

# CURTIN SCHOOL

## 2006-2007 Report Card

Grades Kgn. - 6

MPS Emerging K-8 School

School Information	
Address	3450 S 32 ST
Phone	414-902-7700
Fax	414-902-7715
Site Number	0122
School Operation	7:45 - 2:25

Administration (Principal/School Leader)	
School Year (06-07)	VIRGINIA CULLEN
School Year (07-08)	VIRGINIA CULLEN
06-07 Administrator Years at Site	16

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

Student Enrollment			
Grade	04-05	05-06	06-07
<b>Total</b>	<b>288</b>	<b>299</b>	<b>300</b>
Pre-Kindergarten	29	31	32
Kindergarten	44	50	31
Grade 1	54	52	49
Grade 2	38	51	43
Grade 3	40	35	48
Grade 4	39	41	34
Grade 5	44	39	35
Grade 6	N/A	N/A	28

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	51%	53%	57%
	Female	49%	47%	43%
Ethnicity	Asian	9%	9%	5%
	Native American	4%	2%	3%
	African American	17%	18%	13%
	Hispanic	34%	34%	44%
	White	31%	32%	29%
Groups	Special Education	9%	9%	13%
	English Language Learners	4%	3%	2%
	Free/Reduced Lunch	72%	68%	78%

Student Movement		04-05	05-06	06-07
	Mobility Rate	8%	5%	6%
	Stability Rate	76%	73%	76%

### School Profile

The parents and staff at Curtin Leadership Academy know that all children can and will learn. Ensuring the success of all students is what continued to drive the changes in the structure of our program. Curtin's 300 students were divided into three units. Each unit included at least two grade levels. The teachers met regularly to collaborate, align curriculum with state standards, and plan for schoolwide/unit activities.

**Reading:** We used a variety of strategies to improve students' reading achievement. Our comprehensive literacy approach included measures that identified students early who were beginning to struggle in reading. Therefore, we were able to offer preventative measures that addressed the needs of the students.

**Technology:** Teachers were involved in numerous workshops in order to gain insight in the myriad of ways that they could use the Internet as an educational tool. A digital camera was used on field trips and during special activities. The photographs were included in many writing exercises. Also, we used our scanner to include students' artwork with their stories in our school newspaper. Students were videotaped twice during the year to determine whether or not their communication skills were improving. A Liquid Crystal Display (LCD) projector was used to present slide shows of some of the school's activities.

**Science Achievement:** Our science text covered the needed content area information that complemented our hands-on science program. We held a science fair in May. The classes were encouraged to enter whole class, small group, or individual projects. Teachers, parents, administrators, and community members came to discuss the project results with the students. Students were judged on how well they discussed what they did and on the results they obtained.

**Math:** The Math Investigations Series was used. A math portfolio was required for every student. Samples of work from each unit of instruction were included. Also, an assessment was included from each unit of study. We used rubrics to determine whether or not students met the objectives. The students' competencies in math were determined in the following areas: strategies used to complete

the problem, communication of how the problem was solved, understanding of what needed to be done and accuracy.

**Community Membership:** Students were encouraged to volunteer. During the year, students helped clean up around the community. Also, older students were buddies to younger students. A volunteer program was coordinated with Pulaski High School; high school students came to Curtin to assist with evening family activities. We held food drives and fund-raisers to help the Heart Association.

**Writing Achievement:** Students were involved in numerous writing tasks. Teachers used a variety of writing strategies to improve students' writing performance. Rubrics were used to communicate students' progress toward being proficient writers. Staff members held conferences with students regularly to improve students' skills. The fourth and fifth graders were required to complete a two to four page, type written research paper with a cover sheet and a bibliography. Two school newspapers were published this year that showcased the students' writing abilities.

**Staff Development:** The staff attended professional developmental activities that provided new avenues to meeting the individual needs of students. Teachers participated in workshops, conferences and conventions in the following areas: guided reading, the six traits of writing, how to use the Internet effectively, improving organizational skills in the writing process, how to use data to drive instruction, etc. Also, the teachers had time set aside each month so that they could collaborate with the staff members in their unit and at their grade level. The Learning Team met every two weeks to discuss and plan for school wide improvement.

**Parental Involvement:** In order to keep the parents informed, Wednesday envelopes were sent home. The envelopes included all weekly information that needed to be shared with parents. In addition, a hotline was started so that parents and students could call in and find out what's for lunch and the date and times of our current events. Numerous family night activities were held (Potluck Dinner and Dance, 5 Family Math Night Activities, Movie Night, Family Skate Night, Writing Nights, etc.). Parents were actively involved on the School Governance Council, Learning Team, and the P.T.A.

# CURTIN 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	36	100%	80%	61%	72%	73%	66%	50%	75%	70%	100%	58%	55%	50%	65%	61%	77%	86%	77%	90%	77%	57%	71%	85%	65%	73%			
		06-07	49	98%	81%	62%	71%	74%	67%	100%	72%	71%	100%	60%	57%	67%	63%	58%	60%	86%	81%	78%	77%	57%	64%	85%	67%	78%			
3	Math	04-05	41	100%	N/A	53%	49%	N/A	66%	50%	N/A	65%	N/A	N/A	44%	44%	N/A	58%	31%	N/A	69%	65%	N/A	53%	50%	N/A	52%	48%			
		05-06	36	100%	73%	43%	42%	71%	60%	50%	62%	48%	0%	37%	32%	17%	55%	50%	38%	79%	65%	60%	74%	44%	48%	70%	42%	33%			
		06-07	49	98%	74%	46%	51%	71%	59%	100%	62%	56%	67%	42%	36%	50%	57%	49%	45%	81%	67%	50%	75%	46%	55%	73%	45%	48%			
4	Reading	04-05	39	100%	82%	62%	79%	74%	64%	67%	76%	80%	N/A	60%	57%	88%	65%	62%	70%	87%	79%	83%	78%	56%	75%	86%	69%	84%			
		05-06	41	100%	82%	61%	71%	72%	66%	67%	74%	72%	N/A	59%	54%	67%	68%	63%	55%	88%	79%	83%	80%	60%	62%	84%	62%	80%			
		06-07	35	100%	82%	62%	83%	73%	69%	100%	75%	83%	N/A	60%	57%	40%	64%	61%	89%	87%	79%	90%	79%	60%	71%	84%	64%	100%			
4	Language	04-05	39	100%	79%	59%	74%	72%	64%	33%	71%	73%	N/A	56%	53%	100%	64%	61%	60%	85%	77%	78%	76%	53%	75%	83%	65%	74%			
		05-06	41	100%	79%	58%	63%	70%	62%	33%	70%	66%	N/A	54%	50%	67%	65%	62%	36%	85%	78%	83%	76%	54%	62%	83%	62%	65%			
		06-07	35	100%	77%	58%	69%	72%	68%	100%	68%	80%	N/A	53%	52%	20%	61%	58%	67%	83%	76%	90%	72%	53%	52%	81%	63%	93%			
4	Math	04-05	39	100%	72%	46%	56%	73%	61%	33%	59%	55%	N/A	41%	38%	25%	56%	49%	50%	79%	66%	78%	73%	46%	55%	71%	45%	58%			
		05-06	41	100%	73%	44%	41%	68%	55%	33%	59%	52%	N/A	39%	34%	56%	56%	47%	18%	80%	67%	50%	73%	45%	43%	70%	42%	40%			
		06-07	35	100%	78%	52%	57%	77%	72%	100%	70%	70%	N/A	47%	42%	20%	62%	57%	44%	84%	72%	90%	78%	53%	52%	77%	50%	64%			
4	Science	04-05	39	100%	78%	47%	82%	65%	52%	67%	69%	63%	N/A	41%	37%	75%	54%	51%	80%	86%	74%	89%	79%	47%	90%	76%	46%	74%			
		05-06	41	100%	77%	49%	56%	67%	56%	33%	66%	51%	N/A	45%	39%	44%	60%	56%	36%	85%	72%	78%	78%	50%	52%	78%	48%	60%			
		06-07	35	100%	77%	49%	63%	70%	66%	100%	66%	76%	N/A	44%	39%	20%	57%	53%	50%	85%	74%	100%	78%	50%	62%	77%	49%	64%			
4	Social Studies	04-05	39	100%	91%	76%	97%	86%	81%	67%	89%	90%	N/A	74%	70%	100%	83%	79%	100%	95%	90%	100%	90%	75%	95%	97%	77%	100%			
		05-06	41	100%	91%	77%	93%	86%	83%	100%	88%	85%	N/A	75%	71%	78%	82%	80%	91%	94%	89%	100%	90%	76%	90%	92%	79%	95%			
		06-07	35	100%	91%	78%	89%	85%	83%	100%	87%	93%	N/A	76%	74%	60%	80%	78%	94%	95%	89%	90%	91%	76%	81%	92%	79%	100%			
5	Reading	04-05	45	98%	N/A	57%	71%	N/A	59%	67%	N/A	51%	50%	N/A	51%	50%	N/A	54%	71%	N/A	79%	93%	N/A	53%	72%	N/A	60%	69%			
		05-06	37	100%	83%	61%	86%	77%	68%	100%	75%	78%	N/A	59%	54%	75%	67%	64%	80%	89%	82%	93%	81%	58%	84%	84%	65%	89%			
		06-07	35	100%	84%	64%	86%	76%	71%	100%	77%	68%	N/A	62%	59%	88%	68%	63%	80%	90%	82%	87%	81%	62%	83%	86%	67%	88%			
5	Language	04-05	45	98%	N/A	42%	58%	N/A	52%	67%	N/A	43%	50%	N/A	35%	25%	N/A	40%	71%	N/A	66%	71%	N/A	37%	52%	N/A	47%	69%			
		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		
5	Math	04-05	45	98%	N/A	50%	69%	N/A	67%	67%	N/A	46%	0%	N/A	41%	50%	N/A	52%	71%	N/A	75%	93%	N/A	51%	72%	N/A	49%	63%			
		05-06	37	100%	72%	40%	46%	69%	56%	50%	60%	53%	N/A	37%	32%	25%	52%	43%	40%	80%	65%	60%	72%	40%	58%	72%	41%	33%			
		06-07	35	100%	75%	46%	69%	74%	63%	100%	65%	49%	N/A	43%	37%	38%	56%	49%	90%	82%	68%	67%	75%	46%	72%	74%	46%	65%			

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

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# CURTIN 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	
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	36	100%	50%	30%	50%	86%	66%	74%	57%	52%	60%	82%	62%	74%	65%	56%	69%	88%	76%	86%	86%
		06-07	49	98%	50%	31%	60%	86%	68%	73%	55%	48%	0%	82%	64%	73%	67%	57%	77%	89%	82%	61%	61%
3	Math	04-05	41	100%	N/A	31%	40%	N/A	57%	50%	N/A	53%	N/A	N/A	53%	49%	N/A	48%	42%	N/A	70%	70%	70%
		05-06	36	100%	48%	26%	0%	75%	46%	44%	54%	48%	40%	73%	42%	42%	55%	39%	31%	80%	58%	86%	86%
		06-07	49	98%	53%	28%	40%	77%	49%	52%	56%	46%	0%	75%	45%	52%	57%	41%	45%	82%	68%	61%	61%
4	Reading	04-05	39	100%	53%	31%	75%	86%	69%	80%	59%	53%	0%	84%	63%	82%	68%	59%	76%	88%	80%	90%	90%
		05-06	41	100%	53%	34%	43%	87%	67%	76%	56%	45%	0%	84%	63%	74%	69%	57%	66%	90%	76%	89%	89%
		06-07	35	100%	52%	32%	20%	87%	68%	93%	55%	47%	100%	83%	64%	81%	67%	58%	83%	89%	81%	80%	80%
4	Language	04-05	39	100%	48%	27%	50%	84%	66%	77%	55%	49%	0%	81%	61%	76%	66%	56%	79%	87%	77%	60%	60%
		05-06	41	100%	56%	35%	57%	83%	63%	65%	53%	43%	50%	81%	60%	64%	64%	53%	59%	88%	74%	78%	78%
		06-07	35	100%	56%	35%	20%	80%	63%	77%	54%	47%	100%	78%	60%	66%	62%	54%	67%	85%	77%	80%	80%
4	Math	04-05	39	100%	49%	25%	50%	76%	50%	57%	56%	48%	0%	74%	46%	58%	55%	43%	59%	80%	64%	50%	50%
		05-06	41	100%	48%	28%	43%	76%	47%	41%	51%	38%	50%	74%	44%	41%	54%	39%	31%	81%	60%	78%	78%
		06-07	35	100%	54%	30%	20%	81%	56%	63%	60%	52%	67%	79%	52%	56%	61%	47%	50%	85%	72%	100%	100%
4	Science	04-05	39	100%	56%	24%	50%	82%	52%	86%	47%	45%	100%	80%	47%	82%	59%	42%	90%	87%	73%	60%	60%
		05-06	41	100%	57%	32%	43%	81%	53%	59%	52%	43%	50%	80%	50%	56%	61%	44%	50%	87%	65%	78%	78%
		06-07	35	100%	58%	29%	60%	81%	53%	63%	51%	45%	67%	78%	50%	63%	60%	44%	57%	86%	73%	100%	100%
4	Social Studies	04-05	39	100%	78%	53%	100%	93%	81%	97%	75%	72%	100%	92%	76%	97%	84%	74%	100%	95%	88%	90%	90%
		05-06	41	100%	80%	59%	86%	93%	81%	94%	76%	71%	100%	92%	78%	92%	83%	74%	91%	95%	87%	100%	100%
		06-07	35	100%	81%	58%	40%	93%	82%	97%	75%	69%	100%	92%	79%	88%	84%	75%	87%	95%	91%	100%	100%
5	Reading	04-05	45	98%	N/A	24%	50%	N/A	64%	76%	N/A	36%	50%	N/A	59%	73%	N/A	52%	69%	N/A	76%	77%	77%
		05-06	37	100%	50%	27%	57%	88%	69%	93%	58%	41%	100%	85%	63%	86%	69%	58%	84%	90%	75%	92%	92%
		06-07	35	100%	53%	33%	33%	89%	71%	97%	58%	43%	0%	86%	67%	88%	69%	60%	85%	91%	83%	89%	89%
5	Language	04-05	45	98%	N/A	15%	25%	N/A	47%	65%	N/A	25%	50%	N/A	44%	59%	N/A	36%	53%	N/A	63%	69%	69%
		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	45	98%	N/A	26%	38%	N/A	55%	76%	N/A	44%	50%	N/A	50%	71%	N/A	45%	66%	N/A	70%	77%	77%
		05-06	37	100%	43%	20%	14%	77%	45%	53%	51%	31%	0%	74%	41%	47%	54%	36%	32%	81%	57%	75%	75%
		06-07	35	100%	46%	26%	50%	80%	50%	72%	53%	37%	100%	77%	47%	68%	57%	41%	65%	84%	67%	78%	78%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	446
		06-07	459	437	446
3	Math	04-05	N/A	585	582
		05-06	431	398	398
		06-07	434	401	411
4	Reading	04-05	646	623	638
		05-06	477	446	458
		06-07	477	450	465
4	Language	04-05	646	626	640
		05-06	298	279	292
		06-07	296	281	288
4	Math	04-05	633	610	622
		05-06	463	428	428
		06-07	466	435	441
4	Science	04-05	637	609	635
		05-06	300	276	282
		06-07	300	277	288
4	Social Studies	04-05	646	629	645
		05-06	298	280	287
		06-07	298	281	291
5	Reading	04-05	N/A	641	650
		05-06	485	452	476
		06-07	485	453	471
5	Language	04-05	N/A	643	650
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	638
		05-06	484	449	462
		06-07	489	455	475

**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.

# CURTIN 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	N/A	N/A	N/A	19%	N/A	N/A	58%	N/A	N/A	35%	N/A	N/A	53%	N/A	N/A	47%	N/A	N/A	69%	N/A
		05-06	N/A	N/A	47%	21%	N/A	89%	65%	N/A	55%	33%	N/A	85%	59%	N/A	68%	53%	N/A	90%	73%	N/A
		06-07	27	96%	51%	24%	0%	91%	71%	79%	57%	39%	100%	86%	64%	69%	71%	58%	74%	91%	78%	50%
6	Language	04-05	N/A	N/A	N/A	15%	N/A	N/A	46%	N/A	N/A	28%	N/A	N/A	42%	N/A	N/A	36%	N/A	N/A	60%	N/A
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	04-05	N/A	N/A	N/A	23%	N/A	N/A	43%	N/A	N/A	35%	N/A	N/A	40%	N/A	N/A	35%	N/A	N/A	59%	N/A
		05-06	N/A	N/A	37%	15%	N/A	79%	43%	N/A	50%	24%	N/A	73%	39%	N/A	53%	33%	N/A	82%	54%	N/A
		06-07	27	93%	43%	18%	0%	81%	45%	63%	55%	35%	0%	78%	41%	58%	58%	36%	52%	84%	58%	75%
7	Reading	04-05	N/A	N/A	N/A	24%	N/A	N/A	68%	N/A	N/A	45%	N/A	N/A	61%	N/A	N/A	56%	N/A	N/A	74%	N/A
		05-06	N/A	N/A	47%	24%	N/A	89%	67%	N/A	52%	38%	N/A	85%	60%	N/A	69%	55%	N/A	90%	72%	N/A
		06-07	N/A	N/A	49%	23%	N/A	91%	66%	N/A	56%	35%	N/A	86%	60%	N/A	70%	54%	N/A	91%	77%	N/A
7	Language	04-05	N/A	N/A	N/A	14%	N/A	N/A	47%	N/A	N/A	31%	N/A	N/A	42%	N/A	N/A	37%	N/A	N/A	58%	N/A
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	04-05	N/A	N/A	N/A	16%	N/A	N/A	44%	N/A	N/A	34%	N/A	N/A	39%	N/A	N/A	34%	N/A	N/A	55%	N/A
		05-06	N/A	N/A	35%	16%	N/A	80%	41%	N/A	48%	32%	N/A	74%	37%	N/A	55%	32%	N/A	82%	52%	N/A
		06-07	N/A	N/A	42%	20%	N/A	85%	50%	N/A	58%	40%	N/A	79%	45%	N/A	62%	40%	N/A	87%	62%	N/A
8	Reading	04-05	N/A	N/A	50%	23%	N/A	91%	67%	N/A	50%	38%	N/A	86%	60%	N/A	67%	55%	N/A	91%	78%	N/A
		05-06	N/A	N/A	50%	23%	N/A	90%	66%	N/A	55%	37%	N/A	86%	59%	N/A	69%	54%	N/A	91%	68%	N/A
		06-07	N/A	N/A	49%	26%	N/A	90%	70%	N/A	56%	32%	N/A	86%	64%	N/A	71%	59%	N/A	89%	76%	N/A
8	Language	04-05	N/A	N/A	24%	12%	N/A	71%	43%	N/A	26%	22%	N/A	67%	38%	N/A	42%	32%	N/A	74%	60%	N/A
		05-06	N/A	N/A	26%	12%	N/A	72%	43%	N/A	30%	20%	N/A	66%	38%	N/A	44%	33%	N/A	73%	48%	N/A
		06-07	N/A	N/A	26%	15%	N/A	69%	40%	N/A	25%	15%	N/A	64%	37%	N/A	42%	31%	N/A	71%	52%	N/A
8	Math	04-05	N/A	N/A	34%	15%	N/A	80%	41%	N/A	49%	28%	N/A	75%	36%	N/A	51%	31%	N/A	82%	59%	N/A
		05-06	N/A	N/A	35%	16%	N/A	80%	43%	N/A	53%	32%	N/A	75%	38%	N/A	56%	34%	N/A	82%	48%	N/A
		06-07	N/A	N/A	37%	19%	N/A	81%	45%	N/A	53%	35%	N/A	75%	41%	N/A	56%	36%	N/A	84%	58%	N/A
8	Science	04-05	N/A	N/A	39%	12%	N/A	80%	37%	N/A	34%	16%	N/A	75%	33%	N/A	50%	27%	N/A	83%	57%	N/A
		05-06	N/A	N/A	40%	13%	N/A	79%	41%	N/A	40%	21%	N/A	75%	37%	N/A	54%	31%	N/A	83%	50%	N/A
		06-07	N/A	N/A	40%	17%	N/A	81%	44%	N/A	37%	17%	N/A	76%	41%	N/A	55%	34%	N/A	84%	60%	N/A
8	Social Studies	04-05	N/A	N/A	51%	20%	N/A	88%	58%	N/A	56%	40%	N/A	84%	51%	N/A	66%	46%	N/A	90%	72%	N/A
		05-06	N/A	N/A	51%	19%	N/A	88%	60%	N/A	59%	28%	N/A	85%	53%	N/A	67%	47%	N/A	90%	66%	N/A
		06-07	N/A	N/A	52%	25%	N/A	88%	58%	N/A	57%	28%	N/A	83%	54%	N/A	67%	48%	N/A	90%	69%	N/A

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	N/A
		05-06	501	462	N/A
		06-07	503	465	483
6	Language	04-05	N/A	645	N/A
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	N/A
		05-06	508	470	N/A
		06-07	513	472	503
7	Reading	04-05	N/A	650	N/A
		05-06	511	474	N/A
		06-07	513	474	N/A
7	Language	04-05	N/A	648	N/A
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	N/A
		05-06	528	486	N/A
		06-07	535	495	N/A
8	Reading	04-05	689	661	N/A
		05-06	526	484	N/A
		06-07	527	490	N/A
8	Language	04-05	680	657	N/A
		05-06	397	372	N/A
		06-07	395	371	N/A
8	Math	04-05	704	668	N/A
		05-06	540	495	N/A
		06-07	543	501	N/A
8	Science	04-05	699	666	N/A
		05-06	398	362	N/A
		06-07	398	363	N/A
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	N/A
		06-07	397	367	N/A

**Note:** The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2004-05.

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.  
 State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.  
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

# CURTIN 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	2.53	3.06	2.14	2.22	0.00	2.12	2.03	2.39	2.70	2.77	2.81	2.13	2.41	2.51	2.74

## 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	1.88	2.40	2.61	2.37	2.93	2.31	2.51	2.23	2.44	2.71	3.24

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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# CURTIN 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%	93%	96%	96%	95%	93%	91%	91%	93%	92%	92%	94%	94%	94%	96%	94%	94%	95%	93%	93%	95%	93%	94%
		05-06		95%	93%	93%	97%	96%	95%	93%	92%	88%	92%	92%	93%	94%	93%	93%	96%	94%	93%	95%	92%	93%	95%	93%	93%
	State Target = 85%	06-07		N/A	93%	93%	N/A	96%	96%	N/A	91%	91%	N/A	91%	93%	N/A	94%	94%	N/A	94%	92%	N/A	92%	93%	N/A	93%	94%

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

## Other Student Groups

Student Attendance Rate			Percent of Actual Days of Attendance																		
			Special Education Status						English Language Learner Status						Economic Status						
			SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL			
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	04-05		94%	91%	93%	96%	93%	93%	N/A	95%	94%	N/A	93%	93%	N/A	93%	91%	N/A	93%	94%
		05-06		94%	91%	93%	96%	93%	93%	N/A	94%	95%	N/A	92%	93%	N/A	92%	92%	N/A	92%	95%
		06-07		N/A	90%	93%	N/A	93%	93%	N/A	95%	92%	N/A	92%	93%	N/A	92%	93%	N/A	95%	95%

## Ethnicity and Gender

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5																
			Total				Ethnicity								Gender				
			Year	Students Enrolled	MPS	School	Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female
Promotion Rate		04-05	36	97%	92%	99%	67%	97%	N/A	96%	71%	97%	100%	99%	100%	96%	83%	97%	100%
		05-06	39	97%	85%	96%	100%	100%	N/A	96%	91%	97%	58%	99%	100%	96%	80%	97%	89%
		06-07	31	98%	97%	100%	100%	100%	N/A	97%	100%	97%	88%	98%	114%	97%	100%	98%	90%

## 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	36	98%	80%	97%	94%	97%	0%	97%	94%	97%	88%	98%	100%
		05-06	39	98%	100%	96%	82%	96%	100%	97%	84%	96%	81%	99%	100%
		06-07	31	99%	100%	97%	96%	97%	50%	98%	100%	97%	96%	99%	100%

ES indicates Elementary grade students.

# CURTIN 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	Attend Rate	04-05	95%	89%	N/A	97%	95%	N/A	91%	87%	N/A	90%	89%	N/A	93%	90%	N/A	95%	91%	N/A	95%	89%	N/A	95%	90%	N/A	
		05-06	95%	89%	N/A	97%	94%	N/A	91%	86%	N/A	90%	88%	N/A	92%	90%	N/A	95%	92%	N/A	95%	88%	N/A	95%	90%	N/A	
		06-07	N/A	89%	91%	N/A	95%	97%	N/A	87%	N/A	N/A	88%	87%	N/A	90%	94%	N/A	92%	89%	N/A	88%	91%	N/A	90%	91%	

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

## Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	Attend Rate	04-05	93%	86%	N/A	95%	90%	N/A	N/A	91%	N/A	N/A	89%	N/A	N/A	89%	N/A	N/A	89%	N/A	
		05-06	92%	85%	N/A	95%	90%	N/A	N/A	91%	N/A	N/A	89%	N/A	N/A	88%	N/A	N/A	92%	N/A	
		06-07	N/A	85%	94%	N/A	90%	91%	N/A	91%	94%	N/A	89%	91%	N/A	88%	91%	N/A	93%	92%	

## 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	N/A	95%	N/A	97%	N/A	100%	N/A	95%	N/A	96%	N/A	97%	N/A	95%	N/A	96%	N/A	
	06-07	N/A	97%	N/A	97%	N/A	95%	N/A	97%	N/A	98%	N/A	100%	N/A	97%	N/A	98%	N/A	

## Other Student Groups

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	N/A	97%	N/A	95%	N/A	93%	N/A	95%	N/A	95%	N/A	96%	N/A	
	05-06	N/A	98%	N/A	95%	N/A	94%	N/A	96%	N/A	95%	N/A	96%	N/A	
	06-07	N/A	98%	N/A	97%	N/A	95%	N/A	97%	N/A	97%	N/A	98%	N/A	

MS indicates Middle grade students.

# CURTIN SCHOOL

### Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	8	5%	3%	3%

### Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	5%	6%	3%
1	9%	6%	14%
2	5%	6%	3%
3	3%	11%	0%
4	8%	15%	3%
5	0%	0%	0%
Total	5%	7%	4%

### Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	16%	20%	35%
1	22%	21%	14%
2	24%	22%	14%
3	18%	11%	6%
4	28%	22%	9%
5	18%	8%	14%
Total	21%	18%	15%

\* 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	89	1.6	1.7	1.6	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	32.6%	34.8%	14.6%	7.9%	7.9%	2.2%
	Staff	24	1.5	1.9	1.7	1.9	3.3	3.0		Staff	29.2%	58.3%	0.0%	4.2%	4.2%	4.2%
	Parents	59	1.6	1.6	1.7	1.6	3.4	3.3		Parents	32.2%	64.4%	0.0%	0.0%	3.4%	0.0%
Safety	ES/MS Students	89	1.5	1.8	1.5	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	53.9%	34.8%	3.4%	2.2%	5.6%	0.0%
	Staff	24	1.3	1.8	1.3	1.9	3.3	3.0		Staff	70.8%	20.8%	0.0%	4.2%	0.0%	4.2%
	Parents	59	1.4	1.6	1.5	1.6	3.2	3.2		Parents	45.8%	47.5%	3.4%	0.0%	1.7%	1.7%
Environment	ES/MS Students	89	1.6	1.9	1.6	2.0	3.2	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	27.0%	47.2%	6.7%	3.4%	11.2%	4.5%
	Staff	24	1.5	1.8	1.5	1.8	3.4	3.1		Staff	75.0%	16.7%	0.0%	8.3%	0.0%	0.0%
	Parents	59	1.5	1.6	1.5	1.6	3.4	3.3		Parents	54.2%	44.1%	1.7%	0.0%	0.0%	0.0%
Governance	ES/MS Students	89	2.0	2.2	1.9	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	24.7%	42.7%	6.7%	5.6%	15.7%	4.5%
	Staff	24	1.9	1.9	1.8	1.9	3.1	3.0		Staff	54.2%	41.7%	0.0%	4.2%	0.0%	0.0%
	Parents	59	1.6	1.6	1.6	1.7	3.3	3.2		Parents	35.6%	50.8%	5.1%	0.0%	5.1%	3.4%

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.

# CURTIN SCHOOL

## Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	3	N/A	N/A	9%

## Student Retention Rate\*

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

## Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	N/A	N/A	18%
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	N/A	N/A	18%

\* 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	89	1.6	1.7	1.6	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	32.6%	34.8%	14.6%	7.9%	7.9%	2.2%
	Staff	24	1.5	1.9	1.7	1.9	3.3	3.0		Staff	29.2%	58.3%	0.0%	4.2%	4.2%	4.2%
	Parents	59	1.6	1.6	1.7	1.6	3.4	3.3		Parents	32.2%	64.4%	0.0%	0.0%	3.4%	0.0%
Safety	ES/MS Students	89	1.5	1.8	1.5	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	53.9%	34.8%	3.4%	2.2%	5.6%	0.0%
	Staff	24	1.3	1.8	1.3	1.9	3.3	3.0		Staff	70.8%	20.8%	0.0%	4.2%	0.0%	4.2%
	Parents	59	1.4	1.6	1.5	1.6	3.2	3.2		Parents	45.8%	47.5%	3.4%	0.0%	1.7%	1.7%
Environment	ES/MS Students	89	1.6	1.9	1.6	2.0	3.2	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	27.0%	47.2%	6.7%	3.4%	11.2%	4.5%
	Staff	24	1.5	1.8	1.5	1.8	3.4	3.1		Staff	75.0%	16.7%	0.0%	8.3%	0.0%	0.0%
	Parents	59	1.5	1.6	1.5	1.6	3.4	3.3		Parents	54.2%	44.1%	1.7%	0.0%	0.0%	0.0%
Governance	ES/MS Students	89	2.0	2.2	1.9	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	24.7%	42.7%	6.7%	5.6%	15.7%	4.5%
	Staff	24	1.9	1.9	1.8	1.9	3.1	3.0		Staff	54.2%	41.7%	0.0%	4.2%	0.0%	0.0%
	Parents	59	1.6	1.6	1.6	1.7	3.3	3.2		Parents	35.6%	50.8%	5.1%	0.0%	5.1%	3.4%

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.

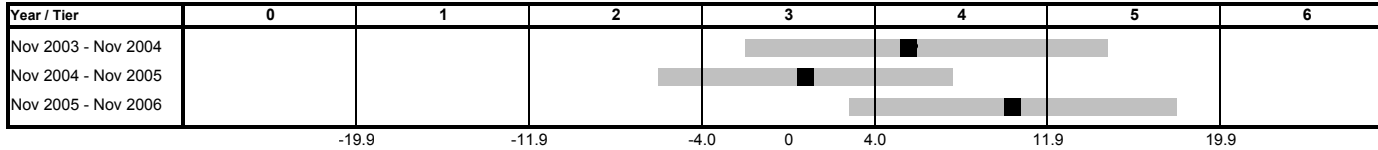
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

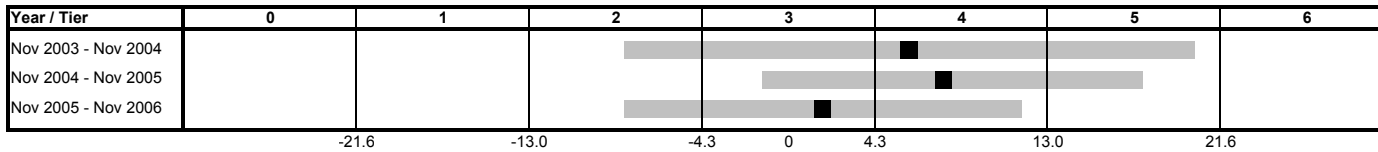
# CURTIN SCHOOL

## Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.7
Nov 2004 - Nov 2005	0.5	3.1
Nov 2005 - Nov 2006	9.1	4.3



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.7
Nov 2004 - Nov 2005	8.0	3.9
Nov 2005 - Nov 2006	1.2	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	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	4.0	3.5	3.7	3.1	4.3	69%	81%	76%	56%	43%	58%	1	1	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	3.3	3.6	2.6	3.7	3.9	3.2	73%	90%	88%	79%	76%	79%	1	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

# CURTIN SCHOOL

## Value-Added Growth Analyses - Middle School Grades

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

Year / Tier	0	1	2	3	4	5	6
Nov 2003 - Nov 2004							
Nov 2004 - Nov 2005							
Nov 2005 - Nov 2006							
	0.0	0.0	0.0	0	0.0	0.0	0.0

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

Year / Tier	0	1	2	3	4	5	6
Nov 2003 - Nov 2004							
Nov 2004 - Nov 2005							
Nov 2005 - Nov 2006							
	0.0	0.0	0.0	0	0.0	0.0	0.0

Data is based on WKCE and Terra Nova Scale Scores.  
 Tier 0 = Well below district average growth  
 Tier 3 = Average growth  
 Tier 6 = Well above district average growth

## Value-Added and Attainment Data Status Over Six Years

Subject	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	NA	NA	NA	NA	NA	NA	NA	NA	56%	NA	NA	NA	NA	NA	NA
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	70%	NA	NA	NA	NA	NA	NA
	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