

MACDOWELL MONTESSORI SCHOOL

2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	1706 W HIGHLAND AV
Phone	414-935-1400
Fax	414-935-1415
Site Number	0261
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	TIMOTHY DUAX
School Year (07-08)	KENNETH WALD
06-07 Administrator Years at Site	4

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

Student Enrollment			
Grade	04-05	05-06	06-07
Total	519	521	520
Pre-Kindergarten	182	193	188
Kindergarten	59	56	77
Grade 1	50	48	42
Grade 2	40	41	42
Grade 3	44	30	37
Grade 4	30	50	23
Grade 5	36	26	44
Grade 6	22	27	22
Grade 7	31	24	26
Grade 8	25	26	19

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	47%	50%	52%
	Female	53%	50%	48%
Ethnicity	Asian	2%	2%	1%
	Native American	1%	1%	1%
	African American	77%	82%	82%
	Hispanic	5%	4%	4%
	White	10%	8%	8%
Groups	Special Education	17%	16%	14%
	English Language Learners	N/A	N/A	N/A
	Free/Reduced Lunch	55%	62%	68%

Student Movement		04-05	05-06	06-07
	Mobility Rate	4%	2%	2%
	Stability Rate	81%	84%	86%

School Profile

MacDowell Montessori School, located near downtown, serves a diverse multicultural community of learners ranging from preschool (3 years old and up) through eighth grade. Students in the primary (K3-K5), lower elementary (1-3) and upper elementary (4-6) classes remain in multi-graded units with the same teacher for a period of three years. Students in the adolescent center are introduced to the experience of having several teachers follow them during the two-year period (7 & 8). We are very proud of our students' abilities to independently select and complete challenging academic work. Student development is promoted through the use of Montessori principles and methods. At MacDowell, teachers, teaching assistants, and parents work together with students to ensure a quality learning environment and active opportunities for student growth both at school and in the community (e.g. field trips / going out events).

Student Development: An important goal in the Montessori program is to provide students with choices that promote independent learning within a structured setting. Specially designed materials and equipment facilitate high levels of student engagement in learning, concentrating, and making wise choices, allowing students to develop responsibility at an early age. Because students begin learning from the perspective of the "whole," they are able to both gain a broader perspective on new information and make sense of details in relation to other information. This approach differs from learning of isolated information because knowledge and the work of learning are integrated into daily life.

In the primary classes (grades K3-K5), the focus is on developing the whole person and strengthening the ability to use all of the senses (smell, touch, sound, etc.) as students learn practical life skills. Elementary students (grades 1-6) work actively to understand cause and effect relationships while developing strong reasoning skills. Adolescent students (grades 7-8) build on what they've learned as they begin to explore their future roles in society. In each group, teachers nurture students' sense of wonder and joy in learning.

Parents often observe that students work on manipulative materials for a long time before abstract skills develop. As students mature through the program, their abilities to understand and make

generalizations involving complex concepts develop in ways that lead to high levels of achievement in the eighth grade, particularly in the areas of science, social studies, and language arts. We also have low retention and mobility rates. Research conducted by an independent organization also determined that MacDowell students continue high levels of achievement in mathematics during their high school years.

Staff Development: In addition to Wisconsin teacher training and licensing, our teachers are Montessori trained and certified through either the Association Montessori Internationale or the American Montessori Society. As a part of their professional growth, teachers attend both Montessori and traditional education conferences and classes. Our expert teaching assistants are provided with training about Montessori education and work closely with teachers in the classroom. We also bring Montessori consultants to our school to complement teachers' professional training. Efforts in this area ensure that our students benefit from the full scope and sequence of Montessori education.

Parent Involvement: MacDowell has a long history of active parent involvement. Our many events are well-attended, including parent conferences, parent education nights, field trips, class and family excursions, and other family events. Parents involved in our School Governance Council, PTA and Title I initiatives work actively to include and maximize parent participation and parent collaboration.

Community Involvement: In the Montessori setting, students are seen as important members of the community, both within and outside of the school. Within the school, older children learn to help younger children through the use of multi-age groupings (e.g. Bridges playground program, peer mediation). Older students are introduced to community organizations through "going outs" or field trips (environmental camp, sea camp, museums, state and out-of-state colleges) which lead to involvement in community service (e.g. food drives, helping at the humane society, etc.).

MACDOWELL MONTESSORI SCHOOL

Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																								
					Total			Ethnicity															Gender						
								Asian			Native American			African American			Hispanic			White			Male			Female			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	30	100%	80%	61%	77%	73%	66%	N/A	75%	70%	N/A	58%	55%	71%	65%	61%	N/A	86%	77%	100%	77%	57%	83%	85%	65%	72%	
		06-07	37	100%	81%	62%	59%	74%	67%	N/A	72%	71%	50%	60%	57%	52%	63%	58%	100%	86%	81%	100%	77%	57%	75%	85%	67%	48%	
3	Math	04-05	43	100%	N/A	53%	100%	N/A	66%	100%	N/A	65%	100%	N/A	44%	100%	N/A	58%	100%	N/A	69%	100%	N/A	53%	100%	N/A	52%	100%	
		05-06	30	100%	73%	43%	70%	71%	60%	N/A	62%	48%	N/A	37%	32%	63%	55%	50%	N/A	79%	65%	100%	74%	44%	75%	70%	42%	67%	
		06-07	37	100%	74%	46%	57%	71%	59%	N/A	62%	56%	50%	42%	36%	52%	57%	49%	100%	81%	67%	75%	75%	46%	75%	73%	45%	43%	
4	Reading	04-05	30	100%	82%	62%	33%	74%	64%	N/A	76%	80%	N/A	60%	57%	32%	65%	62%	0%	87%	79%	50%	78%	56%	25%	86%	69%	36%	
		05-06	50	100%	82%	61%	74%	72%	66%	100%	74%	72%	100%	59%	54%	71%	68%	63%	80%	88%	79%	78%	80%	60%	87%	84%	62%	53%	
		06-07	23	100%	82%	62%	74%	73%	69%	N/A	75%	83%	N/A	60%	57%	68%	64%	61%	N/A	87%	79%	100%	79%	60%	67%	84%	64%	79%	
4	Language	04-05	30	100%	79%	59%	47%	72%	64%	N/A	71%	73%	N/A	56%	53%	48%	64%	61%	0%	85%	77%	50%	76%	53%	25%	83%	65%	55%	
		05-06	50	100%	79%	58%	68%	70%	62%	100%	70%	66%	100%	54%	50%	62%	65%	62%	80%	85%	78%	78%	76%	54%	71%	83%	62%	63%	
		06-07	23	100%	77%	58%	70%	72%	68%	N/A	68%	80%	N/A	53%	52%	63%	61%	58%	N/A	83%	76%	100%	72%	53%	67%	81%	63%	71%	
4	Math	04-05	30	100%	72%	46%	37%	73%	61%	N/A	59%	55%	N/A	41%	38%	36%	56%	49%	0%	79%	66%	50%	73%	46%	38%	71%	45%	36%	
		05-06	50	100%	73%	44%	48%	68%	55%	0%	59%	52%	0%	39%	34%	53%	56%	47%	40%	80%	67%	44%	73%	45%	61%	70%	42%	26%	
		06-07	23	100%	78%	52%	57%	77%	72%	N/A	70%	70%	N/A	47%	42%	53%	62%	57%	N/A	84%	72%	75%	78%	53%	67%	77%	50%	50%	
4	Science	04-05	30	100%	78%	47%	30%	65%	52%	N/A	69%	63%	N/A	41%	37%	32%	54%	51%	0%	86%	74%	25%	79%	47%	38%	76%	46%	27%	
		05-06	50	100%	77%	49%	70%	67%	56%	100%	66%	51%	100%	45%	39%	71%	60%	56%	60%	85%	72%	67%	78%	50%	81%	78%	48%	53%	
		06-07	23	100%	77%	49%	70%	70%	66%	N/A	66%	76%	N/A	44%	39%	63%	57%	53%	N/A	85%	74%	100%	78%	50%	67%	77%	49%	71%	
4	Social Studies	04-05	30	100%	91%	76%	83%	86%	81%	N/A	89%	90%	N/A	74%	70%	84%	83%	79%	100%	95%	90%	75%	90%	75%	63%	97%	77%	91%	
		05-06	50	100%	91%	77%	88%	86%	83%	100%	88%	85%	100%	75%	71%	82%	82%	80%	100%	94%	89%	100%	90%	76%	94%	92%	79%	79%	
		06-07	23	100%	91%	78%	83%	85%	83%	N/A	87%	93%	N/A	76%	74%	79%	80%	78%	N/A	95%	89%	100%	91%	76%	67%	92%	79%	93%	
5	Reading	04-05	34	100%	N/A	57%	71%	N/A	59%	N/A	N/A	51%	0%	N/A	51%	71%	N/A	54%	100%	N/A	79%	75%	N/A	53%	73%	N/A	60%	68%	
		05-06	27	96%	83%	61%	56%	77%	68%	N/A	75%	78%	N/A	59%	54%	54%	67%	64%	0%	89%	82%	100%	81%	58%	38%	84%	65%	63%	
		06-07	43	100%	84%	64%	67%	76%	71%	N/A	77%	68%	0%	62%	59%	59%	68%	63%	100%	90%	82%	100%	81%	62%	74%	86%	67%	56%	
5	Language	04-05	34	100%	N/A	42%	47%	N/A	52%	N/A	N/A	43%	0%	N/A	35%	46%	N/A	40%	0%	N/A	66%	63%	N/A	37%	33%	N/A	47%	58%	
		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	34	100%	N/A	50%	56%	N/A	67%	N/A	N/A	46%	0%	N/A	41%	50%	N/A	52%	100%	N/A	75%	75%	N/A	51%	47%	N/A	49%	63%	
		05-06	27	96%	72%	40%	44%	69%	56%	N/A	60%	53%	N/A	37%	32%	46%	52%	43%	0%	80%	65%	50%	72%	40%	38%	72%	41%	47%	
		06-07	43	100%	75%	46%	56%	74%	63%	N/A	65%	49%	0%	43%	37%	53%	56%	49%	50%	82%	68%	83%	75%	46%	56%	74%	46%	56%	

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

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.

State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.

The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

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WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																								
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								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	22	100%	N/A	51%	68%	N/A	59%	100%	N/A	66%	N/A	N/A	45%	61%	N/A	55%	N/A	N/A	71%	100%	N/A	45%	40%	N/A	57%	92%	
		05-06	28	93%	83%	57%	71%	73%	63%	0%	73%	62%	100%	56%	51%	63%	67%	59%	N/A	88%	79%	100%	81%	53%	67%	85%	62%	75%	
		06-07	22	100%	85%	62%	77%	75%	64%	N/A	78%	75%	N/A	61%	57%	79%	68%	64%	0%	91%	79%	100%	82%	56%	60%	87%	68%	82%	
6	Language	04-05	22	100%	N/A	41%	45%	N/A	49%	50%	N/A	47%	N/A	N/A	33%	44%	N/A	45%	N/A	N/A	64%	50%	N/A	36%	30%	N/A	46%	58%	
		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	22	100%	N/A	39%	59%	N/A	57%	100%	N/A	43%	N/A	N/A	30%	56%	N/A	47%	N/A	N/A	65%	50%	N/A	39%	40%	N/A	39%	75%	
		05-06	28	93%	72%	38%	54%	69%	54%	0%	60%	41%	100%	37%	29%	47%	55%	41%	N/A	79%	62%	71%	72%	37%	50%	74%	39%	56%	
		06-07	22	100%	76%	40%	45%	76%	62%	N/A	61%	60%	N/A	40%	31%	37%	57%	44%	100%	82%	63%	100%	76%	39%	20%	76%	42%	53%	
7	Reading	04-05	31	100%	N/A	60%	71%	N/A	71%	0%	N/A	68%	N/A	N/A	54%	70%	N/A	63%	N/A	N/A	78%	100%	N/A	54%	82%	N/A	66%	57%	
		05-06	23	96%	84%	59%	48%	74%	66%	50%	77%	70%	N/A	56%	52%	47%	66%	64%	N/A	89%	80%	50%	81%	54%	30%	86%	64%	62%	
		06-07	26	100%	85%	58%	62%	74%	69%	N/A	77%	58%	100%	58%	51%	53%	66%	60%	N/A	89%	82%	83%	82%	55%	62%	86%	61%	62%	
7	Language	04-05	31	100%	N/A	41%	42%	N/A	58%	0%	N/A	47%	N/A	N/A	34%	41%	N/A	46%	N/A	N/A	63%	67%	N/A	34%	53%	N/A	48%	29%	
		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	31	100%	N/A	38%	32%	N/A	62%	0%	N/A	62%	N/A	N/A	28%	30%	N/A	48%	N/A	N/A	66%	67%	N/A	37%	41%	N/A	40%	21%	
		05-06	23	96%	73%	37%	26%	69%	55%	100%	58%	41%	N/A	35%	26%	16%	55%	49%	N/A	81%	64%	50%	73%	37%	30%	73%	36%	23%	
		06-07	26	100%	78%	44%	46%	75%	60%	N/A	69%	58%	100%	43%	34%	42%	61%	53%	N/A	86%	70%	50%	79%	45%	46%	79%	44%	46%	
8	Reading	04-05	25	100%	85%	59%	92%	74%	69%	N/A	76%	69%	N/A	56%	52%	89%	65%	62%	100%	89%	83%	100%	81%	53%	78%	87%	65%	100%	
		05-06	26	100%	84%	58%	73%	77%	70%	100%	75%	77%	N/A	56%	51%	68%	68%	62%	N/A	89%	78%	100%	82%	53%	75%	86%	62%	70%	
		06-07	19	100%	84%	62%	74%	79%	76%	50%	76%	65%	N/A	62%	57%	73%	67%	63%	N/A	88%	79%	100%	82%	57%	43%	87%	68%	92%	
8	Language	04-05	25	100%	65%	37%	68%	51%	47%	N/A	46%	47%	N/A	32%	29%	67%	40%	38%	0%	71%	65%	83%	59%	32%	56%	70%	42%	75%	
		05-06	26	96%	66%	37%	38%	49%	48%	0%	47%	43%	N/A	36%	32%	36%	43%	36%	N/A	72%	60%	67%	61%	32%	38%	70%	42%	40%	
		06-07	19	100%	62%	35%	53%	48%	40%	50%	42%	33%	N/A	33%	29%	53%	40%	37%	N/A	69%	59%	50%	56%	30%	43%	67%	41%	58%	
8	Math	04-05	25	100%	73%	36%	60%	68%	58%	N/A	55%	50%	N/A	32%	26%	50%	53%	41%	0%	81%	65%	100%	72%	36%	56%	73%	36%	63%	
		05-06	26	100%	73%	37%	50%	72%	58%	0%	56%	41%	N/A	38%	29%	45%	52%	44%	N/A	81%	62%	100%	74%	36%	56%	74%	39%	40%	
		06-07	19	100%	74%	40%	58%	74%	57%	50%	59%	52%	N/A	39%	31%	60%	55%	49%	N/A	81%	65%	50%	39%	76%	41%	43%	74%	39%	67%
8	Science	04-05	25	100%	73%	32%	52%	54%	41%	N/A	57%	50%	N/A	30%	23%	39%	48%	35%	0%	82%	66%	100%	75%	33%	56%	72%	32%	50%	
		05-06	26	96%	73%	36%	35%	61%	52%	0%	56%	54%	N/A	34%	27%	27%	51%	39%	N/A	81%	65%	100%	74%	36%	44%	73%	36%	20%	
		06-07	19	100%	74%	39%	47%	62%	50%	0%	60%	56%	N/A	37%	31%	53%	51%	43%	N/A	82%	68%	50%	74%	39%	43%	75%	39%	50%	
8	Social Studies	04-05	25	100%	83%	50%	76%	75%	65%	N/A	70%	65%	N/A	49%	41%	67%	66%	56%	100%	89%	78%	100%	82%	49%	67%	54%	52%	81%	
		05-06	26	96%	84%	52%	50%	80%	69%	0%	71%	61%	N/A	50%	44%	45%	68%	57%	N/A	89%	77%	100%	82%	49%	56%	84%	55%	40%	
		06-07	19	100%	82%	52%	63%	78%	71%	50%	72%	69%	N/A	52%	45%	60%	65%	56%	N/A	89%	74%	100%	82%	50%	57%	84%	54%	67%	

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 State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

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Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																		
					Special Education Status						English Language Learner Status						Economic Status						
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	30	100%	50%	30%	80%	86%	66%	76%	57%	52%	N/A	82%	62%	77%	65%	56%	67%	88%	76%	92%	
		06-07	37	100%	50%	31%	75%	86%	68%	58%	55%	48%	N/A	82%	64%	59%	67%	57%	52%	89%	82%	88%	
3	Math	04-05	43	100%	N/A	31%	100%	N/A	57%	100%	N/A	53%	N/A	N/A	53%	100%	N/A	48%	100%	N/A	70%	100%	
		05-06	30	100%	48%	26%	80%	75%	46%	68%	54%	48%	N/A	73%	42%	70%	55%	39%	67%	80%	58%	75%	
		06-07	37	100%	53%	28%	100%	77%	49%	52%	56%	46%	N/A	75%	45%	57%	57%	41%	48%	82%	68%	88%	
4	Reading	04-05	30	100%	53%	31%	60%	86%	69%	28%	59%	53%	N/A	84%	63%	33%	68%	59%	32%	88%	80%	38%	
		05-06	50	100%	53%	34%	80%	87%	67%	73%	56%	45%	N/A	84%	63%	74%	69%	57%	72%	90%	76%	76%	
		06-07	23	100%	52%	32%	80%	87%	68%	72%	55%	47%	N/A	83%	64%	74%	67%	58%	60%	89%	81%	100%	
4	Language	04-05	30	100%	48%	27%	40%	84%	66%	48%	55%	49%	N/A	81%	61%	47%	66%	56%	41%	87%	77%	63%	
		05-06	50	100%	56%	35%	70%	83%	63%	68%	53%	43%	N/A	81%	60%	68%	64%	53%	69%	88%	74%	67%	
		06-07	23	100%	56%	35%	80%	80%	63%	67%	54%	47%	N/A	78%	60%	70%	62%	54%	60%	85%	77%	88%	
4	Math	04-05	30	100%	49%	25%	40%	76%	50%	36%	56%	48%	N/A	74%	46%	37%	55%	43%	36%	80%	64%	38%	
		05-06	50	100%	48%	28%	60%	76%	47%	45%	51%	38%	N/A	74%	44%	48%	54%	39%	52%	81%	60%	43%	
		06-07	23	100%	54%	30%	80%	81%	56%	50%	60%	52%	N/A	79%	52%	57%	61%	47%	47%	85%	72%	75%	
4	Science	04-05	30	100%	56%	24%	20%	82%	52%	32%	47%	45%	N/A	80%	47%	30%	59%	42%	27%	87%	73%	38%	
		05-06	50	100%	57%	32%	70%	81%	53%	70%	52%	43%	N/A	80%	50%	70%	61%	44%	69%	87%	65%	71%	
		06-07	23	100%	58%	29%	100%	81%	53%	61%	51%	45%	N/A	78%	50%	70%	60%	44%	60%	86%	73%	88%	
4	Social Studies	04-05	30	100%	78%	53%	80%	93%	81%	84%	75%	72%	N/A	92%	76%	83%	84%	74%	86%	95%	88%	75%	
		05-06	50	100%	80%	59%	90%	93%	81%	88%	76%	71%	N/A	92%	78%	88%	83%	74%	83%	95%	87%	95%	
		06-07	23	100%	81%	58%	100%	93%	82%	78%	75%	69%	N/A	92%	79%	83%	84%	75%	80%	95%	91%	88%	
5	Reading	04-05	34	100%	N/A	24%	71%	N/A	64%	70%	N/A	36%	N/A	N/A	59%	71%	N/A	52%	67%	N/A	76%	80%	
		05-06	27	96%	50%	27%	43%	88%	69%	60%	58%	41%	N/A	85%	63%	56%	69%	58%	53%	90%	75%	60%	
		06-07	43	100%	53%	33%	43%	89%	71%	72%	58%	43%	N/A	86%	67%	67%	69%	60%	57%	91%	83%	92%	
5	Language	04-05	34	100%	N/A	15%	71%	N/A	47%	41%	N/A	25%	N/A	N/A	44%	47%	N/A	36%	46%	N/A	63%	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	
5	Math	04-05	34	100%	N/A	26%	57%	N/A	55%	56%	N/A	44%	N/A	N/A	50%	56%	N/A	45%	54%	N/A	70%	60%	
		05-06	27	96%	43%	20%	29%	77%	45%	50%	51%	31%	N/A	74%	41%	44%	54%	36%	47%	81%	57%	40%	
		06-07	43	100%	46%	26%	71%	80%	50%	53%	53%	37%	N/A	77%	47%	56%	57%	41%	47%	84%	67%	77%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	453
		06-07	459	437	438
3	Math	04-05	N/A	585	641
		05-06	431	398	437
		06-07	434	401	420
4	Reading	04-05	646	623	608
		05-06	477	446	462
		06-07	477	450	470
4	Language	04-05	646	626	623
		05-06	298	279	284
		06-07	296	281	292
4	Math	04-05	633	610	607
		05-06	463	428	445
		06-07	466	435	448
4	Science	04-05	637	609	600
		05-06	300	276	291
		06-07	300	277	289
4	Social Studies	04-05	646	629	627
		05-06	298	280	290
		06-07	298	281	290
5	Reading	04-05	N/A	641	647
		05-06	485	452	445
		06-07	485	453	473
5	Language	04-05	N/A	643	644
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	633
		05-06	484	449	456
		06-07	489	455	467

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.

MACDOWELL MONTESSORI SCHOOL

Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																	
					Special Education Status						English Language Learner Status						Economic Status					
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
6	Reading	04-05	22	100%	N/A	19%	50%	N/A	58%	75%	N/A	35%	N/A	N/A	53%	68%	N/A	47%	73%	N/A	69%	57%
		05-06	28	93%	47%	21%	60%	89%	65%	74%	55%	33%	N/A	85%	59%	71%	68%	53%	69%	90%	73%	75%
		06-07	22	100%	51%	24%	33%	91%	71%	94%	57%	39%	N/A	86%	64%	77%	71%	58%	76%	91%	78%	80%
6	Language	04-05	22	100%	N/A	15%	50%	N/A	46%	44%	N/A	28%	N/A	N/A	42%	45%	N/A	36%	47%	N/A	60%	43%
		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	22	100%	N/A	23%	67%	N/A	43%	56%	N/A	35%	N/A	N/A	40%	59%	N/A	35%	67%	N/A	59%	43%
		05-06	28	93%	37%	15%	60%	79%	43%	52%	50%	24%	N/A	73%	39%	54%	53%	33%	50%	82%	54%	58%
		06-07	22	100%	43%	18%	33%	81%	45%	50%	55%	35%	N/A	78%	41%	45%	58%	36%	47%	84%	58%	40%
7	Reading	04-05	31	100%	N/A	24%	50%	N/A	68%	84%	N/A	45%	N/A	N/A	61%	71%	N/A	56%	63%	N/A	74%	100%
		05-06	23	96%	47%	24%	0%	89%	67%	61%	52%	38%	N/A	85%	60%	48%	69%	55%	47%	90%	72%	50%
		06-07	26	100%	49%	23%	83%	91%	66%	55%	56%	35%	N/A	86%	60%	62%	70%	54%	60%	91%	77%	64%
7	Language	04-05	31	100%	N/A	14%	17%	N/A	47%	58%	N/A	31%	N/A	N/A	42%	42%	N/A	37%	33%	N/A	58%	71%
		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	31	100%	N/A	16%	8%	N/A	44%	47%	N/A	34%	N/A	N/A	39%	32%	N/A	34%	25%	N/A	55%	57%
		05-06	23	96%	35%	16%	40%	80%	41%	22%	48%	32%	N/A	74%	37%	26%	55%	32%	24%	82%	52%	33%
		06-07	26	100%	42%	20%	33%	85%	50%	50%	58%	40%	N/A	79%	45%	46%	62%	40%	33%	87%	62%	64%
8	Reading	04-05	25	100%	50%	23%	33%	91%	67%	100%	50%	38%	N/A	86%	60%	92%	67%	55%	86%	91%	78%	100%
		05-06	26	100%	50%	23%	55%	90%	66%	87%	55%	37%	N/A	86%	59%	73%	69%	54%	67%	91%	68%	88%
		06-07	19	100%	49%	26%	40%	90%	70%	86%	56%	32%	N/A	86%	64%	74%	71%	59%	79%	89%	76%	60%
8	Language	04-05	25	100%	24%	12%	0%	71%	43%	77%	26%	22%	N/A	67%	38%	68%	42%	32%	57%	74%	60%	82%
		05-06	26	96%	26%	12%	0%	72%	43%	67%	30%	20%	N/A	66%	38%	38%	44%	33%	22%	73%	48%	75%
		06-07	19	100%	26%	15%	20%	69%	40%	64%	25%	15%	N/A	64%	37%	53%	42%	31%	64%	71%	52%	20%
8	Math	04-05	25	100%	34%	15%	0%	80%	41%	68%	49%	28%	N/A	75%	36%	60%	51%	31%	43%	82%	59%	82%
		05-06	26	100%	35%	16%	0%	80%	43%	87%	53%	32%	N/A	75%	38%	50%	56%	34%	33%	82%	48%	88%
		06-07	19	100%	37%	19%	20%	81%	45%	71%	53%	35%	N/A	75%	41%	58%	56%	36%	57%	84%	58%	60%
8	Science	04-05	25	100%	39%	12%	0%	80%	37%	59%	34%	16%	N/A	75%	33%	52%	50%	27%	21%	83%	57%	91%
		05-06	26	96%	40%	13%	0%	79%	41%	60%	40%	21%	N/A	75%	37%	35%	54%	31%	22%	83%	50%	63%
		06-07	19	100%	40%	17%	40%	81%	44%	50%	37%	17%	N/A	76%	41%	47%	55%	34%	43%	84%	60%	60%
8	Social Studies	04-05	25	100%	51%	20%	0%	88%	58%	86%	56%	40%	N/A	84%	51%	76%	66%	46%	57%	90%	72%	100%
		05-06	26	96%	51%	19%	9%	88%	60%	80%	59%	28%	N/A	85%	53%	50%	67%	47%	33%	90%	66%	88%
		06-07	19	100%	52%	25%	40%	88%	58%	71%	57%	28%	N/A	83%	54%	63%	67%	48%	64%	90%	69%	60%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	644
		05-06	501	462	478
		06-07	503	465	468
6	Language	04-05	N/A	645	653
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	651
		05-06	508	470	493
		06-07	513	472	482
7	Reading	04-05	N/A	650	658
		05-06	511	474	472
		06-07	513	474	478
7	Language	04-05	N/A	648	655
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	651
		05-06	528	486	486
		06-07	535	495	505
8	Reading	04-05	689	661	687
		05-06	526	484	501
		06-07	527	490	491
8	Language	04-05	680	657	682
		05-06	397	372	380
		06-07	395	371	397
8	Math	04-05	704	668	687
		05-06	540	495	508
		06-07	543	501	515
8	Science	04-05	699	666	691
		05-06	398	362	379
		06-07	398	363	371
8	Social Studies	04-05	687	662	682
		05-06	398	363	378
		06-07	397	367	370

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.

MACDOWELL MONTESSORI SCHOOL

Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		2.30	N/A	3.07	N/A	2.25	N/A	2.10	N/A	2.37	N/A	2.77	N/A	2.08	N/A	2.52	N/A
		05-06		2.30	N/A	3.03	N/A	1.97	N/A	2.13	N/A	2.34	N/A	2.75	N/A	2.11	N/A	2.50	N/A
		06-07		2.32	N/A	3.06	N/A	2.22	N/A	2.12	N/A	2.39	N/A	2.77	N/A	2.13	N/A	2.51	N/A

Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		1.94	N/A	2.38	N/A	2.38	N/A	2.29	N/A	2.26	N/A	2.30	N/A
		05-06		1.94	N/A	2.38	N/A	2.26	N/A	2.30	N/A	2.21	N/A	2.66	N/A
		06-07		1.96	N/A	2.40	N/A	2.37	N/A	2.31	N/A	2.23	N/A	2.71	N/A

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

December 2007

Elementary / Middle School 522 of 828

MACDOWELL MONTESSORI SCHOOL

Ethnicity and Gender

Student Attendance Rate			Percent of Actual Days of Attendance																							
			Total			Ethnicity												Gender								
						Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School			
ES	Attend Rate	04-05	95%	93%	94%	96%	96%	94%	93%	91%	97%	93%	92%	94%	94%	94%	93%	96%	94%	94%	95%	93%	93%	95%	93%	95%
		05-06	95%	93%	94%	97%	96%	99%	93%	92%	95%	92%	92%	94%	94%	93%	94%	96%	94%	96%	95%	92%	94%	95%	93%	94%
	State Target = 85%	06-07	N/A	93%	94%	N/A	96%	98%	N/A	91%	95%	N/A	91%	94%	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		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%	94%	96%	93%	94%	N/A	95%	N/A	N/A	93%	94%	N/A	93%	96%	N/A	93%	94%
		05-06	94%	91%	94%	96%	93%	94%	N/A	94%	N/A	N/A	92%	94%	N/A	92%	94%	N/A	92%	94%
		06-07	N/A	90%	94%	N/A	93%	94%	N/A	95%	N/A	N/A	92%	94%	N/A	92%	94%	N/A	95%	95%

Ethnicity and Gender

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5															
			Total				Ethnicity								Gender			
			Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female			
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	04-05	28	97%	93%	99%	N/A	97%	N/A	96%	92%	97%	100%	99%	100%	96%	86%	97%	95%
	05-06	49	97%	98%	96%	100%	100%	96%	97%	97%	100%	99%	100%	96%	97%	97%	100%	
	06-07	21	98%	100%	100%	N/A	100%	N/A	97%	100%	97%	N/A	98%	100%	97%	100%	98%	100%

Other Student Groups

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5											
			Special Education Status				English Lang. Learner Status				Economic Status			
			SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	04-05	28	98%	100%	97%	91%	97%	N/A	97%	93%	97%	95%	98%	88%
	05-06	49	98%	100%	96%	98%	96%	N/A	97%	98%	96%	97%	99%	100%
	06-07	21	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	100%

ES indicates Elementary grade students.

MACDOWELL MONTESSORI SCHOOL

Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity															Gender					
							Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	04-05		95%	89%	96%	97%	95%	97%	91%	87%	N/A	90%	89%	96%	93%	90%	94%	95%	91%	96%	95%	89%	96%	95%	90%	97%	
	05-06		95%	89%	96%	97%	94%	98%	91%	86%	100%	90%	88%	96%	92%	90%	N/A	95%	92%	97%	95%	88%	96%	95%	90%	96%	
	06-07	State Target = 85%	N/A	89%	96%	N/A	95%	96%	N/A	87%	99%	N/A	88%	96%	N/A	90%	92%	N/A	92%	95%	N/A	88%	95%	N/A	90%	97%	

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

Ethnicity and Gender

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9															
				Total		Ethnicity								Gender					
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	21	95%	100%	97%	N/A	96%	N/A	95%	100%	94%	100%	98%	100%	94%	100%	96%	100%	
	05-06	21	95%	100%	97%	100%	100%	N/A	95%	100%	96%	N/A	97%	100%	95%	100%	96%	100%	
	06-07	17	97%	100%	97%	100%	95%	N/A	97%	100%	98%	N/A	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	21	97%	100%	95%	100%	93%	N/A	95%	100%	95%	100%	96%	100%	
	05-06	21	98%	100%	95%	100%	94%	N/A	96%	100%	95%	100%	96%	100%	
	06-07	17	98%	100%	97%	100%	95%	N/A	97%	100%	97%	100%	98%	100%	

MS indicates Middle grade students.

MACDOWELL MONTESSORI SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	44	7%	13%	9%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	39%	30%	30%
1	28%	38%	26%
2	15%	22%	14%
3	16%	7%	19%
4	13%	16%	9%
5	8%	12%	11%
Total	22%	23%	20%

* 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	91	1.7	1.7	1.7	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	51.6%	37.4%	3.3%	4.4%	3.3%	0.0%
	Staff	41	1.8	1.9	1.6	1.9	3.1	3.0		Staff	51.2%	34.1%	0.0%	0.0%	9.8%	4.9%
	Parents	22	1.8	1.6	1.6	1.6	3.4	3.3		Parents	54.5%	40.9%	0.0%	0.0%	4.5%	0.0%
Safety	ES/MS Students	91	1.9	1.8	1.8	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	34.1%	51.6%	2.2%	4.4%	7.7%	0.0%
	Staff	41	1.6	1.8	1.6	1.9	3.1	3.0		Staff	41.5%	48.8%	7.3%	0.0%	0.0%	2.4%
	Parents	22	1.7	1.6	1.6	1.6	3.3	3.2		Parents	59.1%	40.9%	0.0%	0.0%	0.0%	0.0%
Environment	ES/MS Students	91	2.0	1.9	1.9	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	25.3%	44.0%	8.8%	13.2%	8.8%	0.0%
	Staff	41	1.5	1.8	1.5	1.8	3.3	3.1		Staff	41.5%	46.3%	2.4%	4.9%	2.4%	2.4%
	Parents	22	1.6	1.6	1.5	1.6	3.5	3.3		Parents	81.8%	18.2%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	91	2.2	2.2	2.1	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	25.3%	41.8%	12.1%	11.0%	8.8%	1.1%
	Staff	41	1.6	1.9	1.6	1.9	3.1	3.0		Staff	26.8%	65.9%	2.4%	0.0%	4.9%	0.0%
	Parents	22	1.7	1.6	1.6	1.7	3.4	3.2		Parents	59.1%	40.9%	0.0%	0.0%	0.0%	0.0%

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

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

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

MACDOWELL MONTESSORI SCHOOL

Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	18	19%	31%	28%

Student Retention Rate*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	0%	0%	0%
7	10%	8%	0%
8	0%	0%	0%
Total	4%	3%	0%

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	14%	11%	14%
7	35%	13%	12%
8	4%	12%	16%
Total	19%	12%	13%

* 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	91	1.7	1.7	1.7	1.8	3.3	3.2	Students at my school are given challenging work.	ES/MS Students	51.6%	37.4%	3.3%	4.4%	3.3%	0.0%
	Staff	41	1.8	1.9	1.6	1.9	3.1	3.0		Staff	51.2%	34.1%	0.0%	0.0%	9.8%	4.9%
	Parents	22	1.8	1.6	1.6	1.6	3.4	3.3		Parents	54.5%	40.9%	0.0%	0.0%	4.5%	0.0%
Safety	ES/MS Students	91	1.9	1.8	1.8	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	34.1%	51.6%	2.2%	4.4%	7.7%	0.0%
	Staff	41	1.6	1.8	1.6	1.9	3.1	3.0		Staff	41.5%	48.8%	7.3%	0.0%	0.0%	2.4%
	Parents	22	1.7	1.6	1.6	1.6	3.3	3.2		Parents	59.1%	40.9%	0.0%	0.0%	0.0%	0.0%
Environment	ES/MS Students	91	2.0	1.9	1.9	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	25.3%	44.0%	8.8%	13.2%	8.8%	0.0%
	Staff	41	1.5	1.8	1.5	1.8	3.3	3.1		Staff	41.5%	46.3%	2.4%	4.9%	2.4%	2.4%
	Parents	22	1.6	1.6	1.5	1.6	3.5	3.3		Parents	81.8%	18.2%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	91	2.2	2.2	2.1	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	25.3%	41.8%	12.1%	11.0%	8.8%	1.1%
	Staff	41	1.6	1.9	1.6	1.9	3.1	3.0		Staff	26.8%	65.9%	2.4%	0.0%	4.9%	0.0%
	Parents	22	1.7	1.6	1.6	1.7	3.4	3.2		Parents	59.1%	40.9%	0.0%	0.0%	0.0%	0.0%

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

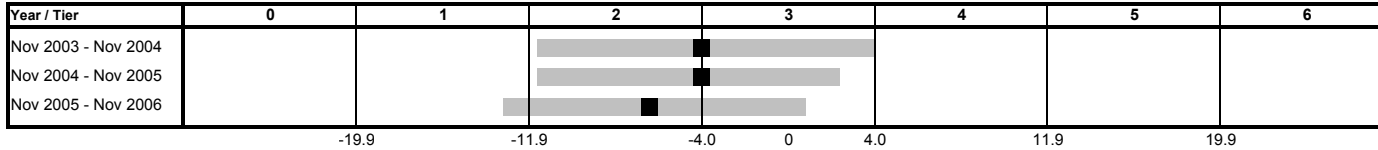
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- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

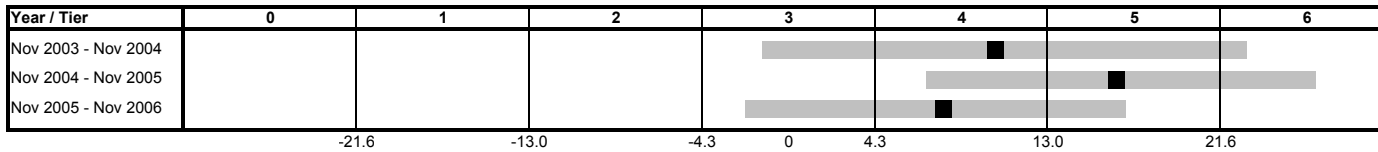
MACDOWELL MONTESSORI SCHOOL

Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.5
Nov 2004 - Nov 2005	-4.3	2.5
Nov 2005 - Nov 2006	-5.2	2.2



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.2
Nov 2004 - Nov 2005	16.3	4.9
Nov 2005 - Nov 2006	5.9	3.9



Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

Value-Added and Attainment Data Status Over Six Years

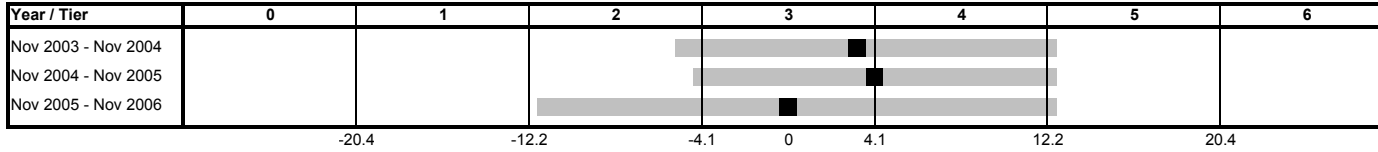
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status						
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	
Mathematics	School	3.1	3.6	0.9	2.5	2.5	2.2	33%	49%	53%	37%	53%	56%							
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%							
Reading	School	3.2	3.8	2.4	4.2	4.9	3.9	58%	78%	79%	33%	70%	66%	1	1	3	2	1	1	
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	54%	62%	67%	62%	61%	63%							

Data Source: Value Added Quadrant Report for 2006-07

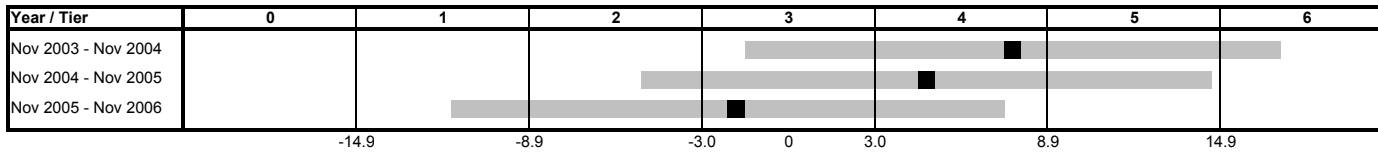
MACDOWELL MONTESSORI SCHOOL

Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.4
Nov 2004 - Nov 2005	4.1	3.5
Nov 2005 - Nov 2006	0.3	3.0



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	4.3
Nov 2004 - Nov 2005	4.6	3.8
Nov 2005 - Nov 2006	-2.0	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	5.5	3.8	2.8	3.4	3.5	3.0	38%	52%	43%	60%	44%	49%	1	1	3	1	1	1
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	4.2	NA	3.6	4.3	3.8	2.7	66%	92%	73%	92%	65%	70%	1	NA	1	1	1	3
	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