

# LANCASTER SCHOOL

## 2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	4931 N 68 ST
Phone	414-393-5500
Fax	414-393-5515
Site Number	0241
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	THYRA HANDFORD
School Year (07-08)	RICHARD SPATES (APIC)
06-07 Administrator Years at Site	10

Board Member	DIRECTOR SPENCE
--------------	-----------------

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	04-05	05-06	06-07
<b>Total</b>	<b>536</b>	<b>583</b>	<b>573</b>
Pre-Kindergarten	48	54	46
Kindergarten	57	54	48
Grade 1	63	61	50
Grade 2	55	61	58
Grade 3	52	54	56
Grade 4	75	53	58
Grade 5	71	66	63
Grade 6	70	64	61
Grade 7	45	64	67
Grade 8	N/A	52	66

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	46%	47%	49%
	Female	54%	53%	51%
Ethnicity	Asian	2%	2%	2%
	Native American	0%	N/A	0%
	African American	91%	91%	93%
	Hispanic	1%	2%	1%
	White	2%	2%	1%
Groups	Special Education	16%	17%	20%
	English Language Learners	0%	0%	0%
	Free/Reduced Lunch	78%	81%	87%

Student Movement		04-05	05-06	06-07
	Mobility Rate	11%	17%	16%
	Stability Rate	68%	69%	63%

### School Profile

**Math Achievement:** Our baseline data will be the *WKCE Math Assessment*. We will use item analysis to plan instruction. Initial placement for all students in grades 1 - 6 grade will be obtained in our *NCS Lab*. Ongoing coordination of math skills and regular reports of individual student progress will be provided to staff so that specific objectives can be taught in each area. Supplementary math materials will be provided for small group instruction. The math leader teacher is a part of our learning team and will continue to provide data about staff development opportunities, collect survey data, monitor math portfolios, and continue to provide the team with information about the upcoming math adoption.

**Science Fair:** Teachers will model scientific techniques and students will be given opportunities for hands - on exploration and experimentation through quarterly classroom projects. A new science lab staffed by a full time science teacher will support classroom science projects and instruction. In combination with exposure to a variety of scientific media, students will be provided with a foundation for understanding the scientific process and inquiry skills.

**WKCE Reading:** We will test students in kindergarten - grade 2, three times (October, January and May). The *Jerry Johns Reading Assessment* will be administered in January and May to students in grades 3 - 8. After testing is completed, grade level teams will analyze results for K5 - grade 2 and grade 3 - 8 students. Struggling students will be identified using a skill area analysis. Flexible grouping, re-teaching, small group instruction, and other types of focused instruction will be developed for regular education as well as special education students. Students who are having difficulty will be organized into small groups and given additional reading instruction by classroom teachers, resource staff, educational assistants and community volunteers under the supervision of the administrator and the learning team.

*NCS Lab Assessments* will be used, in addition to *On the Mark*, *Jerry Johns*, and *CABS Assessments*, to plan and coordinate reading instruction. Our literacy coach will model instruction for staff. Reading will be monitored by the learning team through the use of IPI and the learning walks.

**Community Membership:** Through our inclusion program, we are fostering an environment where positive attitudes and respect are nurtured regardless of one's level. We encourage all of our students to participate in a variety of curricular activities such as band, chorus, art club, and monitors to enhance their educational experiences.

**Computer Assessments:** We have increased the number of assessments on the computer. We will continue to monitor monthly reading and math achievement using the NCS program. Grades 1 - 8 will be able to use word processing in the computer lab to complete research and writing projects.

Ongoing NCS assessments and writing scored using the MPS rubric will provide insights about each student's strengths and weaknesses in reading, math, and language arts. Teachers will continue to cross check NCS data in relation to other assessments (*On The Mark*, *Jerry Johns* and *Terra Nova*, *WKCE*) in order to plan for instruction.

**Parent-Teacher Conferences:** We have completed a parent survey to obtain feedback about the time of day conferences are most convenient for them. Conferences may also be held at any time a parent requests it. We will be holding a book fair at conference time to increase parent participation. Our Parent Center is open daily. Parent volunteers have actively been involved in before and after school care, bi-monthly socials, (Art / Music Fest, Science Fair, Movie nights) two Open House evenings, and other school related activities.

# LANCASTER 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	52	100%	80%	61%	52%	73%	66%	100%	75%	70%	N/A	58%	55%	50%	65%	61%	N/A	86%	77%	67%	77%	57%	40%	85%	65%	63%	
		06-07	61	97%	81%	62%	54%	74%	67%	50%	72%	71%	N/A	60%	57%	55%	63%	58%	N/A	86%	81%	50%	77%	57%	48%	85%	67%	60%	
3	Math	04-05	50	100%	N/A	53%	44%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	47%	N/A	58%	N/A	N/A	69%	0%	N/A	53%	43%	N/A	52%	45%	
		05-06	52	100%	73%	43%	6%	71%	60%	0%	62%	48%	N/A	37%	32%	6%	55%	50%	N/A	79%	65%	0%	74%	44%	4%	70%	42%	7%	
		06-07	61	97%	74%	46%	30%	71%	59%	50%	62%	56%	N/A	42%	36%	26%	57%	49%	N/A	81%	67%	50%	75%	46%	29%	73%	45%	30%	
4	Reading	04-05	74	100%	82%	62%	58%	74%	64%	N/A	76%	80%	N/A	60%	57%	58%	65%	62%	N/A	87%	79%	50%	78%	56%	53%	86%	69%	63%	
		05-06	59	100%	82%	61%	53%	72%	66%	100%	74%	72%	N/A	59%	54%	52%	68%	63%	100%	88%	79%	0%	80%	60%	48%	84%	62%	56%	
		06-07	56	100%	82%	62%	39%	73%	69%	0%	75%	83%	N/A	60%	57%	39%	64%	61%	N/A	87%	79%	100%	79%	60%	27%	84%	64%	50%	
4	Language	04-05	74	100%	79%	59%	59%	72%	64%	N/A	71%	73%	N/A	56%	53%	58%	64%	61%	N/A	85%	77%	100%	76%	53%	58%	83%	65%	61%	
		05-06	59	100%	79%	58%	49%	70%	62%	100%	70%	66%	N/A	54%	50%	48%	65%	62%	100%	85%	78%	0%	76%	54%	37%	83%	62%	59%	
		06-07	56	100%	77%	58%	38%	72%	68%	0%	68%	80%	N/A	53%	52%	37%	61%	58%	N/A	83%	76%	100%	72%	53%	23%	81%	63%	50%	
4	Math	04-05	74	100%	72%	46%	45%	73%	61%	N/A	59%	55%	N/A	41%	38%	46%	56%	49%	N/A	79%	66%	0%	73%	46%	50%	71%	45%	39%	
		05-06	59	100%	73%	44%	19%	68%	55%	0%	59%	52%	N/A	39%	34%	20%	56%	47%	0%	80%	67%	0%	73%	45%	15%	70%	42%	22%	
		06-07	56	100%	78%	52%	18%	77%	72%	0%	70%	70%	N/A	47%	42%	19%	62%	57%	N/A	84%	72%	0%	78%	53%	15%	77%	50%	20%	
4	Science	04-05	74	100%	78%	47%	38%	65%	52%	N/A	69%	63%	N/A	41%	37%	39%	54%	51%	N/A	86%	74%	0%	79%	47%	44%	76%	46%	32%	
		05-06	59	100%	77%	49%	31%	67%	56%	0%	66%	51%	N/A	45%	39%	30%	60%	56%	100%	85%	72%	0%	78%	50%	30%	78%	48%	31%	
		06-07	56	100%	77%	49%	23%	70%	66%	0%	66%	76%	N/A	44%	39%	22%	57%	53%	N/A	85%	74%	100%	78%	50%	23%	77%	49%	23%	
4	Social Studies	04-05	74	100%	91%	76%	74%	86%	81%	N/A	89%	90%	N/A	74%	70%	75%	83%	79%	N/A	95%	90%	50%	90%	75%	72%	97%	77%	76%	
		05-06	59	100%	91%	77%	59%	86%	83%	100%	88%	85%	N/A	75%	71%	59%	82%	80%	100%	94%	89%	0%	90%	76%	52%	92%	79%	66%	
		06-07	56	100%	91%	78%	68%	85%	83%	0%	87%	93%	N/A	76%	74%	69%	80%	78%	N/A	95%	89%	100%	91%	76%	54%	92%	79%	80%	
5	Reading	04-05	71	100%	N/A	57%	45%	N/A	59%	50%	N/A	51%	N/A	N/A	51%	46%	N/A	54%	N/A	N/A	79%	0%	N/A	53%	36%	N/A	60%	53%	
		05-06	65	100%	83%	61%	51%	77%	68%	N/A	75%	78%	N/A	59%	54%	49%	67%	64%	N/A	89%	82%	75%	81%	58%	49%	84%	65%	53%	
		06-07	70	90%	84%	64%	54%	76%	71%	100%	77%	68%	100%	62%	59%	55%	68%	63%	0%	90%	82%	0%	81%	62%	51%	86%	67%	58%	
5	Language	04-05	71	100%	N/A	42%	30%	N/A	52%	100%	N/A	43%	N/A	N/A	35%	28%	N/A	40%	N/A	N/A	66%	0%	N/A	37%	21%	N/A	47%	37%	
		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	71	99%	N/A	50%	20%	N/A	67%	100%	N/A	46%	N/A	N/A	41%	18%	N/A	52%	N/A	N/A	75%	0%	N/A	51%	15%	N/A	49%	24%	
		05-06	65	100%	72%	40%	22%	69%	56%	N/A	60%	53%	N/A	37%	32%	20%	52%	43%	N/A	80%	65%	50%	72%	40%	14%	72%	41%	30%	
		06-07	70	91%	75%	46%	34%	74%	63%	100%	65%	49%	0%	43%	37%	33%	56%	49%	100%	82%	68%	0%	75%	46%	28%	74%	46%	42%	

**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.

# LANCASTER 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	68	100%	N/A	51%	43%	N/A	59%	50%	N/A	66%	N/A	N/A	45%	43%	N/A	55%	50%	N/A	71%	33%	N/A	45%	41%	N/A	57%	44%
		05-06	63	100%	83%	57%	43%	73%	63%	100%	73%	62%	N/A	56%	51%	40%	67%	59%	N/A	88%	79%	67%	81%	53%	34%	85%	62%	52%
		06-07	59	95%	85%	62%	53%	75%	64%	N/A	78%	75%	N/A	61%	57%	55%	68%	64%	N/A	91%	79%	25%	82%	56%	53%	87%	68%	52%
6	Language	04-05	68	100%	N/A	41%	31%	N/A	49%	0%	N/A	47%	N/A	N/A	33%	33%	N/A	45%	0%	N/A	64%	33%	N/A	36%	29%	N/A	46%	32%
		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	68	100%	N/A	39%	15%	N/A	57%	0%	N/A	43%	N/A	N/A	30%	15%	N/A	47%	50%	N/A	65%	0%	N/A	39%	21%	N/A	39%	9%
		05-06	63	100%	72%	38%	11%	69%	54%	50%	60%	41%	N/A	37%	29%	9%	55%	41%	N/A	79%	62%	33%	72%	37%	9%	74%	39%	13%
		06-07	59	95%	76%	40%	27%	76%	62%	N/A	61%	60%	N/A	40%	31%	29%	57%	44%	N/A	82%	63%	0%	76%	39%	29%	76%	42%	24%
7	Reading	04-05	45	100%	N/A	60%	71%	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	70%	N/A	63%	100%	N/A	78%	100%	N/A	54%	58%	N/A	66%	81%
		05-06	66	100%	84%	59%	61%	74%	66%	100%	77%	70%	N/A	56%	52%	60%	66%	64%	33%	89%	80%	100%	81%	54%	66%	86%	64%	56%
		06-07	67	97%	85%	58%	34%	74%	69%	50%	77%	58%	N/A	58%	51%	34%	66%	60%	N/A	89%	82%	0%	82%	55%	24%	86%	61%	44%
7	Language	04-05	45	100%	N/A	41%	51%	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	49%	N/A	46%	100%	N/A	63%	100%	N/A	34%	37%	N/A	48%	62%
		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	45	100%	N/A	38%	27%	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	26%	N/A	48%	0%	N/A	66%	100%	N/A	37%	5%	N/A	40%	42%
		05-06	66	98%	73%	37%	14%	69%	55%	0%	58%	41%	N/A	35%	26%	15%	55%	49%	0%	81%	64%	0%	73%	37%	13%	73%	36%	15%
		06-07	67	97%	78%	44%	16%	75%	60%	50%	69%	58%	N/A	43%	34%	16%	61%	53%	N/A	86%	70%	0%	79%	45%	12%	79%	44%	21%
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	56	100%	84%	58%	54%	77%	70%	N/A	75%	77%	N/A	56%	51%	53%	68%	62%	67%	89%	78%	50%	82%	53%	33%	86%	62%	69%
		06-07	66	98%	84%	62%	59%	79%	76%	100%	76%	65%	N/A	62%	57%	61%	67%	63%	0%	88%	79%	N/A	82%	57%	60%	87%	68%	58%
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	56	100%	66%	37%	29%	49%	48%	N/A	47%	43%	N/A	36%	32%	27%	43%	36%	33%	72%	60%	50%	61%	32%	8%	70%	42%	44%
		06-07	66	98%	62%	35%	24%	48%	40%	100%	42%	33%	N/A	33%	29%	24%	40%	37%	0%	69%	59%	N/A	56%	30%	17%	67%	41%	32%
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	56	100%	73%	37%	21%	72%	58%	N/A	56%	41%	N/A	38%	29%	24%	52%	44%	0%	81%	62%	0%	74%	36%	17%	74%	39%	25%
		06-07	66	98%	74%	40%	9%	74%	57%	0%	59%	52%	N/A	39%	31%	10%	55%	49%	0%	81%	65%	N/A	76%	41%	14%	74%	39%	3%
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	56	100%	73%	36%	16%	61%	52%	N/A	56%	54%	N/A	34%	27%	16%	51%	39%	0%	81%	65%	50%	74%	36%	13%	73%	36%	19%
		06-07	66	98%	74%	39%	17%	62%	50%	100%	60%	56%	N/A	37%	31%	16%	51%	43%	0%	82%	68%	N/A	74%	39%	26%	75%	39%	6%
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	56	100%	84%	52%	54%	80%	69%	N/A	71%	61%	N/A	50%	44%	55%	68%	57%	33%	89%	77%	50%	82%	49%	33%	84%	55%	69%
		06-07	66	98%	82%	52%	32%	78%	71%	100%	72%	69%	N/A	52%	45%	32%	65%	56%	0%	89%	74%	N/A	82%	50%	40%	84%	54%	23%

**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.

# LANCASTER 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	52	100%	50%	30%	14%	86%	66%	58%	57%	52%	100%	82%	62%	51%	65%	56%	46%	88%	76%	67%	
		06-07	61	97%	50%	31%	43%	86%	68%	56%	55%	48%	N/A	82%	64%	54%	67%	57%	57%	89%	82%	38%	
3	Math	04-05	50	100%	N/A	31%	14%	N/A	57%	49%	N/A	53%	0%	N/A	53%	45%	N/A	48%	43%	N/A	70%	50%	
		05-06	52	100%	48%	26%	0%	75%	46%	7%	54%	48%	0%	73%	42%	6%	55%	39%	3%	80%	58%	13%	
		06-07	61	97%	53%	28%	29%	77%	49%	30%	56%	46%	N/A	75%	45%	30%	57%	41%	30%	82%	68%	25%	
4	Reading	04-05	74	100%	53%	31%	17%	86%	69%	62%	59%	53%	N/A	84%	63%	58%	68%	59%	55%	88%	80%	86%	
		05-06	59	100%	53%	34%	0%	87%	67%	66%	56%	45%	N/A	84%	63%	53%	69%	57%	48%	90%	76%	67%	
		06-07	56	100%	52%	32%	0%	87%	68%	43%	55%	47%	0%	83%	64%	40%	67%	58%	40%	89%	81%	38%	
4	Language	04-05	74	100%	48%	27%	17%	84%	66%	63%	55%	49%	N/A	81%	61%	59%	66%	56%	58%	87%	77%	71%	
		05-06	59	100%	56%	35%	8%	83%	63%	60%	53%	43%	N/A	81%	60%	49%	64%	53%	45%	88%	74%	60%	
		06-07	56	100%	56%	35%	0%	80%	63%	41%	54%	47%	0%	78%	60%	38%	62%	54%	42%	85%	77%	13%	
4	Math	04-05	74	100%	49%	25%	0%	76%	50%	49%	56%	48%	N/A	74%	46%	45%	55%	43%	45%	80%	64%	43%	
		05-06	59	100%	48%	28%	0%	76%	47%	23%	51%	38%	N/A	74%	44%	19%	54%	39%	16%	81%	60%	27%	
		06-07	56	100%	54%	30%	0%	81%	56%	20%	60%	52%	0%	79%	52%	18%	61%	47%	15%	85%	72%	38%	
4	Science	04-05	74	100%	56%	24%	17%	82%	52%	40%	47%	45%	N/A	80%	47%	38%	59%	42%	33%	87%	73%	86%	
		05-06	59	100%	57%	32%	0%	81%	53%	38%	52%	43%	N/A	80%	50%	31%	61%	44%	25%	87%	65%	47%	
		06-07	56	100%	58%	29%	0%	81%	53%	25%	51%	45%	0%	78%	50%	24%	60%	44%	25%	86%	73%	13%	
4	Social Studies	04-05	74	100%	78%	53%	50%	93%	81%	76%	75%	72%	N/A	92%	76%	74%	84%	74%	72%	95%	88%	100%	
		05-06	59	100%	80%	59%	17%	93%	81%	70%	76%	71%	N/A	92%	78%	59%	83%	74%	59%	95%	87%	60%	
		06-07	56	100%	81%	58%	20%	93%	82%	73%	75%	69%	0%	92%	79%	69%	84%	75%	69%	95%	91%	63%	
5	Reading	04-05	71	100%	N/A	24%	24%	N/A	64%	52%	N/A	36%	N/A	N/A	59%	45%	N/A	52%	45%	N/A	76%	45%	
		05-06	65	100%	50%	27%	20%	88%	69%	53%	58%	41%	N/A	85%	63%	51%	69%	58%	50%	90%	75%	53%	
		06-07	70	90%	53%	33%	39%	89%	71%	60%	58%	43%	N/A	86%	67%	54%	69%	60%	52%	91%	83%	71%	
5	Language	04-05	71	100%	N/A	15%	6%	N/A	47%	37%	N/A	25%	N/A	N/A	44%	30%	N/A	36%	28%	N/A	63%	36%	
		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	71	99%	N/A	26%	6%	N/A	55%	24%	N/A	44%	N/A	N/A	50%	20%	N/A	45%	18%	N/A	70%	27%	
		05-06	65	100%	43%	20%	20%	77%	45%	22%	51%	31%	N/A	74%	41%	22%	54%	36%	24%	81%	57%	13%	
		06-07	70	91%	46%	26%	11%	80%	50%	42%	53%	37%	N/A	77%	47%	34%	57%	41%	32%	84%	67%	57%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	417
		06-07	459	437	430
3	Math	04-05	N/A	585	569
		05-06	431	398	362
		06-07	434	401	384
4	Reading	04-05	646	623	621
		05-06	477	446	431
		06-07	477	450	427
4	Language	04-05	646	626	630
		05-06	298	279	273
		06-07	296	281	272
4	Math	04-05	633	610	609
		05-06	463	428	399
		06-07	466	435	406
4	Science	04-05	637	609	604
		05-06	300	276	260
		06-07	300	277	261
4	Social Studies	04-05	646	629	627
		05-06	298	280	264
		06-07	298	281	268
5	Reading	04-05	N/A	641	626
		05-06	485	452	443
		06-07	485	453	449
5	Language	04-05	N/A	643	632
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	602
		05-06	484	449	436
		06-07	489	455	444

**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.

# LANCASTER 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	68	100%	N/A	19%	13%	N/A	58%	52%	N/A	35%	N/A	N/A	53%	43%	N/A	47%	43%	N/A	69%	38%
		05-06	63	100%	47%	21%	19%	89%	65%	55%	55%	33%	N/A	85%	59%	43%	68%	53%	44%	90%	73%	40%
		06-07	59	95%	51%	24%	13%	91%	71%	59%	57%	39%	N/A	86%	64%	53%	71%	58%	53%	91%	78%	50%
6	Language	04-05	68	100%	N/A	15%	6%	N/A	46%	38%	N/A	28%	N/A	N/A	42%	31%	N/A	36%	33%	N/A	60%	13%
		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	68	100%	N/A	23%	0%	N/A	43%	19%	N/A	35%	N/A	N/A	40%	15%	N/A	35%	17%	N/A	59%	0%
		05-06	63	100%	37%	15%	0%	79%	43%	17%	50%	24%	N/A	73%	39%	11%	53%	33%	8%	82%	54%	20%
		06-07	59	95%	43%	18%	0%	81%	45%	31%	55%	35%	N/A	78%	41%	27%	58%	36%	29%	84%	58%	20%
7	Reading	04-05	45	100%	N/A	24%	29%	N/A	68%	79%	N/A	45%	N/A	N/A	61%	71%	N/A	56%	72%	N/A	74%	67%
		05-06	66	100%	47%	24%	13%	89%	67%	75%	52%	38%	N/A	85%	60%	61%	69%	55%	60%	90%	72%	67%
		06-07	67	97%	49%	23%	5%	91%	66%	49%	56%	35%	N/A	86%	60%	34%	70%	54%	31%	91%	77%	56%
7	Language	04-05	45	100%	N/A	14%	14%	N/A	47%	58%	N/A	31%	N/A	N/A	42%	51%	N/A	37%	51%	N/A	58%	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
7	Math	04-05	45	100%	N/A	16%	0%	N/A	44%	32%	N/A	34%	N/A	N/A	39%	27%	N/A	34%	28%	N/A	55%	17%
		05-06	66	98%	35%	16%	0%	80%	41%	18%	48%	32%	N/A	74%	37%	14%	55%	32%	12%	82%	52%	22%
		06-07	67	97%	42%	20%	0%	85%	50%	24%	58%	40%	N/A	79%	45%	16%	62%	40%	14%	87%	62%	33%
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	56	100%	50%	23%	10%	90%	66%	63%	55%	37%	N/A	86%	59%	54%	69%	54%	55%	91%	68%	50%
		06-07	66	98%	49%	26%	13%	90%	70%	73%	56%	32%	N/A	86%	64%	59%	71%	59%	58%	89%	76%	67%
8	Language	04-05	N/A	N/A	24%	12%	N/A	71%	43%	N/A	26%	22%	N/A	67%	38%	N/A	42%	32%	N/A	74%	60%	N/A
		05-06	56	100%	26%	12%	0%	72%	43%	35%	30%	20%	N/A	66%	38%	29%	44%	33%	28%	73%	48%	31%
		06-07	66	98%	26%	15%	7%	69%	40%	29%	25%	15%	N/A	64%	37%	24%	42%	31%	23%	71%	52%	33%
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	56	100%	35%	16%	20%	80%	43%	22%	53%	32%	N/A	75%	38%	21%	56%	34%	18%	82%	48%	31%
		06-07	66	98%	37%	19%	7%	81%	45%	10%	53%	35%	N/A	75%	41%	9%	56%	36%	10%	84%	58%	0%
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	56	100%	40%	13%	0%	79%	41%	20%	40%	21%	N/A	75%	37%	16%	54%	31%	15%	83%	50%	19%
		06-07	66	98%	40%	17%	13%	81%	44%	18%	37%	17%	N/A	76%	41%	17%	55%	34%	15%	84%	60%	33%
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	56	100%	51%	19%	20%	88%	60%	61%	59%	28%	N/A	85%	53%	54%	67%	47%	55%	90%	66%	50%
		06-07	66	98%	52%	25%	7%	88%	58%	39%	57%	28%	N/A	83%	54%	32%	67%	48%	30%	90%	69%	50%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	631
		05-06	501	462	442
		06-07	503	465	462
6	Language	04-05	N/A	645	638
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	619
		05-06	508	470	442
		06-07	513	472	458
7	Reading	04-05	N/A	650	659
		05-06	511	474	467
		06-07	513	474	457
7	Language	04-05	N/A	648	656
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	639
		05-06	528	486	471
		06-07	535	495	471
8	Reading	04-05	689	661	N/A
		05-06	526	484	480
		06-07	527	490	480
8	Language	04-05	680	657	N/A
		05-06	397	372	368
		06-07	395	371	363
8	Math	04-05	704	668	N/A
		05-06	540	495	487
		06-07	543	501	471
8	Science	04-05	699	666	N/A
		05-06	398	362	355
		06-07	398	363	346
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	360
		06-07	397	367	353

**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.

# LANCASTER 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 486 of 828

# LANCASTER 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%	94%	93%	91%	96%	93%	92%	93%	94%	94%	77%	96%	94%	97%	95%	93%	93%	95%	93%	93%
		05-06	95%	93%	92%	97%	96%	97%	93%	92%	N/A	92%	92%	92%	94%	93%	86%	96%	94%	93%	95%	92%	93%	95%	93%	92%
	State Target = 85%	06-07	N/A	93%	93%	N/A	96%	96%	N/A	91%	87%	N/A	91%	93%	N/A	94%	94%	N/A	94%	91%	N/A	92%	93%	N/A	93%	93%

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

## Other Student Groups

Student Attendance Rate			Percent of Actual Days of Attendance																	
			Special Education Status						English Language Learner Status						Economic Status					
			SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
ES	Attend Rate	04-05	94%	91%	92%	96%	93%	93%	N/A	95%	78%	N/A	93%	93%	N/A	93%	94%	N/A	93%	93%
		05-06	94%	91%	92%	96%	93%	93%	N/A	94%	99%	N/A	92%	92%	N/A	92%	92%	N/A	95%	94%
		06-07	N/A	90%	91%	N/A	93%	93%	N/A	95%	99%	N/A	92%	93%	N/A	92%	93%	N/A	95%	93%

## 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	67	97%	99%	99%	N/A	97%	N/A	96%	99%	97%	N/A	99%	N/A	96%	100%	97%	97%
		05-06	60	97%	100%	96%	100%	100%	N/A	96%	100%	97%	100%	99%	N/A	96%	100%	97%	100%
		06-07	49	98%	98%	100%	100%	100%	N/A	97%	98%	97%	N/A	98%	N/A	97%	96%	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	67	98%	100%	97%	98%	97%	N/A	97%	99%	97%	98%	98%	100%
		05-06	60	98%	100%	96%	100%	96%	N/A	97%	100%	96%	100%	99%	100%
		06-07	49	99%	100%	97%	98%	97%	100%	98%	98%	97%	98%	99%	100%

ES indicates Elementary grade students.

# LANCASTER SCHOOL

## Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity															Gender					
							Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	04-05		95%	89%	92%	97%	95%	100%	91%	87%	N/A	90%	89%	92%	93%	90%	89%	95%	91%	82%	95%	89%	91%	95%	90%	92%	
	05-06		95%	89%	92%	97%	94%	98%	91%	86%	N/A	90%	88%	92%	92%	90%	89%	95%	92%	88%	95%	88%	91%	95%	90%	92%	
	06-07		N/A	89%	93%	N/A	95%	98%	N/A	87%	N/A	N/A	88%	93%	N/A	90%	91%	N/A	92%	N/A	N/A	88%	94%	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	04-05		93%	86%	87%	95%	90%	93%	N/A	91%	N/A	N/A	89%	92%	N/A	89%	94%	N/A	89%	91%	
	05-06		92%	85%	88%	95%	90%	93%	N/A	91%	N/A	N/A	89%	92%	N/A	88%	91%	N/A	92%	94%	
	06-07		N/A	85%	90%	N/A	90%	93%	N/A	91%	N/A	N/A	89%	93%	N/A	88%	92%	N/A	93%	95%	

## Ethnicity and Gender

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9															
				Total				Ethnicity								Gender			
								Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male	
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	37	95%	95%	97%	N/A	100%	N/A	95%	97%	96%	50%	97%	N/A	95%	94%	96%	95%	
	06-07	56	97%	100%	97%	100%	95%	N/A	97%	100%	98%	100%	100%	N/A	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	95%	N/A	96%	N/A	
	05-06	37	98%	100%	95%	93%	94%	N/A	96%	95%	95%	93%	96%	100%	
	06-07	56	98%	100%	97%	100%	95%	N/A	97%	100%	97%	100%	98%	100%	

MS indicates Middle grade students.

# LANCASTER SCHOOL

## Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	9	17%	1%	2%

## Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	4%	4%	2%
1	3%	8%	10%
2	4%	5%	6%
3	2%	0%	0%
4	1%	0%	2%
5	0%	0%	0%
Total	2%	3%	3%

## Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	30%	57%	52%
1	25%	51%	34%
2	38%	41%	43%
3	37%	59%	46%
4	33%	43%	48%
5	63%	59%	63%
Total	38%	52%	48%

\* 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	304	1.8	1.7	1.9	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	41.1%	39.1%	8.6%	5.6%	4.6%	1.0%
	Staff	12	2.4	1.9	2.1	1.9	2.6	3.0		Staff	16.7%	66.7%	0.0%	0.0%	16.7%	0.0%
	Parents	3	2.0	1.6	1.6	1.6	*	3.3		Parents	*	*	*	*	*	*
Safety	ES/MS Students	304	1.9	1.8	2.2	1.9	2.8	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	28.0%	36.8%	13.8%	11.8%	7.9%	1.6%
	Staff	12	2.4	1.8	2.3	1.9	2.5	3.0		Staff	8.3%	33.3%	41.7%	8.3%	8.3%	0.0%
	Parents	3	1.9	1.6	1.7	1.6	*	3.2		Parents	*	*	*	*	*	*
Environment	ES/MS Students	304	2.0	1.9	2.3	2.0	2.8	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	13.2%	37.2%	16.8%	13.8%	17.8%	1.3%
	Staff	12	2.3	1.8	2.1	1.8	2.6	3.1		Staff	0.0%	41.7%	25.0%	16.7%	8.3%	8.3%
	Parents	3	1.9	1.6	1.6	1.6	*	3.3		Parents	*	*	*	*	*	*
Governance	ES/MS Students	304	2.3	2.2	2.5	2.3	2.6	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	13.5%	34.5%	24.0%	12.5%	14.8%	0.7%
	Staff	12	2.5	1.9	2.3	1.9	2.6	3.0		Staff	8.3%	83.3%	0.0%	0.0%	8.3%	0.0%
	Parents	3	2.0	1.6	1.6	1.7	*	3.2		Parents	*	*	*	*	*	*

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.

# LANCASTER SCHOOL

### Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	12	25%	3%	6%

### Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	1%	0%	0%
7	0%	0%	0%
8	N/A	4%	0%
Total	1%	1%	0%

### Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	56%	45%	34%
7	56%	50%	58%
8	N/A	67%	62%
Total	56%	53%	52%

\* 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	304	1.8	1.7	1.9	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	41.1%	39.1%	8.6%	5.6%	4.6%	1.0%
	Staff	12	2.4	1.9	2.1	1.9	2.6	3.0		Staff	16.7%	66.7%	0.0%	0.0%	16.7%	0.0%
	Parents	3	2.0	1.6	1.6	1.6	*	3.3		Parents	*	*	*	*	*	*
Safety	ES/MS Students	304	1.9	1.8	2.2	1.9	2.8	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	28.0%	36.8%	13.8%	11.8%	7.9%	1.6%
	Staff	12	2.4	1.8	2.3	1.9	2.5	3.0		Staff	8.3%	33.3%	41.7%	8.3%	8.3%	0.0%
	Parents	3	1.9	1.6	1.7	1.6	*	3.2		Parents	*	*	*	*	*	*
Environment	ES/MS Students	304	2.0	1.9	2.3	2.0	2.8	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	13.2%	37.2%	16.8%	13.8%	17.8%	1.3%
	Staff	12	2.3	1.8	2.1	1.8	2.6	3.1		Staff	0.0%	41.7%	25.0%	16.7%	8.3%	8.3%
	Parents	3	1.9	1.6	1.6	1.6	*	3.3		Parents	*	*	*	*	*	*
Governance	ES/MS Students	304	2.3	2.2	2.5	2.3	2.6	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	13.5%	34.5%	24.0%	12.5%	14.8%	0.7%
	Staff	12	2.5	1.9	2.3	1.9	2.6	3.0		Staff	8.3%	83.3%	0.0%	0.0%	8.3%	0.0%
	Parents	3	2.0	1.6	1.6	1.7	*	3.2		Parents	*	*	*	*	*	*

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.

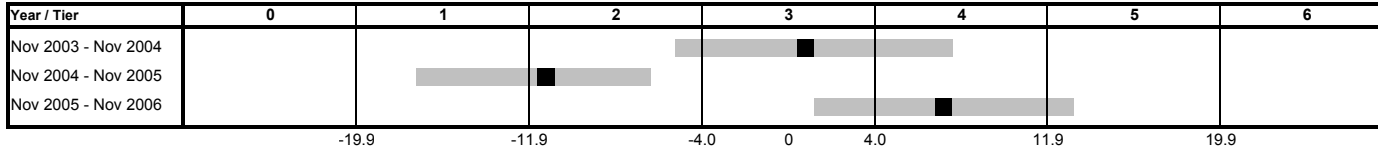
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

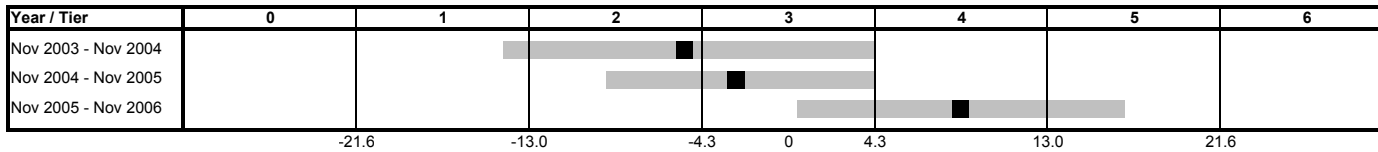
# LANCASTER SCHOOL

## Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.1
Nov 2004 - Nov 2005	-11.3	1.6
Nov 2005 - Nov 2006	6.3	3.9



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.4
Nov 2004 - Nov 2005	-2.2	2.7
Nov 2005 - Nov 2006	6.7	4.0



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

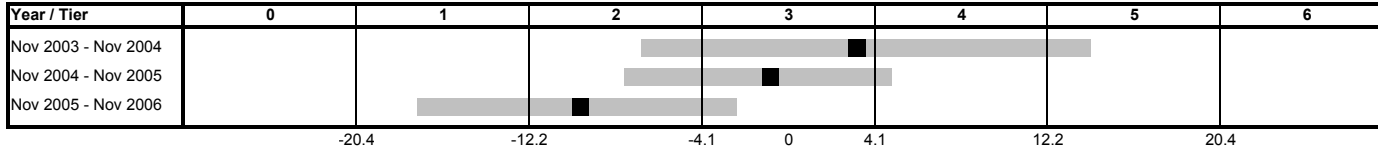
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	3.6	2.4	3.2	3.1	1.6	3.9	44%	42%	55%	45%	16%	28%	1	4	1	2	4	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	4.0	2.4	2.7	2.4	2.7	4.0	50%	65%	72%	58%	52%	50%	2	3	3	4	4	2
	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

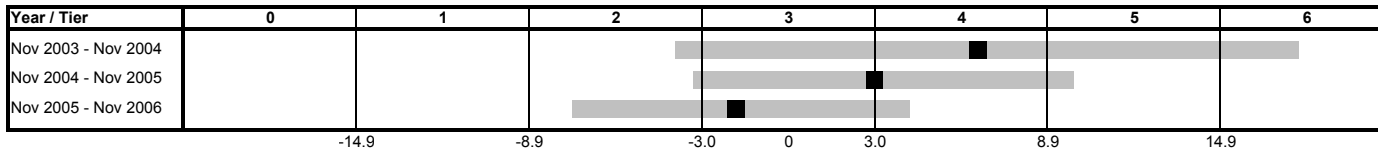
# LANCASTER SCHOOL

## Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.4
Nov 2004 - Nov 2005	-1.1	2.9
Nov 2005 - Nov 2006	-6.4	1.8



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.1
Nov 2004 - Nov 2005	3.0	3.5
Nov 2005 - Nov 2006	-1.7	2.7



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

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

Subject	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	4.0	3.4	2.9	1.8	NA	NA	NA	NA	15%	17%	NA	NA	NA	NA	4	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	NA	4.1	3.5	2.7	NA	NA	NA	NA	52%	48%	NA	NA	NA	NA	2	4
	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