

**MMSD Equity Report
August 9, 2010**

I. Introduction

- A. Title or topic/reason for report or presentation** – Annual Equity Report as required under Board of Education Policy 9001, presented on August 9, 2010.
- B. Presenter or contact person for the presentation** – Susan Abplanalp and Kurt Kiefer
- C. Background information** – The Equity Report is in response to Board of Education Policy 9001 which calls for:

Administration will report on an annual basis to the Board of Education the extent of progress on specific measures in eliminating gaps in access, opportunities and achievement. Administration will develop an annual report that will provide data on the distribution of staff, financial, and programmatic resources across all schools.

- D. Describe the action requested of the BOE** – No specific action is requested on the report.

II. Summary of Current Information

- A. Provide a brief synthesis of the topic** – The Equity Report is an annual update to the Board of Education in fulfillment of Board of Education Policy 9001.
- B. Recommendations** – Continue to implement the Strategic Plan and continue to address equity issues as part of the annual budget process. The Division of Equity and Parent Involvement will have responsibility for oversight and coordination of the Equity Report.

III. Implications

- A. Budget** - Not applicable.
- B. Strategic Plan** – The Equity Report is formatted to align directly with the MMSD Strategic Plan. Goals and action items are clearly defined in the body of the Report.
- C. Equity Plan** – The Equity Report is in fulfillment of the requirements of Board of Education Policy 9001.
- D. Implications for other aspects of the organization** - The Equity Report clarifies the specific actions aligned with the MMSD Strategic Plan that address appropriate issues concerning equity within the MMSD.

Madison Metropolitan School District
Annual Equity Report 2010

APPENDIX MMM-2-8
August 9, 2010

Section 1: Introduction

The Board of Education adopted Equity Policy 9001 on June 2, 2008 (<http://boeweb.madison.k12.wi.us/policies/9001>). The policy incorporates recommendations from the Equity Task Force and charges MMSD administration with developing an annual report of the extent to which progress is being made towards eliminating gaps in access, opportunities and achievement for all students. The Equity Task Force recommendations also requested annual data on the distribution of resources (budget, staff, programs, and facilities) by school.

On September 29, 2009, the Board of Education adopted a new strategic plan which established strategic priorities and objectives for the Madison Metropolitan School District. The Equity Task Force report and resulting Equity Policy 9001 were considered in the development of the strategic plan. This Annual Equity Report aligns the equity policy with priorities established in the strategic plan and reports equity progress using the same benchmarks as those used in the strategic plan.

Section 2: Equity Policy

The equity policy established three broad goals:

1. The district will eliminate gaps in access, opportunities, and achievement by recognizing and addressing historic and contemporary inequities.
2. The district will recognize and eliminate inequitable policies and practices at the district level.
3. The district will recognize and eliminate inequity in and among schools.

The purpose of this Annual Equity Report is to provide information to assist the District in assessing progress towards meeting these goals.

- The first goal in the Equity Policy is addressed by the Strategic Plan. Specific baseline data, benchmarks, and the strategies currently being implemented to achieve the plan objectives are included in the report which follows.
- With thoughtful analysis and discussion of the data gathered in the report, inequitable practices can be identified and addressed (goal 2). Each strategic priority section ends with identifying needs based on the data reviewed.
- To address the final goal, additional information is provided under the Student, Staff and Resource/Capacity Strategic Priorities.

Section 3: Strategic Priority--Student

We will ensure that all students reach their highest potential and we will eliminate achievement gaps where they exist. To do this, we will prepare every student for kindergarten, raise the bar for all students, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

Student Objective 1: Achievement for All Students

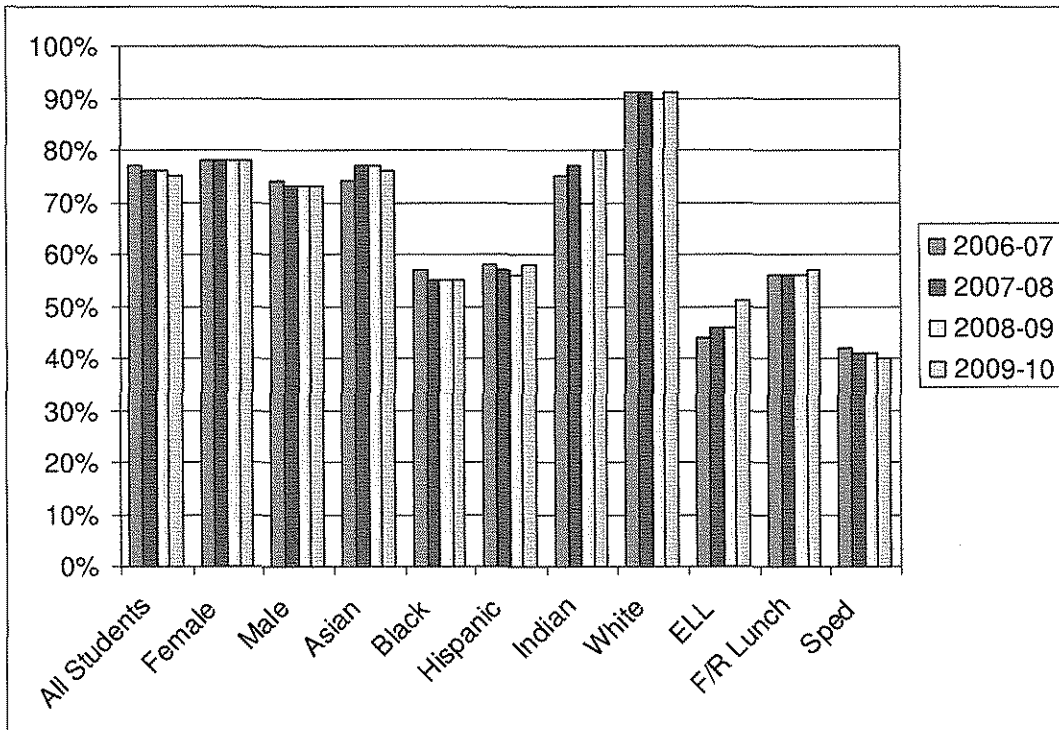
With support from staff, family, and community every MMSD student (pre-K – 12) will annually participate in planning his/her educational experience so that the MMSD:

- Responds flexibly to his/her needs and aspirations
- Provides support and resources needed for academic achievement

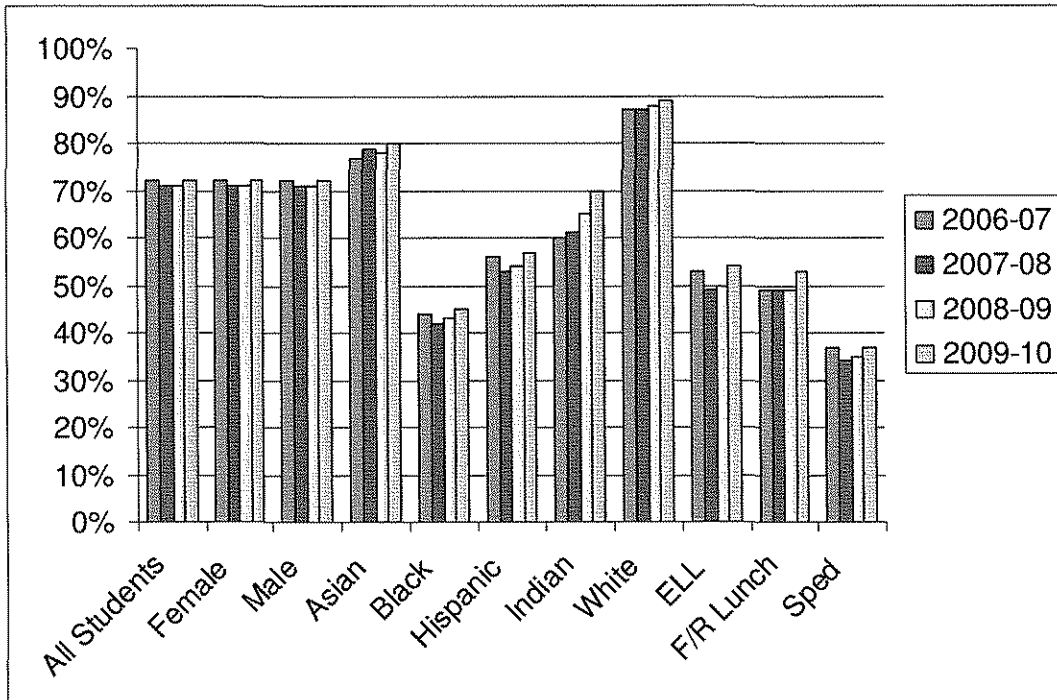
Benchmark 1A: By 2014-2015, 100% of MMSD students will perform at proficient or advanced on the WKCE reading and math tests.

Description of the Benchmark: This benchmark is based on the percent of students considered proficient on the Wisconsin state test. It includes reading and math at grades 3, 4, 5, 6, 7, 8, and 10. The measure is calculated by taking the number of students scoring proficient or advanced on the test divided by the number of students eligible to take the test.

WKCE Reading chart:



WKCE Math chart:

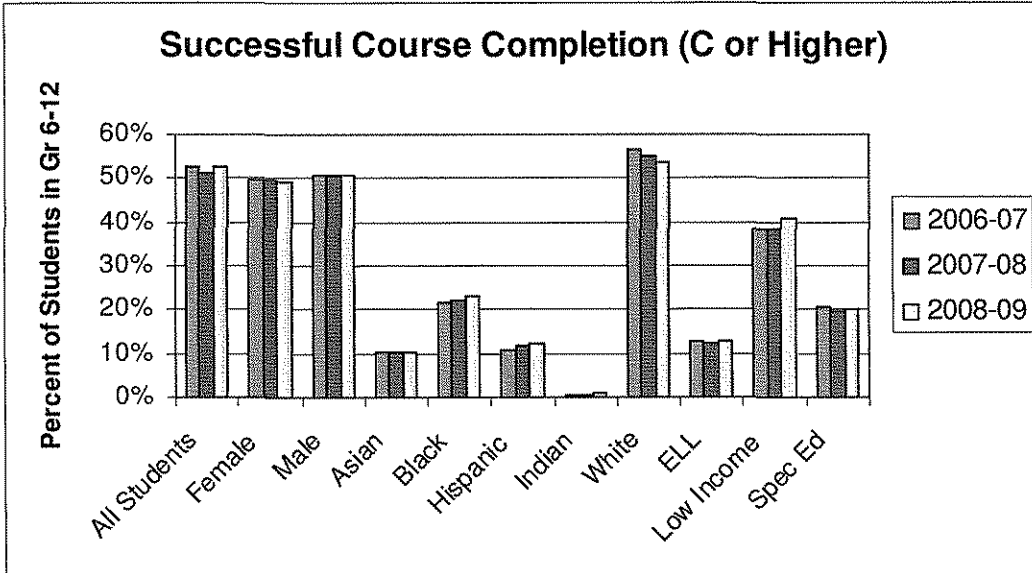


Appendix A contains school level data.

Brief narrative: The reading gap between low income and non-low income students closed somewhat in the past year with five out of seven grades showing improvement. The gap in math performance between low income and non-low income students has been more favorable than reading. Five of seven grades decreased the gap in math performance while the gap remained stable at the two other grades. Performance in math increased across all ethnic subgroups in 2009-10. Reading performance increased among White, Indian and Hispanic students while black students remained stable and Asian fell slightly. Students with disabilities showed improved math performance while decreasing slightly in reading.

Benchmark 1B: By 2014-15, 95% of all students in grades 6 -12 will successfully complete all courses with a grade of “C” or higher.

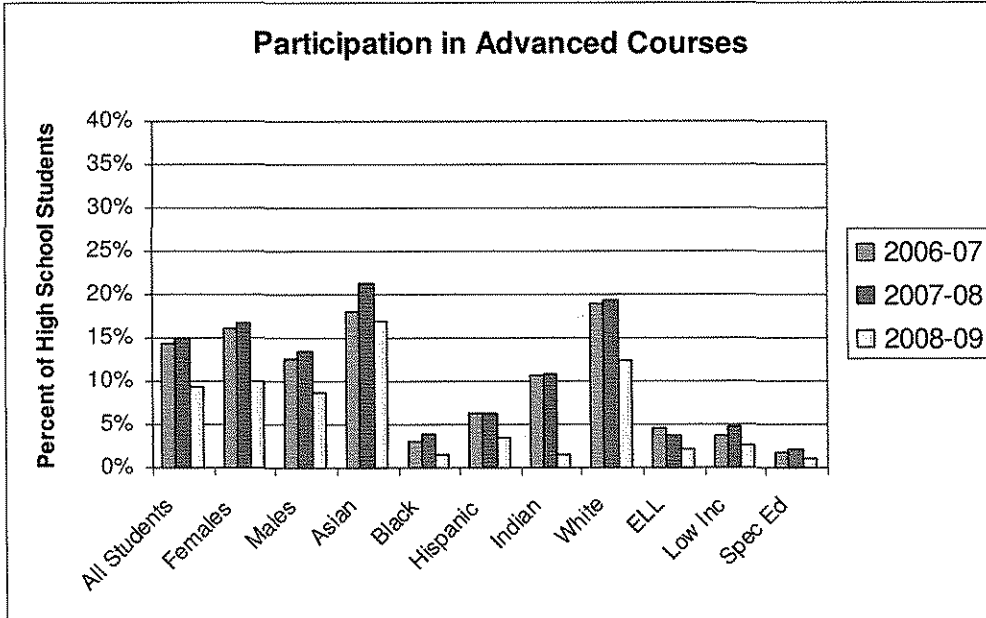
Description of the Benchmark: Review of all transcript records for each student individually to determine if in all credit earning courses the student achieved grades of “C” or higher in all such courses during the academic year.



Brief Narrative: There is virtually no difference in successful course completion by gender. However, the disparity in successful course completion is apparent when data is disaggregated by race. Only 11% of Asian students and 12% of Hispanic students achieve a C or higher compared to 54% of white students. Black students fare better than other minority groups with 23% of students achieving a C or higher. English language learners (13%), low income students (41%) and students with disabilities (20%) have a higher percentage of successful course completion than all ethnic minorities, other than Black students.

Benchmark 1C: By 2014-15, we will increase the number of students participating in advanced classes.

Description of the Benchmark: This measure will help monitor successful student achievement. Advanced courses were consistently defined across schools as indicated in the TAG plan during the 2009-2010 school year. Baseline data will now be established along with annual improvement targets.



Brief narrative: Fewer students participated in advanced courses in 2009-2010 compared to the two previous years. The reason for the decline is unclear. More females than males tend to enroll in advanced courses and Asians have the highest participation in advanced courses compared to all other ethnic groups. Participation in advanced courses remains consistently low (below 5%) among English language learners, low income students and students with disabilities.

Strategies used to achieve this objective in year 1 include

- A draft definition of a successful MMSD graduate aligned to the mission with desired outcomes in content knowledge, civic-minded skills, life-enriching skills, social-emotional skills, and career awareness has been completed.
- A template for an electronic Individual Learning Plan for each student in grades K-5 and grade 9 has been developed in collaboration with the University of Wisconsin. This will be implemented in the fall of 2010.
- A defined, district-wide assessment plan is under way

Student Objective 2: Relationships

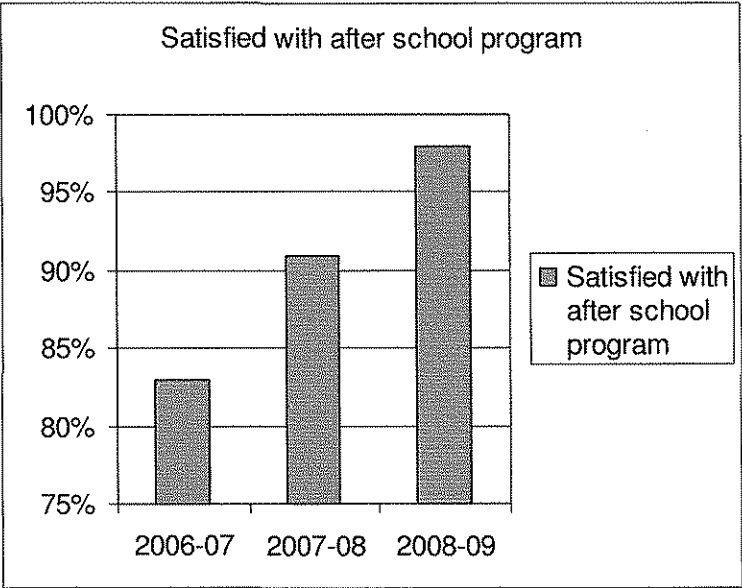
Relationships between:

- staff and students
- staff and family
- students and students, and
- staff and staff

will improve through explicit professional development on relationship-building, alternative strategies to enhance relationships, and innovative partnerships with community organizations.

Benchmark 2A: By 2014-15, 100% of all parents will indicate satisfaction with after school programs.

Description of the Benchmark: This measure is collected via an annual survey of parents of children who participate in the various after school programs operated through an MMSD school facility. This includes all after school programs.

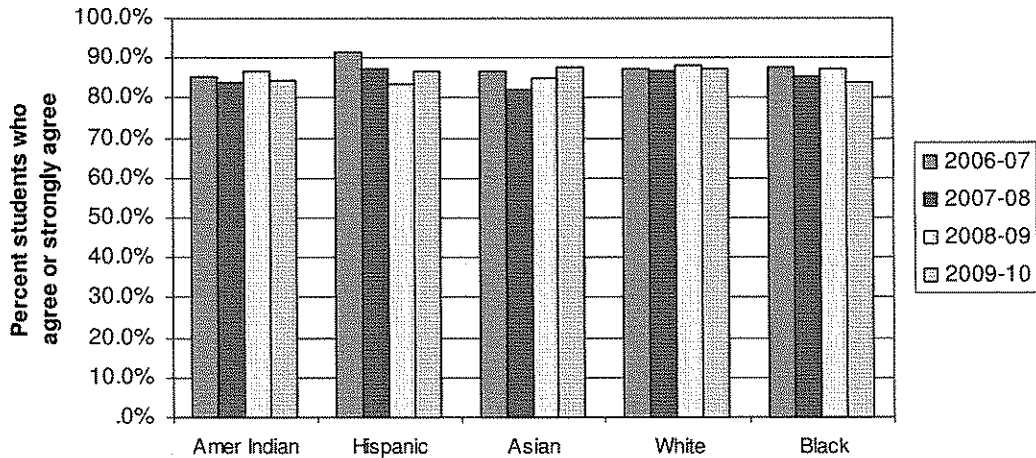


Brief Narrative: Satisfaction with after school programming has risen steadily in the past several years.

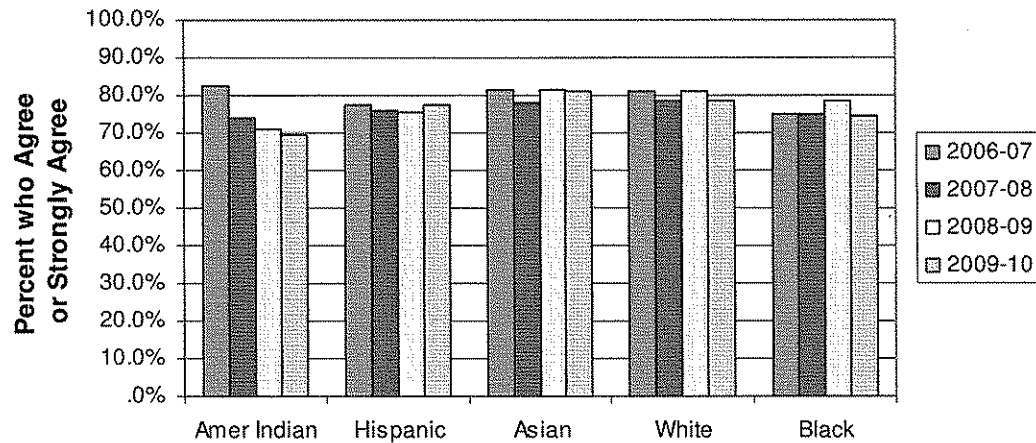
Benchmark 2B: By 2014-15, 100% of all students will report a positive sense of community based on selected items from the Climate Survey.

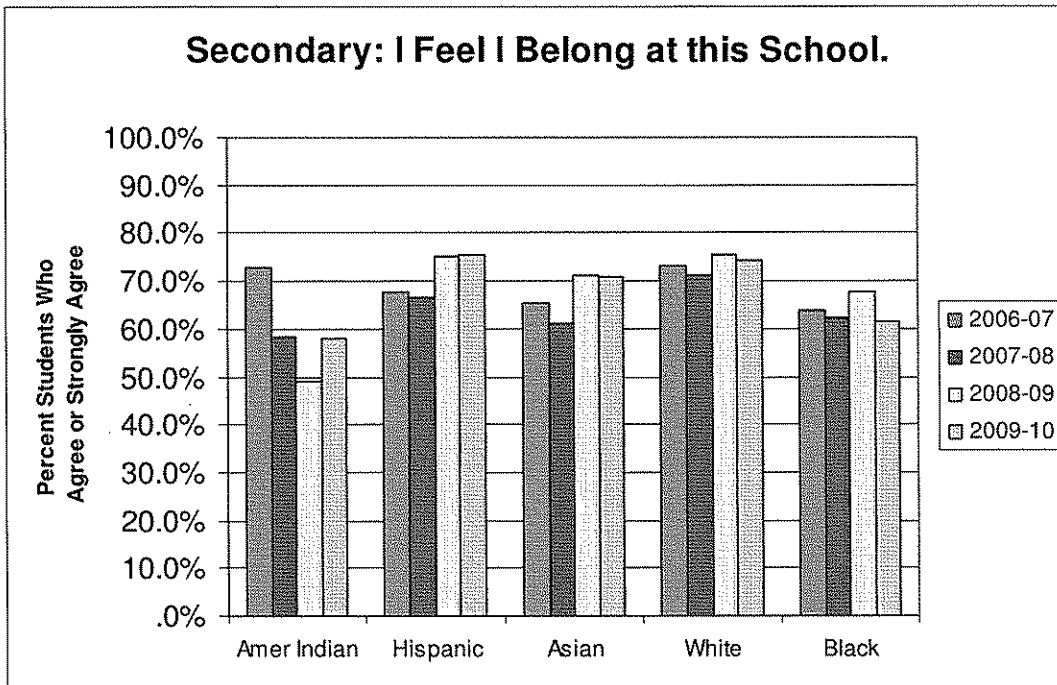
Description of the Benchmark: This measure is collected via an annual survey of students in all MMSD schools and programs. The survey is administered in the spring. A variety of different issues are reviewed in the survey including those items relating to community feeling at school.

Elementary: My Teachers Really Care About Me and How Well I Do in School.



Secondary: My Teachers Really Care About Me and How Well I Do in School.





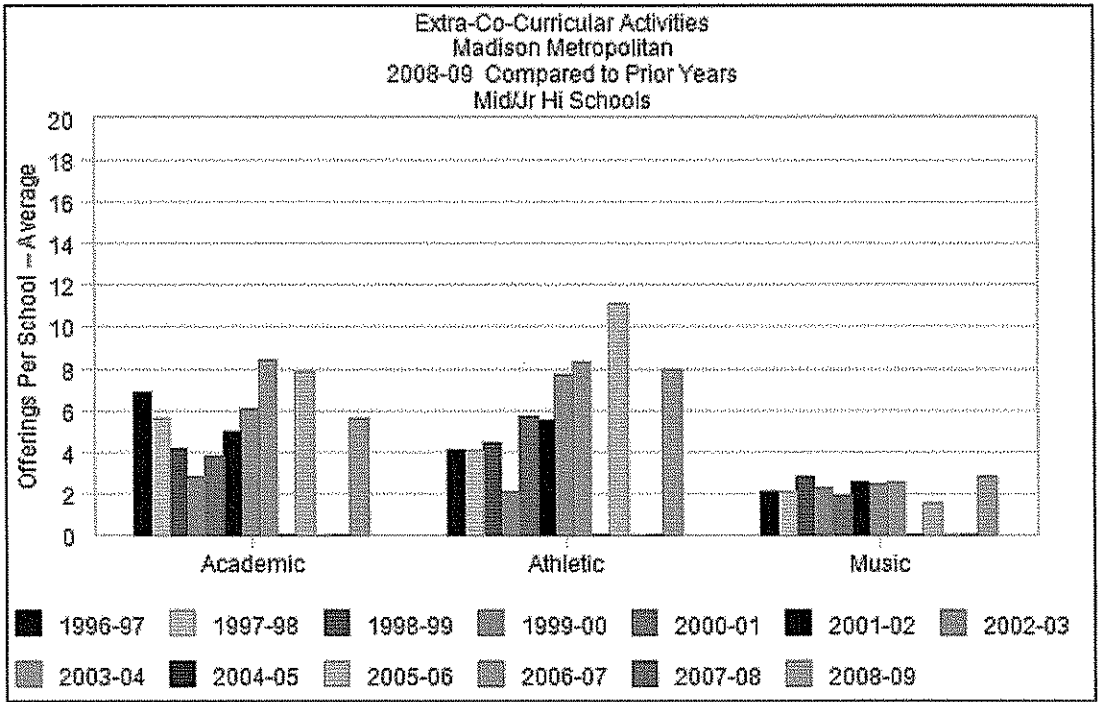
See Appendix B for school level data.

Brief Narrative: Among students at the elementary level, Hispanic students express a greater sense of belonging than other ethnic groups, followed by Asian, then white students. At the elementary level, black students consistently report a lesser sense of belonging than other ethnic groups. As students progress from elementary to secondary school, fewer students feel that their teachers really care about them and how well they do in school. Native American students' perception of teachers' caring declines the most, dropping 15 percentage points whereas other ethnic groups post declines ranging from 7 to 10 points.

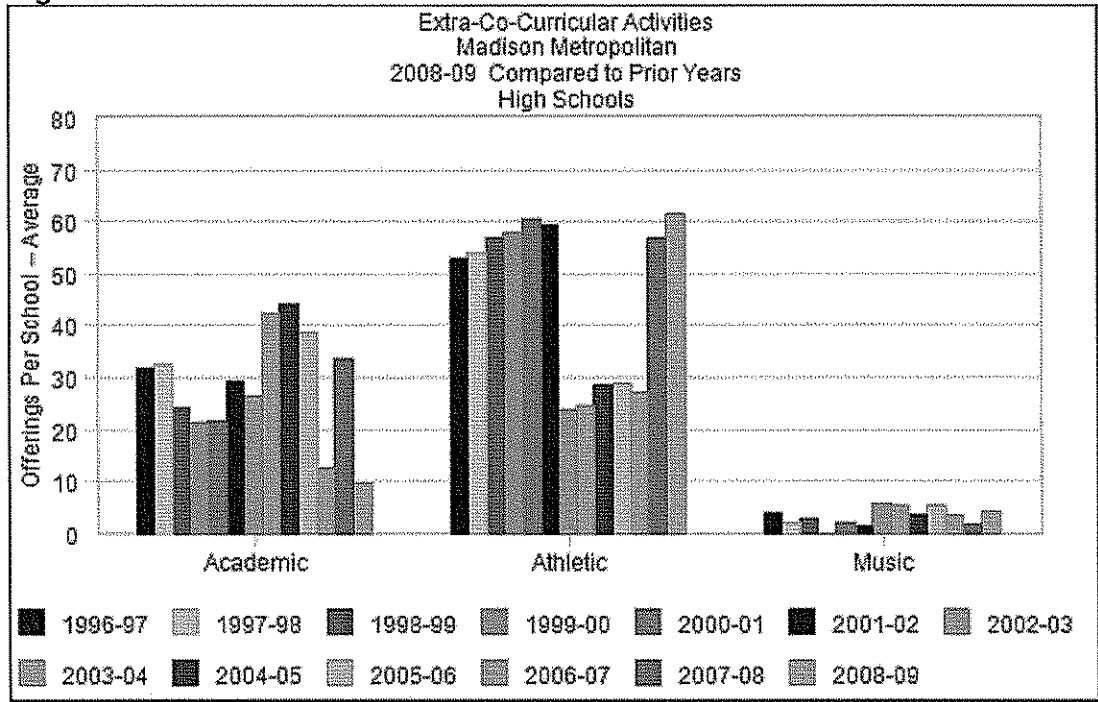
Additional Data 2C: Extra-curricular offerings and participation rates

Benchmark Description: These data come from the Wisconsin Department of Public Instruction Wisconsin Information Network for Successful Schools (WINSS). Offerings include after school programs, athletics, music, and other clubs and activities. These are reported to DPI as part of the School Performance Report.

Middle School



High School



Strategies used to achieve this objective in year 1 include:

- Strength-based measures of staff, student, and family relationships have been identified.
- A consistent set of community building activities and programs for use across all schools is in process.

Student Objective 3: Transitions

Within five years, the district will develop consistent, systemic and sustainable transition processes from:

- Early Childhood to school – Communication strategies needed to support young children as they transition to school programs.
- Home to school – From home to the point of entry into a school including ongoing communication.
- Family service providers to school – Collaboration needed to support students and families as they move between community providers and schools.
- Teacher to teacher – Communication strategies needed to support students as they move between grades.
- School to school – Collaboration needed to support students and families as they move between schools.
- District to district – Expedient contact with the sending or receiving district to obtain or receive records within 10 days.
- School to post-high school – Learning plans should address transition plan for a student.

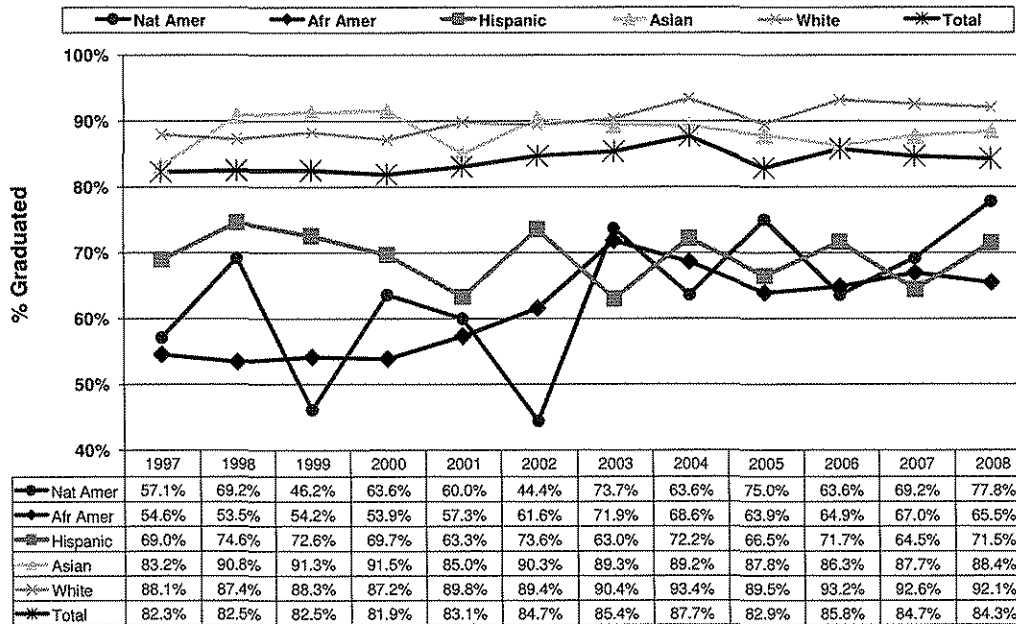
to support the needs of students and families in closing the achievement gap.

Benchmark 3A: By 2014-2015, 90% of the MMSD 4 year cohort will graduate from high school.

Description of the Benchmark: Graduation rate is calculated using the method defined by the Wisconsin Department of Public Instruction. In this method, students receiving a regular diploma, a high school equivalency diploma (HSED), and general equivalency diploma (GED) for a given school year is divided by the official number of grade 12 students enrolled on the September membership count date that school year plus the number of students identified as dropouts in grade 11 the previous school year, plus the number of students identified as dropouts in grade 10 two school years ago, plus the number of students identified as dropouts in grade 9 three school years ago.

DPI Graduation Rates by Race/Ethnic Code

Source: DPI WINSS

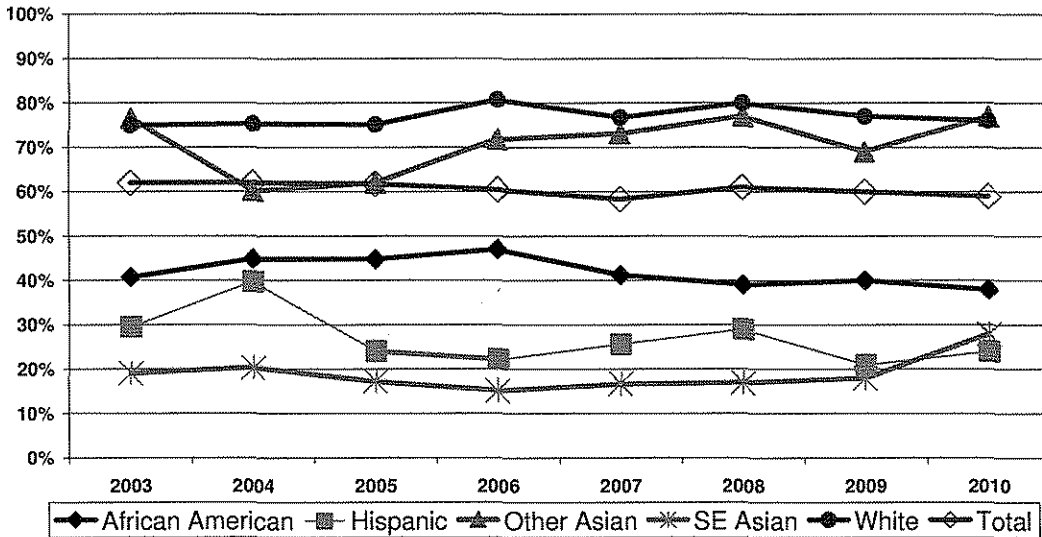


School	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
East High	79%	77%	74%	75%	77%	77%	81%	85%	78%	81%	82%	78%	82%
La Follette High	83%	84%	84%	84%	87%	84%	88%	91%	89%	90%	91%	90%	85%
Memorial High	87%	88%	89%	88%	88%	93%	93%	93%	93%	93%	89%	91%	93%
West High	89%	91%	92%	89%	96%	89%	89%	81%	88%	90%	94%	94%	92%

Benchmark 3B: By 2014-15, 70% of all entering Kindergarten students will score at the proficient/ready to learn level on the Kindergarten screener.

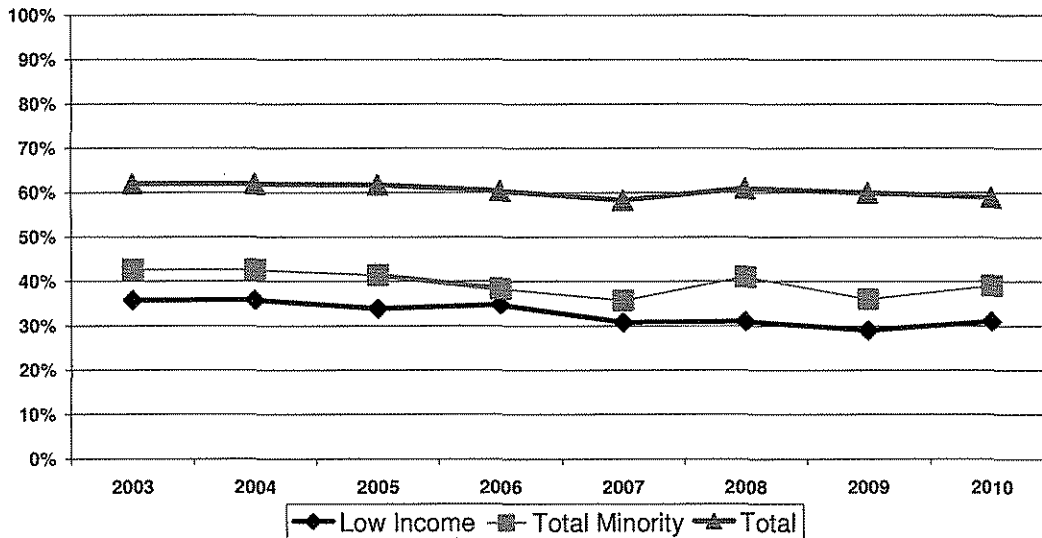
Description of the Benchmark: All incoming students enrolling in the spring prior to the school year in which students begin Kindergarten are screened using a standardized assessment. Proficiency levels are established to verify performance attainment. These levels were created through validation against later Kindergarten reading proficiency assessment data. As a result, Kindergarten screener data is highly predictive of later proficiency.

Kindergarten Readiness 2003-2010
Percent of Students entering Kindergarten with needed skills*



* Defined as 0-2 Items in Review Range Kindergarten Screener
 Not all children participate in the screening; chart reflects only those who do participate

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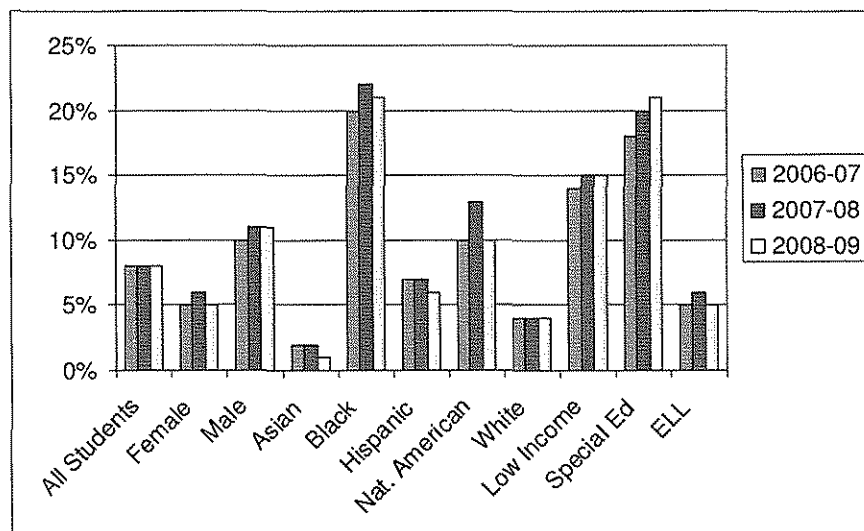
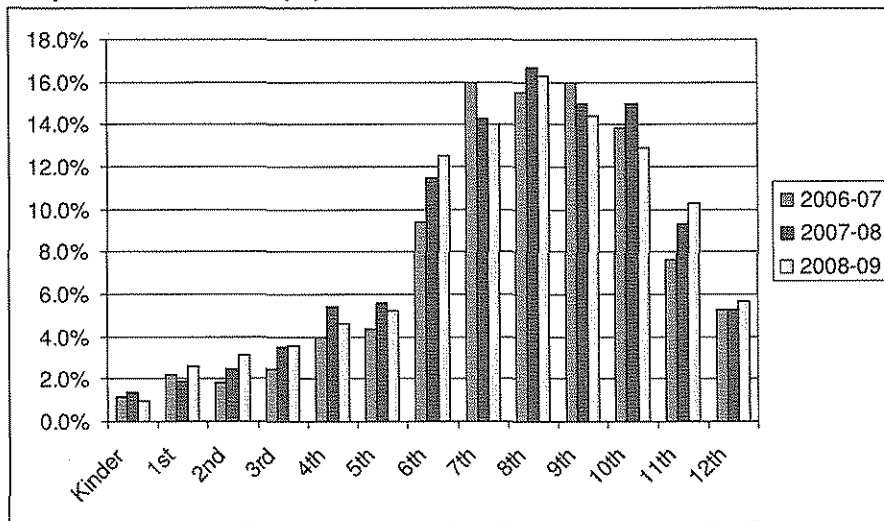
Brief Narrative: Minority and low income students continue to lag behind in Kindergarten readiness. Specifically, fewer than 40% of black and fewer than 30% of Hispanic and Southeast Asian students demonstrate Kindergarten readiness skills compared to nearly 80% of white and

other Asian students. Low income students' Kindergarten readiness has declined over the past 7 years dropping from 36% to 31% of students demonstrating Kindergarten readiness skills.

Benchmark 3C: By 2014-2015, no Kindergarten students will be suspended and only 5% of grade 6 and grade 9 students will be suspended.

Description of the Benchmark: This measure focuses on the transition points for students (i.e., entering elementary school, middle school, and high school.) The goal is to decrease the number of behavior events that result in a suspension (either an in-school or out-of-school suspension) for students. The percentage of students experiencing at least one suspension is calculated by taking the total number of students with one or more suspensions divided by the student enrollment on the September membership count date.

Suspended students (%):



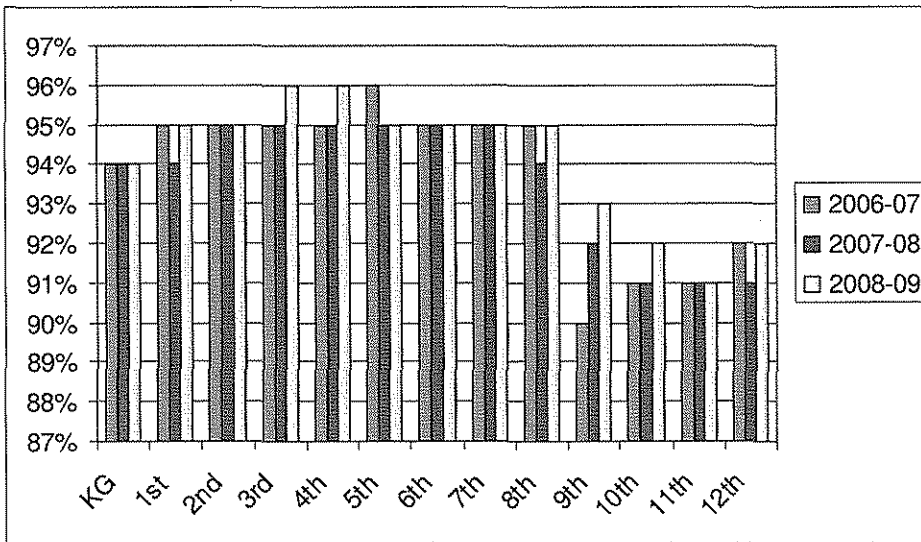
See Appendix C for school level data.

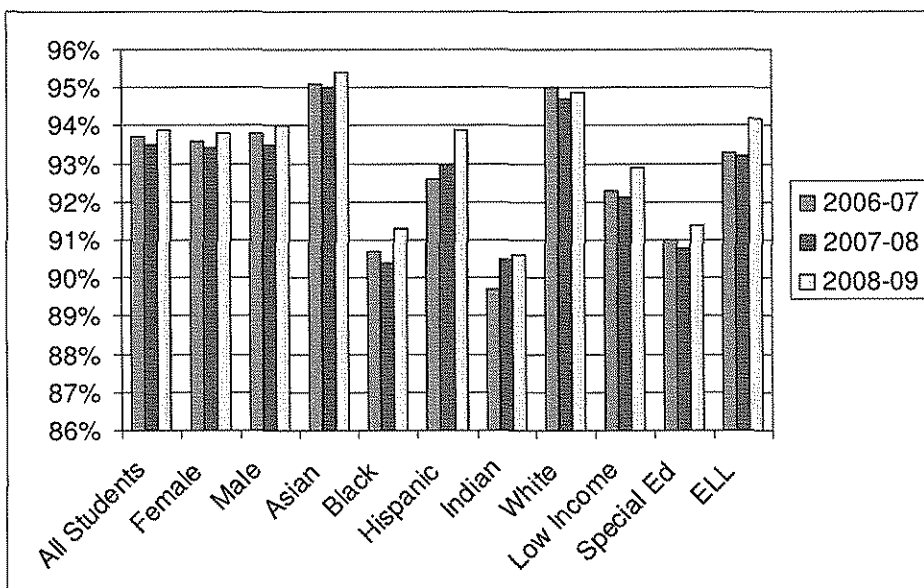
Brief Narrative: Suspensions have risen in elementary at grades 1 through 3 and in high school at grades 11 and 12 while dropping in grades 4, 5, and grades 7 through 10. The largest increase in suspensions occurs between grades 5 and 6 where the suspension rate more than doubles (5.2% to 12.5%).

Benchmark 3D: By 2014-2015, all students in grades K, 6, and 9 will attend school 96% of the time.

Description of the Benchmark: This measure focuses on the transition points for students, i.e., entering elementary school, middle school, and high school. It calls for increasing the percentage of students with an average annual attendance rate above 96%. The focus will be on supporting chronic non-attenders. Average annual attendance per student is calculated by taking the number of days attended divided by the number of days the student was enrolled.

Attendance %





See Appendix D for school level data.

Brief Narrative: Attendance rates improved in the 2008-09 school year for all students as well as every demographic group. Asian students have the highest attendance rate, followed by white, then Hispanic students. Black and Native American students have the lowest attendance rate relative to other ethnic groups.

Strategies used to achieve this objective in year 1 include:

- Transition categories have been defined and will be communicated at K-12 principal meetings.
- District departments and schools are in the process of assessing gaps and needs based on transition categories.

Section 4: Strategic Priority--Curriculum

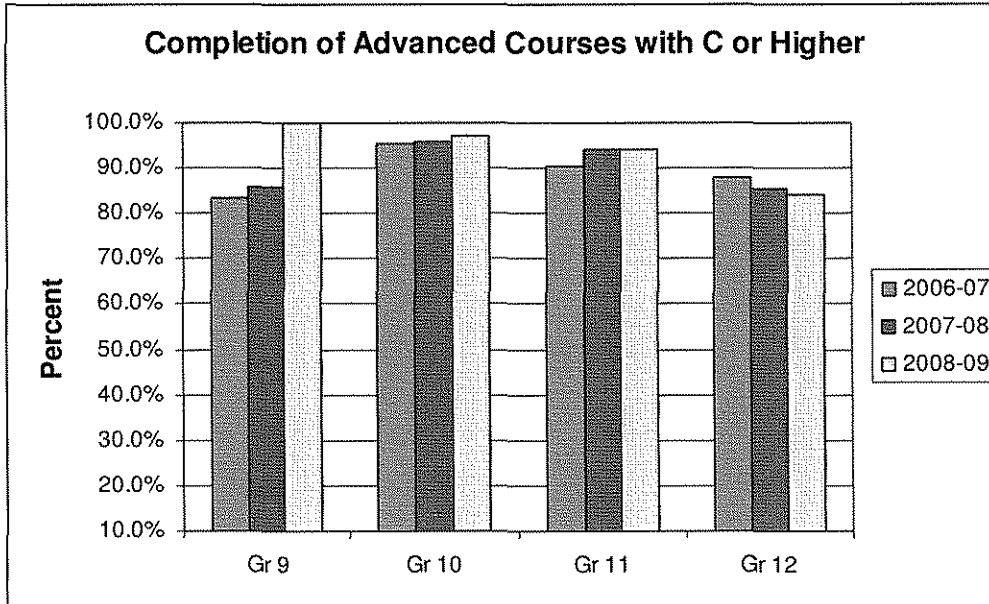
We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

Curriculum Objective 1: Accelerated Learning

Structure MMUSD's K-12 instruction, comprehensive course offerings and pathways in alignment with MMUSD's Strategic Plan and the Wisconsin Model Academic Standards to expand and create effective accelerated learning opportunities for all students.

Benchmark 1A: By 2014-2015, 100% of 9th graders and 95% of 10 – 12th graders will complete advanced courses with a grade of "C" or higher.

Description of the Benchmark: Advanced courses were consistently defined across schools as indicated in the TAG plan during the 2009-2010 school year. Review of all transcript records for each student individually to determine if in all advanced courses the student achieved grades of “C” or higher in all such courses during the academic year.



Brief Narrative: For the 2008-09 school year, 9th graders met the benchmark objective of 100% achieving a C or higher in advanced courses. Similarly, 10th grade students have met their benchmark objective of 95% achieving a C or higher in advanced courses for the past three years. Eleventh grade students in advanced courses are on-track with 94% of students achieving a C or higher for the past two years. Twelfth grade student performance has declined for the past three years, moving from 88% to 84% of students achieving a C or higher in advanced courses.

Benchmark 1B: By 2014-2015, 98% of students will have taken the ACT.

Description of the Benchmark: This measure aligns with the goal of ensuring students are on track for graduation. If students are adequately prepared to take the ACT this alignment is inferred. Data come from the file provided by the ACT annually.

Percent of MMSD 12th Graders Tested on ACT

Year	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-2000	1998-99
East	56.8	59.4	58.0	58.4	66.2	64.3	58.0	59.9	58.5	56.4	73.9
Lafollette	59.4	62.1	61.7	65.3	68.5	64.3	59.8	57.4	67.1	66.8	70.5
Memorial	67.9	74.9	78.9	74.6	80.4	79.9	74.4	82.2	74.4	79.8	85.8
West	75.3	78.7	71.9	73.8	75.1	67.9	74.0	65.9	73.9	77.0	71.4
District	56.5	59.3	69.2	61.4	73.5	70.2	68.2	72.1	69.9	71.8	66.9

Brief Narrative: The percentage of seniors participating in the ACT has remained relatively stable since 1995, ranging between 67% and 74% participation. It is anticipated that the participation rate will climb as the district implements ACT's Educational Planning and Assessment System (EPAS). EPAS makes use of ACT's EXPLORE and PLAN tests to give teachers, counselors, students and administrators an integrated system for student planning, instructional support, assessment and evaluation. In 2010-2011, the district will implement the EXPLORE in grades 8 and 9. The PLAN, commonly referred to as the ACT practice test, will be implemented in grade 10 during the 2010-11 school year. PLAN is a strong predictor of success on the ACT.

Additional data 1C: High School course mapping by school

Strategies used to achieve this objective in year 1 include:

- Current course sequences have been mapped, prerequisites identified, and common course names established.
- A three year plan to provide equitable advanced placement courses at all high schools has been established.
- Course enrollment and successful completion data has been analyzed and will be available for use as baseline data.
- Curriculum mapping has resulted in an analysis of course expectations based on College and Career Readiness Standards.
- Recommendations from the TAG work group and Math and Fine Arts Task Forces have been partially implemented.
- A district-wide assessment team was established in October; all departments have identified assessment gaps and tools to address those gaps.
- Benchmark assessments have been piloted along with TAG assessments and reading interventions (i.e., Achieve 3000, System 44).

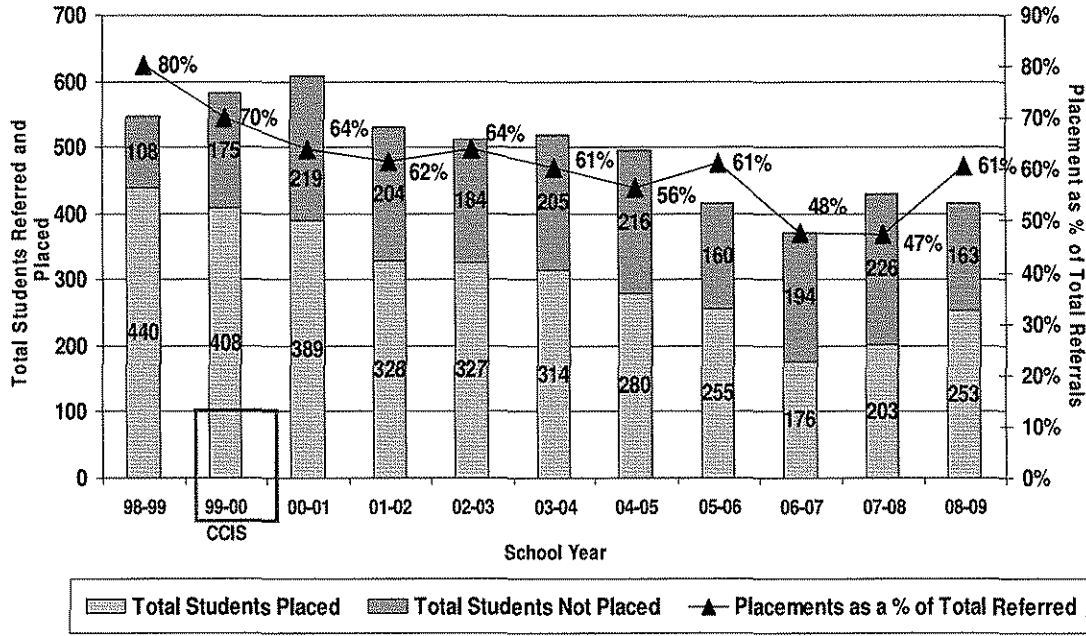
Curriculum Objective 4: Cultural Relevance

MMSD staff will develop and implement culturally relevant teaching strategies, in particular addressing African American students, across the content areas in order to help all students achieve Wisconsin and MMSD standards.

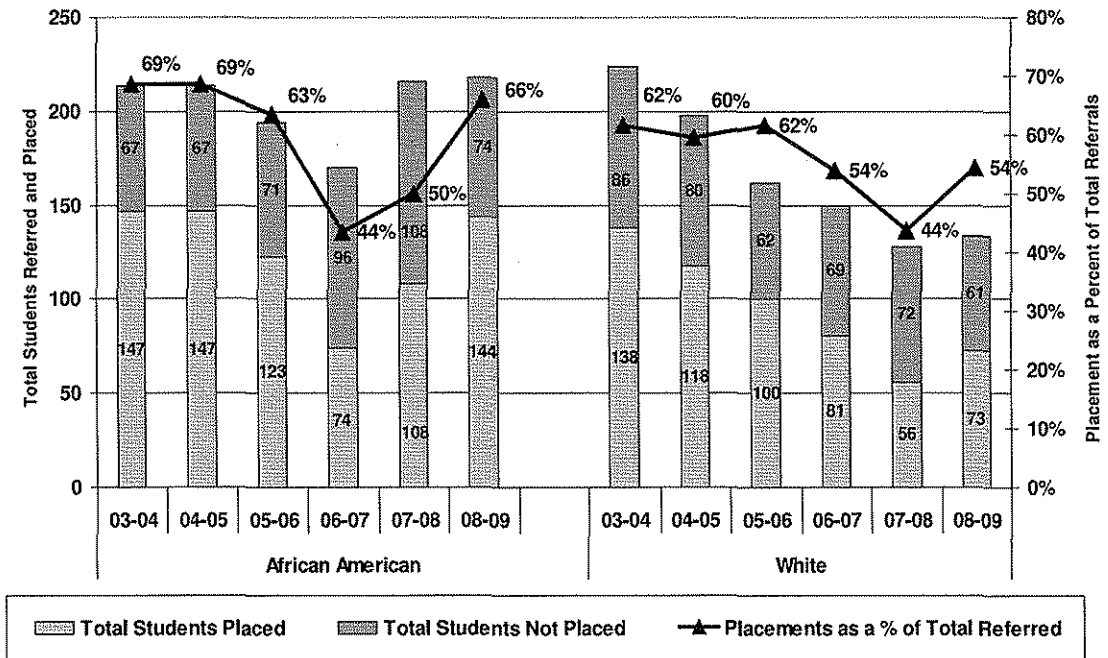
Benchmark 4A: Special Education placements

Description of Benchmark: This measure represents the degree to which efforts at ensuring quality in the referral, assessment, and placement process are being achieved. Data come from a review of the special education information system records.

K-12 Initial Referrals and Placements into Special Education



K-12 Initial Referrals & Placements into Special Education



Brief Narrative: The percent of referrals that went onto placement in special education increased in 2008-09 suggesting a greater degree of quality in referrals. African American students continue to have a higher rate of special education placement compared with White students.

Benchmark 4B: Disproportionality data

Description of Benchmark: This measure indicates the degree to which student demographic subgroups are over- or under-represented in special education relative to their proportion of the general student enrollment. Risk ratio compares the risk of one racial/ethnic group to the risk for all other racial/ethnic groups combined.

Ethnic Group	Special Education Enrollment		Special Education Percentage		District Enrollment Third Friday September		Percent of District Enrollment in Ethnic Group		Percent of Ethnic Group in SE	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
African American	1,582	1,655	38%	39%	5,653	5,771	23%	24%	28%	29%
White	1,890	1,833	45%	43%	12,781	12,381	52%	51%	15%	15%
Hispanic	419	504	10%	12%	3,360	3,533	14%	14%	12%	14%
Native American	42	39	1%	1%	172	194	1%	1%	24%	20%
Asian	226	233	5%	5%	2,577	2,617	10%	11%	9%	9%
TOTAL	4,159	4,264	100%	100%	24,543	24,496	100%	100%		

	Year	CD	EBD	SLD	OHI	SL	LI*
Native American	08-09	2.68	2.55	0.94	1.89	0.31	0.24
	07-08	2.16	2.38	1.23	2.02	1.43	0.30
African American	08-09	2.90	4.11	3.08	2.13	1.15	0.78
	07-08	3.26	3.88	2.95	1.96	1.25	0.62

*LI = Autism, Deaf-Blind, Hearing Impairment, Orthopedic Impairment, Significant Developmental Delay, Traumatic Brain Injury, Visual Impairment

Brief Narrative: DPI defines disproportionate representation as risk ratio of 2.0 or greater. African American and Native American student subgroups continue to have much higher rates of special education placement compared with White, Asian, and Hispanic students. Risk ratios across disability categories for these two student subgroups varied in how they changed between 2007-08 and 2008-09. Most disability categories continue to exceed the 2.0 threshold.

Strategies used to achieve this objective in year 1 include:

Completed

- Intensive work at pilot schools (K-5).
- A year-long series of six strands of professional development have been provided at Falk and Mendota (K-5).
- A series of walk-throughs based on culturally relevant practices and data have been conducted (K-5).

In process

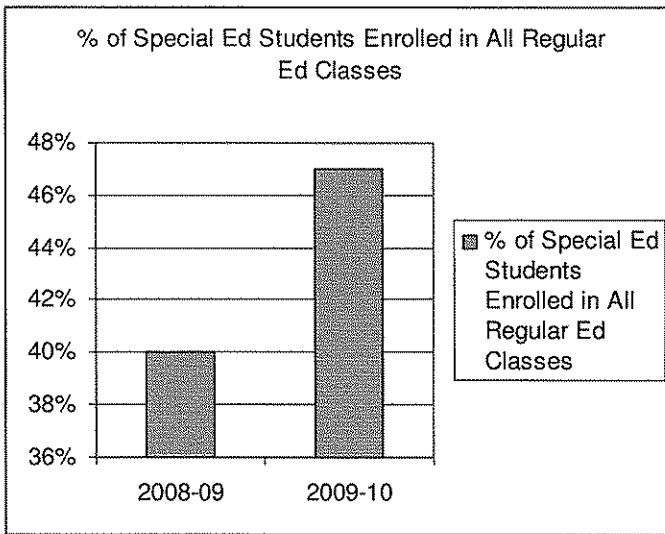
- Analysis of pre and post data from pilot schools (K-5).
- Launched multi-year professional development with secondary staff representing seven middle and four high schools (6-12).
- Specific strategies to build oral and written language comprehension and production across cultures are identified and implemented.
- Professional collaboration time at the secondary level will include system-wide focus on improving instruction for all students.
- School Improvement Plans will include measurable objectives addressing the needs of underserved populations in the school.
- Advisory group established that has diverse membership.

Curriculum Objective 5: Flexible Instruction

MMSD staff will develop and implement flexible instruction that is responsive to student needs by creating relevant and engaging learning experiences that demand critical thinking and collaborative processing for all students.

Benchmark 5A: By 2014-2015, 90% of all disabled students will be enrolled in general education (credit generating) courses.

Description of the Benchmark: This measure indicates the degree to which students with IEPs are enrolled in courses which are considered mainstream. Data come from a review of the transcript records for each student.

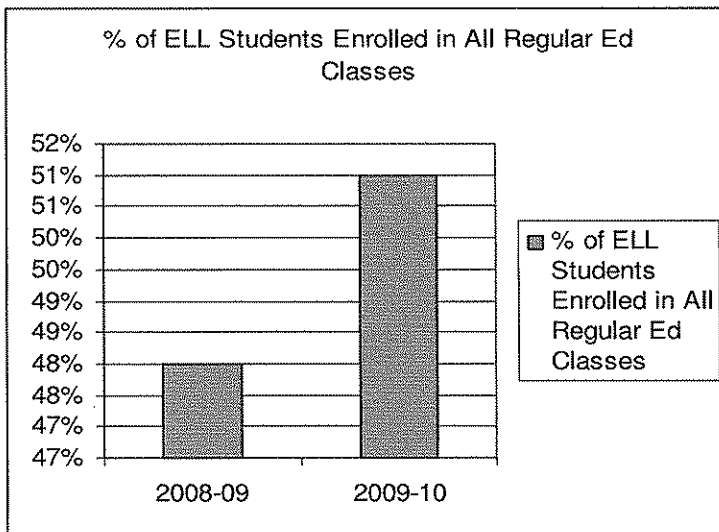


School	2008-09	2009-10
East High	45%	55%
La Follette High	50%	58%
Memorial High	42%	49%
West High	21%	19%

Brief Narrative: The percentage of students with disabilities who were enrolled in all regular education classes grew from 40% in 2009 to 47% in 2010. If growth remains steady, the district will reach 75% in five years. To meet its objective of 90% enrollment in regular education classes by 2014-15, changes in course enrollment must progress at a faster rate.

Benchmark 5B: By 2014-2015, 90% of all ESL students will be enrolled in general education (credit generating) courses.

Description of the Benchmark: This measure indicates the degree to which students with IEPs are enrolled in courses which are considered mainstream. Data come from a review of the transcript records for each student.



School	2008-09	2009-10
East High	39%	48%
La Follette High	71%	68%
Memorial High	36%	48%
West High	48%	42%

Brief Narrative: Enrollment of English language learners in all regular education courses increased by three percent over the last year. At the current rate of three points per year, it will take 14 years to reach the goal of 90% enrollment in regular education courses.

Strategies used to achieve this objective in year 1 include:

Completed

- 75 staff attended differentiation lesson planning professional development in May, 2010.

In process

- Research-based working definition of flexible instruction made explicit in professional development for staff.
- Elementary math pilot to extend assessment practices for ELL and students with disabilities.
- Classroom walk-throughs document flexible learning and assessments in all classrooms, including the presence of student voice and options
 - Decreased number of expulsions and suspensions.
 - Increased attendance rates.
 - Increased credit attainment.

Section 5: Strategic Priority--Staff

We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body.

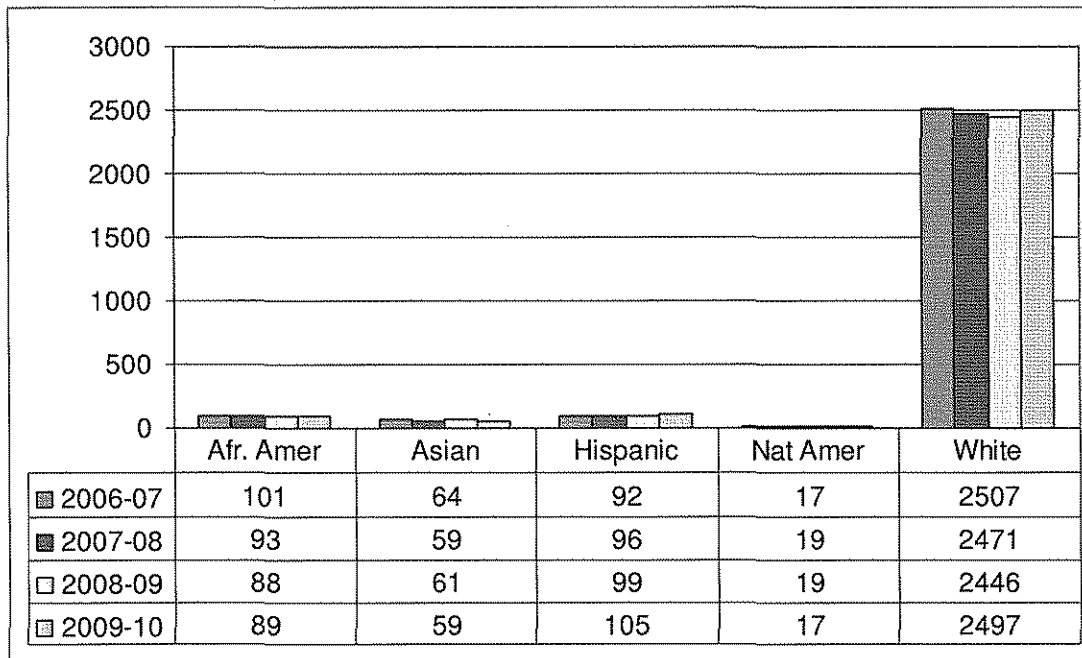
Staff Objective 2: Recruiting and Retaining Staff

The district will enhance the recruitment and retention rate of high quality teachers and administrators by focusing on the various stages of an educator's career.

Benchmark 2A: Staff by race/ethnicity all groups

Description of Benchmark: These data come from a review of the human resource information system. Any persons employed in these roles during the fiscal year were included.

The following graph represents teachers and administrators

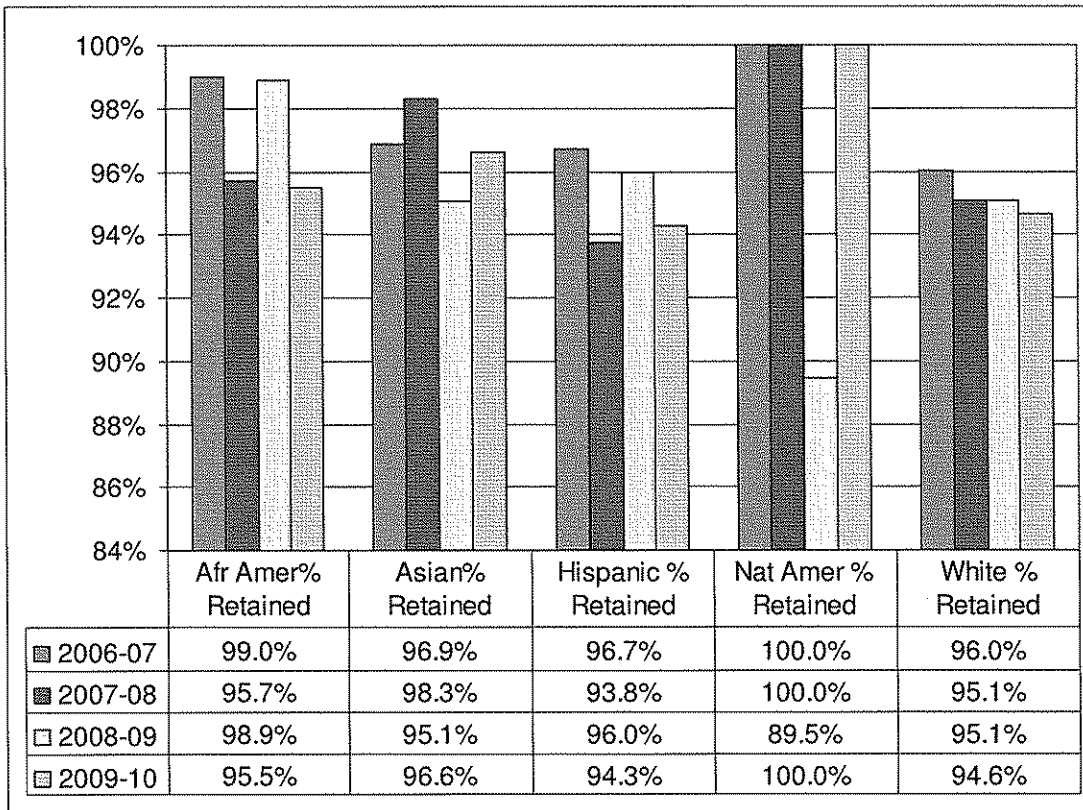


Brief Narrative: Over the past four years, there has been a slight decrease in the number of African American teachers and administrators and a slight increase in the number of Hispanic teachers and administrators employed at MMSD.

Benchmark 2B: Retention rates by race/ethnicity all groups

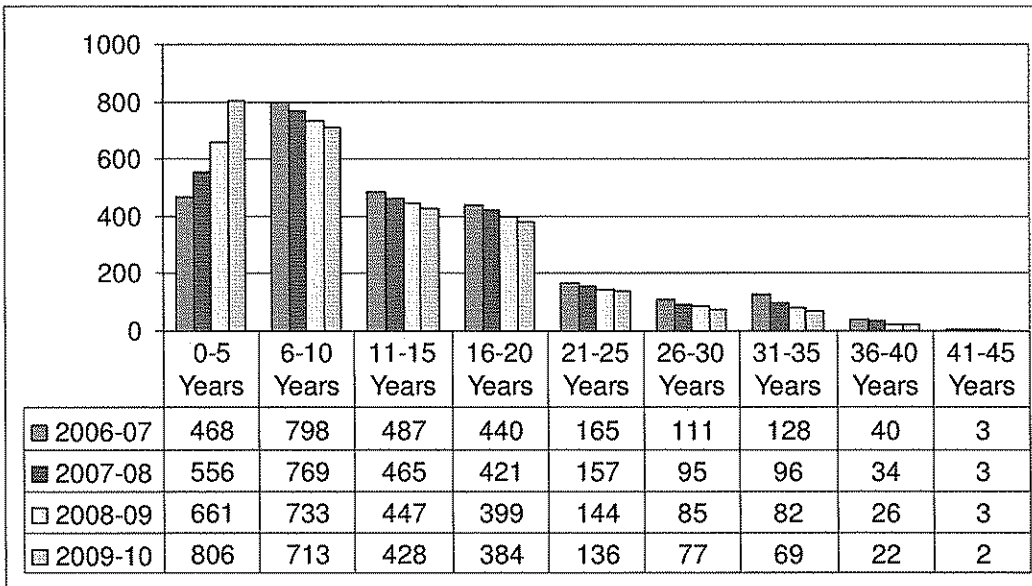
Description of Benchmark: These data come from a review of the human resource information system. Any person employed in these roles during the fiscal year - and were not employed for reasons other than retirement or death the following year - are included.

The following graph represents teachers and administrators



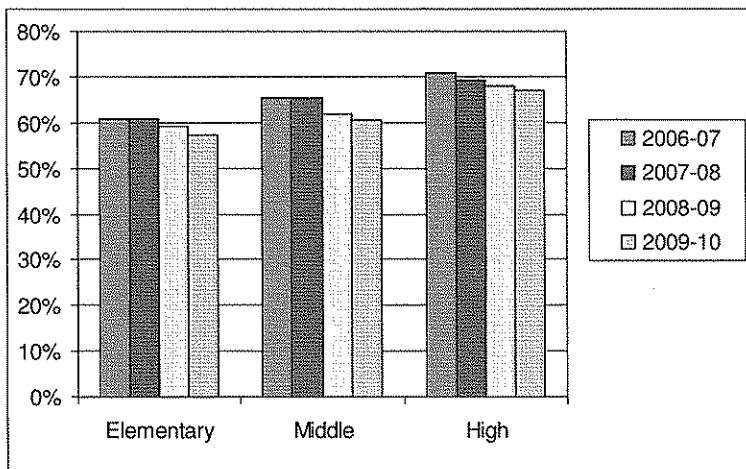
Brief Narrative: Retention rates for teacher and administrative staff across ethnic-racial subgroups are fairly similar and basically unchanged over the past four years.

Additional Data: Teacher years of experience



Brief Narrative: The number of teachers with five or fewer years of experience continues to grow within the District while the numbers in other age groups decreases.

Additional Data: Advanced degree by grade level



Brief Narrative: The proportion of teachers with advanced degrees has declined slightly over the past four years. This is consistent with a younger teacher work force in the District. This pattern is consistent across all levels.

Strategies used to achieve this objective in year 1 include:

- La Follette High School will begin a program with Edgewood College next year to attract high school students of color into the field of education and teaching

- Human Resources has developed a system to capture positively evaluated student teachers, administrative interns, and teachers employed during summer school
- Recruitment and hiring results have been submitted to the BOE and will be updated annually.
- HR staff are working in collaboration with the University of Wisconsin to develop an interview tool to assist with measuring cultural competence.

Section 6: Strategic Priority--Resource/Capacity

We will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission.

The following formation provides an overview on key attributes regarding resource distribution and availability.

Elementary Schools

MMSD has 32 elementary schools that are located in neighborhoods throughout the city. The schools range in enrollment size from 700+ to 230 at our smallest schools. Elementary schools are in the process of implementing the Positive Behavior Support model that teaches students school-appropriate behavior and problem-solving skills. All of our schools embrace inclusionary practices and support for students with accelerated needs, special education needs and English language learners. Two of our elementary schools are Dual Immersion Schools, offering English and Spanish as the languages.

MSCR provides after school programs in eight schools to provide students with academic and other activities. After school tutoring is provided by Schools of Hope United Way and Community Learning Center grants. Following are some of the unique programs offered in the elementary schools:

- Balanced Literacy
- Every Day Math/Investigations Math/Singapore Math
- FOSS Science Curriculum
- PBIS
- Arts & Music
- SAGE Classrooms
- Dual Immersion
- SPARC Backpacks
- LEAP
- Reading Recovery

Our elementary schools are child-centered, with a strong literacy focus. The caring staff members in Madison's 32 elementary schools are dedicated to help students achieve to their potential.

- Students are taught to read using a Balanced Literacy approach – a combination of phonics, whole word recognition, and writing instruction in large blocks of uninterrupted time.
- Every Day Math, Investigations Math and Singapore Math are the three programs used in the elementary schools. For consistency district wide, all elementary schools will be implementing the Investigations and Singapore Curriculum within the next two years. This combined curriculum matches 90% of the District’s Math Standards at each grade level.
- FOSS Science curriculum provides hands-on science learning that make science memorable and fun.
- The arts and music remain important components of our curriculum.
- PBIS, the district’s anti-bullying program, creates strong school communities supporting students in taking responsibility in their own behavior by teaching necessary skills for shared community.
- Wisconsin’s Student Achievement Guarantee in Education (SAGE) program was created to improve student achievement through four school improvement strategies: class sizes of 15:1 in grades K-3, increased collaboration between schools and their communities, rigorous curriculum focusing on academic achievement, and improving professional development and staff evaluation practices. Each of our 20 SAGE schools has a 5-year renewable contract with the state, and receives state aid equal to \$2,250 for each child in the grades served by the program.
- There are two Dual Immersion programs in the elementary schools, with a goal of creating six district wide. Dual Immersion programs provide instruction in English and Spanish. Students are a mix of both native-English and native-Spanish speakers.
- SPARC Backpacks are offered in our Title I schools as a way to provide at home reading material for families in grades K-2. Each backpack has a different theme associated with the material with the backpack. Families check these out on a weekly basis.
- LEAP is an alternative program for students who are struggling emotionally. There are two sites in the district that offer this type of program for elementary students.
- Reading Recovery is an intervention program used at first grade. This program offers one to one reading support daily for struggling readers. Reading Recovery was developed by Dr. Marie Clay and is used internationally.

Middle Schools

MMSD has 11 middle schools that are located in neighborhoods throughout the city. The schools range in enrollment size from 700+ to 250 at our smallest schools, Wright and Spring Harbor. While each school has its own unique personality, all schools adhere to the MMSD middle school design that requires consistent instruction in all the schools in academics, world language, art, music, wellness, career exploration, technology and other electives. All schools focus on literacy needs as well and most provide remedial instruction using Read 180.

Each middle school has implemented the Positive Behavior Support model that teaches students school-appropriate behavior and problem-solving skills. All of our schools embrace inclusionary practices and support for students with accelerated needs, special education needs and English language learners.

MSCR provides after school programs in our middle schools to provide students with athletic and other extra curricular activities. After school tutoring is provided by Schools of Hope United Way, Urban League, Centro Hispano, PEOPLE program, and Community Learning Center grants.

High Schools

MMSD has four large, comprehensive high schools and a smaller alternative, Malcolm Shabazz High School. Students have opportunities to participate in coursework that runs the gamut from pre-engineering to Japanese, from Advanced Pottery to AP Statistics, from Starting a Business to Gourmet Chef. While not all schools offer all things, it has long been a Madison policy that students may elect to take specialized interest courses at any of the schools.

MMSD routinely has close to 60 or more National Merit semi-finalists. While this is merely one measure of academic success, it is one that speaks to the consistently rigorous instruction that occurs in our high schools.

Each of the four large schools is currently involved in a \$5.2 million dollar grant from the U.S. Department of Education. The schools are focusing on creating stronger personal relationships with every student and promoting and supporting teacher leadership development with specific emphasis on department chairs. The teacher leadership development is critical as the schools move forward to align student outcomes with the standards measured by The College Board assessments called ACT and Work Keys. The goal is improved, relevant instruction and preparation for every one of our high school students so that they are ready for the next phase of life that occurs after high school.

The high schools have strong athletic and extra curricular programs that are open to all. MSCR provides activities for students who wish to participate in something other than a WIAA regulated sport.

Fine arts are a centerpiece for all of our schools and the curricular and extra curricular offering in this area are world class.

Students who wish to pursue more focused instruction have opportunities through Project Lead the Way, CNA training, University of Wisconsin, Edgewood College or Madison College courses. We also have credit earning agreements with post secondary institutions that allow a student to earn credit that will count in high school and in college.

Shabazz High School has long been a national leader in the area of service learning. Students at Shabazz have multiple opportunities to participate in learning experiences that are outside the school walls and often the state line.

Additional Data: Computer inventory by school – June 2010

Level	School	Total Computers	Age of Computers (Years)				
			6+	4-5	3-4	2-3	1-2
1-Elem	Allis	185	29%	3%	30%	31%	6%
1-Elem	Chavez	250	27%	0%	65%	6%	1%
1-Elem	Crestwood	95	5%	35%	5%	53%	2%
1-Elem	Elvehjem	109	28%	1%	51%	18%	2%
1-Elem	Emerson	89	9%	1%	9%	78%	3%
1-Elem	Falk	123	40%	2%	10%	46%	2%
1-Elem	Franklin	80	6%	58%	4%	31%	1%
1-Elem	Glendale	141	32%	4%	11%	45%	8%
1-Elem	Gompers	93	49%	20%	11%	16%	3%
1-Elem	Hawthorne	140	36%	0%	0%	61%	4%
1-Elem	Huegel	121	68%	13%	2%	14%	3%
1-Elem	Kennedy	100	3%	60%	16%	19%	2%
1-Elem	Lake View	130	5%	3%	31%	58%	3%
1-Elem	Lapham	94	28%	30%	12%	18%	13%
1-Elem	Leopold	157	42%	10%	6%	38%	4%
1-Elem	Lincoln	185	11%	7%	8%	60%	14%
1-Elem	Lindbergh	81	6%	4%	6%	80%	4%
1-Elem	Lowell	121	36%	9%	8%	45%	2%
1-Elem	Marquette	95	34%	3%	37%	21%	5%
1-Elem	Mendota	169	33%	7%	2%	58%	1%
1-Elem	Midvale	126	46%	6%	4%	39%	6%
1-Elem	Muir	122	46%	3%	4%	46%	1%
1-Elem	Olson	210	0%	1%	2%	84%	13%
1-Elem	Orchard Ridge	111	56%	1%	1%	41%	2%
1-Elem	Randall	131	32%	48%	2%	15%	3%
1-Elem	Sandburg	131	27%	5%	5%	39%	25%
1-Elem	Schenk	104	18%	5%	8%	66%	3%
1-Elem	Shorewood	144	61%	24%	1%	11%	3%
1-Elem	Stephens	132	11%	11%	61%	15%	2%
1-Elem	Thoreau	128	28%	2%	8%	45%	18%
1-Elem	Van Hise	103	50%	10%	24%	16%	0%
2-Middle	Black Hawk	172	20%	1%	10%	67%	2%
2-Middle	Cherokee	237	21%	1%	44%	32%	2%
2-Middle	Hamilton	291	22%	13%	19%	28%	19%
2-Middle	Jefferson	162	7%	1%	9%	68%	14%
2-Middle	O'Keeffe	156	25%	0%	9%	56%	10%
2-Middle	Sennett	224	20%	30%	9%	38%	3%
2-Middle	Sherman	182	19%	3%	9%	46%	23%
2-Middle	Spring Harbor	108	30%	3%	8%	44%	15%
2-Middle	Toki	211	27%	8%	7%	55%	4%
2-Middle	Whitehorse	117	4%	2%	7%	82%	5%
2-Middle	Wright	206	18%	9%	9%	50%	14%
3-High	East	536	23%	3%	18%	46%	11%

Level	School	Total Computers	Age of Computers (Years)				
			6+	4-5	3-4	2-3	1-2
3-High	Jail	27	19%	0%	22%	59%	0%
3-High	LaFollette	554	16%	2%	26%	44%	13%
3-High	Memorial	626	18%	8%	10%	46%	18%
3-High	Shabazz	103	46%	4%	9%	24%	17%
3-High	West	601	27%	6%	18%	35%	14%
4-District	Doyle	416	32%	7%	16%	21%	23%
4-District	Hoyt	88	25%	1%	13%	24%	38%
4-District	Pflaum	73	47%	18%	4%	14%	18%
5-Total	Total	9090	25%	8%	16%	41%	10%

Brief narrative: The focus of one time funding in technology is on schools with higher percentages of low income students. These funds come from the Title 1 American Reinvestment and Recovery Act (ARRA) and the Microsoft Settlement cy pres program.

Section 7: Strategic Priority--Organization/Systems

The Madison Metropolitan School District will promote, encourage, and maintain systems of practice that serve to unify and strengthen its schools, programs, departments, and services as well as the district as a whole.

Organization/Systems Objective 1: Climate

Our schools will be safe and secure and foster a climate of respect and acceptance for all.

Benchmark 1A: By 2014-2015, no more than 5% of students in grades 6 - 12 and no students in grades K-5 will be suspended.

See Student Object 3: Transitions Benchmark 3C

Benchmark 1B: Student attendance by grade level and ethnic group

See Student Object 3: Transitions Benchmark 3D

Strategies used to achieve this objective in year 1 include:

Completed

- 5 H.S, All Middle and 19 Elem. trained at the Universal Level (80-85% of students)

Ongoing

- 13 Elementary Summer/Fall 2010. Each school PBS leadership Team.

- Code of Conduct revisions and expulsion abeyance options being developed
- Increase sub time middle & high for collaboration.
- Yearly SIP review with schools

Appendix A- WKCE Info by School – FAY students in a single school

WKCE Combined % Proficient & Advanced

GRADE	SCHOOL	Reading					Math			
		Fall 06	Fall 07	Fall 08	Fall 09		Fall 06	Fall 07	Fall 08	Fall 09
Grade 3	ALLIS EL	81%	56%	66%	73%		71%	58%	72%	70%
	CESAR CHAVEZ EL	84%	83%	83%	82%		80%	78%	83%	84%
	CRESTWOOD EL	90%	90%	95%	85%		89%	90%	78%	81%
	ELVEHJEM EL	79%	77%	78%	76%		73%	73%	76%	76%
	EMERSON EL	66%	63%	58%	66%		50%	45%	44%	57%
	FALK EL	62%	66%	52%	68%		70%	66%	53%	61%
	GLENDALE EL	48%	58%	47%	58%		37%	59%	55%	49%
	GOMPERS EL	76%	66%	75%	62%		73%	47%	80%	75%
	HAWTHORNE EL	73%	86%	78%	73%		65%	82%	75%	62%
	HUEGEL EL	72%	74%	82%	68%		64%	71%	79%	55%
	KENNEDY EL	95%	74%	86%	84%		95%	77%	79%	83%
	LAKE VIEW EL	59%	68%	56%	66%		53%	67%	70%	63%
	LEOPOLD EL	75%	70%	57%	63%		68%	61%	65%	59%
	LINCOLN EL	57%	83%	41%	72%		64%	66%	54%	71%
	LINDBERGH EL	68%	69%	74%	54%		52%	69%	65%	51%
	LOWELL EL	93%	81%	72%	82%		82%	73%	76%	71%
	MARQUETTE EL	81%	87%	93%	90%		84%	85%	88%	81%
	MENDOTA EL	71%	78%	59%	60%		54%	73%	74%	60%
	MUIR EL	83%	82%	80%	86%		84%	79%	87%	84%
	NUESTRO MUNDO	N/A	70%	51%	68%		N/A	49%	49%	58%
	OLSON EL	N/A	N/A	68%	86%		N/A	N/A	66%	90%
	ORCHARD RIDGE E	75%	56%	91%	75%		69%	66%	82%	67%
	RANDALL EL	83%	83%	80%	84%		78%	82%	78%	82%
	SANDBURG EL	88%	69%	70%	68%		84%	78%	67%	70%
	SCHENK EL	88%	60%	74%	57%		77%	58%	70%	43%
	SHOREWOOD HILLS	95%	93%	92%	95%		88%	98%	92%	91%
	STEPHENS EL	89%	77%	87%	86%		89%	81%	86%	91%
THOREAU EL	72%	81%	64%	62%		70%	79%	64%	55%	
VAN HISE EL	91%	92%	93%	96%		91%	92%	93%	98%	
	Total	77%	76%	73%	75%		74%	73%	73%	71%
Grade 4	ALLIS EL	65%	61%	60%	78%		56%	54%	57%	75%
	CESAR CHAVEZ EL	83%	80%	91%	82%		85%	76%	92%	88%
	CRESTWOOD EL	95%	93%	86%	85%		90%	90%	86%	81%
	ELVEHJEM EL	82%	87%	75%	80%		92%	83%	77%	74%
	EMERSON EL	68%	66%	66%	64%		54%	55%	69%	64%
	FALK EL	69%	51%	74%	54%		69%	49%	71%	59%
	GLENDALE EL	53%	48%	71%	48%		37%	48%	70%	50%
	GOMPERS EL	91%	79%	63%	65%		71%	72%	67%	85%
	HAWTHORNE EL	69%	69%	88%	72%		61%	54%	83%	75%
	HUEGEL EL	80%	79%	67%	77%		72%	67%	65%	83%
	KENNEDY EL	85%	91%	80%	78%		85%	97%	85%	87%
	LAKE VIEW EL	61%	54%	63%	66%		55%	54%	72%	84%
	LEOPOLD EL	68%	67%	61%	61%		73%	67%	67%	63%
LINCOLN EL	50%	63%	58%	54%		58%	74%	69%	66%	

GRADE	SCHOOL	Reading				Math			
		Fall 06	Fall 07	Fall 08	Fall 09	Fall 06	Fall 07	Fall 08	Fall 09
	LINDBERGH EL	82%	42%	64%	65%	64%	46%	78%	78%
	LOWELL EL	86%	88%	80%	68%	83%	63%	71%	78%
	MARQUETTE EL	89%	86%	88%	90%	84%	79%	83%	90%
	MENDOTA EL	75%	67%	69%	68%	79%	61%	78%	68%
	MUIR EL	80%	80%	80%	90%	79%	80%	80%	88%
	NUESTRO MUNDO	N/A	N/A	81%	63%	N/A	N/A	68%	70%
	OLSON EL	N/A	N/A	88%	70%	N/A	N/A	78%	78%
	ORCHARD RIDGE E	72%	74%	65%	69%	71%	82%	71%	68%
	RANDALL EL	92%	88%	89%	88%	90%	81%	86%	92%
	SANDBURG EL	83%	79%	66%	73%	83%	88%	66%	73%
	SCHENK EL	63%	80%	67%	68%	52%	81%	61%	68%
	SHOREWOOD HILLS	99%	96%	100%	95%	97%	95%	100%	94%
	STEPHENS EL	79%	89%	73%	88%	84%	89%	77%	88%
	THOREAU EL	83%	82%	82%	70%	77%	84%	79%	72%
	VAN HISE EL	100%	84%	97%	88%	100%	88%	92%	87%
	Total	78%	76%	76%	74%	76%	74%	77%	78%
Grade 5	ALLIS EL	76%	70%	64%	59%	62%	48%	63%	52%
	CESAR CHAVEZ EL	82%	83%	81%	88%	69%	78%	79%	89%
	CRESTWOOD EL	89%	99%	94%	80%	83%	90%	85%	72%
	ELVEHJEM EL	92%	87%	91%	76%	83%	91%	89%	70%
	EMERSON EL	72%	64%	64%	64%	63%	62%	60%	58%
	FALK EL	79%	81%	61%	69%	69%	67%	56%	74%
	GLENDALE EL	77%	68%	55%	72%	70%	57%	55%	68%
	GOMPERS EL	85%	80%	75%	72%	85%	68%	80%	68%
	HAWTHORNE EL	60%	75%	67%	82%	59%	64%	64%	77%
	HUEGEL EL	85%	79%	75%	62%	68%	72%	68%	63%
	KENNEDY EL	85%	82%	88%	82%	77%	82%	84%	85%
	LAKE VIEW EL	63%	54%	55%	66%	53%	52%	62%	80%
	LEOPOLD EL	82%	76%	75%	64%	72%	67%	63%	66%
	LINCOLN EL	64%	57%	62%	64%	68%	63%	70%	76%
	LINDBERGH EL	71%	80%	44%	72%	66%	58%	50%	75%
	LOWELL EL	81%	81%	74%	64%	65%	71%	74%	59%
	MARQUETTE EL	87%	94%	83%	89%	81%	92%	83%	87%
	MENDOTA EL	52%	70%	65%	59%	57%	73%	67%	52%
	MUIR EL	76%	88%	84%	79%	65%	79%	79%	68%
	NUESTRO MUNDO	N/A	N/A	N/A	78%	N/A	N/A	N/A	75%
	OLSON EL	N/A	N/A	79%	91%	N/A	N/A	79%	80%
	ORCHARD RIDGE E	82%	75%	73%	50%	79%	65%	77%	47%
	RANDALL EL	92%	91%	85%	91%	89%	88%	84%	87%
	SANDBURG EL	77%	79%	79%	56%	62%	70%	77%	63%
	SCHENK EL	69%	74%	64%	57%	44%	56%	67%	47%
	SHOREWOOD HILLS	96%	99%	96%	98%	96%	96%	95%	96%
	STEPHENS EL	87%	85%	87%	74%	82%	85%	83%	83%
	THOREAU EL	92%	78%	77%	79%	85%	78%	72%	81%
	VAN HISE EL	97%	97%	94%	97%	95%	90%	91%	95%
	Total	81%	80%	76%	76%	73%	74%	74%	74%
Grade 6	BLACK HAWK MID	66%	74%	75%	67%	61%	65%	65%	60%
	CHEROKEE HEIGHT	77%	77%	73%	66%	75%	74%	63%	62%
	HAMILTON MID	94%	94%	95%	92%	87%	91%	91%	92%

GRADE	SCHOOL	Reading				Math			
		Fall 06	Fall 07	Fall 08	Fall 09	Fall 06	Fall 07	Fall 08	Fall 09
	JAMES WRIGHT MI	75%	69%	51%	70%	55%	56%	49%	50%
	JEFFERSON MID	91%	84%	81%	76%	86%	76%	75%	73%
	OKEEFFE MID	89%	85%	83%	79%	80%	74%	77%	74%
	SENNETT MID	76%	79%	68%	75%	61%	71%	57%	66%
	SHERMAN MID	73%	69%	68%	70%	64%	63%	59%	72%
	SPRING HARBOR M	91%	89%	88%	93%	87%	82%	85%	86%
	TOKI MID	78%	73%	67%	68%	70%	67%	66%	61%
	WHITEHORSE MID	85%	80%	80%	79%	77%	67%	69%	75%
	Total	82%	80%	77%	76%	74%	73%	70%	71%
Grade 7	BLACK HAWK MID	75%	72%	79%	84%	68%	62%	70%	78%
	CHEROKEE HEIGHT	73%	77%	82%	78%	77%	72%	78%	68%
	HAMILTON MID	93%	93%	95%	96%	92%	91%	91%	93%
	JAMES WRIGHT MI	82%	70%	66%	71%	68%	60%	62%	62%
	JEFFERSON MID	85%	91%	84%	90%	84%	91%	79%	83%
	OKEEFFE MID	92%	89%	83%	87%	89%	90%	82%	84%
	SENNETT MID	78%	78%	80%	76%	73%	61%	71%	73%
	SHERMAN MID	66%	70%	74%	82%	57%	60%	59%	70%
	SPRING HARBOR M	95%	84%	91%	91%	92%	83%	90%	90%
	TOKI MID	72%	79%	78%	74%	69%	73%	71%	65%
	WHITEHORSE MID	85%	84%	79%	88%	78%	77%	66%	77%
	Total	81%	82%	82%	85%	77%	76%	76%	78%
Grade 8	BLACK HAWK MID	77%	77%	80%	76%	72%	62%	66%	70%
	CHEROKEE HEIGHT	71%	69%	75%	76%	74%	66%	73%	78%
	HAMILTON MID	91%	94%	94%	97%	85%	88%	91%	93%
	JAMES WRIGHT MI	71%	88%	76%	66%	62%	59%	47%	58%
	JEFFERSON MID	89%	85%	89%	83%	82%	81%	88%	79%
	OKEEFFE MID	90%	92%	89%	84%	84%	80%	84%	83%
	SENNETT MID	82%	80%	75%	81%	76%	72%	63%	83%
	SHERMAN MID	80%	67%	72%	76%	67%	57%	59%	73%
	SPRING HARBOR M	94%	94%	89%	86%	88%	88%	91%	93%
	TOKI MID	79%	77%	76%	72%	71%	66%	67%	69%
	WHITEHORSE MID	85%	85%	84%	85%	72%	76%	79%	75%
	Total	83%	82%	82%	81%	76%	73%	75%	79%
Grade 10	EAST HI	63%	64%	59%	70%	66%	65%	61%	63%
	LAFOLLETTE HI	63%	57%	69%	66%	59%	53%	56%	60%
	MEMORIAL HI	64%	75%	76%	77%	70%	72%	72%	74%
	WEST HI	79%	80%	77%	81%	83%	78%	72%	78%
	Total	68%	70%	71%	74%	70%	67%	66%	69%

Appendix B

By 2014-15, 100% of all students will report a positive sense of community based on selected items from the Climate Survey.

Secondary Students: My teachers really care about me and how well I do in school.						
			2006-07	2007-08	2008-09	2009-10
Affil. Alternatives	Don't Know/No Opinion	Count	10	4	7	1
		% within YEAR	8.6%	22.2%	6.7%	2.8%
	Strongly Agree	Count	45	1	38	20
		% within YEAR	38.8%	5.6%	36.2%	55.6%
	Agree	Count	51	12	56	14
		% within YEAR	44.0%	66.7%	53.3%	38.9%
	Disagree	Count	9	1	0	0
		% within YEAR	7.8%	5.6%	.0%	.0%
Strongly Disagree	Count	1	0	4	1	
	% within YEAR	.9%	.0%	3.8%	2.8%	
Total	Count	116	18	105	36	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
East	Don't Know/No Opinion	Count	24	21	14	46
		% within YEAR	6.3%	7.7%	7.3%	12.5%
	Strongly Agree	Count	75	58	50	73
		% within YEAR	19.6%	21.3%	26.0%	19.8%
	Agree	Count	218	142	102	170
		% within YEAR	56.9%	52.2%	53.1%	46.1%
	Disagree	Count	46	41	17	46
		% within YEAR	12.0%	15.1%	8.9%	12.5%
Strongly Disagree	Count	20	10	9	34	
	% within YEAR	5.2%	3.7%	4.7%	9.2%	
Total	Count	383	272	192	369	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
La Follette	Don't Know/No Opinion	Count	8	31	59	53
		% within YEAR	7.1%	8.3%	10.2%	12.7%
	Strongly Agree	Count	22	74	111	66
		% within YEAR	19.5%	19.9%	19.2%	15.8%
	Agree	Count	67	200	318	221
		% within YEAR	59.3%	53.8%	54.9%	52.9%
	Disagree	Count	10	55	64	60
		% within YEAR	8.8%	14.8%	11.1%	14.4%
Strongly Disagree	Count	6	12	27	18	
	% within YEAR	5.3%	3.2%	4.7%	4.3%	
Total	Count	113	372	579	418	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Memorial	Don't Know/No	Count	32	27	42	56

Secondary Students: My teachers really care about me and how well I do in school.						
			2006-07	2007-08	2008-09	2009-10
	Opinion	% within YEAR	6.2%	5.4%	6.3%	7.1%
	Strongly Agree	Count	98	113	172	177
		% within YEAR	19.0%	22.6%	26.0%	22.4%
	Agree	Count	288	274	358	411
		% within YEAR	55.8%	54.7%	54.1%	52.1%
	Disagree	Count	76	62	69	94
		% within YEAR	14.7%	12.4%	10.4%	11.9%
	Strongly Disagree	Count	22	25	21	51
		% within YEAR	4.3%	5.0%	3.2%	6.5%
	Total	Count	516	501	662	789
% within YEAR		100.0%	100.0%	100.0%	100.0%	
Shabazz	Don't Know/No Opinion	Count			2	1
		% within YEAR			4.2%	3.4%
	Strongly Agree	Count			32	19
		% within YEAR			66.7%	65.5%
	Agree	Count			13	8
		% within YEAR			27.1%	27.6%
	Disagree	Count			0	0
		% within YEAR			.0%	.0%
Strongly Disagree	Count			1	1	
	% within YEAR			2.1%	3.4%	
Total	Count			48	29	
	% within YEAR			100.0%	100.0%	
West	Don't Know/No Opinion	Count	35	60	52	54
		% within YEAR	8.2%	9.8%	8.8%	8.0%
	Strongly Agree	Count	86	130	142	138
		% within YEAR	20.1%	21.2%	24.0%	20.4%
	Agree	Count	236	323	315	375
		% within YEAR	55.1%	52.8%	53.3%	55.4%
	Disagree	Count	60	87	66	75
		% within YEAR	14.0%	14.2%	11.2%	11.1%
Strongly Disagree	Count	11	12	16	35	
	% within YEAR	2.6%	2.0%	2.7%	5.2%	
Total	Count	428	612	591	677	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Black Hawk	Don't Know/No Opinion	Count	8	17	29	20
		% within YEAR	5.8%	10.1%	8.8%	8.2%
	Strongly Agree	Count	49	53	114	81
		% within YEAR	35.5%	31.5%	34.7%	33.3%
	Agree	Count	73	78	147	116
		% within YEAR	52.9%	46.4%	44.7%	47.7%
Disagree	Count	5	14	24	18	

Secondary Students: My teachers really care about me and how well I do in school.						
			2006-07	2007-08	2008-09	2009-10
	% within YEAR		3.6%	8.3%	7.3%	7.4%
Strongly Disagree	Count	3	6	15	8	
	% within YEAR	2.2%	3.6%	4.6%	3.3%	
Total	Count	138	168	329	243	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Cherokee	Don't Know/No Opinion	Count	18	25	29	13
	% within YEAR	5.7%	5.6%	11.4%	8.7%	
Strongly Agree	Count	111	136	95	63	
	% within YEAR	35.1%	30.6%	37.4%	42.3%	
Agree	Count	140	206	110	62	
	% within YEAR	44.3%	46.4%	43.3%	41.6%	
Disagree	Count	25	45	9	5	
	% within YEAR	7.9%	10.1%	3.5%	3.4%	
Strongly Disagree	Count	22	32	11	6	
	% within YEAR	7.0%	7.2%	4.3%	4.0%	
Total	Count	316	444	254	149	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Hamilton	Don't Know/No Opinion	Count	23	18	24	27
	% within YEAR	10.6%	6.4%	7.3%	8.5%	
Strongly Agree	Count	66	105	117	101	
	% within YEAR	30.4%	37.4%	35.6%	32.0%	
Agree	Count	99	126	155	151	
	% within YEAR	45.6%	44.8%	47.1%	47.8%	
Disagree	Count	26	23	19	22	
	% within YEAR	12.0%	8.2%	5.8%	7.0%	
Strongly Disagree	Count	3	9	14	15	
	% within YEAR	1.4%	3.2%	4.3%	4.7%	
Total	Count	217	281	329	316	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Jefferson	Don't Know/No Opinion	Count	14	12	45	20
	% within YEAR	7.4%	9.3%	12.6%	8.5%	
Strongly Agree	Count	78	40	134	80	
	% within YEAR	41.1%	31.0%	37.4%	33.9%	
Agree	Count	87	70	154	116	
	% within YEAR	45.8%	54.3%	43.0%	49.2%	
Disagree	Count	9	2	15	14	
	% within YEAR	4.7%	1.6%	4.2%	5.9%	
Strongly Disagree	Count	2	5	10	6	
	% within YEAR	1.1%	3.9%	2.8%	2.5%	
Total	Count	190	129	358	236	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	

Secondary Students: My teachers really care about me and how well I do in school.						
			2006-07	2007-08	2008-09	2009-10
O'Keeffe	Don't Know/No Opinion	Count	19	18	26	17
		% within YEAR	10.4%	11.0%	13.3%	11.6%
	Strongly Agree	Count	60	44	59	46
		% within YEAR	33.0%	27.0%	30.3%	31.3%
	Agree	Count	81	75	91	56
		% within YEAR	44.5%	46.0%	46.7%	38.1%
	Disagree	Count	17	17	14	13
		% within YEAR	9.3%	10.4%	7.2%	8.8%
Strongly Disagree	Count	5	9	5	15	
	% within YEAR	2.7%	5.5%	2.6%	10.2%	
Total	Count	182	163	195	147	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Sennett	Don't Know/No Opinion	Count	14	9	33	20
		% within YEAR	7.4%	4.3%	11.8%	7.0%
	Strongly Agree	Count	81	87	112	105
		% within YEAR	42.9%	41.8%	40.1%	37.0%
	Agree	Count	81	91	107	128
		% within YEAR	42.9%	43.8%	38.4%	45.1%
	Disagree	Count	9	14	16	17
		% within YEAR	4.8%	6.7%	5.7%	6.0%
Strongly Disagree	Count	4	7	11	14	
	% within YEAR	2.1%	3.4%	3.9%	4.9%	
Total	Count	189	208	279	284	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Sherman	Don't Know/No Opinion	Count	13	25	9	9
		% within YEAR	8.4%	12.4%	7.0%	7.6%
	Strongly Agree	Count	66	65	62	50
		% within YEAR	42.9%	32.2%	48.4%	42.4%
	Agree	Count	65	87	51	47
		% within YEAR	42.2%	43.1%	39.8%	39.8%
	Disagree	Count	8	18	4	7
		% within YEAR	5.2%	8.9%	3.1%	5.9%
Strongly Disagree	Count	2	7	2	5	
	% within YEAR	1.3%	3.5%	1.6%	4.2%	
Total	Count	154	202	128	118	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Spring Harbor	Don't Know/No Opinion	Count	8	8	7	8
		% within YEAR	6.5%	6.3%	5.6%	6.0%
	Strongly Agree	Count	48	54	60	52
		% within YEAR	38.7%	42.9%	48.4%	39.1%
	Agree	Count	56	51	49	64
		% within YEAR	45.2%	40.5%	39.5%	48.1%

Secondary Students: My teachers really care about me and how well I do in school.			2006-07	2007-08	2008-09	2009-10
			Disagree	Count	11	11
	% within YEAR	8.9%	8.7%	5.6%	5.3%	
Strongly Disagree	Count	1	2	1	2	
	% within YEAR	.8%	1.6%	.8%	1.5%	
Total	Count	124	126	124	133	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Toki	Don't Know/No Opinion	Count	28	19	26	17
		% within YEAR	11.1%	9.3%	9.9%	6.6%
	Strongly Agree	Count	74	75	69	98
		% within YEAR	29.2%	36.8%	26.2%	38.3%
	Agree	Count	109	87	118	115
		% within YEAR	43.1%	42.6%	44.9%	44.9%
	Disagree	Count	30	19	29	10
		% within YEAR	11.9%	9.3%	11.0%	3.9%
Strongly Disagree	Count	12	4	21	16	
	% within YEAR	4.7%	2.0%	8.0%	6.3%	
Total	Count	253	204	263	256	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Whitehorse	Don't Know/No Opinion	Count	7	25	53	47
		% within YEAR	3.6%	13.1%	12.4%	11.7%
	Strongly Agree	Count	76	50	143	119
		% within YEAR	38.8%	26.2%	33.6%	29.5%
	Agree	Count	88	92	184	185
		% within YEAR	44.9%	48.2%	43.2%	45.9%
	Disagree	Count	15	12	33	31
		% within YEAR	7.7%	6.3%	7.7%	7.7%
Strongly Disagree	Count	10	12	13	21	
	% within YEAR	5.1%	6.3%	3.1%	5.2%	
Total	Count	196	191	426	403	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Wright	Don't Know/No Opinion	Count	10	11	6	9
		% within YEAR	9.7%	9.9%	6.9%	8.0%
	Strongly Agree	Count	47	46	33	45
		% within YEAR	45.6%	41.4%	37.9%	40.2%
	Agree	Count	44	46	41	55
		% within YEAR	42.7%	41.4%	47.1%	49.1%
	Disagree	Count	2	4	5	1
		% within YEAR	1.9%	3.6%	5.7%	.9%
Strongly Disagree	Count	0	4	2	2	
	% within YEAR	.0%	3.6%	2.3%	1.8%	
Total	Count	103	111	87	112	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	

Secondary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10	
Affil. Alternatives	Count		5	4	14	2	
		% within YEAR	4.5%	22.2%	13.7%	5.6%	
	Strongly Agree	Count	34	1	34	15	
		% within YEAR	30.6%	5.6%	33.3%	41.7%	
	Agree	Count	64	9	46	17	
		% within YEAR	57.7%	50.0%	45.1%	47.2%	
	Disagree	Count	5	1	3	2	
		% within YEAR	4.5%	5.6%	2.9%	5.6%	
	Strongly Disagree	Count	3	3	5	0	
		% within YEAR	2.7%	16.7%	4.9%	.0%	
	Count	111	18	102	36		
	% within YEAR	100.0%	100.0%	100.0%	100.0%		
East	Don't Know/No Opinion	Count	35	39	24	55	
		% within YEAR	9.3%	14.4%	12.5%	15.1%	
	Strongly Agree	Count	62	39	57	61	
		% within YEAR	16.4%	14.4%	29.7%	16.8%	
	Agree	Count	195	126	78	168	
		% within YEAR	51.6%	46.5%	40.6%	46.2%	
	Disagree	Count	51	46	21	42	
		% within YEAR	13.5%	17.0%	10.9%	11.5%	
	Strongly Disagree	Count	35	21	12	38	
		% within YEAR	9.3%	7.7%	6.3%	10.4%	
		Count	378	271	192	364	
		% within YEAR	100.0%	100.0%	100.0%	100.0%	
	La Follette	Don't Know/No Opinion	Count	12	57	72	49
			% within YEAR	10.7%	15.5%	12.6%	11.9%
Strongly Agree		Count	9	30	103	56	
		% within YEAR	8.0%	8.2%	18.1%	13.6%	
Agree		Count	67	184	267	197	
		% within YEAR	59.8%	50.0%	46.8%	47.8%	
Disagree		Count	14	60	77	60	
		% within YEAR	12.5%	16.3%	13.5%	14.6%	
Strongly Disagree		Count	10	37	51	50	
		% within YEAR	8.9%	10.1%	8.9%	12.1%	
		Count	112	368	570	412	
		% within YEAR	100.0%	100.0%	100.0%	100.0%	
Memorial		Don't Know/No Opinion	Count	49	52	51	64
			% within YEAR	9.5%	10.6%	7.8%	8.2%
	Strongly Agree	Count	69	62	179	181	
		% within YEAR	13.4%	12.6%	27.3%	23.2%	
	Agree	Count	294	278	319	385	
		% within YEAR	57.1%	56.5%	48.7%	49.4%	

Secondary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10
	Disagree	Count	60	62	74	85
		% within YEAR	11.7%	12.6%	11.3%	10.9%
	Strongly Disagree	Count	43	38	32	65
		% within YEAR	8.3%	7.7%	4.9%	8.3%
	Count	515	492	655	780	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Shabazz	Don't Know/No Opinion	Count			2	3
		% within YEAR			4.2%	10.3%
	Strongly Agree	Count			36	20
		% within YEAR			75.0%	69.0%
	Agree	Count			10	4
		% within YEAR			20.8%	13.8%
	Disagree	Count			0	1
		% within YEAR			.0%	3.4%
Strongly Disagree	Count			0	1	
	% within YEAR			.0%	3.4%	
West	Don't Know/No Opinion	Count	52	67	46	57
		% within YEAR	12.2%	11.0%	7.9%	8.8%
	Strongly Agree	Count	62	112	169	187
		% within YEAR	14.6%	18.5%	29.1%	28.7%
	Agree	Count	235	343	294	321
		% within YEAR	55.3%	56.5%	50.6%	49.3%
	Disagree	Count	62	47	45	41
		% within YEAR	14.6%	7.7%	7.7%	6.3%
Strongly Disagree	Count	14	38	27	45	
	% within YEAR	3.3%	6.3%	4.6%	6.9%	
	Count	425	607	581	651	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Black Hawk	Don't Know/No Opinion	Count	16	29	35	30
		% within YEAR	11.6%	17.2%	10.7%	12.6%
	Strongly Agree	Count	15	30	90	51
		% within YEAR	10.9%	17.8%	27.4%	21.3%
	Agree	Count	77	74	142	125
		% within YEAR	55.8%	43.8%	43.3%	52.3%
	Disagree	Count	19	19	32	18
		% within YEAR	13.8%	11.2%	9.8%	7.5%
	Strongly Disagree	Count	11	17	29	15
		% within YEAR	8.0%	10.1%	8.8%	6.3%
		Count	138	169	328	239
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Cherokee	Don't Know/No Opinion	Count	39	57	32	18

Secondary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10
		% within YEAR	12.5%	13.2%	12.6%	12.1%
Strongly Agree	Count		64	94	76	53
	% within YEAR		20.4%	21.8%	30.0%	35.6%
Agree	Count		148	192	112	58
	% within YEAR		47.3%	44.4%	44.3%	38.9%
Disagree	Count		38	64	17	7
	% within YEAR		12.1%	14.8%	6.7%	4.7%
Strongly Disagree	Count		24	25	16	13
	% within YEAR		7.7%	5.8%	6.3%	8.7%
	Count		313	432	253	149
	% within YEAR		100.0%	100.0%	100.0%	100.0%
Hamilton	Don't Know/No Opinion	Count	35	38	41	37
		% within YEAR	16.1%	13.7%	12.5%	11.8%
Strongly Agree	Count		28	61	95	80
	% within YEAR		12.8%	21.9%	29.0%	25.6%
Agree	Count		119	145	148	150
	% within YEAR		54.6%	52.2%	45.1%	47.9%
Disagree	Count		25	22	27	22
	% within YEAR		11.5%	7.9%	8.2%	7.0%
Strongly Disagree	Count		11	12	17	24
	% within YEAR		5.0%	4.3%	5.2%	7.7%
	Count		218	278	328	313
	% within YEAR		100.0%	100.0%	100.0%	100.0%
Jefferson	Don't Know/No Opinion	Count	21	21	41	31
		% within YEAR	11.2%	16.0%	11.5%	13.1%
Strongly Agree	Count		38	25	122	70
	% within YEAR		20.2%	19.1%	34.1%	29.7%
Agree	Count		103	68	142	101
	% within YEAR		54.8%	51.9%	39.7%	42.8%
Disagree	Count		18	9	30	13
	% within YEAR		9.6%	6.9%	8.4%	5.5%
Strongly Disagree	Count		8	8	23	21
	% within YEAR		4.3%	6.1%	6.4%	8.9%
	Count		188	131	358	236
	% within YEAR		100.0%	100.0%	100.0%	100.0%
O'Keefe	Don't Know/No Opinion	Count	16	21	28	25
		% within YEAR	9.1%	12.9%	14.4%	17.2%
Strongly Agree	Count		39	41	42	33
	% within YEAR		22.2%	25.2%	21.6%	22.8%
Agree	Count		85	78	99	54
	% within YEAR		48.3%	47.9%	51.0%	37.2%
Disagree	Count		20	12	8	12
	% within YEAR		11.4%	7.4%	4.1%	8.3%

Secondary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10
	Strongly Disagree	Count	16	11	17	21
		% within YEAR	9.1%	6.7%	8.8%	14.5%
		Count	176	163	194	145
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Sennett	Don't Know/No Opinion	Count	22	31	36	26
		% within YEAR	11.7%	14.9%	12.8%	9.3%
	Strongly Agree	Count	35	46	62	85
		% within YEAR	18.6%	22.1%	22.1%	30.4%
	Agree	Count	89	95	132	121
		% within YEAR	47.3%	45.7%	47.0%	43.2%
	Disagree	Count	26	19	28	29
		% within YEAR	13.8%	9.1%	10.0%	10.4%
	Strongly Disagree	Count	16	17	23	19
		% within YEAR	8.5%	8.2%	8.2%	6.8%
		Count	188	208	281	280
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Sherman	Don't Know/No Opinion	Count	23	35	16	14
		% within YEAR	15.1%	17.5%	12.6%	12.1%
	Strongly Agree	Count	50	35	41	37
		% within YEAR	32.9%	17.5%	32.3%	31.9%
	Agree	Count	59	84	52	50
		% within YEAR	38.8%	42.0%	40.9%	43.1%
	Disagree	Count	11	23	13	9
		% within YEAR	7.2%	11.5%	10.2%	7.8%
	Strongly Disagree	Count	9	23	5	6
		% within YEAR	5.9%	11.5%	3.9%	5.2%
		Count	152	200	127	116
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Spring Harbor	Don't Know/No Opinion	Count	15	15	10	11
		% within YEAR	11.8%	11.9%	8.1%	8.3%
	Strongly Agree	Count	42	36	48	39
		% within YEAR	33.1%	28.6%	39.0%	29.3%
	Agree	Count	58	61	53	66
		% within YEAR	45.7%	48.4%	43.1%	49.6%
	Disagree	Count	6	11	7	9
		% within YEAR	4.7%	8.7%	5.7%	6.8%
	Strongly Disagree	Count	6	3	5	8
		% within YEAR	4.7%	2.4%	4.1%	6.0%
		Count	127	126	123	133
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Toki	Don't Know/No Opinion	Count	47	26	38	32
		% within YEAR	19.0%	12.9%	14.7%	13.0%
	Strongly Agree	Count	38	42	55	53

Secondary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10	
		% within YEAR	15.3%	20.9%	21.2%	21.5%	
	Agree	Count	101	92	104	111	
		% within YEAR	40.7%	45.8%	40.2%	45.1%	
	Disagree	Count	32	21	28	24	
		% within YEAR	12.9%	10.4%	10.8%	9.8%	
	Strongly Disagree	Count	30	20	34	26	
		% within YEAR	12.1%	10.0%	13.1%	10.6%	
		Count	248	201	259	246	
		% within YEAR	100.0%	100.0%	100.0%	100.0%	
Whitehorse	Don't Know/No Opinion	Count	36	28	50	70	
		% within YEAR	18.4%	15.4%	11.8%	17.9%	
	Strongly Agree	Count	34	27	94	83	
		% within YEAR	17.3%	14.8%	22.3%	21.2%	
	Agree	Count	87	68	172	139	
		% within YEAR	44.4%	37.4%	40.8%	35.5%	
	Disagree	Count	28	35	56	50	
		% within YEAR	14.3%	19.2%	13.3%	12.8%	
	Strongly Disagree	Count	11	24	50	50	
		% within YEAR	5.6%	13.2%	11.8%	12.8%	
		Count	196	182	422	392	
		% within YEAR	100.0%	100.0%	100.0%	100.0%	
	Wright	Don't Know/No Opinion	Count	14	11	5	13
			% within YEAR	13.9%	9.9%	5.8%	11.8%
Strongly Agree		Count	27	42	35	38	
		% within YEAR	26.7%	37.8%	40.7%	34.5%	
Agree		Count	49	40	30	44	
		% within YEAR	48.5%	36.0%	34.9%	40.0%	
Disagree		Count	5	6	7	10	
		% within YEAR	5.0%	5.4%	8.1%	9.1%	
Strongly Disagree		Count	6	12	9	5	
		% within YEAR	5.9%	10.8%	10.5%	4.5%	
		Count	101	111	86	110	
		% within YEAR	100.0%	100.0%	100.0%	100.0%	

Elementary Students: My teachers really care about me and how well I do in school.						
			2006-07	2007-08	2008-09	2009-10
Allis Elementary	Don't Know/No Opinion	Count	23	31	5	16
		% within YEAR	11.1%	14.6%	2.8%	10.2%
	Agree	Count	176	162	157	120
		% within YEAR	84.6%	76.4%	88.2%	76.4%
	Disagree	Count	9	19	16	21
% within YEAR		4.3%	9.0%	9.0%	13.4%	
Total	Count	208	212	178	157	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Cesar Chavez Elementary	Don't Know/No Opinion	Count	26	22	11	24
		% within YEAR	11.1%	8.3%	4.4%	8.6%
	Agree	Count	196	231	222	252
		% within YEAR	83.8%	87.2%	89.5%	90.0%
	Disagree	Count	12	12	15	4
% within YEAR		5.1%	4.5%	6.0%	1.4%	
Total	Count	234	265	248	280	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Crestwood Elementary	Don't Know/No Opinion	Count	13	11	3	15
		% within YEAR	9.6%	7.3%	1.8%	8.3%
	Agree	Count	120	137	150	161
		% within YEAR	88.2%	91.3%	88.2%	89.0%
	Disagree	Count	3	2	17	5
% within YEAR		2.2%	1.3%	10.0%	2.8%	
Total	Count	136	150	170	181	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Elvehjem Elementary	Don't Know/No Opinion	Count	27	17	0	17
		% within YEAR	14.7%	9.4%	.0%	9.4%
	Agree	Count	154	160	1	147
		% within YEAR	83.7%	88.9%	100.0%	81.7%
	Disagree	Count	3	3	0	16
% within YEAR		1.6%	1.7%	.0%	8.9%	
Total	Count	184	180	1	180	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Emerson Elementary	Don't Know/No Opinion	Count	6	17	4	14
		% within YEAR	5.2%	11.7%	2.9%	12.2%
	Agree	Count	105	121	131	101
	% within	91.3%	83.4%	94.2%	87.8%	

Elementary Students: My teachers really care about me and how well I do in school.						
			2006-07	2007-08	2008-09	2009-10
YEAR						
	Disagree	Count	4	7	4	0
		% within YEAR	3.5%	4.8%	2.9%	.0%
	Total	Count	115	145	139	115
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Falk Elementary	Don't Know/No Opinion	Count	10	9	5	12
		% within YEAR	7.4%	7.6%	3.9%	8.4%
	Agree	Count	123	105	111	128
		% within YEAR	90.4%	88.2%	86.0%	89.5%
	Disagree	Count	3	5	13	3
		% within YEAR	2.2%	4.2%	10.1%	2.1%
	Total	Count	136	119	129	143
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Glendale Elementary	Don't Know/No Opinion	Count	4	17	9	28
		% within YEAR	7.0%	15.3%	6.6%	13.7%
	Agree	Count	52	88	107	167
		% within YEAR	91.2%	79.3%	78.7%	81.5%
	Disagree	Count	1	6	20	10
		% within YEAR	1.8%	5.4%	14.7%	4.9%
	Total	Count	57	111	136	205
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Gompers Elementary	Don't Know/No Opinion	Count	14	15	5	16
		% within YEAR	11.0%	19.5%	5.4%	14.8%
	Agree	Count	110	56	76	88
		% within YEAR	86.6%	72.7%	82.6%	81.5%
	Disagree	Count	3	6	11	4
		% within YEAR	2.4%	7.8%	12.0%	3.7%
	Total	Count	127	77	92	108
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Hawthorne Elementary	Don't Know/No Opinion	Count	16	23	4	9
		% within YEAR	11.0%	14.6%	2.9%	7.3%
	Agree	Count	125	125	125	108
		% within YEAR	85.6%	79.6%	91.2%	87.1%
	Disagree	Count	5	9	8	7
		% within YEAR	3.4%	5.7%	5.8%	5.6%
	Total	Count	146	157	137	124
		% within	100.0%	100.0%	100.0%	100.0%

Elementary Students: My teachers really care about me and how well I do in school.			YEAR			
			2006-07	2007-08	2008-09	2009-10
Huegel Elementary	Don't Know/No Opinion	Count	19	16	14	26
		% within YEAR	9.0%	7.6%	6.9%	11.5%
	Agree	Count	188	183	167	189
		% within YEAR	89.5%	86.7%	82.3%	83.6%
	Disagree	Count	3	12	22	11
		% within YEAR	1.4%	5.7%	10.8%	4.9%
Total	Count	210	211	203	226	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Kennedy Elementary	Don't Know/No Opinion	Count	20	18	9	18
		% within YEAR	8.5%	8.4%	3.8%	6.7%
	Agree	Count	212	191	210	240
		% within YEAR	90.6%	88.8%	87.9%	89.6%
	Disagree	Count	2	6	20	10
		% within YEAR	.9%	2.8%	8.4%	3.7%
Total	Count	234	215	239	268	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Lake View Elementary	Don't Know/No Opinion	Count	7	6	5	6
		% within YEAR	9.2%	7.1%	4.4%	5.0%
	Agree	Count	65	79	102	108
		% within YEAR	85.5%	92.9%	90.3%	90.8%
	Disagree	Count	4	0	6	5
		% within YEAR	5.3%	.0%	5.3%	4.2%
Total	Count	76	85	113	119	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Leopold Elementary	Don't Know/No Opinion	Count	27	20	13	40
		% within YEAR	10.8%	9.2%	5.0%	12.3%
	Agree	Count	215	194	210	261
		% within YEAR	86.0%	89.0%	80.8%	80.1%
	Disagree	Count	8	4	37	25
		% within YEAR	3.2%	1.8%	14.2%	7.7%
Total	Count	250	218	260	326	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Lincoln Elementary	Don't Know/No Opinion	Count	15	24	11	28
	% within YEAR	7.5%	13.8%	3.7%	9.8%	
	Agree	Count	181	145	257	249

Elementary Students: My teachers really care about me and how well I do in school.						
			2006-07	2007-08	2008-09	2009-10
		% within YEAR	91.0%	83.3%	85.7%	87.4%
	Disagree	Count	3	5	32	8
		% within YEAR	1.5%	2.9%	10.7%	2.8%
	Total	Count	199	174	300	285
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Lindbergh Elementary	Don't Know/No Opinion	Count	5	8	3	10
		% within YEAR	5.3%	6.8%	3.1%	9.4%
	Agree	Count	89	106	78	90
		% within YEAR	93.7%	89.8%	80.4%	84.9%
	Disagree	Count	1	4	16	6
		% within YEAR	1.1%	3.4%	16.5%	5.7%
Total	Count	95	118	97	106	
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Lowell Elementary	Don't Know/No Opinion	Count	9	25	2	11
		% within YEAR	9.7%	12.1%	2.1%	8.5%
	Agree	Count	81	173	88	118
		% within YEAR	87.1%	83.6%	91.7%	91.5%
	Disagree	Count	3	9	6	0
		% within YEAR	3.2%	4.3%	6.3%	.0%
Total	Count	93	207	96	129	
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Marquette Elementary	Don't Know/No Opinion	Count	18	8	14	25
		% within YEAR	11.3%	4.9%	7.1%	10.3%
	Agree	Count	138	153	157	211
		% within YEAR	86.8%	93.3%	80.1%	87.2%
	Disagree	Count	3	3	25	6
		% within YEAR	1.9%	1.8%	12.8%	2.5%
Total	Count	159	164	196	242	
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Mendota Elementary	Don't Know/No Opinion	Count	12	15	0	14
		% within YEAR	11.4%	12.9%	.0%	11.9%
	Agree	Count	87	95	112	102
		% within YEAR	82.9%	81.9%	97.4%	86.4%
	Disagree	Count	6	6	3	2
		% within YEAR	5.7%	5.2%	2.6%	1.7%
Total	Count	105	116	115	118	

Elementary Students: My teachers really care about me and how well I do in school.			2006-07	2007-08	2008-09	2009-10
			% within YEAR	100.0%	100.0%	100.0%
Muir Elementary	Don't Know/No Opinion	Count	18	13	1	20
		% within YEAR	9.6%	7.1%	.5%	10.2%
	Agree	Count	166	166	181	168
		% within YEAR	88.8%	91.2%	93.8%	85.7%
	Disagree	Count	3	3	11	8
		% within YEAR	1.6%	1.6%	5.7%	4.1%
Total	Count	187	182	193	196	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Nuestro Mundo Elementary	Don't Know/No Opinion	Count		1		6
		% within YEAR		6.7%		9.0%
	Agree	Count		14		58
		% within YEAR		93.3%		86.6%
	Disagree	Count		0		3
		% within YEAR		.0%		4.5%
Total	Count		15		67	
	% within YEAR		100.0%		100.0%	
Olson Elementary	Don't Know/No Opinion	Count			3	14
		% within YEAR			3.2%	12.0%
	Agree	Count			88	99
		% within YEAR			92.6%	84.6%
	Disagree	Count			4	4
		% within YEAR			4.2%	3.4%
Total	Count			95	117	
	% within YEAR			100.0%	100.0%	
Orchard Ridge Elementary	Don't Know/No Opinion	Count	14	18	4	7
		% within YEAR	13.6%	15.0%	3.4%	6.7%
	Agree	Count	89	91	107	94
		% within YEAR	86.4%	75.8%	92.2%	90.4%
	Disagree	Count	0	11	5	3
		% within YEAR	.0%	9.2%	4.3%	2.9%
Total	Count	103	120	116	104	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Randall Elementary	Don't Know/No Opinion	Count	27	32	9	37
		% within YEAR	8.8%	10.4%	2.9%	10.4%
	Agree	Count	274	267	271	308

Elementary Students: My teachers really care about me and how well I do in school.			2006-07	2007-08	2008-09	2009-10
			% within YEAR			
	Disagree	Count	6	10	33	11
		% within YEAR	2.0%	3.2%	10.5%	3.1%
	Total	Count	307	309	313	356
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Sandburg Elementary	Don't Know/No Opinion	Count	21	13	3	8
		% within YEAR	13.5%	12.6%	2.3%	5.6%
	Agree	Count	128	89	118	131
		% within YEAR	82.6%	86.4%	90.1%	92.3%
	Disagree	Count	6	1	10	3
		% within YEAR	3.9%	1.0%	7.6%	2.1%
Total	Count	155	103	131	142	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Schenk Elementary	Don't Know/No Opinion	Count	25	21	11	12
		% within YEAR	17.9%	13.7%	6.3%	6.6%
	Agree	Count	114	129	139	156
		% within YEAR	81.4%	84.3%	79.4%	85.7%
	Disagree	Count	1	3	25	14
		% within YEAR	.7%	2.0%	14.3%	7.7%
Total	Count	140	153	175	182	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Shorewood Elementary	Don't Know/No Opinion	Count	17	11	9	17
		% within YEAR	19.1%	10.5%	4.1%	9.8%
	Agree	Count	69	94	181	152
		% within YEAR	77.5%	89.5%	83.0%	87.4%
	Disagree	Count	3	0	28	5
		% within YEAR	3.4%	.0%	12.8%	2.9%
Total	Count	89	105	218	174	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Stephens Elementary	Don't Know/No Opinion	Count	15	19	6	20
		% within YEAR	7.2%	9.8%	3.9%	9.4%
	Agree	Count	189	170	136	185
		% within YEAR	90.4%	88.1%	88.9%	86.9%
	Disagree	Count	5	4	11	8
		% within YEAR	2.4%	2.1%	7.2%	3.8%
Total	Count	209	193	153	213	

Elementary Students: My teachers really care about me and how well I do in school.			2006-07	2007-08	2008-09	2009-10
			% within YEAR	100.0%	100.0%	100.0%
Thoreau Elementary	Don't Know/No Opinion	Count	8	16	9	20
		% within YEAR	7.1%	9.8%	5.2%	11.2%
	Agree	Count	102	143	150	149
		% within YEAR	91.1%	87.2%	86.7%	83.7%
	Disagree	Count	2	5	14	9
		% within YEAR	1.8%	3.0%	8.1%	5.1%
Total	Count	112	164	173	178	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Van Hise Elementary	Don't Know/No Opinion	Count	14	16	6	17
		% within YEAR	13.5%	11.0%	3.6%	10.8%
	Agree	Count	87	128	139	132
		% within YEAR	83.7%	87.7%	83.2%	84.1%
	Disagree	Count	3	2	22	8
		% within YEAR	2.9%	1.4%	13.2%	5.1%
Total	Count	104	146	167	157	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	

Elementary Students: I feel I belong at this school.						
			2006-07	2007-08	2008-09	2009-10
Allis Elementary	Don't Know/No Opinion	Count	30	30	21	22
		% within YEAR	14.2%	14.4%	11.8%	14.4%
	Agree	Count	139	135	135	95
		% within YEAR	65.6%	64.9%	75.8%	62.1%
	Disagree	Count	43	43	22	36
		% within YEAR	20.3%	20.7%	12.4%	23.5%
Total	Count	212	208	178	153	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Cesar Chavez Elementary	Don't Know/No Opinion	Count	28	32	19	38
		% within YEAR	12.1%	12.1%	7.7%	13.8%
	Agree	Count	177	201	200	228
		% within YEAR	76.3%	75.8%	80.6%	82.6%
	Disagree	Count	27	32	29	10
		% within YEAR	11.6%	12.1%	11.7%	3.6%
Total	Count	232	265	248	276	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Crestwood Elementary	Don't Know/No Opinion	Count	21	14	23	32
		% within YEAR	15.3%	9.3%	13.5%	17.7%
	Agree	Count	103	120	117	135
		% within YEAR	75.2%	80.0%	68.4%	74.6%
	Disagree	Count	13	16	31	14
		% within YEAR	9.5%	10.7%	18.1%	7.7%
Total	Count	137	150	171	181	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Elvehjem Elementary	Don't Know/No Opinion	Count	26	19	1	16
		% within YEAR	14.1%	10.7%	100.0%	8.9%
	Agree	Count	140	149	0	139
		% within YEAR	76.1%	83.7%	.0%	77.7%
	Disagree	Count	18	10	0	24
		% within YEAR	9.8%	5.6%	.0%	13.4%
Total	Count	184	178	1	179	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Emerson Elementary	Don't Know/No Opinion	Count	6	33	20	14
		% within YEAR	5.3%	22.4%	14.2%	12.3%
	Agree	Count	97	93	99	77
	% within	85.1%	63.3%	70.2%	67.5%	

Elementary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10
			YEAR			
	Disagree	Count	11	21	22	23
		% within YEAR	9.6%	14.3%	15.6%	20.2%
	Total	Count	114	147	141	114
		% within YEAR	100.0%	100.0%	100.0%	100.0%
Glendale Elementary	Don't Know/No Opinion	Count	10	29	21	52
		% within YEAR	17.9%	26.9%	15.0%	25.4%
	Agree	Count	35	63	90	123
		% within YEAR	62.5%	58.3%	64.3%	60.0%
Disagree	Count	11	16	29	30	
	% within YEAR	19.6%	14.8%	20.7%	14.6%	
Total	Count	56	108	140	205	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Gompers Elementary	Don't Know/No Opinion	Count	24	12	15	27
		% within YEAR	18.8%	15.8%	16.3%	25.0%
	Agree	Count	88	49	59	57
		% within YEAR	68.8%	64.5%	64.1%	52.8%
Disagree	Count	16	15	18	24	
	% within YEAR	12.5%	19.7%	19.6%	22.2%	
Total	Count	128	76	92	108	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Falk Elementary	Don't Know/No Opinion	Count	25	16	16	38
		% within YEAR	18.5%	13.4%	12.3%	26.8%
	Agree	Count	93	82	91	85
		% within YEAR	68.9%	68.9%	70.0%	59.9%
Disagree	Count	17	21	23	19	
	% within YEAR	12.6%	17.6%	17.7%	13.4%	
Total	Count	135	119	130	142	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Hawthorne Elementary	Don't Know/No Opinion	Count	21	24	17	19
		% within YEAR	14.5%	15.2%	12.2%	15.2%
	Agree	Count	101	114	103	89
		% within YEAR	69.7%	72.2%	74.1%	71.2%
Disagree	Count	23	20	19	17	
	% within YEAR	15.9%	12.7%	13.7%	13.6%	
Total	Count	145	158	139	125	
	% within	100.0%	100.0%	100.0%	100.0%	

Elementary Students: I feel I belong at this school.						
			2006-07	2007-08	2008-09	2009-10
YEAR						
Huegel Elementary	Don't Know/No Opinion	Count	29	32	34	31
		% within YEAR	13.9%	15.2%	16.8%	14.0%
	Agree	Count	149	143	129	156
		% within YEAR	71.3%	68.1%	63.9%	70.3%
	Disagree	Count	31	35	39	35
		% within YEAR	14.8%	16.7%	19.3%	15.8%
Total	Count	209	210	202	222	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Kennedy Elementary	Don't Know/No Opinion	Count	36	25	22	18
		% within YEAR	15.5%	11.6%	9.3%	6.7%
	Agree	Count	169	167	187	224
		% within YEAR	72.8%	77.3%	78.9%	83.9%
	Disagree	Count	27	24	28	25
		% within YEAR	11.6%	11.1%	11.8%	9.4%
Total	Count	232	216	237	267	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Lake View Elementary	Don't Know/No Opinion	Count	8	8	17	18
		% within YEAR	10.5%	9.8%	14.8%	15.1%
	Agree	Count	57	67	76	83
		% within YEAR	75.0%	81.7%	66.1%	69.7%
	Disagree	Count	11	7	22	18
		% within YEAR	14.5%	8.5%	19.1%	15.1%
Total	Count	76	82	115	119	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Leopold Elementary	Don't Know/No Opinion	Count	35	30	46	40
		% within YEAR	14.1%	14.0%	17.8%	12.3%
	Agree	Count	181	153	179	214
		% within YEAR	72.7%	71.2%	69.1%	66.0%
	Disagree	Count	33	32	34	70
		% within YEAR	13.3%	14.9%	13.1%	21.6%
Total	Count	249	215	259	324	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Lincoln Elementary	Don't Know/No Opinion	Count	37	31	22	45
		% within YEAR	18.6%	17.4%	7.2%	16.1%
	Agree	Count	143	127	247	216

Elementary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10
			% within YEAR			
	Disagree	Count	19	20	36	19
		% within YEAR	9.5%	11.2%	11.8%	6.8%
	Total	Count	199	178	305	280
		% within YEAR	100.0%	100.0%	100.0%	100.0%
	Lindbergh Elementary	Don't Know/No Opinion	Count	19	30	16
% within YEAR			20.7%	26.1%	15.8%	21.2%
Agree		Count	62	68	64	62
		% within YEAR	67.4%	59.1%	63.4%	59.6%
Disagree		Count	11	17	21	20
		% within YEAR	12.0%	14.8%	20.8%	19.2%
Total	Count	92	115	101	104	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Lowell Elementary	Don't Know/No Opinion	Count	18	38	11	22
		% within YEAR	19.1%	18.4%	11.5%	16.9%
	Agree	Count	66	135	71	99
		% within YEAR	70.2%	65.5%	74.0%	76.2%
	Disagree	Count	10	33	14	9
		% within YEAR	10.6%	16.0%	14.6%	6.9%
Total	Count	94	206	96	130	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Marquette Elementary	Don't Know/No Opinion	Count	35	27	25	45
		% within YEAR	21.7%	16.5%	12.8%	18.5%
	Agree	Count	108	120	148	177
		% within YEAR	67.1%	73.2%	75.9%	72.8%
	Disagree	Count	18	17	22	21
		% within YEAR	11.2%	10.4%	11.3%	8.6%
Total	Count	161	164	195	243	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Mendota Elementary	Don't Know/No Opinion	Count	36	21	4	32
		% within YEAR	34.6%	18.6%	3.5%	27.8%
	Agree	Count	47	64	89	58
		% within YEAR	45.2%	56.6%	78.8%	50.4%
	Disagree	Count	21	28	20	25
		% within YEAR	20.2%	24.8%	17.7%	21.7%
Total	Count	104	113	113	115	

Elementary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10
			% within YEAR			
Muir Elementary	Don't Know/No Opinion	Count	25	32	14	21
		% within YEAR	13.3%	17.7%	7.2%	10.7%
	Agree	Count	144	131	154	158
		% within YEAR	76.6%	72.4%	79.0%	80.2%
	Disagree	Count	19	18	27	18
		% within YEAR	10.1%	9.9%	13.8%	9.1%
Total	Count	188	181	195	197	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Nuestro Mundo Elementary	Don't Know/No Opinion	Count		2		5
		% within YEAR		13.3%		7.7%
	Agree	Count		9		54
		% within YEAR		60.0%		83.1%
	Disagree	Count		4		6
		% within YEAR		26.7%		9.2%
Total	Count		15		65	
	% within YEAR		100.0%		100.0%	
Olson Elementary	Don't Know/No Opinion	Count			8	18
		% within YEAR			8.3%	15.9%
	Agree	Count			73	84
		% within YEAR			76.0%	74.3%
	Disagree	Count			15	11
		% within YEAR			15.6%	9.7%
Total	Count			96	113	
	% within YEAR			100.0%	100.0%	
Orchard Ridge Elementary	Don't Know/No Opinion	Count	22	19	10	12
		% within YEAR	21.4%	15.6%	8.8%	11.8%
	Agree	Count	68	72	85	78
		% within YEAR	66.0%	59.0%	75.2%	76.5%
	Disagree	Count	13	31	18	12
		% within YEAR	12.6%	25.4%	15.9%	11.8%
Total	Count	103	122	113	102	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Randall Elementary	Don't Know/No Opinion	Count	44	46	22	62
		% within YEAR	14.5%	14.9%	7.1%	17.6%
	Agree	Count	236	238	247	262

Elementary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10	
			% within YEAR				
	Disagree	Count	24	25	43	29	
		% within YEAR	7.9%	8.1%	13.8%	8.2%	
	Total	Count	304	309	312	353	
		% within YEAR	100.0%	100.0%	100.0%	100.0%	
	Sandburg Elementary	Don't Know/No Opinion	Count	31	12	20	13
			% within YEAR	19.9%	11.5%	14.8%	9.2%
Agree		Count	87	73	94	115	
		% within YEAR	55.8%	70.2%	69.6%	81.0%	
Disagree		Count	38	19	21	14	
		% within YEAR	24.4%	18.3%	15.6%	9.9%	
Total	Count	156	104	135	142		
	% within YEAR	100.0%	100.0%	100.0%	100.0%		
Schenk Elementary	Don't Know/No Opinion	Count	25	32	41	15	
		% within YEAR	18.1%	21.1%	23.3%	8.5%	
	Agree	Count	96	95	102	126	
		% within YEAR	69.6%	62.5%	58.0%	71.2%	
	Disagree	Count	17	25	33	36	
		% within YEAR	12.3%	16.4%	18.8%	20.3%	
Total	Count	138	152	176	177		
	% within YEAR	100.0%	100.0%	100.0%	100.0%		
Shorewood Elementary	Don't Know/No Opinion	Count	14	19	17	26	
		% within YEAR	15.7%	18.1%	7.9%	14.8%	
	Agree	Count	69	73	181	141	
		% within YEAR	77.5%	69.5%	83.8%	80.1%	
	Disagree	Count	6	13	18	9	
		% within YEAR	6.7%	12.4%	8.3%	5.1%	
Total	Count	89	105	216	176		
	% within YEAR	100.0%	100.0%	100.0%	100.0%		
Stephens Elementary	Don't Know/No Opinion	Count	32	21	10	23	
		% within YEAR	15.5%	11.1%	6.5%	10.9%	
	Agree	Count	149	150	120	170	
		% within YEAR	72.3%	79.4%	77.9%	80.6%	
	Disagree	Count	25	18	24	18	
		% within YEAR	12.1%	9.5%	15.6%	8.5%	
Total	Count	206	189	154	211		
	% within YEAR						

Elementary Students: I feel I belong at this school.			2006-07	2007-08	2008-09	2009-10
			% within YEAR	100.0%	100.0%	100.0%
Thoreau Elementary	Don't Know/No Opinion	Count	15	26	29	34
		% within YEAR	13.4%	16.0%	16.9%	18.9%
	Agree	Count	85	116	117	127
		% within YEAR	75.9%	71.2%	68.0%	70.6%
	Disagree	Count	12	21	26	19
		% within YEAR	10.7%	12.9%	15.1%	10.6%
Total	Count	112	163	172	180	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	
Van Hise Elementary	Don't Know/No Opinion	Count	15	26	13	17
		% within YEAR	14.4%	17.8%	7.8%	11.0%
	Agree	Count	80	109	131	123
		% within YEAR	76.9%	74.7%	78.9%	79.4%
	Disagree	Count	9	11	22	15
		% within YEAR	8.7%	7.5%	13.3%	9.7%
Total	Count	104	146	166	155	
	% within YEAR	100.0%	100.0%	100.0%	100.0%	

Appendix C - Suspensions by year by school

School	2006-07	2007-08	2008-09
Allis Elem	1%	3%	3%
Crestwood Elem	1%	0%	1%
Elvehjem Elem	3%	2%	3%
Emerson Elem	6%	8%	4%
Franklin Elem	1%	0%	1%
Glendale Elem	3%	4%	3%
Gompers Elem	4%	3%	5%
Falk Elem	5%	11%	9%
Hawthorne Elem	2%	5%	4%
Lake View Elem	3%	2%	3%
Lapham Elem	0%	0%	0%
Muir Elem	1%	1%	2%
Lowell Elem	9%	9%	4%
Marquette Elem	0%	3%	0%
Mendota Elem	6%	6%	10%
Midvale Elem	1%	1%	1%
Thoreau Elem	4%	5%	5%
Orchard Ridge Elem	5%	12%	5%
Randall Elem	0%	1%	1%
Schenk Elem	5%	8%	3%
Shorewood Elem	0%	1%	0%
Stephens Elem	5%	2%	2%
Van Hise Elem	0%	1%	3%
Kennedy Elem	3%	3%	2%
Lincoln Elem	5%	2%	3%
Huegel Elem	2%	1%	2%
Chavez Elem	1%	3%	1%
Sandburg Elem	6%	5%	6%
Olson Elem	N/A	N/A	10%
Nuestro Mundo Elem	0%	1%	0%
Lindbergh Elem	1%	1%	5%
Leopold Elem	2%	3%	5%
Aero High	89%	46%	60%
Work/Learn High	12%	8%	9%
Shabazz High	9%	6%	12%
East High	19%	17%	15%
La Follette High	13%	17%	17%
West High	5%	5%	5%
East DCP	0%	2%	0%
Memorial High	7%	8%	8%
West DCP	2%	0%	0%
Cherokee Middle	15%	17%	16%
Aero Middle	67%	60%	67%
Black Hawk Middle	15%	15%	15%
O'Keefe Middle	15%	14%	15%

School	2006-07	2007-08	2008-09
Toki Middle	17%	22%	24%
Whitehorse Middle	13%	17%	19%
Sherman Middle	31%	25%	17%
Spring Harbor Middle	3%	2%	6%
Hamilton Middle	2%	4%	5%
Wright Middle	16%	11%	18%
Sennett Middle	15%	17%	18%
Jefferson Middle	8%	7%	5%

Appendix D - Attendance by year by school

School	2006-07	2007-08	2008-09	2009-10
Allis Elementary	94%	93%	94%	93%
Chavez Elementary	95%	95%	96%	96%
Crestwood Elementary	95%	94%	94%	94%
Elvehjem Elementary	95%	95%	96%	95%
Emerson Elementary	94%	92%	93%	93%
Falk Elementary	93%	93%	93%	92%
Franklin Elementary	95%	95%	95%	95%
Glendale Elementary	94%	93%	94%	95%
Gompers Elementary	95%	94%	96%	95%
Hawthorne Elementary	95%	95%	95%	95%
Huegel Elementary	95%	94%	95%	95%
Kennedy Elementary	96%	96%	96%	96%
Lake View Elementary	94%	94%	94%	93%
Lapham Elementary	93%	94%	94%	93%
Leopold Elementary	94%	93%	94%	94%
Lincoln Elementary	95%	95%	96%	95%
Lindbergh Elementary	93%	94%	94%	95%
Lowell Elementary	94%	93%	93%	95%
Marquette Elementary	94%	93%	95%	94%
Mendota Elementary	92%	92%	92%	92%
Midvale Elementary	93%	93%	94%	93%
Muir Elementary	96%	95%	95%	95%
Nuestro Mundo Elementary	95%	95%	96%	95%
Olson Elementary	N/A	N/A	94%	94%
Orchard Ridge Elementary	94%	93%	93%	94%
Randall Elementary	96%	96%	96%	96%
Sandburg Elementary	95%	94%	96%	95%
Schenk Elementary	95%	94%	94%	94%
Shorewood Elementary	96%	96%	96%	96%
Stephens Elementary	95%	95%	96%	96%
Thoreau Elementary	93%	92%	93%	93%
Van Hise Elementary	96%	95%	96%	96%
Black Hawk Middle	94%	94%	94%	94%
Cherokee Middle	94%	83%	93%	92%
Hamilton Middle	96%	96%	95%	95%
Jefferson Middle	95%	95%	95%	94%
O'Keeffe Middle	93%	93%	94%	93%
Sennett Middle	96%	96%	95%	95%
Sherman Middle	93%	93%	94%	93%
Spring Harbor Middle	95%	96%	96%	96%
Toki Middle	93%	91%	94%	93%
Whitehorse Middle	94%	93%	94%	94%
Wright Middle	94%	93%	93%	94%
East High	88%	88%	88%	88%
La Follette High	89%	88%	89%	91%

School	2006-07	2007-08	2008-09	2009-10
Memorial High	91%	91%	95%	92%
SAPAR Middle and High	94%	61%	65%	65%
Shabazz High	89%	97%	88%	90%
West High	92%	92%	92%	92%
Work & Learn Center High	92%	81%	79%	84%