

SIEFERT SCHOOL

2006-2007 Report Card

Grades Kgn. - 5 MPS Charter School

School Information	
Address	1547 N 14 ST
Phone	414-935-1500
Fax	414-935-1515
Site Number	0322
School Operation	7:45 - 2:25

Administration (Principal/School Leader)	
School Year (06-07)	JANEL HAWKINS
School Year (07-08)	JANEL HAWKINS
06-07 Administrator Years at Site	5

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	447	415	344
Pre-Kindergarten	83	75	66
Kindergarten	66	56	47
Grade 1	61	58	44
Grade 2	53	52	46
Grade 3	57	49	44
Grade 4	58	68	40
Grade 5	69	57	57

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	51%	53%	47%
	Female	49%	47%	53%
Ethnicity	Asian	0%	0%	1%
	Native American	N/A	N/A	N/A
	African American	96%	96%	94%
	Hispanic	1%	1%	1%
	White	0%	N/A	1%
Groups	Special Education	15%	16%	13%
	English Language Learners	N/A	N/A	N/A
	Free/Reduced Lunch	82%	93%	96%

Student Movement		04-05	05-06	06-07
	Mobility Rate	12%	9%	16%
	Stability Rate	71%	67%	72%

School Profile

Siefert Elementary, a P-5 Charter School, is located in a near north-side neighborhood of Milwaukee and serves over 480 students from Head Start through grade five. As a charter school, Siefert's main focus includes Direct Instruction, Efficacy, and Koalaty Kid. Training in each of these areas has provided Siefert a framework for analyzing data and driving curriculum to meet individual needs of Siefert's students. We are proud of our students' efforts, as well as our unique tri-fold framework.

Siefert is beginning its tenth year of Direct Instruction implementation in the area of reading in K5 through grade five. On average, 60% of our K5 students enter first grade reading at or above grade level. Continued use of Direct Instruction has made it possible to sustain positive growth in reading. Other factors contributing to Siefert's reading success include: block scheduling, multi-age grouping, intense training, peer coaching, Reading First and maximum use of all staff members.

The Efficacy Paradigm, which is the belief that all students have the capacity for academic success at high levels, is an integral part of Siefert's mission. Mobilizing resources to promote development is a key element to improving student achievement. All students, including the special education population, learn efficacy principles, and methods of applying self-directed improvement strategies in academics as well as real life scenarios. Shared grade-level planning time is utilized by staff to incorporate the data-feedback-strategy method, as a way of analyzing student achievement data. An in-house training facility has been created to provide a learning environment for on-going staff development and support.

As a Koalaty Kid school, Siefert works in conjunction with the American Society for Quality (ASQ) Milwaukee Section, to develop and maintain a systems perspective of improvement. The staff at Siefert believes that the quality of educational services can be carefully monitored and continuously improved through the use of total quality management tools. A systems perspective allows Siefert to focus on customer satisfaction (parents, students, teachers etc.) and to examine if customer needs are being met. In addition, a systems perspective gives Siefert staff a process for identifying and addressing the effects of variation in the educational services we provide students, developing and monitoring a plan for continuous improvement, and recognizing the contributions of all stakeholders. Plan-Do-Study-Act

(PDSA) cycles empower staff to address areas of concern unique to Siefert. Siefert's current school-wide PDSA highlights math.

Siefert is beginning its second year implementing McGraw-Hill Mathematics. After the first year of full implementation, all grade levels showed gains on the internal end of the year assessment, which is used as a pre-assessment as well. Students in the primary grades, on average, scored over 80% on the end of the year assessments, thus building a strong foundation for future gains. Siefert's goal is to strengthen student application and understanding of mathematical concepts. Siefert staff members continue to monitor and evaluate the success of the mathematics curriculum using school-wide assessments. These assessments will allow Siefert to adapt or modify its program to provide maximum student achievement.

Siefert's staff continues to modify improvement theories and Siefert's strategic action plan for teaching and assessing writing which emphasizes the 6+1 Traits of Writing, developed by Northwest Regional Educational Laboratory. Currently Siefert has three staff members who serve as in-house trainers and coaches for the 6+1 Traits of Writing. With over 90% of the staff trained in this process, all staff members are able to contribute in teaching and assessing writing. Siefert staff members continue to monitor and evaluate the success of the writing curriculum using school-wide On-Demand Writing assessments.

The partnership with families is central to students' growth and development. Siefert has an open door policy for parents. They are encouraged to visit, and teachers welcome parent input. Parents of special education students are encouraged to attend IEP meetings to provide input into their child's goals. Siefert's 2004-2005 end of the year parent satisfaction survey indicated that over 95% of the parents responding were overwhelmingly satisfied with the academic programs at Siefert. Through monthly parent newsletters, bi-monthly Family Nights/ PTO meetings, Community Learning Center, Camp Siefert, and the School Governance Council parental participation is encouraged. PTO meetings are used to inform parents about Direct Instruction, Efficacy, and Koalaty Kid and how this framework improves the academic performance of their children.

SIEFERT 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	51	100%	80%	61%	39%	73%	66%	100%	75%	70%	N/A	58%	55%	39%	65%	61%	N/A	86%	77%	0%	77%	57%	23%	85%	65%	56%			
		06-07	48	100%	81%	62%	50%	74%	67%	N/A	72%	71%	N/A	60%	57%	50%	63%	58%	N/A	86%	81%	N/A	77%	57%	44%	85%	67%	57%			
3	Math	04-05	61	100%	N/A	53%	31%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	31%	N/A	58%	0%	N/A	69%	50%	N/A	53%	28%	N/A	52%	34%			
		05-06	51	98%	73%	43%	18%	71%	60%	100%	62%	48%	N/A	37%	32%	16%	55%	50%	N/A	79%	65%	0%	74%	44%	8%	70%	42%	28%			
		06-07	48	100%	74%	46%	25%	71%	59%	N/A	62%	56%	N/A	42%	36%	25%	57%	49%	N/A	81%	67%	N/A	75%	46%	24%	73%	45%	26%			
4	Reading	04-05	54	100%	82%	62%	54%	74%	64%	N/A	76%	80%	N/A	60%	57%	53%	65%	62%	N/A	87%	79%	100%	78%	56%	49%	86%	69%	63%			
		05-06	66	100%	82%	61%	50%	72%	66%	N/A	74%	72%	N/A	59%	54%	48%	68%	63%	100%	88%	79%	100%	80%	60%	48%	84%	62%	51%			
		06-07	41	100%	82%	62%	59%	73%	69%	100%	75%	83%	N/A	60%	57%	56%	64%	61%	N/A	87%	79%	100%	79%	60%	55%	84%	64%	62%			
4	Language	04-05	54	100%	79%	59%	54%	72%	64%	N/A	71%	73%	N/A	56%	53%	55%	64%	61%	N/A	85%	77%	0%	76%	53%	43%	83%	65%	74%			
		05-06	66	100%	79%	58%	47%	70%	62%	N/A	70%	66%	N/A	54%	50%	44%	65%	62%	100%	85%	78%	100%	76%	54%	37%	83%	62%	54%			
		06-07	41	100%	77%	58%	41%	72%	68%	100%	68%	80%	N/A	53%	52%	41%	61%	58%	N/A	83%	76%	0%	72%	53%	30%	81%	63%	52%			
4	Math	04-05	54	100%	72%	46%	31%	73%	61%	N/A	59%	55%	N/A	41%	38%	30%	56%	49%	N/A	79%	66%	100%	73%	46%	23%	71%	45%	47%			
		05-06	66	100%	73%	44%	29%	68%	55%	N/A	59%	52%	N/A	39%	34%	27%	56%	47%	0%	80%	67%	100%	73%	45%	30%	70%	42%	28%			
		06-07	41	100%	78%	52%	39%	77%	72%	100%	70%	70%	N/A	47%	42%	38%	62%	57%	N/A	84%	72%	0%	78%	53%	30%	77%	50%	48%			
4	Science	04-05	54	100%	78%	47%	35%	65%	52%	N/A	69%	63%	N/A	41%	37%	36%	54%	51%	N/A	86%	74%	0%	79%	47%	29%	76%	46%	47%			
		05-06	66	100%	77%	49%	24%	67%	56%	N/A	66%	51%	N/A	45%	39%	21%	60%	56%	100%	85%	72%	100%	78%	50%	22%	78%	48%	26%			
		06-07	41	100%	77%	49%	32%	70%	66%	100%	66%	76%	N/A	44%	39%	31%	57%	53%	N/A	85%	74%	0%	78%	50%	15%	77%	49%	48%			
4	Social Studies	04-05	54	100%	91%	76%	69%	86%	81%	N/A	89%	90%	N/A	74%	70%	70%	83%	79%	N/A	95%	90%	0%	90%	75%	66%	97%	77%	74%			
		05-06	66	100%	91%	77%	67%	86%	83%	N/A	88%	85%	N/A	75%	71%	65%	82%	80%	100%	94%	89%	100%	90%	76%	52%	92%	79%	77%			
		06-07	41	100%	91%	78%	78%	85%	83%	100%	87%	93%	N/A	76%	74%	79%	80%	78%	N/A	95%	89%	0%	91%	76%	65%	92%	79%	90%			
5	Reading	04-05	71	100%	N/A	57%	41%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	42%	N/A	54%	0%	N/A	79%	0%	N/A	53%	27%	N/A	60%	53%			
		05-06	57	100%	83%	61%	58%	77%	68%	N/A	75%	78%	N/A	59%	54%	56%	67%	64%	N/A	89%	82%	100%	81%	58%	57%	84%	65%	60%			
		06-07	58	100%	84%	64%	62%	76%	71%	N/A	77%	68%	N/A	62%	59%	62%	68%	63%	0%	90%	82%	100%	81%	62%	57%	86%	67%	65%			
5	Language	04-05	71	100%	N/A	42%	25%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	26%	N/A	40%	0%	N/A	66%	0%	N/A	37%	15%	N/A	47%	34%			
		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	100%	N/A	50%	34%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	35%	N/A	52%	0%	N/A	75%	0%	N/A	51%	21%	N/A	49%	45%			
		05-06	57	100%	72%	40%	40%	69%	56%	N/A	60%	53%	N/A	37%	32%	38%	52%	43%	N/A	80%	65%	100%	72%	40%	38%	72%	41%	45%			
		06-07	58	100%	75%	46%	28%	74%	63%	N/A	65%	49%	N/A	43%	37%	24%	56%	49%	100%	82%	68%	100%	75%	46%	29%	74%	46%	27%			

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.

SIEFERT 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	51	100%	50%	30%	0%	86%	66%	48%	57%	52%	N/A	82%	62%	39%	65%	56%	40%	88%	76%	33%	
		06-07	48	100%	50%	31%	0%	86%	68%	53%	55%	48%	N/A	82%	64%	50%	67%	57%	50%	89%	82%	50%	
3	Math	04-05	61	100%	N/A	31%	25%	N/A	57%	33%	N/A	53%	N/A	N/A	53%	31%	N/A	48%	29%	N/A	70%	100%	
		05-06	51	98%	48%	26%	0%	75%	46%	21%	54%	48%	N/A	73%	42%	18%	55%	39%	17%	80%	58%	33%	
		06-07	48	100%	53%	28%	0%	77%	49%	27%	56%	46%	N/A	75%	45%	25%	57%	41%	26%	82%	68%	0%	
4	Reading	04-05	54	100%	53%	31%	38%	86%	69%	57%	59%	53%	N/A	84%	63%	54%	68%	59%	54%	88%	80%	N/A	
		05-06	66	100%	53%	34%	31%	87%	67%	56%	56%	45%	N/A	84%	63%	50%	69%	57%	52%	90%	76%	25%	
		06-07	41	100%	52%	32%	27%	87%	68%	70%	55%	47%	N/A	83%	64%	59%	67%	58%	59%	89%	81%	N/A	
4	Language	04-05	54	100%	48%	27%	25%	84%	66%	59%	55%	49%	N/A	81%	61%	54%	66%	56%	54%	87%	77%	N/A	
		05-06	66	100%	56%	35%	31%	83%	63%	52%	53%	43%	N/A	81%	60%	47%	64%	53%	48%	88%	74%	25%	
		06-07	41	100%	56%	35%	9%	80%	63%	53%	54%	47%	N/A	78%	60%	41%	62%	54%	41%	85%	77%	N/A	
4	Math	04-05	54	100%	49%	25%	13%	76%	50%	35%	56%	48%	N/A	74%	46%	31%	55%	43%	31%	80%	64%	N/A	
		05-06	66	100%	48%	28%	19%	76%	47%	32%	51%	38%	N/A	74%	44%	29%	54%	39%	31%	81%	60%	0%	
		06-07	41	100%	54%	30%	18%	81%	56%	47%	60%	52%	N/A	79%	52%	39%	61%	47%	39%	85%	72%	N/A	
4	Science	04-05	54	100%	56%	24%	13%	82%	52%	39%	47%	45%	N/A	80%	47%	35%	59%	42%	35%	87%	73%	N/A	
		05-06	66	100%	57%	32%	13%	81%	53%	28%	52%	43%	N/A	80%	50%	24%	61%	44%	26%	87%	65%	0%	
		06-07	41	100%	58%	29%	0%	81%	53%	43%	51%	45%	N/A	78%	50%	32%	60%	44%	32%	86%	73%	N/A	
4	Social Studies	04-05	54	100%	78%	53%	25%	93%	81%	76%	75%	72%	N/A	92%	76%	69%	84%	74%	69%	95%	88%	N/A	
		05-06	66	100%	80%	59%	44%	93%	81%	74%	76%	71%	N/A	92%	78%	67%	83%	74%	68%	95%	87%	50%	
		06-07	41	100%	81%	58%	64%	93%	82%	83%	75%	69%	N/A	92%	79%	78%	84%	75%	78%	95%	91%	N/A	
5	Reading	04-05	71	100%	N/A	24%	23%	N/A	64%	45%	N/A	36%	N/A	N/A	59%	41%	N/A	52%	41%	N/A	76%	50%	
		05-06	57	100%	50%	27%	38%	88%	69%	64%	58%	41%	N/A	85%	63%	58%	69%	58%	59%	90%	75%	0%	
		06-07	58	100%	53%	33%	33%	89%	71%	70%	58%	43%	N/A	86%	67%	62%	69%	60%	61%	91%	83%	100%	
5	Language	04-05	71	100%	N/A	15%	23%	N/A	47%	26%	N/A	25%	N/A	N/A	44%	25%	N/A	36%	26%	N/A	63%	0%	
		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	100%	N/A	26%	8%	N/A	55%	40%	N/A	44%	N/A	N/A	50%	34%	N/A	45%	33%	N/A	70%	50%	
		05-06	57	100%	43%	20%	23%	77%	45%	45%	51%	31%	N/A	74%	41%	40%	54%	36%	41%	81%	57%	0%	
		06-07	58	100%	46%	26%	17%	80%	50%	30%	53%	37%	N/A	77%	47%	28%	57%	41%	27%	84%	67%	50%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	408
		06-07	459	437	417
3	Math	04-05	N/A	585	570
		05-06	431	398	370
		06-07	434	401	377
4	Reading	04-05	646	623	617
		05-06	477	446	431
		06-07	477	450	441
4	Language	04-05	646	626	622
		05-06	298	279	270
		06-07	296	281	271
4	Math	04-05	633	610	599
		05-06	463	428	404
		06-07	466	435	422
4	Science	04-05	637	609	597
		05-06	300	276	265
		06-07	300	277	263
4	Social Studies	04-05	646	629	622
		05-06	298	280	269
		06-07	298	281	272
5	Reading	04-05	N/A	641	624
		05-06	485	452	444
		06-07	485	453	444
5	Language	04-05	N/A	643	628
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	609
		05-06	484	449	439
		06-07	489	455	442

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.

SIEFERT 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%	93%	96%	96%	93%	93%	91%	N/A	93%	92%	93%	94%	94%	95%	96%	94%	94%	95%	93%	93%	95%	93%	93%
		05-06		95%	93%	92%	97%	96%	97%	93%	92%	N/A	92%	92%	92%	94%	93%	94%	96%	94%	89%	95%	92%	92%	95%	93%	92%
	State Target = 85%	06-07		N/A	93%	93%	N/A	96%	98%	N/A	91%	N/A	N/A	91%	93%	N/A	94%	95%	N/A	94%	97%	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%	93%	96%	93%	93%	N/A	95%	N/A	N/A	93%	93%	N/A	93%	94%	N/A	93%	93%
		05-06		94%	91%	92%	96%	93%	92%	N/A	94%	N/A	N/A	92%	92%	N/A	92%	92%	N/A	95%	96%
		06-07		N/A	90%	92%	N/A	93%	94%	N/A	95%	N/A	N/A	92%	93%	N/A	92%	93%	N/A	95%	92%

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	46	97%	100%	99%	N/A	97%	N/A	96%	100%	97%	N/A	99%	N/A	96%	100%	97%	100%
		05-06	60	97%	93%	96%	N/A	100%	N/A	96%	93%	97%	100%	99%	N/A	96%	96%	97%	92%
		06-07	35	98%	94%	100%	100%	100%	N/A	97%	94%	97%	N/A	98%	N/A	97%	88%	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	46	98%	100%	97%	100%	97%	N/A	97%	100%	97%	100%	98%	100%
		05-06	60	98%	100%	96%	91%	96%	N/A	97%	93%	96%	95%	99%	75%
		06-07	35	99%	100%	97%	92%	97%	N/A	98%	94%	97%	94%	99%	N/A

ES indicates Elementary grade students.

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Student Suspension Rate*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	67	12%	18%	17%

Student Retention Rate*

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

Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	38%	52%	55%
1	38%	55%	39%
2	32%	52%	46%
3	51%	63%	41%
4	33%	43%	38%
5	52%	44%	46%
Total	41%	51%	44%

* 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	1.5	1.7	1.4	1.8	3.4	3.2	Students at my school are given challenging work.	ES/MS Students	47.3%	31.9%	7.7%	4.4%	6.6%	2.2%
	Staff	34	2.1	1.9	1.8	1.9	3.2	3.0		Staff	38.2%	41.2%	5.9%	0.0%	11.8%	2.9%
	Parents	27	1.3	1.6	1.5	1.6	3.4	3.3		Parents	55.6%	44.4%	0.0%	0.0%	0.0%	0.0%
Safety	ES/MS Students	91	1.6	1.8	1.5	1.9	3.2	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	56.0%	29.7%	4.4%	2.2%	6.6%	1.1%
	Staff	34	2.4	1.8	1.9	1.9	3.1	3.0		Staff	47.1%	50.0%	0.0%	2.9%	0.0%	0.0%
	Parents	27	1.6	1.6	1.5	1.6	3.3	3.2		Parents	55.6%	40.7%	0.0%	0.0%	3.7%	0.0%
Environment	ES/MS Students	91	1.9	1.9	1.6	2.0	3.2	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	26.4%	36.3%	12.1%	4.4%	20.9%	0.0%
	Staff	34	2.5	1.8	2.0	1.8	3.1	3.1		Staff	26.5%	55.9%	8.8%	2.9%	2.9%	2.9%
	Parents	27	1.6	1.6	1.6	1.6	3.4	3.3		Parents	55.6%	44.4%	0.0%	0.0%	0.0%	0.0%
Governance	ES/MS Students	91	2.2	2.2	2.0	2.3	2.8	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	34.1%	34.1%	16.5%	2.2%	6.6%	6.6%
	Staff	34	2.6	1.9	2.1	1.9	2.9	3.0		Staff	32.4%	58.8%	5.9%	0.0%	2.9%	0.0%
	Parents	27	1.6	1.6	1.5	1.7	3.4	3.2		Parents	55.6%	40.7%	0.0%	0.0%	3.7%	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.

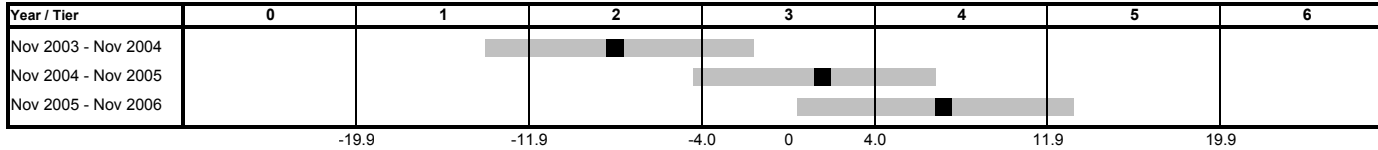
- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

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

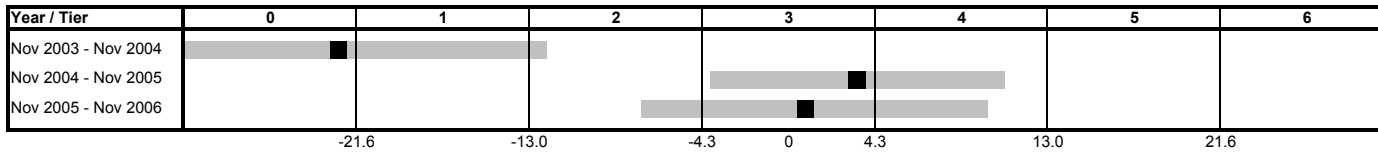
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Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.0
Nov 2004 - Nov 2005	1.3	3.2
Nov 2005 - Nov 2006	6.2	3.9



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	0.4
Nov 2004 - Nov 2005	3.2	3.4
Nov 2005 - Nov 2006	0.9	3.1



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	1.4	2.5	3.5	2.0	3.2	3.9	42%	25%	55%	31%	29%	30%	3	4	1	4	2	2
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	1.6	2.5	3.3	0.4	3.4	3.1	65%	45%	66%	54%	49%	57%	3	4	2	4	2	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