	490	519
8	Language	04-05	680	657	N/A
		05-06	397	372	408
		06-07	395	371	388
8	Math	04-05	704	668	N/A
		05-06	540	495	525
		06-07	543	501	532
8	Science	04-05	699	666	N/A
		05-06	398	362	386
		06-07	398	363	385
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	391
		06-07	397	367	388

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.

CRAIG MONTESSORI 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

December 2007

Elementary / Middle School 174 of 828

CRAIG MONTESSORI 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		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%	96%	96%	96%	96%	93%	91%	N/A	93%	92%	96%	94%	94%	93%	96%	94%	97%	95%	93%	96%	95%	93%	96%
		05-06	95%	93%	96%	97%	96%	98%	93%	92%	N/A	92%	92%	96%	94%	93%	92%	96%	94%	97%	95%	92%	96%	95%	93%	97%
	State Target = 85%	06-07	N/A	93%	96%	N/A	96%	97%	N/A	91%	N/A	N/A	91%	96%	N/A	94%	92%	N/A	94%	97%	N/A	92%	96%	N/A	93%	96%

* 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%	95%	96%	93%	97%	N/A	95%	98%	N/A	93%	96%	N/A	93%	95%	N/A	93%	96%
		05-06	94%	91%	95%	96%	93%	96%	N/A	94%	99%	N/A	92%	96%	N/A	92%	96%	N/A	92%	96%
		06-07	N/A	90%	95%	N/A	93%	96%	N/A	95%	99%	N/A	92%	96%	N/A	92%	96%	N/A	95%	96%

Ethnicity and Gender

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5																
			Total				Ethnicity								Gender				
			Year	Students Enrolled	MPS	School	Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female
Promotion Rate		04-05	37	97%	97%	99%	100%	97%	N/A	96%	96%	97%	100%	99%	100%	96%	95%	97%	100%
		05-06	42	97%	100%	96%	100%	100%	N/A	96%	100%	97%	N/A	99%	100%	96%	100%	97%	100%
		06-07	41	98%	100%	100%	100%	100%	N/A	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	37	98%	100%	97%	97%	97%	N/A	97%	97%	97%	100%	98%	95%
		05-06	42	98%	100%	96%	100%	96%	N/A	97%	100%	96%	100%	99%	100%
		06-07	41	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

CRAIG MONTESSORI 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%	95%	97%	95%	92%	91%	87%	N/A	90%	89%	95%	93%	90%	94%	95%	91%	95%	95%	89%	95%	95%	90%	96%	
	05-06		95%	89%	96%	97%	94%	97%	91%	86%	N/A	90%	88%	95%	92%	90%	94%	95%	92%	96%	95%	88%	96%	95%	90%	95%	
	06-07	State Target = 85%	N/A	89%	95%	N/A	95%	96%	N/A	87%	N/A	N/A	88%	95%	N/A	90%	96%	N/A	92%	95%	N/A	88%	95%	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%	95%	95%	90%	95%	N/A	91%	N/A	N/A	89%	95%	N/A	89%	95%	N/A	89%	95%	
	05-06		92%	85%	94%	95%	90%	96%	N/A	91%	N/A	N/A	89%	96%	N/A	88%	95%	N/A	92%	96%	
	06-07		N/A	85%	94%	N/A	90%	95%	N/A	91%	N/A	N/A	89%	95%	N/A	88%	94%	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		Female	
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	36	95%	100%	97%	N/A	100%	N/A	95%	100%	96%	100%	97%	100%	95%	100%	96%	100%	
	06-07	31	97%	100%	97%	100%	95%	N/A	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	N/A	97%	N/A	95%	N/A	93%	N/A	95%	N/A	96%	N/A			
	05-06	36	98%	100%	95%	100%	94%	N/A	96%	100%	95%	100%	96%	100%	
	06-07	31	98%	100%	97%	100%	95%	N/A	97%	100%	97%	100%	98%	100%	

MS indicates Middle grade students.

CRAIG MONTESSORI SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled		
	04-05	05-06	06-07
Total	2	1%	0%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	0%	0%	0%
1	2%	2%	10%
2	2%	2%	2%
3	6%	0%	5%
4	0%	4%	0%
5	3%	0%	7%
Total	2%	1%	4%

* 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	154	1.7	1.7	1.7	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	39.6%	45.5%	6.5%	3.2%	2.6%	2.6%
	Staff	39	1.6	1.9	1.8	1.9	3.4	3.0		Staff	59.0%	38.5%	0.0%	0.0%	2.6%	0.0%
	Parents	69	1.5	1.6	1.6	1.6	3.2	3.3		Parents	34.8%	56.5%	5.8%	0.0%	2.9%	0.0%
Safety	ES/MS Students	154	2.0	1.8	1.9	1.9	2.7	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	24.7%	44.8%	9.7%	11.7%	5.8%	3.2%
	Staff	39	1.5	1.8	1.7	1.9	3.2	3.0		Staff	46.2%	48.7%	2.6%	0.0%	2.6%	0.0%
	Parents	69	1.6	1.6	1.7	1.6	3.1	3.2		Parents	33.3%	59.4%	1.4%	1.4%	2.9%	1.4%
Environment	ES/MS Students	154	2.0	1.9	2.0	2.0	2.6	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	11.7%	41.6%	20.1%	14.3%	10.4%	1.9%
	Staff	39	1.5	1.8	1.6	1.8	3.5	3.1		Staff	66.7%	28.2%	2.6%	2.6%	0.0%	0.0%
	Parents	69	1.4	1.6	1.6	1.6	3.3	3.3		Parents	42.0%	52.2%	4.3%	0.0%	1.4%	0.0%
Governance	ES/MS Students	154	2.2	2.2	2.3	2.3	2.4	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	11.7%	29.9%	18.2%	24.7%	11.7%	3.9%
	Staff	39	1.5	1.9	1.6	1.9	3.3	3.0		Staff	43.6%	51.3%	0.0%	0.0%	5.1%	0.0%
	Parents	69	1.6	1.6	1.8	1.7	3.1	3.2		Parents	30.4%	53.6%	2.9%	0.0%	13.0%	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.

CRAIG MONTESSORI SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	5	14%	10%	5%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	11%	3%	3%
7	5%	4%	0%
8	N/A	2%	13%
Total	8%	3%	5%

* 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
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	Staff	39	1.6	1.9	1.8	1.9	3.4	3.0		Staff	59.0%	38.5%	0.0%	0.0%	2.6%	0.0%
	Parents	69	1.5	1.6	1.6	1.6	3.2	3.3		Parents	34.8%	56.5%	5.8%	0.0%	2.9%	0.0%
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	Staff	39	1.5	1.8	1.7	1.9	3.2	3.0		Staff	46.2%	48.7%	2.6%	0.0%	2.6%	0.0%
	Parents	69	1.6	1.6	1.7	1.6	3.1	3.2		Parents	33.3%	59.4%	1.4%	1.4%	2.9%	1.4%
Environment	ES/MS Students	154	2.0	1.9	2.0	2.0	2.6	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	11.7%	41.6%	20.1%	14.3%	10.4%	1.9%
	Staff	39	1.5	1.8	1.6	1.8	3.5	3.1		Staff	66.7%	28.2%	2.6%	2.6%	0.0%	0.0%
	Parents	69	1.4	1.6	1.6	1.6	3.3	3.3		Parents	42.0%	52.2%	4.3%	0.0%	1.4%	0.0%
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	Staff	39	1.5	1.9	1.6	1.9	3.3	3.0		Staff	43.6%	51.3%	0.0%	0.0%	5.1%	0.0%
	Parents	69	1.6	1.6	1.8	1.7	3.1	3.2		Parents	30.4%	53.6%	2.9%	0.0%	13.0%	0.0%

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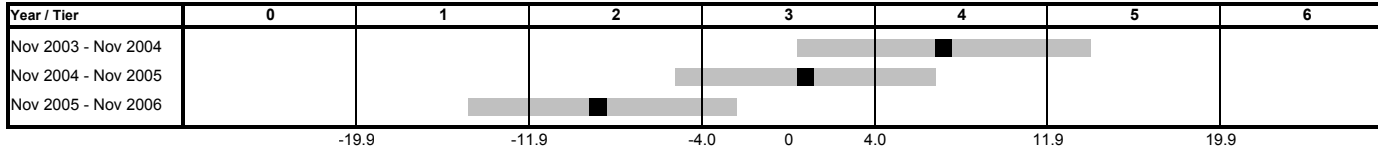
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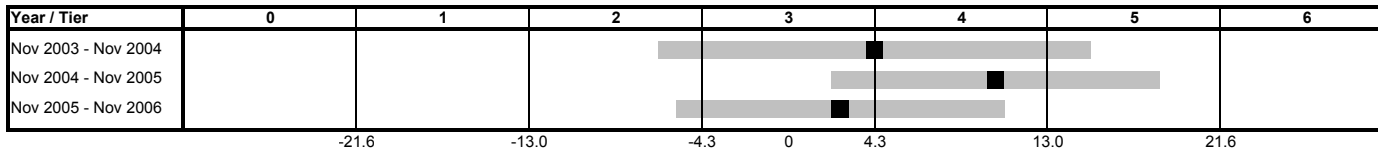
CRAIG MONTESSORI SCHOOL

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	0.8	3.1
Nov 2005 - Nov 2006	-7.3	1.9



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.5
Nov 2004 - Nov 2005	10.2	4.2
Nov 2005 - Nov 2006	1.9	3.3



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

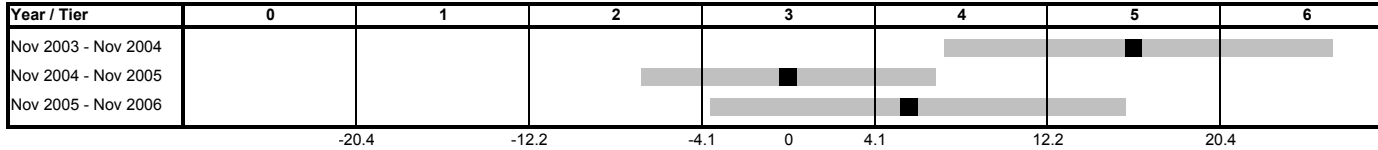
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.9	3.0	2.2	3.9	3.1	1.9	65%	60%	51%	58%	65%	62%	1	1	4	1	1	3
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	4.4	3.3	3.8	3.5	4.2	3.3	76%	79%	84%	55%	79%	80%	1	1	1	2	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

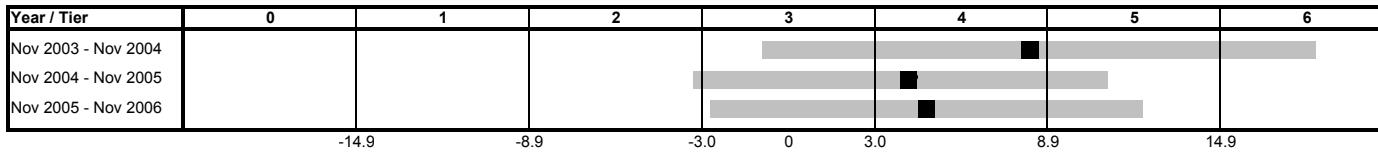
CRAIG MONTESSORI SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	5.0
Nov 2004 - Nov 2005	0.1	3.0
Nov 2005 - Nov 2006	4.1	3.7



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.4
Nov 2004 - Nov 2005	3.9	3.7
Nov 2005 - Nov 2006	4.7	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	NA	NA	NA	NA	3.0	3.7	NA	NA	NA	NA	61%	65%	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	3.7	3.8	NA	NA	NA	NA	84%	86%	NA	NA	NA	NA	1	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