

DOERFLER SCHOOL

2006-2007 Report Card

Grades Kgn. - 8
MPS K-8 School

School Information	
Address	3014 W SCOTT ST
Phone	414-902-9500
Fax	414-902-9515
Site Number	0125
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	CLARK ADDISON
School Year (07-08)	CLARK ADDISON
06-07 Administrator Years at Site	9

Board Member	DIRECTOR GOLDBERG
--------------	-------------------

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	04-05	05-06	06-07
Total	599	653	737
Pre-Kindergarten	85	83	92
Kindergarten	89	94	95
Grade 1	96	101	96
Grade 2	77	92	89
Grade 3	84	72	87
Grade 4	59	85	80
Grade 5	58	59	73
Grade 6	51	37	53
Grade 7	N/A	30	45
Grade 8	N/A	N/A	27

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	53%	49%	49%
	Female	47%	51%	51%
Ethnicity	Asian	6%	4%	3%
	Native American	2%	2%	2%
	African American	6%	4%	5%
	Hispanic	71%	76%	77%
	White	11%	9%	7%
Groups	Special Education	17%	17%	17%
	English Language Learners	19%	26%	22%
	Free/Reduced Lunch	84%	85%	89%

Student Movement		04-05	05-06	06-07
	Mobility Rate	8%	14%	9%
	Stability Rate	78%	82%	77%

School Profile

Anna F. Doerfler Community School is on the south side of Milwaukee in the Mitchell Park area. We are a community school that services approximately 650 students from K3 through 7th grade. Based on demographics Doerfler is designed as a K-8 Elementary Community School. In 2005-2006, Doerfler will have an addition built on to expand to 7th grade, then 8th grade the following year. We value our cultural diverse population and support it with a Bilingual Program for grades K4-3rd. The expansion will allow Doerfler to include an additional bilingual grade level each year to 5th grade. ESL instruction is provided to students with Limited English Proficiency levels.

Our school provides a traditional education program with special emphasis on teaching basic skills through the Comprehensive Literacy Model. Doerfler participates in the SAGE program which allows us to keep the class sizes in grade levels K5 through 3rd at a 15:1 student to teacher ratio.

Science Achievement: Since science has become one of the graduation requirements of the Milwaukee Public Schools, it is important that our students do well in this area. The staff has emphasized the scientific method by placing PHEOC (Problem, Hypothesis, Experiment, Observations, and Conclusion) posters in every classroom. Students work in small groups to conduct science experiments. Data has been collected, and recorded in graphs, charts, and tables. Theories and conclusions have been displayed in classrooms and hallways.

Reading/Language Arts Achievement: Reading has always been a priority at Doerfler. We continued our Accelerated Reading Program and now all grades, first through sixth, participate. Many of the intermediate students became reading buddies with primary classes during the school year. A very successful Family Reading Night, with many interesting reading activities, was held in April. A Scholastic Book fair was held in conjunction with a summer activity ideas and opportunities night. Drop Everything and Write (DEW), and portfolios were implemented throughout all grades (K4-6th).

Math Achievement: The students at Doerfler School will develop strategies consistent with the comprehensive math framework and the learning targets in order to understand and apply math concepts in the classroom and the real world. The fifth and sixth grade departmentalize for math

instruction during the 2004-2005 school year. Students use manipulatives as they solve problems. The math curriculum is reinforced through the use of small group instruction, computers, and peer tutoring. Once a week, students have the opportunity to deposit moneys in a savings account, with partnership Guardian Credit Union.

Special Education: Doerfler also provides a continuum of special education services. There are four special education teachers (1 bilingual), 3 speech/ language pathologists (2 bilingual), and 1 paraprofessional (1 bilingual). Itinerant staff includes a diagnostic teacher, social worker and a bilingual psychologist. Special education teachers also provide support to staff members by suggesting techniques and instructional strategies to assist with regular education students who may have academic difficulties.

Staff Development: Several staff members have taken advantage of classes in the areas of math and science. Many attended inservices and workshops in the area of reading, science, math and special education. A total of 233 staff development activities have been taken by teachers, and 44 by educational assistants.

Family Involvement: Parents play an important role in the success of their children, and we have made an extra effort to involve them and the community in the school. Many parent/community events have taken place this year. Our Open House kicked off the school year, followed in October with our annual Halloween Parade led by the Band, and a Scholastic Book Fair. November brought Skate Night and a school-wide food drive. In December, many parents attended our annual Winter Concert. In February, families attended our Black History Program as well as the Piñata Program. March Parent/Teacher Conference night. In April, Skate Night and an extremely popular Family Reading Night. A Neighborhood Clean Up, a Vocabulary Parade Program, a National Geographic Bee, and a Hispanic Program took place in May. A Scholastic Book Fair and ideas for summer activities was held in June. Safe Place is a before and after school program that services the parents and students of the Doerfler Community throughout the school year.

DOERFLER 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	86	100%	80%	61%	62%	73%	66%	100%	75%	70%	67%	58%	55%	50%	65%	61%	64%	86%	77%	29%	77%	57%	60%	85%	65%	64%	
		06-07	87	100%	81%	62%	68%	74%	67%	75%	72%	71%	0%	60%	57%	100%	63%	58%	69%	86%	81%	40%	77%	57%	65%	85%	67%	70%	
3	Math	04-05	85	100%	N/A	53%	56%	N/A	66%	50%	N/A	65%	0%	N/A	44%	67%	N/A	58%	55%	N/A	69%	65%	N/A	53%	67%	N/A	52%	39%	
		05-06	86	100%	73%	43%	40%	71%	60%	100%	62%	48%	0%	37%	32%	0%	55%	50%	40%	79%	65%	57%	74%	44%	45%	70%	42%	34%	
		06-07	87	100%	74%	46%	55%	71%	59%	50%	62%	56%	0%	42%	36%	33%	57%	49%	60%	81%	67%	20%	75%	46%	58%	73%	45%	53%	
4	Reading	04-05	58	100%	82%	62%	55%	74%	64%	67%	76%	80%	0%	60%	57%	50%	65%	62%	63%	87%	79%	33%	78%	56%	44%	86%	69%	69%	
		05-06	83	99%	82%	61%	69%	72%	66%	0%	74%	72%	N/A	59%	54%	67%	68%	63%	74%	88%	79%	54%	80%	60%	67%	84%	62%	71%	
		06-07	83	96%	82%	62%	63%	73%	69%	67%	75%	83%	67%	60%	57%	0%	64%	61%	65%	87%	79%	43%	79%	60%	56%	84%	64%	70%	
4	Language	04-05	58	100%	79%	59%	60%	72%	64%	100%	71%	73%	0%	56%	53%	25%	64%	61%	70%	85%	77%	33%	76%	53%	53%	83%	65%	69%	
		05-06	83	99%	79%	58%	67%	70%	62%	50%	70%	66%	N/A	54%	50%	67%	65%	62%	68%	85%	78%	69%	76%	54%	60%	83%	62%	81%	
		06-07	83	96%	77%	58%	63%	72%	68%	100%	68%	80%	100%	53%	52%	100%	61%	58%	59%	83%	76%	57%	72%	53%	56%	81%	63%	70%	
4	Math	04-05	58	100%	72%	46%	28%	73%	61%	67%	59%	55%	0%	41%	38%	0%	56%	49%	33%	79%	66%	11%	73%	46%	28%	71%	45%	27%	
		05-06	83	99%	73%	44%	41%	68%	55%	0%	59%	52%	N/A	39%	34%	33%	56%	47%	40%	80%	67%	54%	73%	45%	48%	70%	42%	29%	
		06-07	83	100%	78%	52%	57%	77%	72%	67%	70%	70%	67%	47%	42%	0%	62%	57%	57%	84%	72%	57%	78%	53%	56%	77%	50%	58%	
4	Science	04-05	58	100%	78%	47%	33%	65%	52%	33%	69%	63%	0%	41%	37%	25%	54%	51%	35%	86%	74%	33%	79%	47%	31%	76%	46%	35%	
		05-06	83	99%	77%	49%	53%	67%	56%	0%	66%	51%	N/A	45%	39%	33%	60%	56%	54%	85%	72%	62%	78%	50%	62%	78%	48%	39%	
		06-07	83	96%	77%	49%	57%	70%	66%	67%	66%	76%	100%	44%	39%	0%	57%	53%	55%	85%	74%	57%	78%	50%	53%	77%	49%	60%	
4	Social Studies	04-05	58	100%	91%	76%	78%	86%	81%	100%	89%	90%	50%	74%	70%	50%	83%	79%	85%	95%	90%	56%	90%	75%	72%	97%	77%	85%	
		05-06	83	99%	91%	77%	86%	86%	83%	0%	88%	85%	N/A	75%	71%	100%	82%	80%	86%	94%	89%	92%	90%	76%	88%	92%	79%	81%	
		06-07	83	96%	91%	78%	82%	85%	83%	67%	87%	93%	100%	76%	74%	100%	80%	78%	80%	95%	89%	100%	91%	76%	81%	92%	79%	83%	
5	Reading	04-05	58	100%	N/A	57%	69%	N/A	59%	50%	N/A	51%	50%	N/A	51%	50%	N/A	54%	67%	N/A	79%	93%	N/A	53%	70%	N/A	60%	68%	
		05-06	56	100%	83%	61%	75%	77%	68%	75%	75%	78%	100%	59%	54%	0%	67%	64%	79%	89%	82%	57%	81%	58%	77%	84%	65%	73%	
		06-07	70	96%	84%	64%	67%	76%	71%	N/A	77%	68%	N/A	62%	59%	67%	68%	63%	69%	90%	82%	58%	81%	62%	67%	86%	67%	68%	
5	Language	04-05	58	100%	N/A	42%	53%	N/A	52%	67%	N/A	43%	50%	N/A	35%	17%	N/A	40%	50%	N/A	66%	71%	N/A	37%	56%	N/A	47%	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	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	58	100%	N/A	50%	78%	N/A	67%	100%	N/A	46%	0%	N/A	41%	67%	N/A	52%	77%	N/A	75%	86%	N/A	51%	89%	N/A	49%	68%	
		05-06	56	100%	72%	40%	57%	69%	56%	50%	60%	53%	0%	37%	32%	0%	52%	43%	63%	80%	65%	43%	72%	40%	50%	72%	41%	65%	
		06-07	70	100%	75%	46%	59%	74%	63%	N/A	65%	49%	N/A	43%	37%	50%	56%	49%	56%	82%	68%	75%	75%	46%	63%	74%	46%	50%	

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.

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

DOERFLER 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	86	100%	50%	30%	44%	86%	66%	64%	57%	52%	57%	82%	62%	65%	65%	56%	61%	88%	76%	64%	
		06-07	87	100%	50%	31%	33%	86%	68%	73%	55%	48%	69%	82%	64%	67%	67%	57%	67%	89%	82%	83%	
3	Math	04-05	85	100%	N/A	31%	50%	N/A	57%	58%	N/A	53%	43%	N/A	53%	63%	N/A	48%	57%	N/A	70%	55%	
		05-06	86	100%	48%	26%	33%	75%	46%	40%	54%	48%	41%	73%	42%	39%	55%	39%	38%	80%	58%	50%	
		06-07	87	100%	53%	28%	50%	77%	49%	56%	56%	46%	72%	75%	45%	45%	57%	41%	54%	82%	68%	67%	
4	Reading	04-05	58	100%	53%	31%	33%	86%	69%	58%	59%	53%	67%	84%	63%	55%	68%	59%	56%	88%	80%	50%	
		05-06	83	99%	53%	34%	45%	87%	67%	72%	56%	45%	59%	84%	63%	72%	69%	57%	69%	90%	76%	64%	
		06-07	83	96%	52%	32%	25%	87%	68%	67%	55%	47%	67%	83%	64%	61%	67%	58%	63%	89%	81%	63%	
4	Language	04-05	58	100%	48%	27%	17%	84%	66%	65%	55%	49%	67%	81%	61%	60%	66%	56%	61%	87%	77%	50%	
		05-06	83	99%	56%	35%	64%	83%	63%	68%	53%	43%	55%	81%	60%	72%	64%	53%	67%	88%	74%	73%	
		06-07	83	96%	56%	35%	25%	80%	63%	67%	54%	47%	56%	78%	60%	66%	62%	54%	61%	85%	77%	75%	
4	Math	04-05	58	100%	49%	25%	17%	76%	50%	29%	56%	48%	33%	74%	46%	27%	55%	43%	26%	80%	64%	50%	
		05-06	83	99%	48%	28%	27%	76%	47%	43%	51%	38%	32%	74%	44%	44%	54%	39%	40%	81%	60%	45%	
		06-07	83	100%	54%	30%	13%	81%	56%	61%	60%	52%	56%	79%	52%	57%	61%	47%	56%	85%	72%	63%	
4	Science	04-05	58	100%	56%	24%	17%	82%	52%	35%	47%	45%	67%	80%	47%	31%	59%	42%	33%	87%	73%	25%	
		05-06	83	99%	57%	32%	55%	81%	53%	53%	52%	43%	32%	80%	50%	61%	61%	44%	53%	87%	65%	55%	
		06-07	83	96%	58%	29%	25%	81%	53%	60%	51%	45%	59%	78%	50%	55%	60%	44%	56%	86%	73%	63%	
4	Social Studies	04-05	58	100%	78%	53%	50%	93%	81%	81%	75%	72%	67%	92%	76%	78%	84%	74%	78%	95%	88%	75%	
		05-06	83	99%	80%	59%	100%	93%	81%	83%	76%	71%	68%	92%	78%	92%	83%	74%	86%	95%	87%	82%	
		06-07	83	96%	81%	58%	63%	93%	82%	84%	75%	69%	74%	92%	79%	86%	84%	75%	80%	95%	91%	100%	
5	Reading	04-05	58	100%	N/A	24%	67%	N/A	64%	69%	N/A	36%	0%	N/A	59%	71%	N/A	52%	64%	N/A	76%	85%	
		05-06	56	100%	50%	27%	20%	88%	69%	87%	58%	41%	71%	85%	63%	76%	69%	58%	73%	90%	75%	82%	
		06-07	70	96%	53%	33%	14%	89%	71%	73%	58%	43%	56%	86%	67%	70%	69%	60%	68%	91%	83%	57%	
5	Language	04-05	58	100%	N/A	15%	33%	N/A	47%	56%	N/A	25%	0%	N/A	44%	55%	N/A	36%	42%	N/A	63%	92%	
		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	58	100%	N/A	26%	67%	N/A	55%	79%	N/A	44%	0%	N/A	50%	80%	N/A	45%	78%	N/A	70%	77%	
		05-06	56	100%	43%	20%	10%	77%	45%	67%	51%	31%	43%	74%	41%	59%	54%	36%	51%	81%	57%	82%	
		06-07	70	100%	46%	26%	43%	80%	50%	60%	53%	37%	50%	77%	47%	61%	57%	41%	56%	84%	67%	86%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	439
		06-07	459	437	437
3	Math	04-05	N/A	585	585
		05-06	431	398	398
		06-07	434	401	412
4	Reading	04-05	646	623	617
		05-06	477	446	452
		06-07	477	450	452
4	Language	04-05	646	626	624
		05-06	298	279	288
		06-07	296	281	282
4	Math	04-05	633	610	597
		05-06	463	428	430
		06-07	466	435	444
4	Science	04-05	637	609	600
		05-06	300	276	283
		06-07	300	277	279
4	Social Studies	04-05	646	629	624
		05-06	298	280	290
		06-07	298	281	284
5	Reading	04-05	N/A	641	652
		05-06	485	452	456
		06-07	485	453	457
5	Language	04-05	N/A	643	648
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	636
		05-06	484	449	457
		06-07	489	455	466

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.

DOERFLER 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	51	100%	N/A	19%	42%	N/A	58%	77%	N/A	35%	29%	N/A	53%	75%	N/A	47%	64%	N/A	69%	100%
		05-06	40	100%	47%	21%	50%	89%	65%	78%	55%	33%	33%	85%	59%	78%	68%	53%	71%	90%	73%	83%
		06-07	54	100%	51%	24%	10%	91%	71%	84%	57%	39%	60%	86%	64%	71%	71%	58%	71%	91%	78%	67%
6	Language	04-05	51	100%	N/A	15%	17%	N/A	46%	51%	N/A	28%	14%	N/A	42%	48%	N/A	36%	42%	N/A	60%	50%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		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	51	100%	N/A	23%	33%	N/A	43%	62%	N/A	35%	43%	N/A	40%	57%	N/A	35%	51%	N/A	59%	83%
		05-06	40	100%	37%	15%	25%	79%	43%	69%	50%	24%	33%	73%	39%	68%	53%	33%	64%	82%	54%	67%
		06-07	54	100%	43%	18%	0%	81%	45%	64%	55%	35%	40%	78%	41%	53%	58%	36%	50%	84%	58%	58%
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	28	100%	47%	24%	14%	89%	67%	67%	52%	38%	0%	85%	60%	63%	69%	55%	59%	90%	72%	33%
		06-07	52	100%	49%	23%	50%	91%	66%	72%	56%	35%	33%	86%	60%	74%	70%	54%	66%	91%	77%	100%
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	28	100%	35%	16%	14%	80%	41%	76%	48%	32%	50%	74%	37%	63%	55%	32%	59%	82%	52%	67%
		06-07	52	100%	42%	20%	33%	85%	50%	78%	58%	40%	33%	79%	45%	78%	62%	40%	70%	87%	62%	100%
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	29	100%	49%	26%	17%	90%	70%	74%	56%	32%	25%	86%	64%	68%	71%	59%	67%	89%	76%	50%
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	29	100%	26%	15%	0%	69%	40%	39%	25%	15%	0%	64%	37%	36%	42%	31%	33%	71%	52%	25%
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	29	100%	37%	19%	0%	81%	45%	74%	53%	35%	25%	75%	41%	64%	56%	36%	67%	84%	58%	38%
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	29	100%	40%	17%	33%	81%	44%	57%	37%	17%	0%	76%	41%	60%	55%	34%	52%	84%	60%	50%
8	Social Studies	04-05	N/A	N/A	51%	20%	N/A	88%	58%	N/A	56%	40%	N/A	84%	51%	N/A	66%	46%	N/A	90%	72%	N/A
		05-06	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	29	100%	52%	25%	0%	88%	58%	61%	57%	28%	0%	83%	54%	56%	67%	48%	52%	90%	69%	38%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	644
		05-06	501	462	477
		06-07	503	465	472
6	Language	04-05	N/A	645	650
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	649
		05-06	508	470	494
		06-07	513	472	483
7	Reading	04-05	N/A	650	N/A
		05-06	511	474	470
		06-07	513	474	482
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	506
		06-07	535	495	516
8	Reading	04-05	689	661	N/A
		05-06	526	484	N/A
		06-07	527	490	494
8	Language	04-05	680	657	N/A
		05-06	397	372	N/A
		06-07	395	371	367
8	Math	04-05	704	668	N/A
		05-06	540	495	N/A
		06-07	543	501	521
8	Science	04-05	699	666	N/A
		05-06	398	362	N/A
		06-07	398	363	362
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	N/A
		06-07	397	367	368

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.

DOERFLER 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 198 of 828

DOERFLER 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	Students	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%	93%	93%	91%	88%	93%	92%	93%	94%	94%	94%	96%	94%	91%	95%	93%	94%	95%	93%	93%
		05-06		95%	93%	93%	97%	96%	94%	93%	92%	91%	92%	92%	88%	94%	93%	94%	96%	94%	93%	95%	92%	94%	95%	93%	93%
	State Target = 85%	06-07		N/A	93%	94%	N/A	96%	92%	N/A	91%	93%	N/A	91%	91%	N/A	94%	94%	N/A	94%	94%	N/A	92%	94%	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	Students	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	04-05		94%	91%	90%	96%	93%	94%	N/A	95%	95%	N/A	93%	93%	N/A	93%	93%	N/A	93%	93%
		05-06		94%	91%	93%	96%	93%	93%	N/A	94%	94%	N/A	92%	93%	N/A	92%	93%	N/A	93%	93%
		06-07		N/A	90%	93%	N/A	93%	94%	N/A	95%	95%	N/A	92%	93%	N/A	92%	94%	N/A	95%	94%

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	52	97%	90%	99%	100%	97%	100%	96%	67%	97%	92%	99%	89%	96%	89%	97%	92%
	05-06	72	97%	89%	96%	0%	100%	N/A	96%	100%	97%	89%	99%	100%	96%	89%	97%	88%
	06-07	68	98%	93%	100%	100%	100%	100%	97%	50%	97%	93%	98%	100%	97%	88%	98%	97%

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			
Promotion Rate	04-05	52	98%	100%	97%	89%	97%	100%	97%	90%	97%	89%	98%	100%
	05-06	72	98%	75%	96%	90%	96%	100%	97%	86%	96%	88%	99%	100%
	06-07	68	99%	78%	97%	95%	97%	100%	98%	89%	97%	92%	99%	100%

ES indicates Elementary grade students.

DOERFLER 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%	93%	97%	95%	97%	91%	87%	80%	90%	89%	90%	93%	90%	95%	95%	91%	93%	95%	89%	95%	95%	90%	92%	
	05-06		95%	89%	92%	97%	94%	85%	91%	86%	85%	90%	88%	86%	92%	90%	95%	95%	92%	91%	95%	88%	94%	95%	90%	91%	
	06-07		N/A	89%	93%	N/A	95%	94%	N/A	87%	86%	N/A	88%	87%	N/A	90%	94%	N/A	92%	91%	N/A	88%	93%	N/A	90%	92%	

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

Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	04-05		93%	86%	93%	95%	90%	94%	N/A	91%	97%	N/A	89%	93%	N/A	89%	95%	N/A	89%	93%	
	05-06		92%	85%	92%	95%	90%	92%	N/A	91%	87%	N/A	89%	93%	N/A	88%	92%	N/A	92%	94%	
	06-07		N/A	85%	91%	N/A	90%	93%	N/A	91%	93%	N/A	89%	93%	N/A	88%	92%	N/A	93%	94%	

Ethnicity and Gender

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9															
				Total				Ethnicity								Gender			
								Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	N/A	95%	N/A	97%	N/A	96%	N/A	95%	N/A	94%	N/A	98%	N/A	94%	N/A	96%	N/A	
	05-06	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	24	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	N/A	97%	N/A	95%	N/A	93%	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			
	06-07	24	98%	100%	97%	100%	95%	100%	97%	100%	97%	100%			

MS indicates Middle grade students.

DOERFLER SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	41	0%	0%	6%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	0%	3%	6%
1	13%	12%	4%
2	0%	7%	6%
3	4%	13%	16%
4	8%	9%	7%
5	7%	8%	2%
Total	5%	9%	7%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	25%	36%	24%
1	26%	20%	21%
2	27%	38%	18%
3	11%	36%	28%
4	25%	19%	28%
5	17%	29%	22%
Total	22%	29%	23%

* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		Sample Question	Group	Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	239	1.7	1.7	1.8	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	21.3%	59.4%	9.6%	1.7%	7.1%	0.8%
	Staff	26	1.8	1.9	1.6	1.9	3.1	3.0		Staff	30.8%	61.5%	0.0%	0.0%	7.7%	0.0%
	Parents	16	*	1.6	1.4	1.6	3.5	3.3		Parents	50.0%	43.8%	0.0%	0.0%	6.3%	0.0%
Safety	ES/MS Students	239	1.7	1.8	1.8	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	44.8%	44.8%	1.7%	0.8%	7.1%	0.8%
	Staff	26	1.5	1.8	1.3	1.9	2.9	3.0		Staff	23.1%	69.2%	3.8%	0.0%	3.8%	0.0%
	Parents	16	*	1.6	1.4	1.6	3.4	3.2		Parents	56.3%	37.5%	0.0%	0.0%	6.3%	0.0%
Environment	ES/MS Students	239	1.8	1.9	1.9	2.0	3.2	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	19.7%	56.5%	8.4%	2.1%	13.0%	0.4%
	Staff	26	1.7	1.8	1.5	1.8	3.2	3.1		Staff	46.2%	46.2%	3.8%	0.0%	3.8%	0.0%
	Parents	16	*	1.6	1.3	1.6	3.6	3.3		Parents	81.3%	18.8%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	239	2.0	2.2	2.3	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	15.9%	41.8%	18.4%	3.3%	20.5%	0.0%
	Staff	26	1.9	1.9	1.8	1.9	3.0	3.0		Staff	26.9%	57.7%	7.7%	0.0%	7.7%	0.0%
	Parents	16	*	1.6	1.5	1.7	3.4	3.2		Parents	43.8%	50.0%	0.0%	0.0%	0.0%	6.3%

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.

DOERFLER SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	27	0%	0%	18%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	20%	51%	28%
7	N/A	20%	49%
8	N/A	N/A	22%
Total	20%	37%	34%

* 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	239	1.7	1.7	1.8	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	21.3%	59.4%	9.6%	1.7%	7.1%	0.8%
	Staff	26	1.8	1.9	1.6	1.9	3.1	3.0		Staff	30.8%	61.5%	0.0%	0.0%	7.7%	0.0%
	Parents	16	*	1.6	1.4	1.6	3.5	3.3		Parents	50.0%	43.8%	0.0%	0.0%	6.3%	0.0%
Safety	ES/MS Students	239	1.7	1.8	1.8	1.9	3.1	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	44.8%	44.8%	1.7%	0.8%	7.1%	0.8%
	Staff	26	1.5	1.8	1.3	1.9	2.9	3.0		Staff	23.1%	69.2%	3.8%	0.0%	3.8%	0.0%
	Parents	16	*	1.6	1.4	1.6	3.4	3.2		Parents	56.3%	37.5%	0.0%	0.0%	6.3%	0.0%
Environment	ES/MS Students	239	1.8	1.9	1.9	2.0	3.2	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	19.7%	56.5%	8.4%	2.1%	13.0%	0.4%
	Staff	26	1.7	1.8	1.5	1.8	3.2	3.1		Staff	46.2%	46.2%	3.8%	0.0%	3.8%	0.0%
	Parents	16	*	1.6	1.3	1.6	3.6	3.3		Parents	81.3%	18.8%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	239	2.0	2.2	2.3	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	15.9%	41.8%	18.4%	3.3%	20.5%	0.0%
	Staff	26	1.9	1.9	1.8	1.9	3.0	3.0		Staff	26.9%	57.7%	7.7%	0.0%	7.7%	0.0%
	Parents	16	*	1.6	1.5	1.7	3.4	3.2		Parents	43.8%	50.0%	0.0%	0.0%	0.0%	6.3%

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.

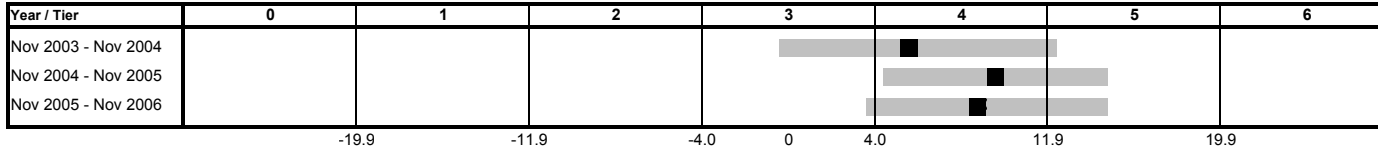
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

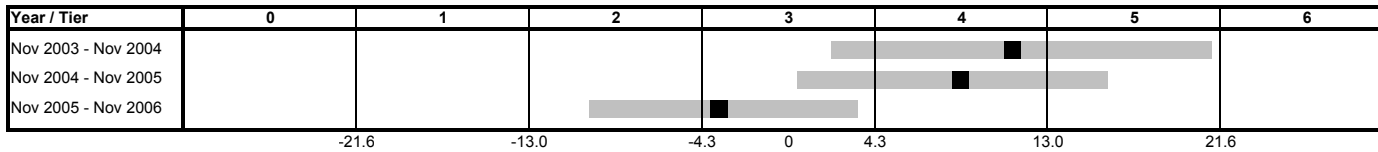
DOERFLER SCHOOL

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	9.5	4.2
Nov 2005 - Nov 2006	7.9	4.1



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.3
Nov 2004 - Nov 2005	8.3	4.0
Nov 2005 - Nov 2006	-2.5	2.6



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

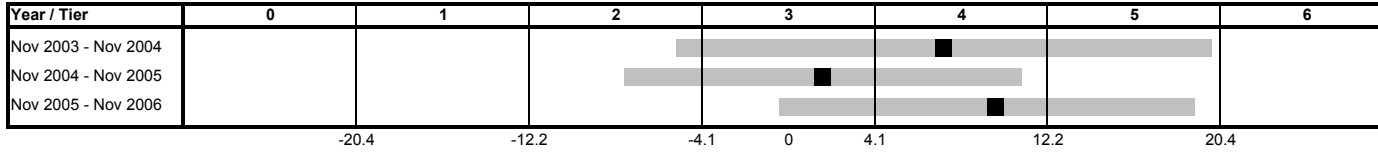
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	2.6	3.4	3.5	3.7	4.2	4.1	24%	29%	53%	28%	44%	57%	4	2	1	2	1	1
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	2.7	3.8	2.8	4.3	4.0	2.6	48%	60%	72%	55%	68%	66%	4	2	3	2	1	3
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	54%	62%	67%	62%	61%	63%						

Data Source: Value Added Quadrant Report for 2006-07

DOERFLER SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.9
Nov 2004 - Nov 2005	1.4	3.2
Nov 2005 - Nov 2006	6.5	4.2



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	-1.2	2.8
Nov 2005 - Nov 2006	4.6	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						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	3.2	4.2	NA	NA	NA	NA	63%	61%	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	2.8	3.8	NA	NA	NA	NA	66%	68%	NA	NA	NA	NA	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