



**MILWAUKEE
PUBLIC SCHOOLS**

2008-2009
DISTRICT REPORT CARD

Division of Research and Assessment

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Michael Bonds, <i>President</i>	3rd District
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Larry Miller	5th District
Peter Blewett, <i>Vice President</i>	6th District
David Voeltner	7th District
Terrence Falk	8th District
Bruce Thompson	At Large

Finances

Operations Fund	\$968,752,624
Extension Fund	14,071,832
Construction Fund	23,025,832
Categorical Programs	234,160,769
Total Finances 2009-2010 ..	\$ 1,240,011,057
Property Tax Levy	\$ 287,778,700
Property Tax Rate	\$9.82
	(per \$1,000 assessed value)

Staffing Data

Teachers	5,928
Teaching Assistants	1,232
Support Staff	714
Principals/Assistant Principals	278
Certificated Administrators	292
Sub Total	8,444
Clerical/Technical/Other	808
Building/Maintenance/Security	1,064
Food Services	527
Sub Total	2,399
Total Staffing 2009-10	10,843



NONDISCRIMINATION NOTICE

It is the policy of the Milwaukee Public Schools that, as required by section 118.13, Wisconsin Statutes, no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

- For Section 118.13, Wisconsin Statutes, federal Title II, or federal Title IX: *Lauren Baker*, Coordinator, Office of Career and Technical Education, Room 29, Milwaukee Public Schools, 5225 West Vliet St. P. O. Box 2181, Milwaukee, Wisconsin, 53201-2181
- For Section 504 of the Rehabilitation Act of 1973 (Section 504): *Richard Brigham*, 504/ADA Coordinator for Students, MPS Department of Special Services, 5225 West Vliet St., Milwaukee, Wisconsin, 53208. (414) 475-8139 TTD: (414) 475-8139

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November 2009

In accordance with the MPS Administrative Policy 2.16, District Accountability System, the Administration presents the Board and the community with its annual Report Card for the 2008-09 school year. School-by-school reports are presented along with a district overview.

Requirements of the reauthorized *Elementary and Secondary Education Act*, otherwise known as No Child Left Behind (NCLB), stipulate that school districts report two year performance trends of students on statewide assessments in reading and mathematics, disaggregated by ethnicity, gender, socioeconomic status, migrant status, disability status, and English proficiency status. According to NCLB, the graduation rate must be reported for high schools, and another indicator (attendance) must be reported for elementary and middle schools. Additionally, each school's performance is to be compared with the state's adequate yearly progress target, and professional qualifications of teachers must be reported.

The 2008-2009 Report Card presents three to five year trends in performance for state and district assessments, disaggregated by ethnicity, gender, socioeconomic status, English proficiency status, and disability status. Graduation, promotion, and attendance rates are reported for applicable grades. Recent guidance from the Department of Education requires districts to present state results from the National Assessment of Educational Progress (NAEP). NAEP results for the state of Wisconsin (2008-09) are also presented. Other data of interest to the community, including GPA, mobility and stability rates, suspension rates, and enrollment information is reported. As per past practice, school leaders have submitted a brief text profile of their schools; this profile is part of the first page of information for each school. Results are reported in terms of all students enrolled (instead of only those enrolled for a full academic year) and for all schools serving MPS students.

The Report Card also presents the eighth year of value-added analyses of student achievement information to complement the attainment results required under NCLB. These measures level the playing field between schools serving diverse populations of students and help to improve our understanding of schools' achievement gains over time.

As noted above, NCLB requires that Report Cards also contain information regarding the percent of classes taught by "highly qualified" teachers. The district relies on the Department of Public Instruction's annual reports to provide this information to the community. Please go to <http://www.dpi.state.wi.us> for these data.

The Milwaukee Public Schools is in its third year of implementing *Working Together, Achieving More*, an Action Plan to improve Milwaukee Public Schools, 2007-2012. A brief explanation of the strategic plan follows as well as three pages detailing progress on key measurable objectives.

Deb Lindsey
 Director

Working Together Achieving More An Action Plan to Improve Milwaukee Public Schools

MPS is in the third year of *Working Together, Achieving More (WTAM)*, an Action Plan to improve Milwaukee Public Schools, 2007-2012. The plan supports the belief that all children can learn and will achieve. *WTAM* was a collaborative effort of MPS, the Milwaukee Board of School Directors, the Greater Milwaukee Committee, the Milwaukee Teachers' Educational Association, the Administrators' and Supervisors' Council, and the African American Education Council.

A Web site dedicated to the strategic plan is at <http://wtam.milwaukee.k12.wi.us/>

The strategic plan includes measurable objectives and key outcome measures under each of its eight goals (outlined on the right). Baselines were established for most measures in 2005-06, and results are reported annually to the Milwaukee Board of School Directors and the public.

Detailed strategies for reaching the eight strategic plan goals are listed in School Improvement Plans and in Central Services Functional Plans that are now the guideposts for the work performed by schools and the MPS departments. The School Improvement Plans and Functional Plans are updated annually.

Metrics were identified for measuring the progress in meeting each of the individual goals. The following three pages outline the goals, targets and progress toward meeting the targets.

As reported in October 2009 by the Superintendent to the Milwaukee Board of School Directors, most departments' budget plans will implement initiatives from more than one of the functional plans.

Additionally, the district is in full implementation of the performance budgeting model which will track and report progress toward the goals of the strategic plan, provide a process for reviewing and updating goals and objectives, and link available resources to support goal attainment.

Further, in collaboration with the University of Wisconsin-Madison's Center for Education Research, MPS is developing an Integrated Resource Information System (IRIS), that will allow the district to determine in a systematic way "what

works" in the Milwaukee education system. IRIS is a vehicle for providing data on many of the metrics currently in the School Improvement Plans and the Functional Plans, serving as a foundation for performance management throughout the district.



*Working Together
Achieving More*
<http://wtam.milwaukee.k12.wi.us>

**For MPS Teachers and
School Leaders**

**Action Plan to Improve
Milwaukee Public Schools
2007 – 2012**

- 1 Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.
- 2 School communities work together for improvement in academic achievement.
- 3 Leaders and staff demonstrate continuous improvement through focused professional development.
- 4 School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.
- 5 School staffs are supportive and responsive to students and families.
- 6 The district is accountable for measurable results.
- 7 The district's central services departments support student learning.
- 8 The district builds partnerships to support student achievement.



Working Together Achieving More—An Action Plan to Improve Milwaukee Public Schools

Section I - Student Success Through Academic Achievement

Goal #1: Students graduate prepared for higher education, careers and citizenship

Goals	Measurable Objective	2005-06	2007-08		2008-09		2009-10	2010-11	2011-12
		Baseline	Target	Actual	Target	Actual	Target	Target	Target
1.1	80% of students will read on grade level as measured by the WKCE-CRT	57%	59%	58%	62%	58%	67%	72%	80%
1.2	70% of students will be on grade level in mathematics as measured by the WKCE-CRT	38%	40%	42%	43%	47%	52%	61%	70%
1.3	70% of students will be on grade level in science as measured by the WKCE-CRT	37%	40%	39%	43%	40%	51%	59%	70%
1.4	Reduce by one-half the achievement gap in mathematics between Hispanic and their White counterparts (percentage points)	21	20	29	17	19	15	13	10
1.5	Reduce by one-half the achievement gap in mathematics between African American and their White counterparts in grade (percentage points)	36	35	41	30	37	25	20	18
1.6	75% of 9th graders will graduate in four years (data is from previous year)	65%	67%	69%	69%	68%	71%	73%	75%
		(2004-05)	(2006-07)	(2006-07)	(2007-08)	2007-08)	(2008-09)	(2009-10)	(2010-11)
1.7	75% of students will complete rigorous coursework: (four years of English, three years of math, three years of science and three years of social studies)	43%	45%	38%	50%	48%	55%	65%	75%
1.8	Reduce the percentage of MPS graduates who require remedial classes as UWM freshmen to 57%	81.0%	69.0%	77.9%	66.0%	72.7%	63.0%	60.0%	57.0%
1.9	Reduce to 12% the percentage of MPS graduates who are placed into Basic Skills instead of Occupational programs at MATC	21.0%	19.2%	21.1%	17.4%	23.0%	15.6%	13.8%	12.0%
1.10	15% of seniors will earn a score of 3+ on an AP exam or a 4+ on the IB Higher level exam	AP-TBD IB-TBD	AP-3% IB-TBD	AP-6% IB-TBD	AP-6% IB-TBD	AP- IB-TBD	AP-9% IB-TBD	Ap-12% IB-TBD	AP-15% IB-TBD
1.11	Reduce the class sizes in 4th - 12th grade to be comparable to size in other Milwaukee metropolitan school districts	TBD	TBD	---	TBD	---	TBD	TBD	TBD
1.12	Increase per pupil funding to reach an adequate level appropriate to meet the educational needs of MPS students as established by a new state school funding formula	TBD	TBD	---	TBD	---	TBD	TBD	TBD

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Working Together Achieving More—An Action Plan to Improve Milwaukee Public Schools

Section II - High Performing Schools and Classrooms

Goal #2: School communities work together for improvement in student achievement

Goal #3: Leaders and staff demonstrate continuous improvement through focused professional development.

Goal #4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility

Goal #5: School staff are supportive and responsive to students and families

Goals	Measurable Objective	2005-06 Baseline	2007-08		2008-09		2009-10 Target	2010-11 Target	2011-12 Target	
			Target	Actual	Target	Actual				
2.1	90% of MPS parents and staff will agree that they are involved in important decisions affecting their schools	Staff:	82%	83%	84%	85%	86%	87%	89%	90%
		Parents:	86%	87%	86%	88%	88%	89%	90%	90%
2.2	75% of MPS high school students will agree that they are involved in important decisions affecting their schools	50%	53%	54%	57%	60%	62%	67%	75%	
3.1	The district will establish a district-wide professional development plan that encompasses 100% of teachers and differentiates career stages and needs of teachers	TBD	20%	23%	40%	NA	60%	80%	100%	
3.2	The district will collaborate with <i>New Leaders for New Schools</i> to attract, prepare and support 40 new leaders in MPS schools by 2010-11	0	10	9	25	14	40	---	---	
4.1	100% of schools will have IPI results within 5 years	38%	50%	44%	62%	49%	75%	88%	100%	
4.2	85% of the schools will have IPI results at level 4 or higher at least 70% of the time	40%	49%	21%	58%	22%	67%	76%	85%	
4.3	Decrease the total number of schools defined as low performing to 10 or fewer within 5 years	23	22	19	19	15	16	13	<10	
4.4	100% of schools and programs will establish performance and outcome-based budgets aligned with to the educational plan	TBD	28%	28%	100%	73%	100%	100%	100%	
5.1	The student attendance rate will increase to 95%	Grades PreK to K5:	91.0%	92.0%	91.0%	93.0%	90.0%	94.0%	95.0%	
		Grades 1 to 5:	93.0%	93.5%	92.0%	94.0%	93.0%	94.5%	95.0%	
		Grades 6 to 8:	89.0%	90.0%	89.0%	91.0%	90.0%	92.0%	93.0%	95.0%
		Grades 9 to 12:	80.0%	82.0%	79.0%	84.0%	80.0%	89.0%	93.0%	95.0%
5.2	The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 80.0%	72.3%	71.0%	69.5%	72.0%	69.7%	75.0%	80.0%	80.0%	
5.3	The percent of elementary parents that place their children at the neighborhood school will increase to 35%	27%	30%	27%	31%	24%	32%	33%	35%	
5.4	95% of MPS stakeholders will rate the district's schools as safe	K-8 Students:	79%	80%	81%	84%	87%	88%	92%	95%
		High School Students:	62%	70%	71%	77%	75%	84%	91%	95%
		Staff:	81%	84%	85%	87%	85%	90%	93%	95%
		Parents:	90%	91%	90%	92%	91%	93%	94%	95%
5.5	No more than 40% of suspensions will be under the category of Violations of School Rules (Learning Environment)	79%	67%	71%	60%	66%	53%	46%	40%	

Working Together Achieving More—An Action Plan to Improve Milwaukee Public Schools

Section III - District and Community Support

Goal #6: The district is accountable for measurable results

Goal #7: The district's central services departments support student learning

Goal #8: Leaders and staff demonstrate continuous improvement through focused professional development

Goals	Measurable Objective	2005-06	2007-08		2008-09		2009-10	2010-11	2011-12
		Baseline	Target	Actual	Target	Actual	Target	Target	Target
6.1	The district meets 90% of all Wisconsin Report Card indicators and receives a "satisfactory" rating.	77%	78%	63%	80%	80%	84%	85%	90%
6.2	90% of the Central Services divisions will be rated at least 7 by principals on 4 measures of customer service	58%	64%	67%	71%	79%	77%	83%	90%
6.3	100% of designated Central Services personnel will establish a succession plan	0%	20%	29%	40%	29%	60%	80%	100%
6.4	100% of Central Services divisions will establish performance and outcome based budgets	TBD	100%	100%	100%	100%	100%	100%	100%
6.5	Decrease the percentage of students transported to school on buses to 42.0%	55.50%	52.25%	57.30%	49.74%	55.00%	47.23%	44.72%	42.20%
6.6	65% of spending will be in the categories of instruction and instructional support	60.69%	61.00%	51.00%	62.00%	NA	63.00%	64.00%	65.00%
7.1	100% of MPS schools will receive a condition rating of good or better (6-10) on the Building Condition Report	TBD	88%	88%	95%	92%	100%	100%	100%
7.2	Annual operational cost for excess space will be reduced by \$10 million in three years	\$6.2 mil.	\$4.4 mil.	\$5.7 mil.	\$5.7 mil.	\$5.7 mil.	\$10.0 mil.		
7.3	100% of the buildings will be open for classes on a daily basis	100%	100%	100%	100%	100%	100%	100%	100%
7.4	100% of staff will be highly qualified	95.9%	96.0%	97.7%	97.0%	96.0%	98.0%	99.0%	100.0%
7.5	Decrease by one-half the percentage of new teachers hired that leave the district within the first five years	TBD	TBD	44.8%	39.0%	41.4%	---	---	---
8.1	80% of media impressions will be favorable and proactive media	TBD	72.71%	72.71%	74.00%	85.00%	74.0%	74.5%	80.0%
8.2	70% media impressions related to MPS student achievement will be favorable and proactive	TBD	60.50%	60.5%	62.00%	100.0%	65.0%	70.0%	70.0%

MPS REPORT CARD

The 2008-09 MPS Report Card provides information on student achievement and other outcome data for all types of schools providing education to MPS students including charter, contract, partnership, and alternative schools.

The MPS Report Card is presented annually to the community at large, including MPS parents, school staff, the Board of School Directors, the administration and others. Although many of the data have previously been reported to the schools and the public, such as the Wisconsin Knowledge and Concepts Examination-Criterion Referenced Test (WKCE-CRT), the MPS Report Card pulls a wide assortment of additional important performance data together for review.

The Report Card is comprised of two parts, including a District Overview and School by School Reports.

District Overview:

This document summarizes student achievement and other outcome data across all school types. Overall trends are presented and some key policy areas are discussed. Detailed tables of data are also presented in a format that mirrors the school by school reports.

School by School Reports:

At least seven pages of data are presented for every school. K-8, middle/high and K-12 schools have more pages since they have more grades with data.

Page 1 - Basic school information and enrollment data, along with a profile prepared by the school

Pages 2-3 - WKCE-CRT performance

Page 4 - GPA and dropouts

Page 5 - Student attendance rate, promotion rate and high school graduation rate

Page 6 - Student retentions, truants and suspensions, AP/IB and ACT performance, and selected results from the School Climate Survey

Page 7 - Value-added analysis of growth in student achievement, along with detail on each school's quadrant status (summary of WKCE-CRT student attainment and growth)

Individual school reports are divided into the following grade-level groupings:

- Elementary Schools.
- K-6, K-7 and K-8 Schools.
- Middle Schools.
- Middle/High Schools.
- High Schools.
- K-12 Schools.

**The MPS Report Card can also be viewed
on the MPS web page at:
<http://www.milwaukee.k12.wi.us>**

Student Enrollment and Demographics

Enrollment Trends:

The number of students enrolled in the district has undergone four major trends over the last 40 years, **Chart 1**. Each trend has been influenced by changes in the number of births in the city of Milwaukee.

The baby boom following WWII fueled a large rise in MPS student enrollment in the 50's and 60's, peaking at nearly 133,000 students in 1969-70. A sharp drop in the number of births led to a decline of nearly 50,000 students over the next 12 years to about 86,000 students enrolled in 1981-82. Another rise in the number of births in the 80's generated another enrollment rise in the 90's, peaking at nearly 102,000 students in 1997-98. Another decline in the number of new births in the early 90's and the growing impact of expansion of voucher and non-MPS charter schools is now contributing to ongoing enrollment declines.

The district's 2008-09 enrollment – 85,369 – is at its lowest level over this 40 year period. Further enrollment declines are expected over the next few years.

Each major enrollment trend has affected the need for schools. Currently, there is excess

capacity and the district has sought to reduce capacity by merging and closing schools. In recent years, coupled with the opening of several new charter schools and smaller high schools, there have been large numbers of new and closed schools in the district.

As **Chart 2** shows, the district has closed 44 schools in the last four school years while opening 16 new ones. Overall, there has been a net reduction in the overall number of schools in the district since 2001-02.

Ethnicity Trends:

In the past ten years, two dominant trends have characterized district enrollments. There has been a decrease in the number of white students and a consistent rise in the number of Hispanic students. As **Chart 3** shows, while African American students still

Chart 2 - New and Closed Schools - 2001-02 to 2009-10

Type	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
New	3	3	4	9	10	4	9	3	0
Closed	3	0	1	5	9	15	12	3	14
Total	6	3	5	14	19	19	21	6	14

Chart 1 - MPS District Enrollment Trends

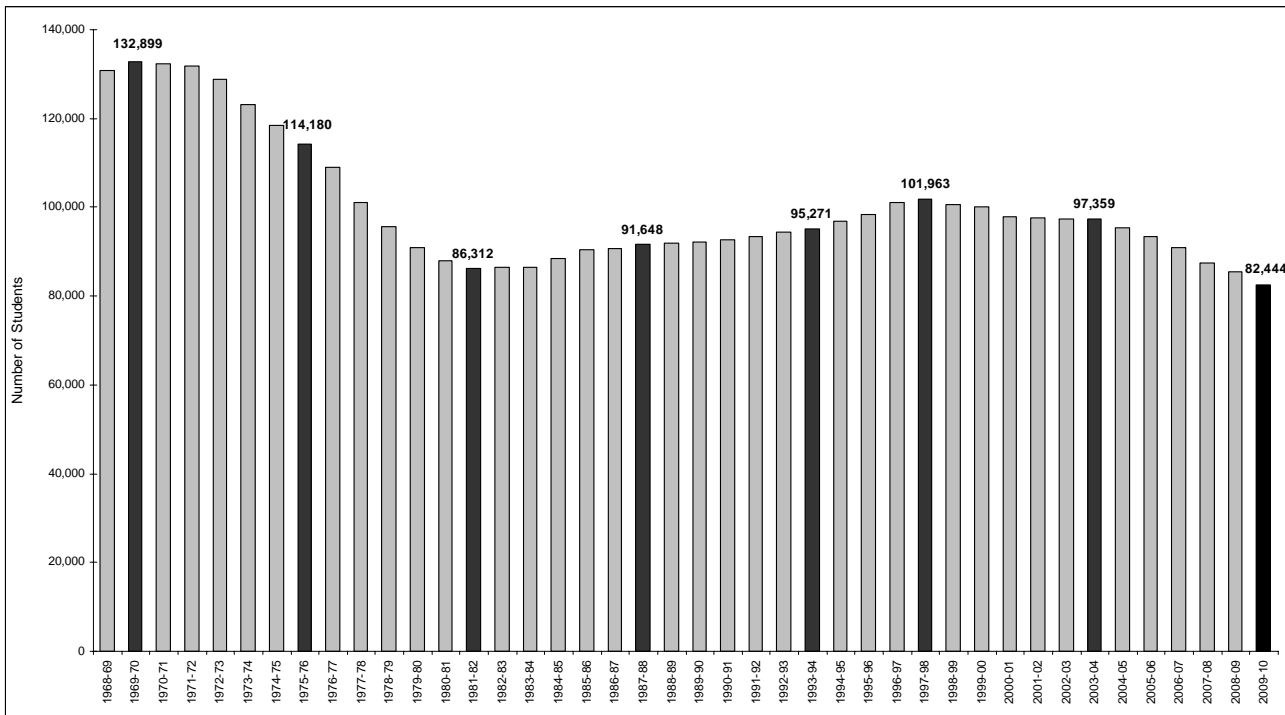
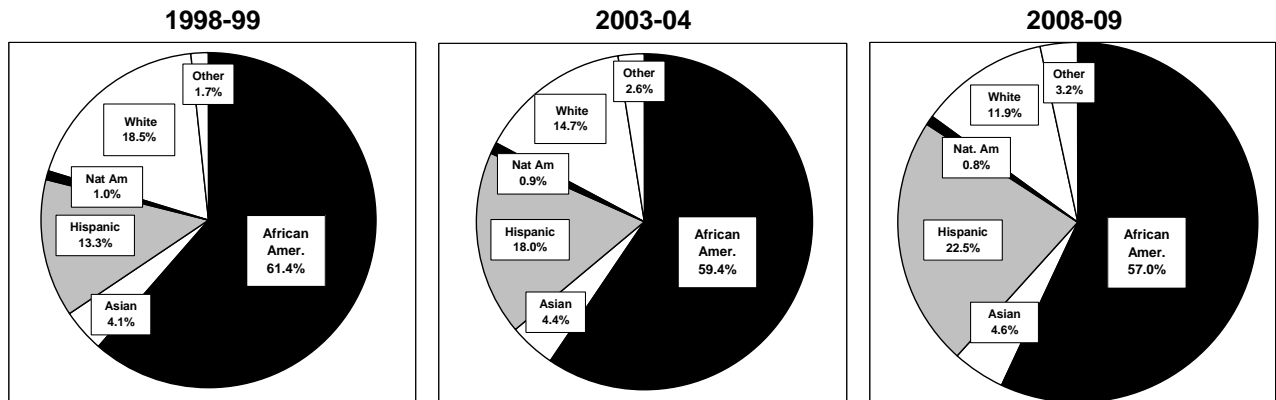


Chart 3 - MPS Enrollment by Ethnic Group



comprise the largest share of all MPS students, their proportion of total enrollment leveled off about ten years ago and has gradually declined since then. Hispanic students accounted for 22.5% of the 85,369 MPS students in 2008-09, up from 13.3% just ten years earlier. The percentage of Native American students has also decreased in recent years, while the percentage of Asian students has risen somewhat.

Many schools are dominated by a single ethnic group. African Americans accounted for more than 50% of the enrollment in 70% of all schools in 2008-09. And they comprised 80% or more of student enrollment in 103 of the district's 213 schools in 2008-09. Hispanic students accounted for 80% or more of enrollment in 17 schools and more than 50% in 15% of all district schools.

Whites do not constitute more than 80% in any school, but they do comprise 50% or more of the enrollment in 12 schools.

Enrollment by Grade Level:

Chart 4 compares the number of students enrolled by grade for 2008-09 to totals for ten years earlier. There is a continuing smaller tide of students moving through the elementary and middle grades. The large number of grade 9 students is due to the fact that many of these students are repeaters, having failed to earn enough credits to successfully advance to grade 10. Also evident is a large decline in high school enrollment through grades 9 - 12, from about 8,400 students in grade 9 to only about 4,700 four years later in grade 12. Most of the decline is due to dropouts.

Chart 4 - MPS Enrollment by Grade Level - 1998-99 Compared to 2008-09

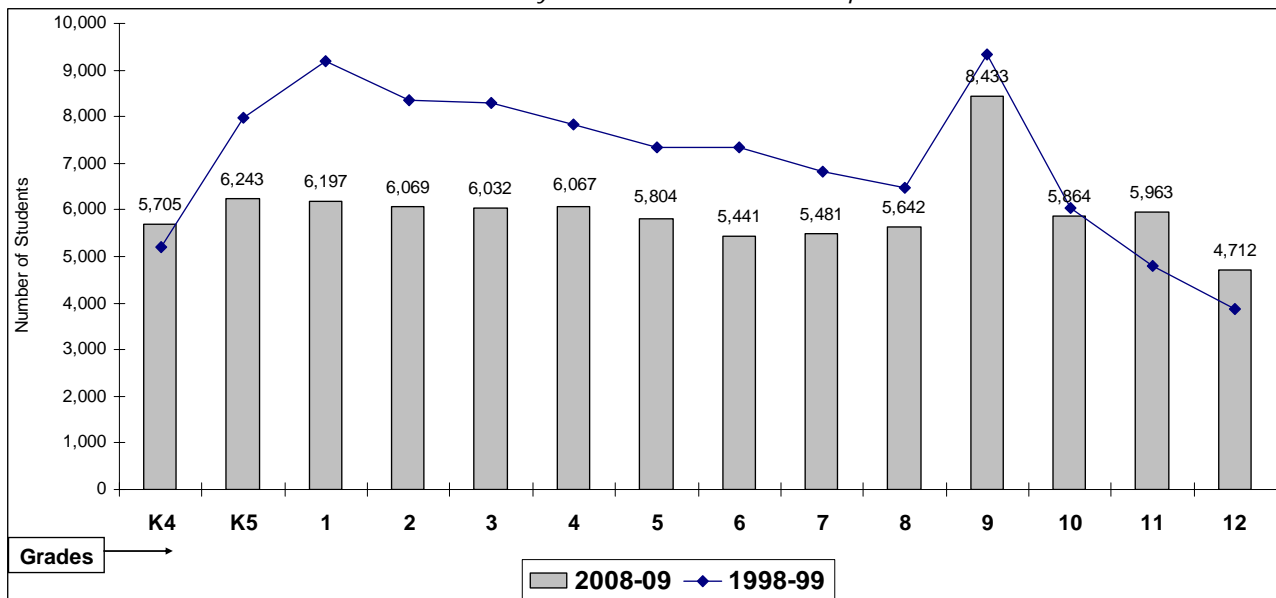
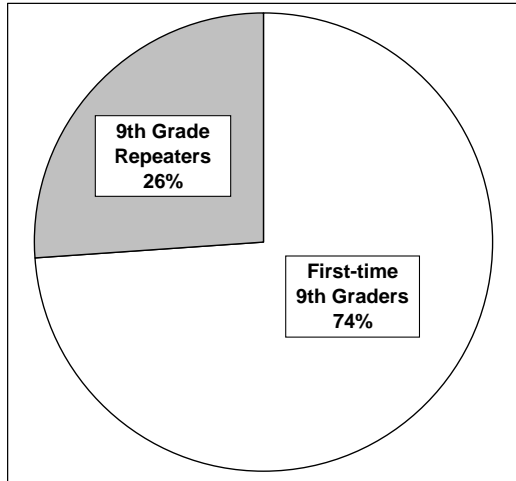


Chart 5 - 9th Grade Enrollment 2008-09

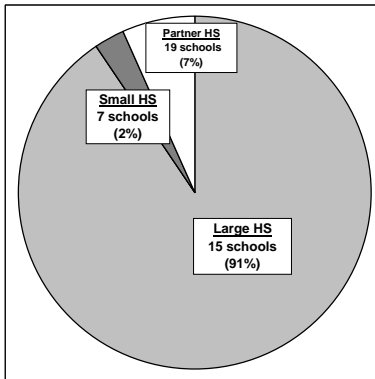


Ninth Grade Enrollment Perspective. Chart 5 shows that 26% of all 9th graders enrolled in 2008-09 were repeating the 9th grade the following year, for failing to acquire enough credits (five) to move to grade 10.

Over 40% of all high school dropouts are in grade 9, and over half of all dropouts have repeated at least one high school grade.

High School Redesign. Focused on the need for improved student engagement and performance at the high school level, MPS has secured grants from the Bill and Melinda Gates Foundation over the last five years to fund high school redesign.

Chart 6 - High School Enrollment
1998-99



2008-09

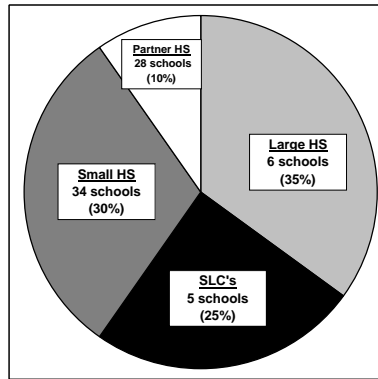


Chart 6 shows that 15 large comprehensive high schools accounted for over 90% of high school enrollment in 1998-99, while seven small high schools accounted for 2% of enrollment. Just ten years later in 2008-09, there were 34 small high schools, accounting for 30% of all high school enrollments.

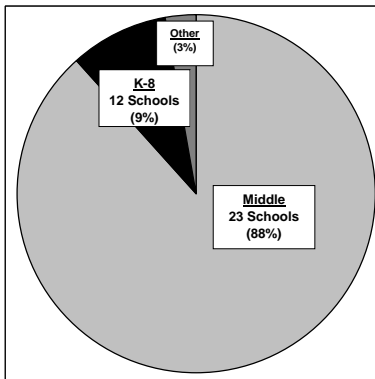
A new grant is now funding small learning communities (SLCs) within five large high schools in 2008-09 (25%). Six large high schools now account for just 35% of all grade 9-12 enrollment.

Additional K-8 Schools. Another initiative to help foster better student engagement and performance in the middle grades is a large expansion in the number of K-8 schools.

Data Source: 3rd Friday Sept. 2008-09 enrollment file and district entity file of school types.

Chart 7 - Middle Grade Enrollment

1998-99



2008-09

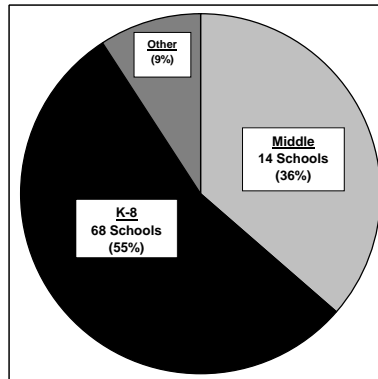


Chart 7 shows that 23 large middle schools accounted for nearly 90% of all grade 6-8 enrollments in 1998-99, while 12 K-8 schools comprised less than 10% of the enrollments. Just ten years later in 2008-09, 68 traditional K-8 schools accounted for over half (55%) of all middle grade enrollment, while traditional middle schools account for 36% of all enrollment in grades 6-8.

The increase in the number of new K-8 schools, coupled with overall district enrollment decline, has contributed to the net closure of twelve large middle schools over the last five years.

Data Source: 3rd Friday Sept. 2008-09 enrollment file and district entity file of school types.

Diversity of MPS Schools Continues to Expand

MPS now provides a wide array of school types and grade structures. In addition to the expansion of K-8 schools and smaller high schools, there is a growing number of middle-high and K-12 schools in addition to early childhood-only schools.

There has also been a large increase in the number of charter schools over the last several years (instrumentality and non-instrumentality). From 2000-01 to 2008-09, the number of charter schools has risen from 7 to 44. Charter schools accounted for 21% of all schools in the district in 2008-09 and 12% of all students.

Chart 8 details the number of different schools by grade structure and type, along with their student enrollment in 2008-09.

Chart 8 - Grade Structure and Type of Schools

Grade Structure	No. of Schools	No. of Students	Prct of Schools	Prct of Students
Early Childhood	7	844	3%	1%
Elementary (K to 5)	51	19,232	24%	23%
Elementary (K to 8)	68	32,506	32%	38%
Middle (6 to 8)	14	6,034	7%	7%
High (9 to 12)	56	22,392	26%	26%
Middle-High (6 to 12)	14	3,430	7%	4%
All (K to 12)	3	931	1%	1%
Grand Total	213	85,369	100%	100%

Type of School	No. of Schools	No. of Students	Prct of Schools	Prct of Students
Traditional MPS	132	69,937	62%	82%
Alternative MPS	8	1,105	4%	1%
Partnership	25	4,359	12%	5%
Contract	4	333	2%	0%
Charter (Instrumentality)	30	6,479	14%	8%
Charter (Non-Instrumentality)	14	3,156	7%	4%
Grand Total	213	85,369	100%	100%

3rd Fri. in Sept. enrollment; detail by defined grade structure and type

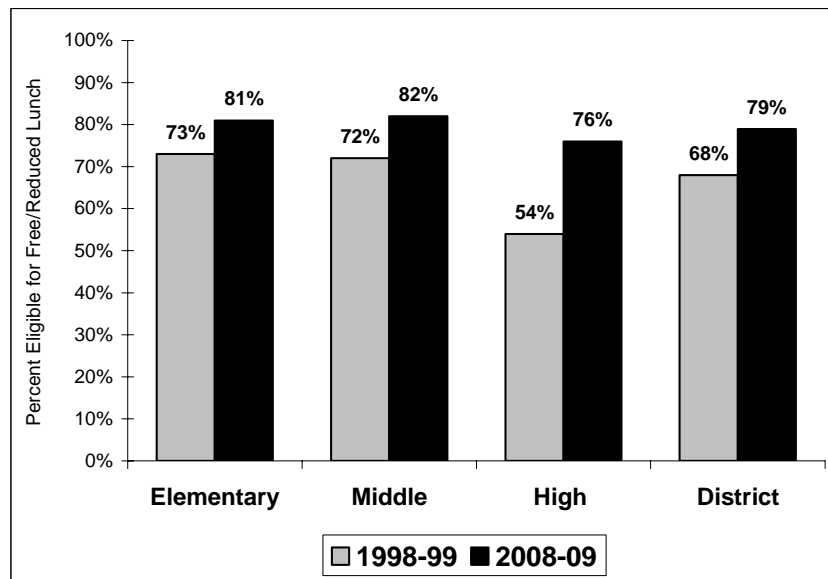
Student Eligibility for Free/Reduced Lunch:

The percentage of students receiving free and reduced lunch has risen 8 to 19 percentage points at MPS elementary, middle and high school grades over the last ten years, see Chart 9.

Individually, 69 (32%) of the district's 213 schools had rates over 90% in 2008-09, over 60% of all school

sites had free/reduced lunch rates over 80%. The somewhat lower percentage of students receiving free/reduced lunch in high school compared to the other grade levels is likely due to many high school age pupils not taking advantage of their potential eligibility.

Chart 9 - Eligibility for Free/Reduced Lunch



Source: 3rd Friday in September official district enrollment.

Chart 10 - ELL and Students With Disabilities

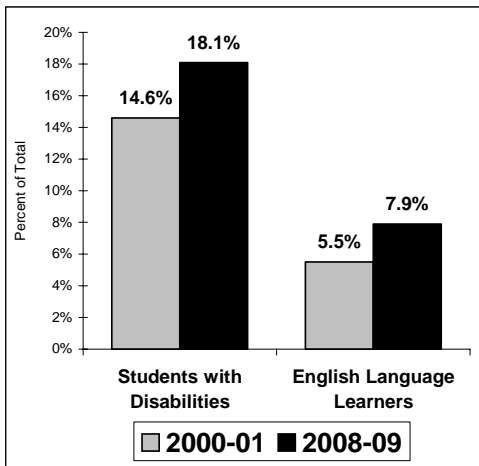
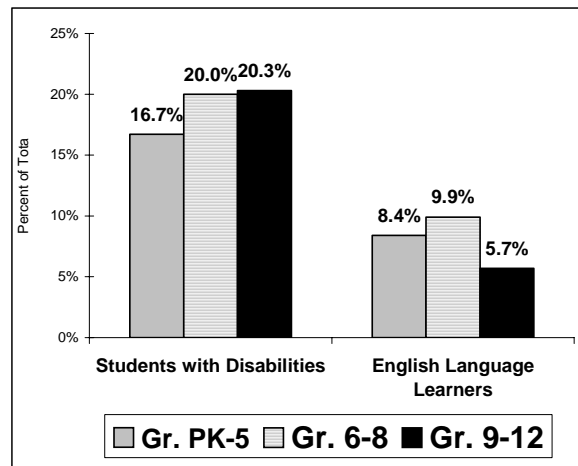


Chart 11 - ELL and Students with Disabilities - 2008-09



3rd Friday in Sept. enrollment; no. of students with disabilities and English Language Learners divided by total student enrollment, aggregated by grade level.

Students with Disabilities and English Language Learners

The percent of students with disabilities is growing in MPS. Chart 10 shows that the percentage of students with disabilities rose to over 18% in 2008-09, up by 3.5 percentage points since 2000-01. Chart 10 also shows an increasing population of English Language Learners—ELLs (students who are not yet English-proficient—K5/above), totaling 7.9% in 2008-09. This is 2.4 percentage points higher than in 2000-01.

Chart 11 shows that the largest concentration of children with disabilities is at the middle and high school levels and the largest concentration of English Language Learners is at the middle grade level. Individual schools can vary greatly from these overall trends. For example, 70 (33%) of the 213 schools in the district have more than 20% of their enrollment comprised of students with disabilities, with ten over 40% (most are high schools). Further, 24 schools (12%) had 20% or more of their enrollment consisting of ELL students, including eight schools had more than 40% of their enrollment as ELL.

Student Mobility

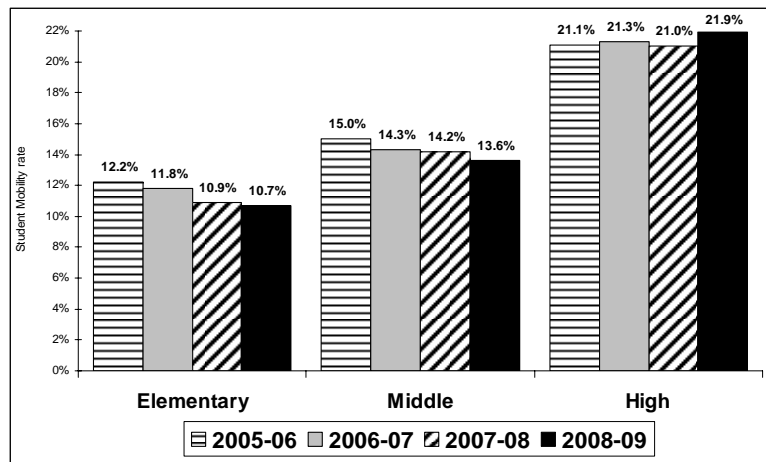
About 15% of all students change schools during the school year. Chart 12 shows the percentage of mobile students (new students received by a school during the school year, divided by its fall enrollment) for elementary, middle and high school grades for the last four years.

The mobility rate rises from elementary to middle to high school grades.

Overall, the student mobility rate has declined somewhat over the last three years at the elementary and middle grade levels. However, the mobility rate rose somewhat at the high school level in 2008-09 compared to the year before. About one of every five high school students transfers to another school during the year.

Schools that receive large numbers of new students during the school year often experience greater academic challenges in serving these students. Sixteen of the “regular” (traditional and instrumentality charter schools) elementary and K-8 schools had mobility rates over 20% in 2008-09, as did 15 of the “regular” high schools.

Chart 12 - MPS Student Mobility—By Grade Level



Student Stability

The MPS stability rate is defined as the percentage of students returning to a school from one year to the next, excluding newly entering and transition-promoted/graduated students.

For example, at the elementary level, newly entering kindergartners are excluded from the calculation as are 5th graders moving to the middle school level, and for K-8 and middle schools, eighth grade students moving to the high school level are excluded. The stability rate for 2008-09 is the percentage of students enrolled in 2008-09 who remained with the school in 2009-10.

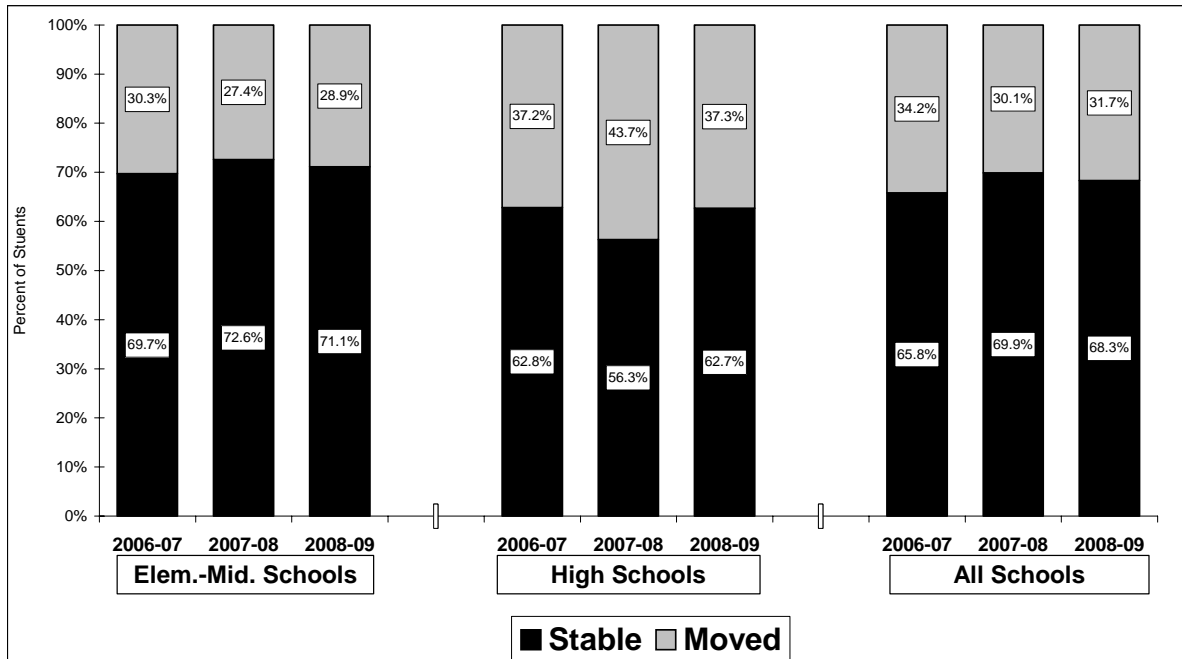
Based on this definition, about seven of every 10 students remain in the same school from year to year, while the other three in 10 students move to another school. Chart 13 shows the stability and mobility rates at elementary-middle grade schools, high schools and for all schools, for the last three years.

Overall, the stability rate is highest for elementary and middle grade schools, followed by high schools. The stability rate declined somewhat at the elementary and middle grade school level from last year, and improved at the high school level after a sharp drop the previous year.

As Chart 13 shows, overall, the overall high school stability rate improved somewhat in 2008-09 to 62.7% from a large decline the year before.

Individually, 37 of the 121 “regular” elementary and middle grade schools had stability rates of 80% or more in 2008-09, however 16 others had stability rates of less than 60%. At the high school level while 10 of the “regular” high schools had stability rates of 80% or more, 16 others had rates of less than 60%.

Chart 13 - MPS Student Stability - By Grade Level



Data Source: MPS end of year enrollment by grade and following year 3rd Fri. in Sept. enrollment by grade - in Data Warehouse.

Summary of District Performance

The *Summary of District Performance* highlights student achievement and performance in several important indicators for 2008-09. Analysis of each indicator is framed in a multi-year perspective.

A primary district achievement measure reported and analyzed is the Wisconsin Knowledge and Comprehension Examination - Criterion Referenced Test (WKCE-CRT), administered in grades 3-8 and at grade 10. The WKCE-CRT assesses student knowledge and comprehension across two to five subject areas, depending upon the grade. In 2008-09, nearly all MPS schools also administered benchmark assessments three times during the school year across grades 3 to 9 in Reading and Math to provide schools with timely data on student performance to facilitate instructional improvement. These data are not reported here. State results for the National Assessment of Educational Progress (NAEP) are also summarized.

Other outcome measures analyzed in this *Summary* include grade point average, ACT results, AP and IB performance, high school graduation and dropout rates, student attendance, truants, suspensions, promotions, retentions and expulsions.

Wisconsin Student Assessment System

Since the mid 90's, the state of Wisconsin has required all school districts in the state to administer the WKCE to all 4th, 8th and 10th graders. It tests students' skills in five subjects (Reading, English Language Arts, Mathematics, Science and Social Studies) plus writing.

Beginning in 2005-06, in accordance with No Child Left Behind (NCLB) guidelines, the state redesigned its test so that it is fully customized for Wisconsin standards. And, per federal requirements, students in grades 3, 5, 6 and 7 began taking the state's test in Reading and Math while their peers in grades 4, 8 and 10 continue to take the assessment in all five subject areas.

While improving student performance in all five subject areas on the WKCE-CRT is important, achievement in Reading and Mathematics is particularly crucial, as these subjects are key factors in determining the district's and a school's Adequate Yearly Progress (AYP) status according to the reauthorized Elementary and Secondary Education Act (ESEA), currently known as NCLB.

This summary of district WKCE-CRT performance highlights changes in student achievement across subjects, grades, ethnicity, gender and other student groups. Also provided is a summary of the district's value-added analysis of WKCE results.

Analysis of WKCE Results - Compared to the State

Charts 14 and 15, on the following 2 pages, show the percentage of students enrolled scoring at/above the proficient level in Reading and Mathematics in 2005-06, 2006-07, 2007-08 and 2008-09 for MPS compared to the state for grades 3 to 8 and 10. Also shown is the percentage point difference between the district and the state across grades for the last three years.

Overall, there is a larger achievement gap between MPS and the state in Math compared to Reading across all grades. The percent of students scoring at/above the proficient level across the state is fairly uniform in all grades. In Reading, the average state rate is 82% and in Math, it is 75%. However, the achievement gap with the state generally widens from the lower to higher grades. For example, in Reading, the achievement gap at grade 3 is 21 percentage points, but it widens to 34 points by grade 10. Over the last four years, while the overall proficiency level in Math has risen steadily, the proficiency level in Reading has remained relatively unchanged over this time span.

Reading (Chart 14 on page 16): Collectively, students at all grades in MPS perform below the state's annual measurable objective of 74% in Reading in 2008-09. By grade, proficiency rose in three grades (7, 8, 10), declined in three other grades (3, 4, 6) and remained the same as the previous year in one more (grade 4). Overall, the average proficiency achievement gap with the state across the seven grades assessed is 24% in 2008-09. The achievement gap with the state rose in two grades (3 and 5) in 2008-09 compared to the year before, declined in four grades (4, 7, 8 and 10).

Mathematics (Chart 15 on page 17): Collectively, students at all grades in MPS perform below the state's annual measurable objective of 58% in 2008-09. MPS math proficiency has steadily increased overall for the last three years. There was an increase in the percentage of students assessed scoring at/above the proficient level in all seven grades assessed in 2008-09, compared to the year before, an average rise of 5 percentage points. The achievement gap with the state has narrowed in all seven grades in 2008-09 compared to the year before. And, over the last four years, the achievement gap has narrowed an average of 5 percentage points across grades 3 to 8. Only in grade 10 has the gap widened over the last four years.

Chart 14

WKCE-CRT/WAA Proficiency Trends - Reading - Grades 3 to 10

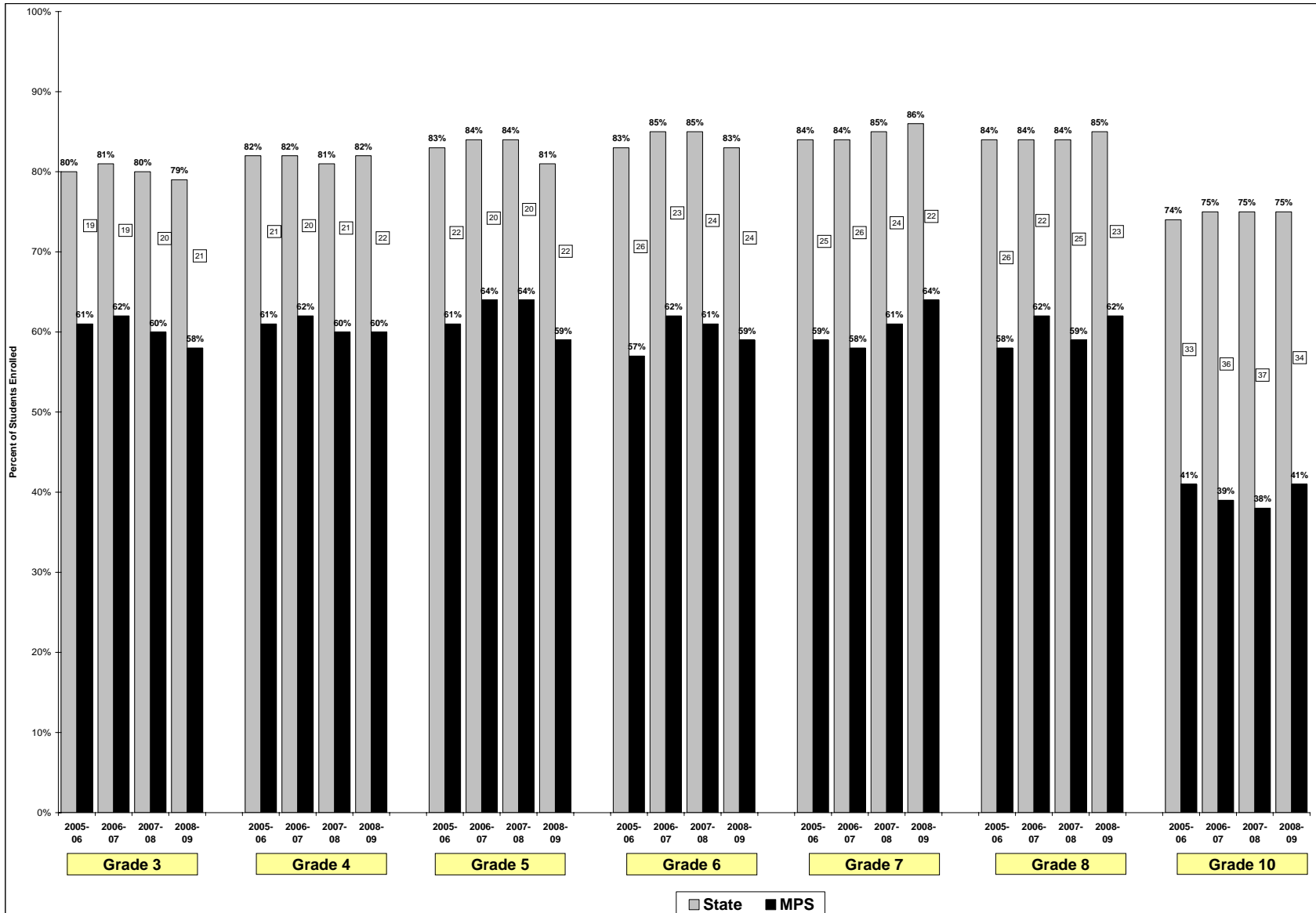
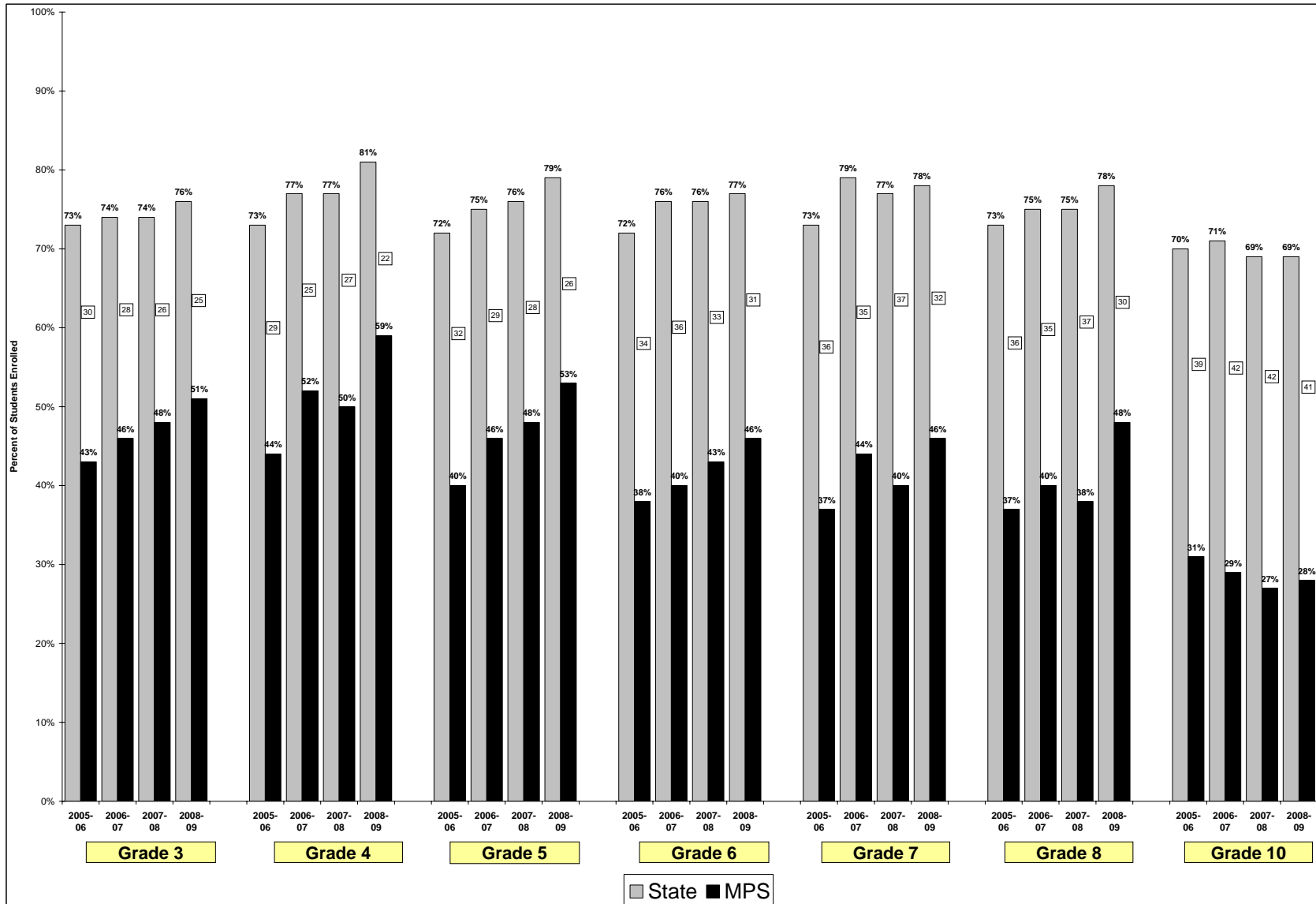


Chart 15

WKCE-CRT/WAA Proficiency Trends - Mathematics - Grades 3 to 10



Other Subjects Assessed

In addition to Reading and Math, students in grades 4, 8 and 10 are also assessed on the WKCE in the subjects of Language Arts, Science and Social Studies. Chart 16 details the district proficiency rates of all five subjects in these grades for the last five years.

At grades 4 and 8 the lowest proficiency rates are in the subjects of Language Arts and Science. Proficiency rates in Language Arts have remained essentially unchanged at grades 4 and 8 over the last four years. Grade 4 proficiency in Science had declined the previous two years, but rose some-what in 2008-09. Grade 8 Science proficiency has risen in each of the last four years.

At grade 10, proficiency in Language Arts had steadily declined over the previous two years, but rose somewhat in 2008-09. Grade 10 Science proficiency has remained essentially unchanged overall. It should be noted that proficiency in Reading and Mathematics at grade 10 rose for the first time in three years.

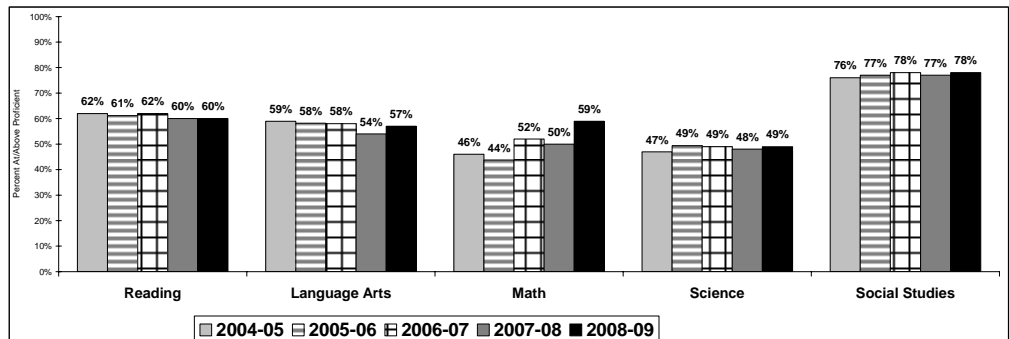
Across grades 4, 8 and 10, the highest proficiency rates across all subjects is in Social Studies (as it is for the state). Proficiency rates have remained essentially unchanged across all three grades over the last 5 years.

Individual School Performance

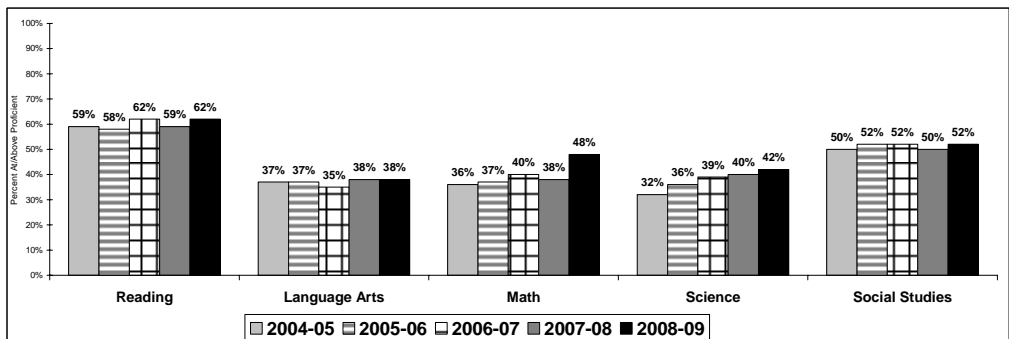
A good majority of all schools experienced an increase in the proficiency rate of students assessed in Math compared to the year before, while less than half of all schools had an increase in Reading proficiency.

Chart 16

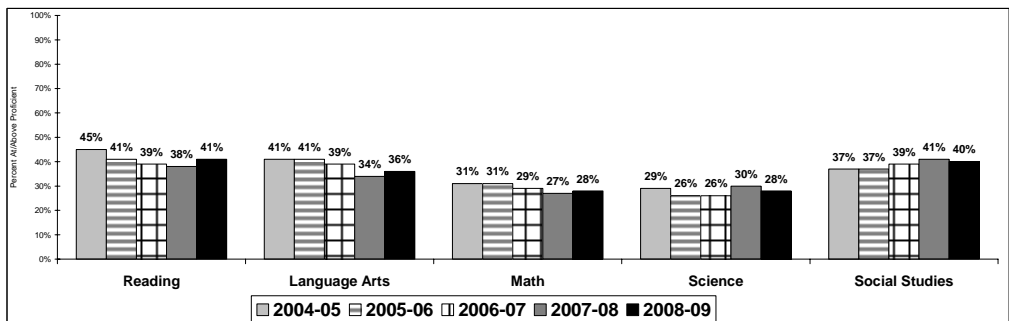
WKCE - All Subjects - Percent At/Above Proficient - Grades 4, 8, 10—Six Years
Grade 4



Grade 8



Grade 10



At the elementary (grade 3 to 5) level, about 60% of all schools recorded a decrease in Reading proficiency compared to the year before, while nearly 75% of all schools experienced an increase in Math proficiency.

At the middle level (grades 6 to 8), just over half of all schools experienced a decrease in Reading proficiency compared to the year before while almost 75% recorded an increase in Math proficiency.

At the high school level (grade 10) almost two-thirds of all schools recorded an increase in Reading proficiency compared to the year before, as did about 60% of the schools in Math proficiency.

Schools Performing At, Above or Within 90% of the State-Wide Average:

About 27% of the 118 schools with grade 4 results had 2008-09 WKCE Reading proficiency rates that were at, above or within 90% of the statewide results, compared to 21% the year before. In Math, about 21% of schools met this level, compared to 16% the year before.

About 20% of the 92 schools with grade 8 results were at, above or within 90% of state-wide results in Reading in 2008-09, compared to 17% the year before. In grade 8 Math, about 15% of all schools met this level in 2008-09, compared to 13% the year before.

Less than 5% of the 66 MPS schools with grade 10 WKCE results had performance levels in Reading and Math which were at, above, or within 90% of the state-wide results in 2008-09, the same level as the year before.

Achievement Gap - Ethnicity:

In MPS, the achievement gap between white students and their African American peers generally widens from lower to higher grades, and the gap is wider in Math than in Reading. For Hispanic students, the gap is about the same in both Reading and Math

Chart 17 details the percentage point difference (for students scoring at/above proficient) between MPS whites and African Americans and Hispanics in WKCE-CRT Reading and Mathematics across grades 4, 8 and 10 over the last four years.

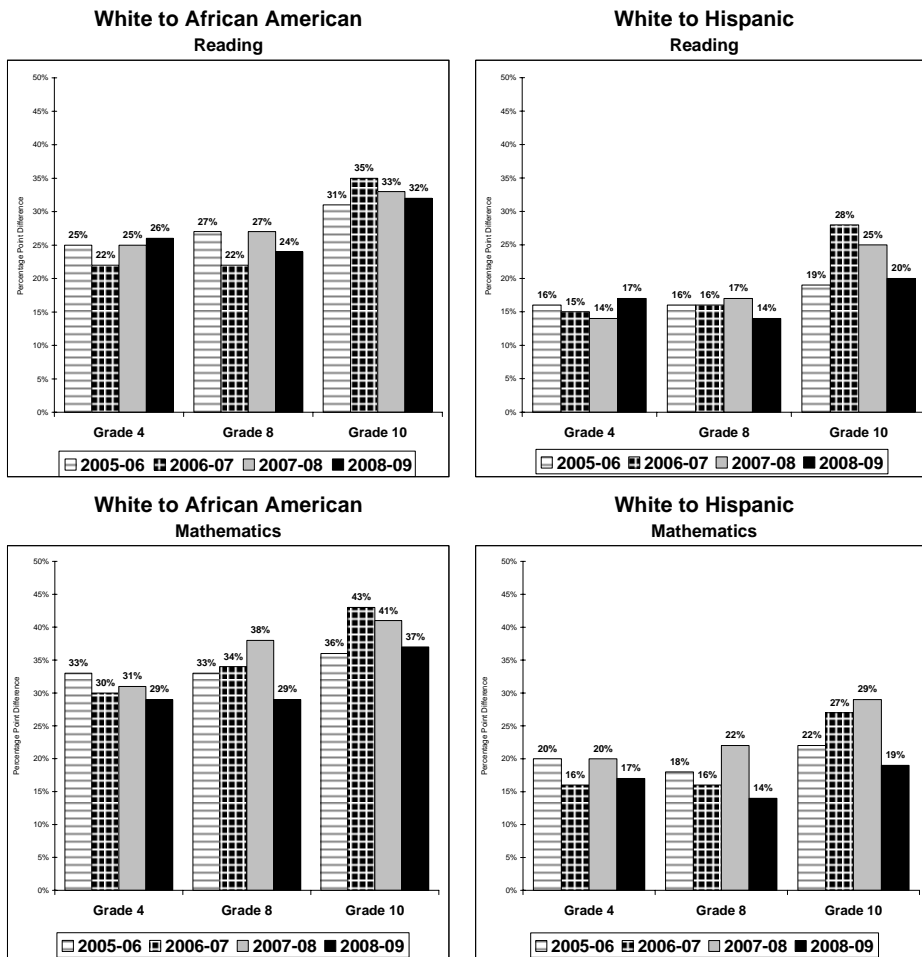
After declining to its lowest level two years ago, the achievement gap in grade 4 Reading between whites and African Americans has widened by four percentage points. Conversely, at grades 8 and 10 the achievement gap between whites and African Americans has declined in Reading over the last 1-2 years by 3 points.

The achievement gap between whites and African Americans declined in 2008-09 compared to the year before in Mathematics at grade 4 (2 points), grade 8 (9 points) and grade 10 (4 percentage points).

After declining in each of the last two years, the achievement gap between whites and Hispanics in Reading rose at grade 4 in 2008-09 compared to the year before, while it declined at grade 8 (3 points) and at grade 10 (5 points).

As with the case of whites to African Americans, so too, the achievement gap between whites and Hispanics in Mathematics declined in 2008-09 compared to year before at grade 4 (3 points), grade 8 (8 points) and at grade 10 (10 percentage points).

Chart 17 - Achievement Gap Between Whites and African Americans and Hispanics



Data Source: State WKCE and WAA files in district Data Warehouse; percent of all students enrolled scoring at/above proficient; aggregated by ethnicity.

Achievement Gap - Students with Disabilities -ELLs - Free-Reduced Lunch:

The *No Child Left Behind Act* sets equal performance expectations for all students, including every major ethnic group, as well as students with disabilities, English language learners and students receiving free/reduced lunch. This requirement has helped focus attention on the achievement gaps between different student groups. Analyzing student achievement levels and achievement gaps for these student groups is also important for the district as well as its schools, as their performance affects school and district Adequate Yearly Progress (AYP) determinations.

The largest achievement gap among all student subgroups is between Students with Disabilities (SwD) and Students without Disabilities (Non-SwD). Students with disabilities represent a growing percentage of students at all schools and the district, accounting for about 20% of all students assessed. There is a larger performance gap in Reading than in Math. Chart 18 shows the achievement gap between SwD and their peers in Reading and Math over the last four years at grades 4, 8 and 10.

Over this time period, the greatest gap is at grade 8. The achievement gap declined slightly at grade 4 and grade 10, but continued to expand at grade 8. In Math, the achievement gap rose slightly at grade 4 and by a fairly large margin at grade 8, but narrowed slightly at grade 10.

English Language Learners (ELLs) represent a growing percentage of all students assessed (10% in 2008-09). Chart 19 details the achievement gap between ELL students and their peers in Reading and Mathematics. The achievement gap is wider in Reading than Math overall. The achievement gap declined sharply two years ago as district proficiency calculation began excluding ELL Level 1 and 2 students not assessed in Reading from the calculation as the state does not provide an alternative assessment for these students. Spanish and Hmong translation are provided in Math. In 2008-09, the achievement gap remained about the same as the year before at grade 4 and 8, while the gap narrowed at grade 10. In Math, the gap remained the same at grade 4, rose at grade 8 and dropped at grade 10.

Chart 18 - Achievement Gaps - Students with Disabilities

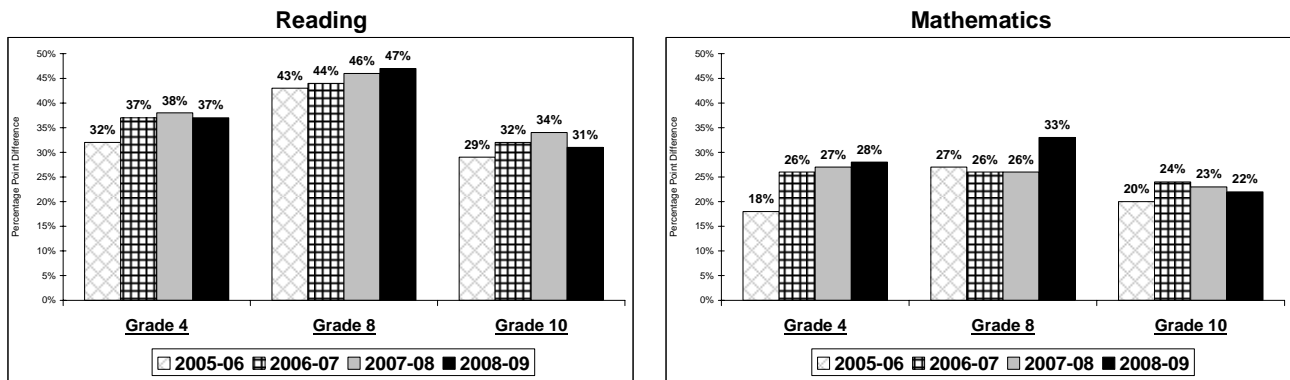


Chart 19 - Achievement Gaps - English Language Learners

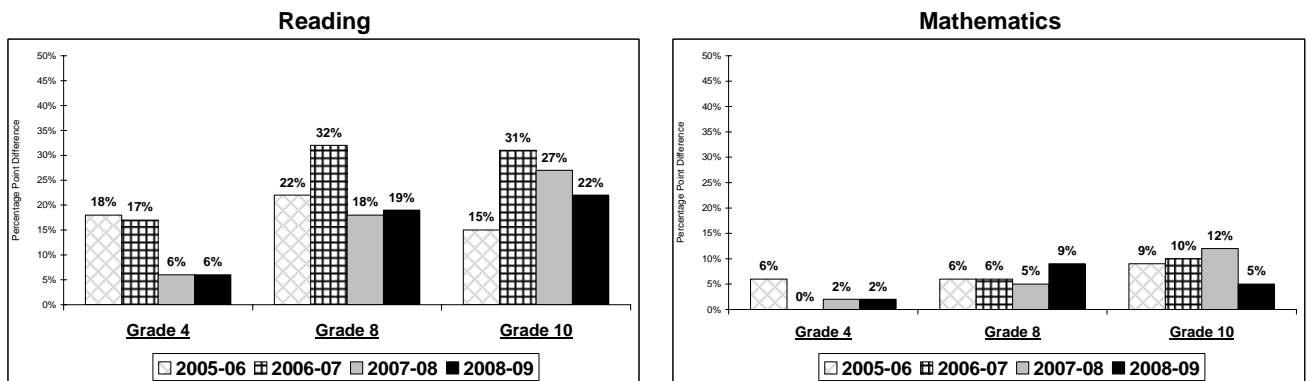
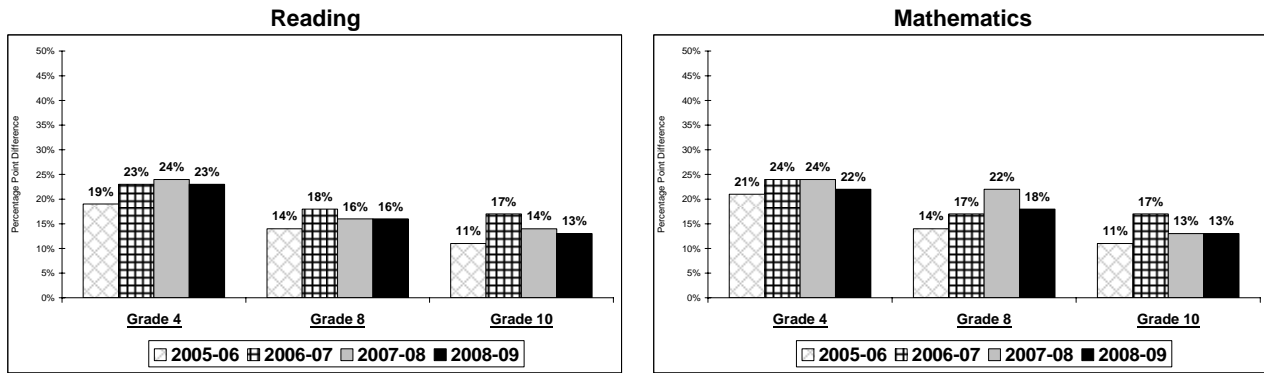


Chart 20 - Achievement Gaps - Students Receiving Free and Reduced Lunch



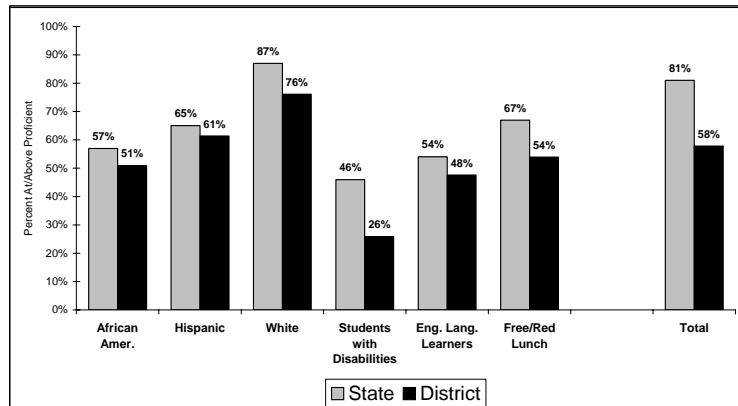
About 75% of all students assessed district-wide receive Free or Reduced Lunch (FRL). Chart 20 details the achievement gap difference between FRL and Non-FRL students in Reading and Math at grades 4, 8 and 10 over the last five years.

The achievement gap between FRL and Non-FRL students is widest at grade 4 in both Reading and Math. The gap narrowed somewhat at grade 4 in both Reading and Math in 2008-09 compared to the year before, while it remained unchanged in grade 8 Reading, but narrowed in math. The gap remained essentially unchanged at grade 10 in Reading and Math.

Achievement Gap - MPS and State:

The proficiency levels of MPS student sub-groups (across all grades assessed) in 2008-09 is compared to those same sub-groups state-wide, in both Reading and Mathematics; Chart 21. For example, the 2008-09 proficiency rate of MPS African Americans in Reading is 51%, compared to African Americans state-wide of 57%, a gap of 6 percentage points. Across all subgroups, the gap with the state is wider in Math than in Reading.

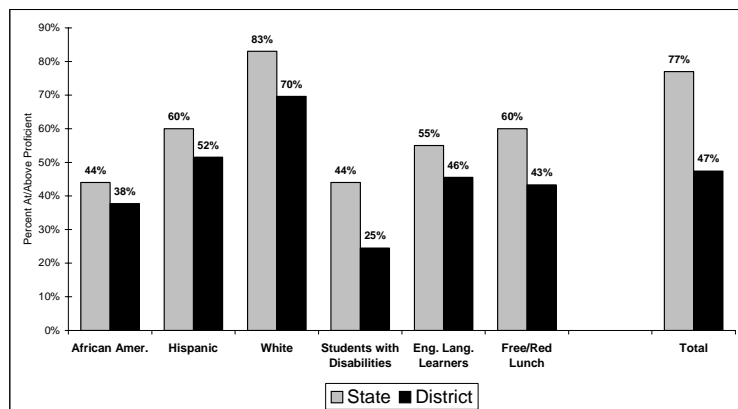
Chart 21 - Achievement Gaps - MPS and State—2008-09



Overall, the smallest achievement gaps with the state in Reading and Mathematics are for African Americans, Hispanics and for English Language Learners, of 4 to 9 percentage points.

The largest achievement gaps with the state are for students with disabilities at about 20 percentage points in both Reading and Mathematics. There is also a significant difference between the district and the state for whites and for students eligible Free and Reduced Lunch.

Mathematics - All Tested Grades



FYI: Chart 21 was corrected on 1/15/2010.

**Longitudinal Analysis
Analyzing Growth in
Student Achievement -
Scale Scores**

A more refined measure of evaluating attainment is through scale scores. Scale scores represent approximately equal units on a continuous scale that ranges from approximately 200 to about 800. As a student's knowledge of a content area increases as s/he advances grade levels, the scale score is also expected to rise. Scale scores are reported on the WKCE-CRT in grade 3 to 8 and 10. These scores are summarized into mean scale scores by grade by school and for the district as a whole.

Chart 22 compares district wide scale scores in Reading and Mathematics for the last four years across grades 3 to 8 and 10. Overall, district-wide scale scores in 2008-09 in Reading rose in 3 grades, declined in 3 others and remained the same in another. However, scale scores rose in every grade in Math in 2008-09, an average of 5.5 scale score points.

Growth in Student Achievement:

Scale scores can be measured across grades and within subjects, allowing a growth perspective. For example, Chart 23 shows the scale score growth district-wide in student achievement from one grade to the next from 2007-08 to 2008-09.

Overall, there was more grade to grade growth in Math than in Reading. The greatest grade growth was in Mathematics (3 to 4, 4 to 5, 5 to 6 and 6 to 7). The greatest growth in a particular grade was in grade 3.

Scale score growth is the foundation for the district's value-added analysis.

Chart 22 - WKCE Scale Scores - 2005-06 and 2006-07 - Grades 3-10

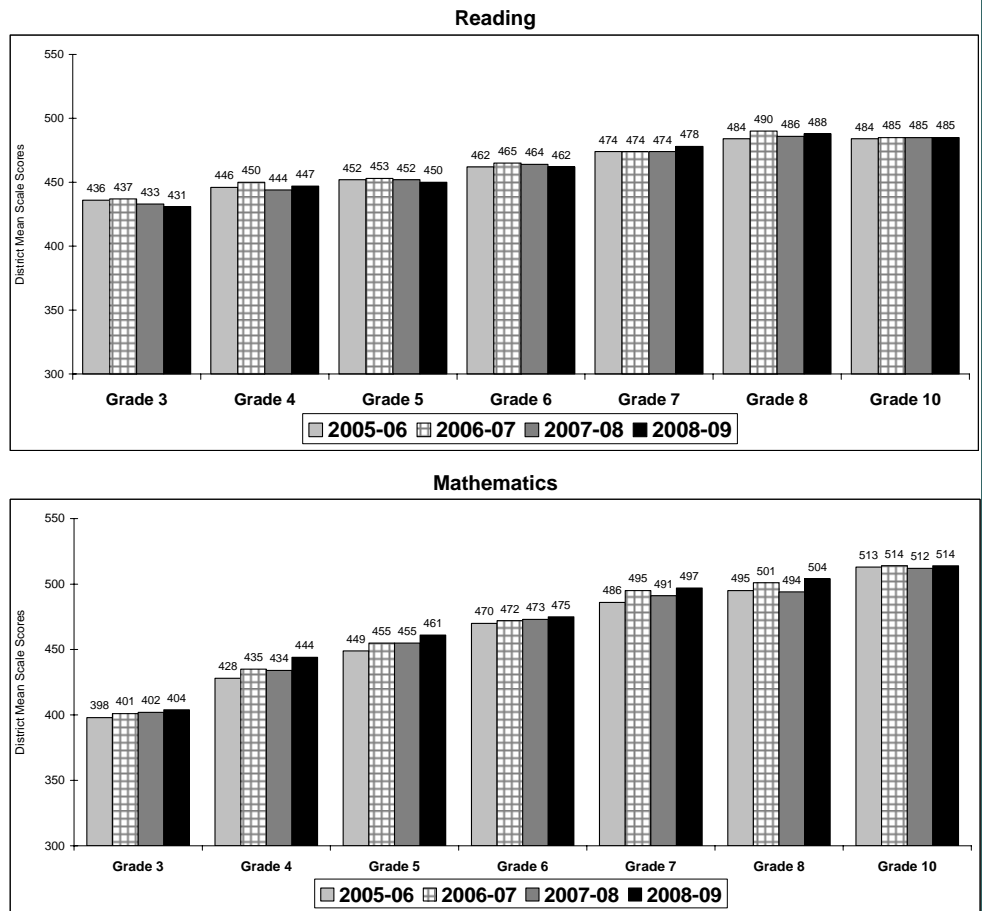
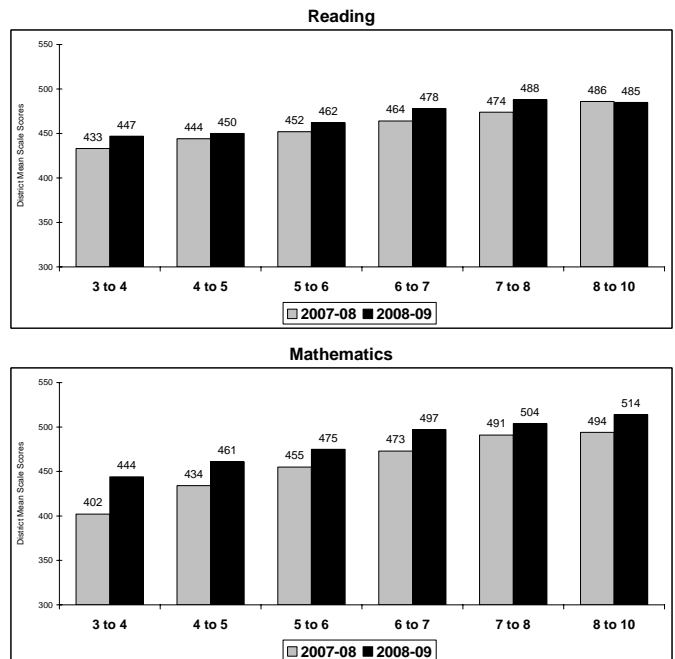


Chart 23 - WKCE Scale Scores - 2005-06 and 2006-07 - Grades



Beating the District-Wide Average

A Value-Added-Analysis of School Performance

The 2008-09 school year marked the eighth year the district used value-added analyses in conjunction with attainment data (percent of students proficient/advanced) to evaluate school performance. Value-added analyses focus on growth in student achievement over time. The statistical model used measures achievement growth for each school by calculating the increase in scale scores from year to year for essentially the same groups of students, adjusted for factors such as prior academic achievement, ethnicity, gender, mobility and eligibility for free and reduced lunch. The statistical model was developed by Rob Meyer, Ph.D., Director of the Value-Added Research Center housed within the Wisconsin Center for Education Research at UW-Madison. Annually, calculations are completed by the Value-Added Research Center and provided to the district.

MPS value-added analyses:

- Report growth in school-wide scale scores from 2007-08 to 2008-09, relative to the district average.
- Focus on reading and mathematics.
 - Elementary schools - grade 3 to grade 5 or 6, depending on the school's highest grade
 - Middle and K-8 schools - grades 6 to 8
 - Multiple grade schools (i.e. K-8 schools, middle-high schools) - separate reports prepared for each grade span.
- Generate value-added scores by school and by grade within each school. This allows schools to target specific grades for focused attention.

Although the value-added analyses generate a "beat-the average" score for each school, these results are not reported because of the change in the scale on the state's test in 2005-06. The beat-the-average indicator compared a school's gain to the district average gain in Reading and Mathematics, from 2007-08 to 2008-09. For example, an elementary school with a beat-the-average score of 12.5 had achievement growth of 12.5 scale score points above the district-wide average gain. The district average was equated to "0" on the school graph. If a school had a negative score, it did not mean it did not experience achievement growth. Rather, it meant that the achievement growth at the school was less than the district-wide average growth in student achievement.

Note: High School Value Added data is not available for 2007-08 and 2008-09.

Currently, value-added indicators are reported in tiers. Schools' beat-the-average scores are recorded in one of seven tiers of performance (0 - 6), allowing for a comparative picture of school performance across schools and grades. Each school's tier rating is portrayed in a graph in the district's Report Card, accompanied by error bands (the gray bars to the right and left of every indicator). These error bands are similar to the error bands that are typically reported with poll results. The true amount of achievement growth lies within the gray error band with 95 percent probability. Separate graphs are provided for Mathematics and Reading, depicting tier results for the last three years.

How to use value-added results:

- The value-added analysis provides information regarding a school's contribution to growth in student achievement for both Reading and Mathematics.
- Each analysis is for one year only. Prior years of performance are shown in each school graph.
- If a school's performance tier score for 2008-09 is higher than its score for 2007-08, the students in the school experienced greater growth in student achievement than the year before.

Four Quadrants of Value-Added:

A school's value-added score (growth in student achievement from year to year) is complemented by its attainment (the percent of students scoring at/above proficient on the WKCE). Using both value-added tier data and attainment data, the district has divided its schools into four performance quadrants:

1. **High value-added - High Attainment** - Schools with growth in student achievement equal to or greater than the district-wide average and an attainment level that is at or above the district average.
2. **High value-added - Low Attainment** - Schools with growth in student achievement equal to or greater than the district-wide average but an attainment level that is less than the district-wide average.
3. **Low value-added - High Attainment** - Schools with growth in achievement less than the district-wide average but an attainment level that is at or above the district-wide average.
4. **Low value-added - Low Attainment** - Schools with less achievement growth than the district and an attainment level that is less than the district-wide average.

2008-2009 District Report Card

For every MPS school with sufficient student testing data to generate statistically reliable value-added scores, the district generates a report which records the quadrant status in Reading and Math, in one of four groups (noted on previous page). Some schools are not listed in this quadrant status report because of insufficient student testing data to produce a value-added score. There are three grade spans of value-added and quadrant reports: elementary (grades 3 to 5), middle (grades 6 to 8) and high school (grades 9 to 10). Some multi-grade level schools have more than one grade level quadrant status report, such as K-8 schools with both elementary and middle grade levels.

School Quadrant Status:

The 2008-09 MPS Report Card includes a table detailing each school's quadrant status over each of the last eight years. **Chart 24** provides an example of this table for a school over the last four years. The school's value-added performance tier is compared to the district value of 3.0. So, for example, this school's value-added tier score of 3.9 for 2007-08 to 2008-09 in Elementary Reading is above the district average score of 3.0 which equates to "High value-added." If the school's value-added score was less than 3.0 the school would be identified as Low value-added.

Also in the example school table is data on achievement. This data is the percent of all students enrolled-attaining at/above proficient scores in Reading (across grades 3 to 5 - Elementary). The table records the District total as well. Referring to the table example, this school's aggregate WKCE performance in Reading for 2008-09 was 79%. Since this is above the district's level of 59%, the school is identified "High Attainment." If a school's WKCE performance was below 59%, it would have been identified as Low Attainment.

The school's Value-Added level and its Achievement level are combined to generate its overall quadrant status (the last portion of the table - on the right). Since this school's value-added condition in Elementary Reading in 2008-09 was High value-added, and its achievement condition was High Attainment, its overall status is recorded as "1."

The other three quadrants are: High value-added/Low Attainment = 2, Low value-added/High Attainment = 3, and Low value-added/Low Attainment = 4.

There are separate quadrant tables for schools with middle grades and another table for high school grades. So, for example, a K-8 school would have quadrant data for both elementary and middle school grades. A school with middle and high school grades would have quadrant data for both middle and high school grades. As noted previously, we have not been able to report value-added scores for high schools the last two years.

High Value-Added/High Attainment Schools in Reading and Math for 2008-09

Of the 121 schools with elementary grade WKCE-CRT results, 114 had value-added and quadrant results reported in Reading and 116 in Mathematics. Of these schools, twenty-one were identified as High Value-Added-High Attainment in both Reading and Math for 2008-09: Academy of Accelerated Learning, Barton, Clement Avenue, Elm Creative Arts, Fairview, Fernwood Montessori, Hartford, Hawley Road, Hmong American Peace Academy, Honey Creek, Humboldt Park, IDEAL, Bethune Academy, Maryland Avenue Montessori, Meir, Milwaukee French Immersion, Milwaukee German Immersion, Milwaukee Sign Language, Pierce, Thoreau, and Whitman.

Of the 121 schools with middle grade WKCE-CRT results, 47 had value added and quadrant results in Reading and 75 in Math. Of these schools, ten were identified as High Value- Added-High Attainment in both Reading and Math for 2008-09: Burdick, Doerfler, Fairview, Grant, Humboldt Park, Milwaukee School of Languages, Milwaukee Sign Language, Morse, Vieau, and Westside Academy.

Chart 24 - School Quadrant Table - An Example

			Value Added Performance Tier				Achievement WKCE Prof/Adv Across Grades				Quadrant Status Sum of Value Aded Tier Data And Attainment Data			
School	Grade Level	School Level	2004-05 to 2005-06	2005-06 to 2006-07	2006-07 to 2007-08	2007-08 to 2008-09	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Reading	Elementary	District	3.0	3.0	3.0	3.0	61%	63%	61%	59%				
		School	2.1	2.9	3.4	3.9	79%	76%	76%	79%	3	3	1	1
Mathematics	Elementary	District	3.0	3.0	3.0	3.0	42%	48%	49%	54%				
		School	2.9	3.2	3.4	3.1	60%	57%	62%	72%	3	1	1	1
1 = High Value Added-High Attainment 2 = High Value Added - Low Attainment 3 = Low Value Added - High Attainment 4 = Low Value Added - Low Attainment														

National Assessment of Educational Progress (NAEP)

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) of the U.S. Department of Education. For over 30 years NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U/S. history, civics, geography and other subjects. NCES issues the Nation's Report Card about the achievement of elementary and secondary students in the United States.

The 2009 NAEP mathematics assessment results for 4th and 8th graders was recently released by NCES. The mathematics assessment results are based on nationally representative samples of 4th and 8th graders from over 7,000 schools in every state. NAEP will release a comparable report of their 2009 assessment in Reading some time in 2010.

The NAEP mathematics assessment includes questions of content along with allowing for a variety of knowing and doing mathematics. The 2009 NAEP assessment collects information on student's performance in five areas: number properties and operations, measurement, geometry, data analysis, statistics and probability and algebra.

NAEP results are reported by state, including Wisconsin. Results from the NAEP Trial Urban District Assessment (TUDA) for participating large urban districts—from the same 2009 NAEP assessment—will be released later in 2010. For the first time, the Milwaukee Public Schools participated in this NAEP assessment, so results for how MPS students perform compared to other large urban districts will now be possible.

NAEP mathematics (and reading) results for grades 4 and 8 are reported as average scores on a 0 to 500 scale. In addition to scale scores, results are also reported at five percentiles to show trends in results for students at different levels of performance. NAEP also sets specific achievement levels, reported as percentages of students performing at or above the Basic and Proficient levels and at the Advanced level. NAEP 2009 results are compared with the last NAEP assessment in 2007.

Nationally, NAEP reported that there were no significant changes in mathematics scores between 2007 and 2009 in any of the five ethnic groups. However, persistent gaps remain between White and African American and Hispanic students.

2009 NAEP results for Wisconsin

Grade 4:

The 2009 score for state students of 244 was higher than the national score of 239. The 2009 score was the same as the score received in 2007, although it was higher than 17 years earlier (1992) of 229. The Wisconsin score ranks 15th highest in the nation overall. The percentage of students performing at/above the proficient level in 2009 was 47%, up somewhat from the 2007 proficiency level of 45%.

While White scores are 14th highest in the nation, African American scores for state students is 8th lowest. Hence, there is a significant achievement gap of 33 points between the two groups, the highest gap of all states. Hispanic scores of Wisconsin students rank about at the national average, however the achievement gap (22 points) between Whites and Hispanics ranks the state 13th highest.

Grade 8:

The 2009 score for state students of 288 was higher than the national score of 282. The 2009 score was slightly higher than the score received in 2007, although it was higher than 17 years earlier (1992) of 267. The Wisconsin score ranks 14th highest in the nation overall. The percentage of students performing at/above the proficient level in 2009 was 33%, up somewhat greater than the national level of 31%.

While White scores are 13th highest in the nation, African American scores for state students is also 8th lowest. Hence, there is a significant achievement gap of 32 points between the two groups, the highest gap of all states. Hispanic scores of Wisconsin students rank about at the national average, however the achievement gap (26 points) between Whites and Hispanics ranks the state 19th highest.

Student Promotions

The 2008-09 school year marked the seventh year of the district promotion requirements for students in grades 4 and 8. The requirements reflect state law that directs school districts to develop a policy for promotion that considers a student's academic performance and test scores as well as teachers' recommendations.

Per district policy, students promoted from grade 4 to 5 and from grade 8 to 9 can meet promotion criteria in one of three ways:

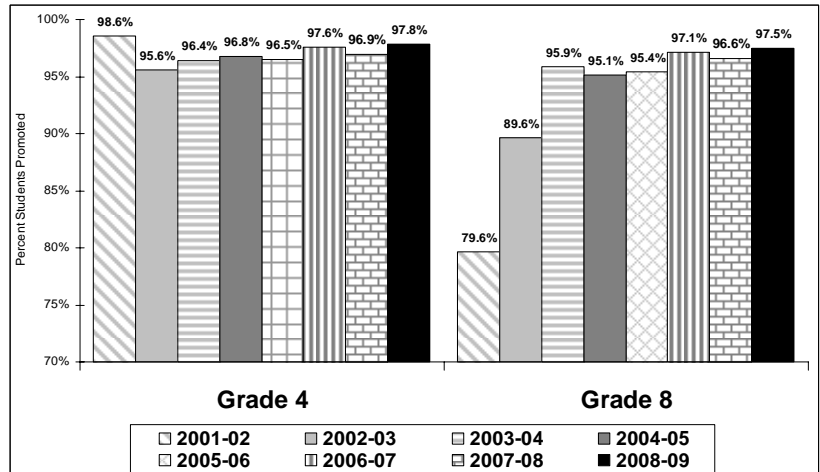
Criterion 1: Achieving proficiency in Reading, Writing, English/Language Arts, Math, Science and Social Studies, as measured by classroom assessments based on standards (CABS), or

Criterion 2: Achieving a score of basic or above, as measured by the WKCE in each subject noted above, or

Criterion 3: Recommendations of teachers.

Chart 25 shows the percentage of students promoted from grade 4 to 5 and 8 to 9 for the last eight years. District-wide, the percent of students promoted in 2008-09 from grade 4 to 5 (97.8%), is nearly one percent higher than in 2007-08. About 85% of all schools had promotion rates of 95% or higher, including 62 schools with rates of 100%. Only six schools had promotion rates under 90%. The percent of grade 8 students promoted to grade 9 in 2008-09 (97.5%) was also about

Chart 25 - Promotion Rates



one percent higher than the year before. Over 85% of the 93 schools in 2008-09 with grade 8 students had promotion rates of 95% or higher, including 52 schools with rates of 100%. Only 15 schools had promotion rates under 95%.

Grade Point Average

Another measure of student academic achievement at the middle and high school grades is Grade Point Average (GPA). Chart 26 shows that the district-wide GPA for all middle grade pupils (grades 6 to 8) for 2008-09 (2.31 equivalent to a C+), is up slightly overall from the year before. Schools using alternative grading systems are not reflected in the totals reported. The overall GPA for high school students in 2008-09 was 1.87 (C-), about the same as the year before (1.85).

Chart 26 - Grade Point Average - Middle Grades and High School

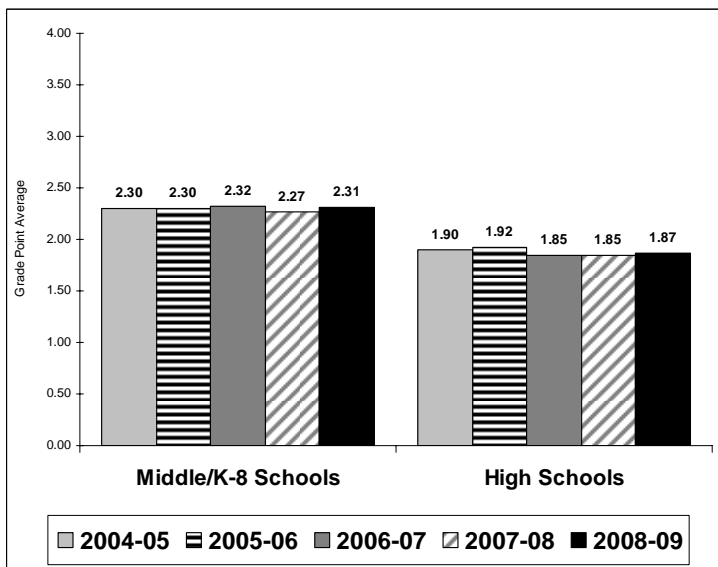


Chart 27 - 2008-09 High School GPA - By Grade

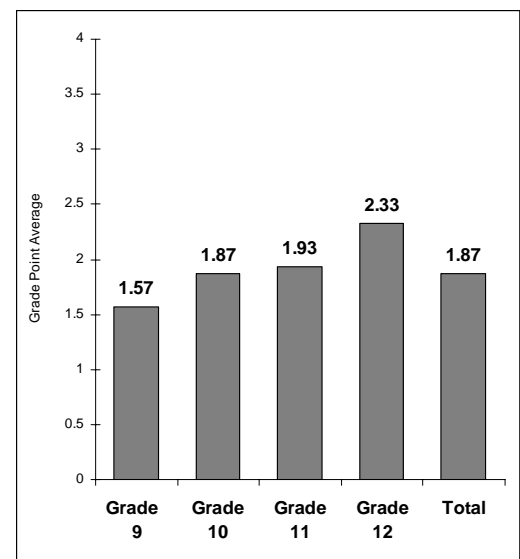


Chart 28 - 2008-09 High School GPA - By Grade

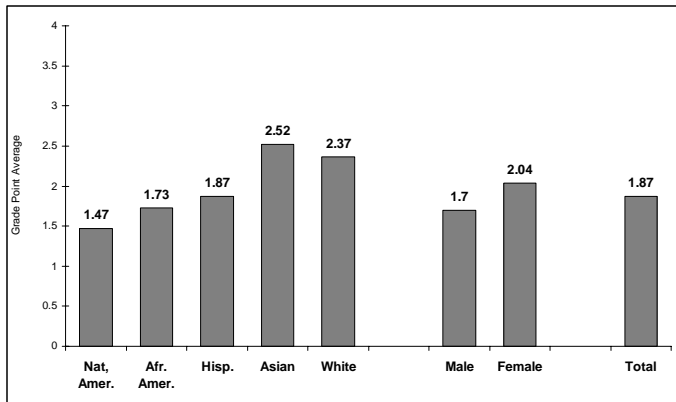


Chart 27 on the previous page, shows that the lowest GPA across all high school grades in 2008-09 was in grade 9 at 1.57, equivalent to about a D+. The overall GPA rises each grade thereafter, as many poorly performing students drop out.

Chart 28 shows that the lowest GPA among all ethnic groups was for Native Americans at 1.47 (across all high school grades) in 2008-09, followed by African Americans, Hispanics, whites and Asians. Overall, males have a much lower GPA than females.

Chart 29 shows the percent of students by grade within certain GPA ranges, for students that took 3 or more credits in 2008-09. Nine percent of all 9th graders had a GPA of 0.00. Another 27% of grade 9 students had a GPA of less than 1.00.

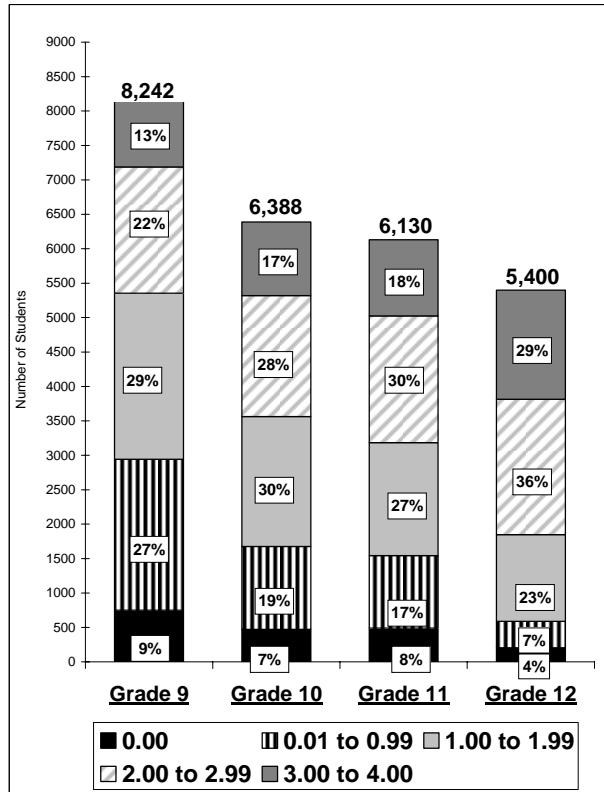
The percentage of students with GPAs in these two lowest GPA ranges drops in succeeding grades, but it remains significant, at 26% in grade 10, 25% in Grade 11 and 11% in grade 12.

ACT

Many MPS students take the ACT in their junior and senior years to complete their applications to colleges, universities, and other post-secondary options. ACT data is compiled and reported annually by the Wisconsin Department of Public Instruction.

Chart 30 details the number and percent of graduating seniors that took the ACT for the last four years, as reported by the DPI. The percentage of MPS graduates in 2008-09 who took the ACT was 49.0%, up by over 12 percentage points over the last four years. State-wide, 57.2% of the graduating seniors took the ACT in 2008-09.

Chart 29 - 2008-09 High School GPA - By GPA Ranges



Data Source: Course grades and credits earned in Data Warehouse (full year)

Thirty-nine of the 62 MPS high schools in 2008-09 had graduates who took the ACT. Sixteen of these 39 schools had participation rates of 50% or more. Three schools (Hamilton, Rufus King and Riverside) accounted for almost 40% of the district total participation.

The Board of School Directors approved a pilot project in October 2007 to support greater ACT participation. All MPS 11th graders were encouraged to take the ACT in 2008-09 with funding provided by the district. Nearly two-thirds took the test, providing a foundation for continued student improvement. The same program will be provided to all 11th graders in 2009-10.

Chart 30 - ACT Participation Rate— Four Years

Years	Milwaukee Public Schools			State
	No. Students Enrolled	No. Students Taking ACT	% of Students Taking ACT	% of Students Taking ACT
2005-06	4,613	1,693	36.7%	55.2%
2006-07	4,600	2,070	45.0%	57.0%
2007-08	4802	2071	43.1%	55.7%
2008-09	4717	2310	49.0%	57.2%

Data Source: DPI website (WINNS)

2008-2009 District Report Card

Chart 31 details the district-wide ACT composite score over the last four years compared to the state-wide total. Six of the schools with ACT results had composite scores of 18 or higher, while eight other schools had composite scores of less than 15.

Advanced Placement (AP) and International Baccalaureate (IB) Courses

Chart 31 - ACT Composite Scores

	2005-06	2006-07	2007-08	2008-09
MPS	17.8	17.7	17.5	17.2
State	22.3	22.3	22.5	22.6

If offered by their school, students have opportunities to take Advanced Placement (AP) and International Baccalaureate (IB) courses. Many students taking AP/IB courses also take a standardized exam at the end of the year. If a student's score exceeds 3+ (AP) or 4+ (IB) s/he may receive college credit in that course area.

Chart 32 shows that there were a total of 182 separate AP/IB courses offered at individual MPS schools in 2008-09, an increase of over 50% from 2004-05. The chart also shows that the total enrollment for all AP/IB courses (some students take more than one AP/IB course) offered at individual schools was 6,450 (unduplicated semester total), up by 37% since 2004-05. Chart 32 further shows that there were a total of 2,442 individual students taking an AP or IB course in 2008-09, representing about 14% of all students enrolled in grades 10 to 12 (when such courses are offered).

Chart 32 - AP/IB Course and Student Enrollment

	No. of Courses Offered					Total Number of Students Course Enrollment (unduplicated)					No. and % of Students Enrolled in AP/IB Courses -- 2008-09 only		
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09	Total Enroll. Gr. 10-12	Enrollment in AP/IB	% Enrolled In AP/IB
AP	78	78	79	74	111	2,439	2,554	2,339	1,988	2,502	---	1,497	---
IB	42	59	67	58	71	2,252	2,436	3,403	3,351	3,948	---	945	---
Total	120	137	146	132	182	4,691	4,990	5,742	5,339	6,450	17,463	2,442	14.0%

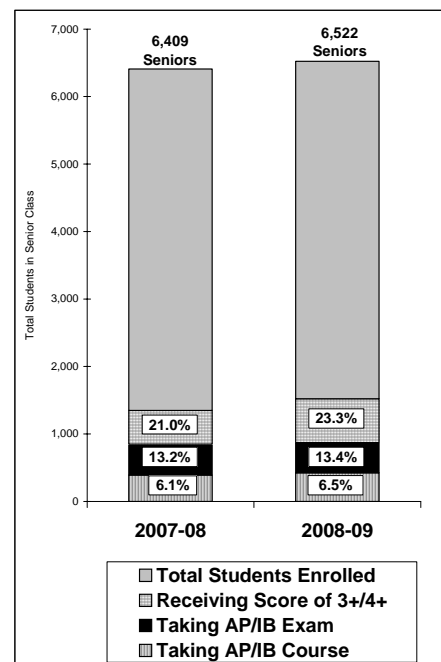
Chart 33 - AP/IB Exam Performance

	No. of Students Taking AP/IB Exams					No. of Total AP/IB Exams Taken					Percent of AP/IB Exams at 3+ (AP) and 4+ (IB)				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
AP	837	1,012	957	897	856	1,148	1,519	1,471	1,321	1,298	26%	28%	28%	27%	24%
IB	227	215	227	349	338	729	755	911	1,174	1,129	57%	57%	51%	55%	60%
Total	1,064	1,227	1,184	1,246	1,194	1,877	2,274	2,382	2,495	2,427	38%	37%	37%	40%	40%

Chart 33 shows that the total number of students taking AP/IB exams in 2008-09 (1,194) is slightly lower than the total the previous year, but is 12% more than five years earlier. The number of individual AP/IB exams (some students take more than one exam) totaled 2,427 in 2008-09, an increase of 30% since 2004-05. Overall, about 40% of students taking exams earn scores that may earn college credit.

Chart 34 shows the proportion of AP/IB course, exam and scores for college credit for the senior classes of 2007-08 and 2008-09. Overall, 23.3% of all 2008-09 seniors took an AP/IB course at some time during their high school tenure. About 13.4% of all seniors in 2008-09 took an AP or IB exam while with MPS and just 6.5% of all seniors received an exam score that may earn college credit.

Chart 34 - AP/IB activity for seniors



Other Student Outcomes

Student Attendance Rate

A key indicator of student engagement and a predictor of academic success is attendance.

The attendance rate is also a component in the state's AYP determination for elementary and middle grade schools. The state's target goal for pupil attendance is 85%. The district's strategic plan goal is 95%.

Chart 35 shows that the district-wide attendance rate rose in 2008-09 at all grade levels from the last 2-4 years. Overall attendance rates for middle grades and high school grades rose by a full percentage point.

Individual schools varied from the district total. For example, 20 (16%) of the district's 126 schools with elementary grades had attendance rates of 95% or more, while 17 other schools had rates under 90%. Almost two-thirds of all schools with elementary grades experienced an increase in student attendance in 2008-09 compared to the year before.

Schools with middle grades have wider attendance rate variations than do elementary schools; 14 of the 101 schools with middle grade students had attendance rates of 95% or higher while 11 other schools have attendance rates under 80%. About 60% of all schools with middle grades had an increase in student attendance compared to the year before, including 15 schools with increases above three percentage points.

Of the 69 schools with high school age students in 2008-09, 13 had student attendance rates of 85% or more, while another 11 had rates under 70%. About 75% of all schools with high school grades experienced

Chart 35 - Student Attendance Rate - By Grade Level

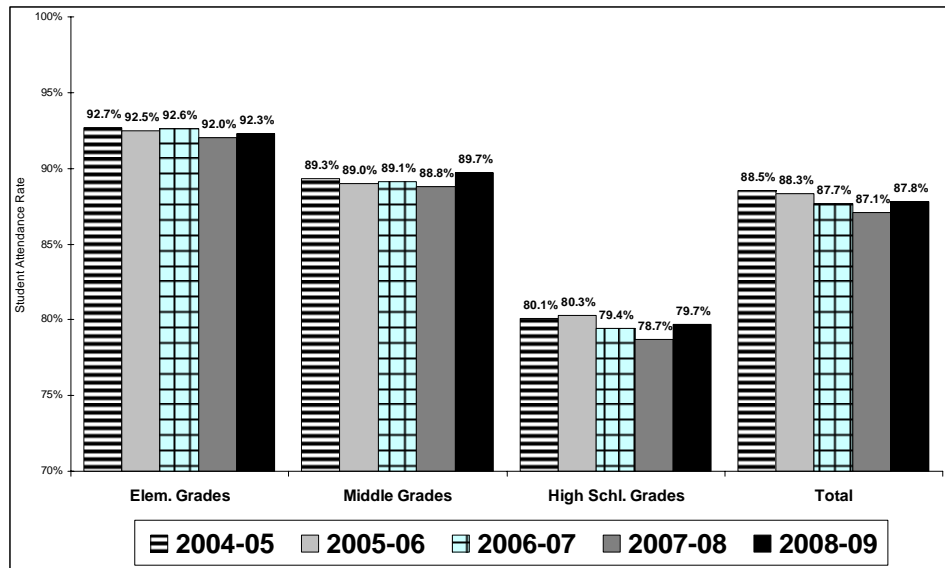
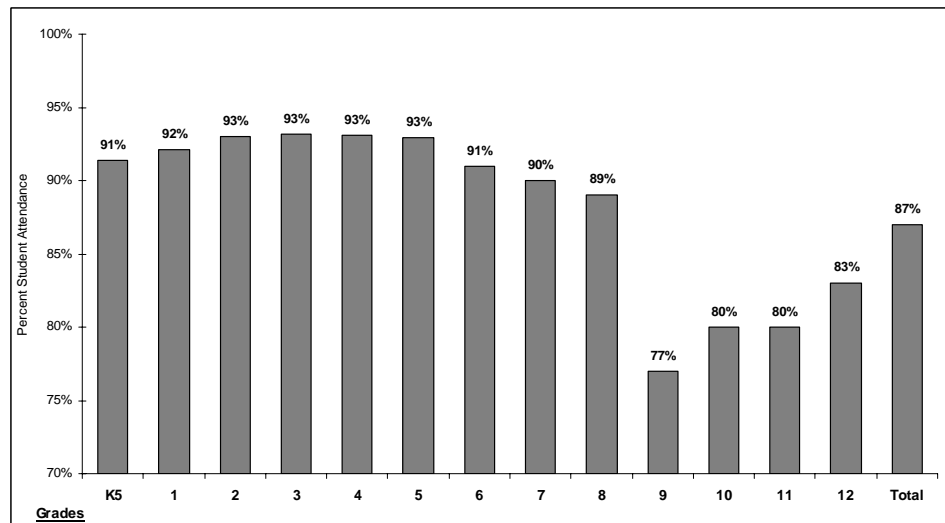


Chart 36 - Student Attendance Rate - By Grade Level



an increase in student attendance in 2008-09 compared to the year before. Among the 23 schools with increases of 3 percentage points or more include Pulaski, Community, DIAL, Marshall Montessori and WHS-Information Technology.

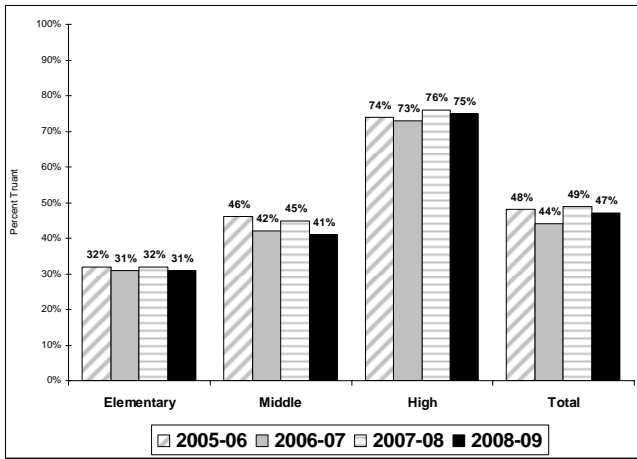
Chart 36 shows that student attendance district-wide remained steady at about 92% to 93% in grades K5 to 5 in 2008-09 but it dropped at the middle grades to 89% to 91%. District-wide, student attendance declines at the high school level (grades 9 to 12), with the lowest rate at grade 9 at 77%.

Habitual Truants

The Wisconsin DPI defines a “habitual truant” as a student who has five or more unexcused absences in one of the two semesters. Under this definition, a student with an attendance rate of 94.5% (5 unexcused absences) qualifies as a habitual truant.

Based on the state’s definition of truancy, the percentage of students truant declined slightly at all grade levels in 2008-09 compared to the year before, including elementary grades (32% to 31%), middle grades (45% to 41%) and high school grades (76% to 75%). These data are depicted in Chart 37.

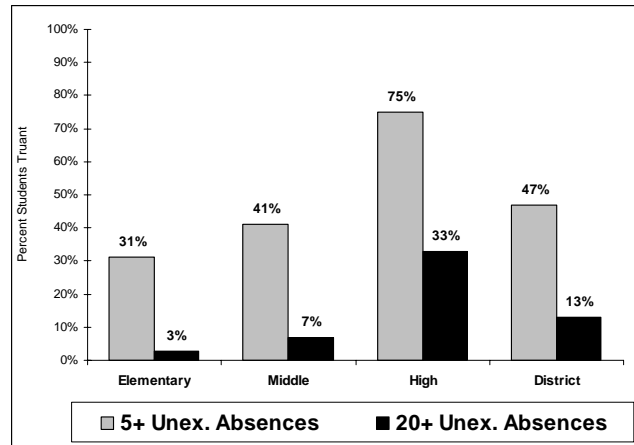
Chart 37 - Habitual Truancy Rates - By Grade Level



To help provide some added perspective to this important topic, Chart 38 shows the percentage of students defined as truant under the state’s definition (5 or more unexcused absences a semester), compared to the percentage of pupils with 21+ unexcused absences.

A pupil with more than 20 unexcused absences (excluding any excused absences) would have an attendance rate of 88%. Under the 20+ unexcused absence threshold, the percent of chronically absent pupils at the elementary level would be about 3% at the elementary grades, 7% at the middle grade level and 33% at the high school level.

Chart 38 - Truancy - In Perspective



Expulsions

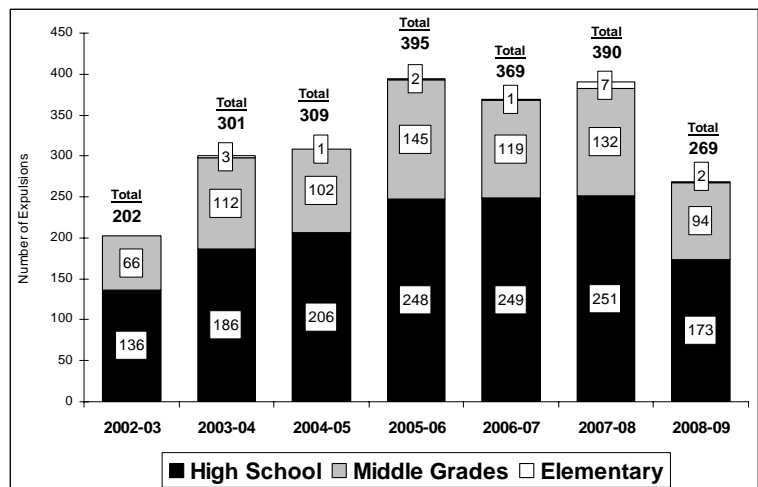
Expulsions occur when students commit serious infractions of school rules and/or endanger themselves and/or others.

Chart 39 details the number of students expelled at each grade span over the last seven years. The number of students expelled for 2008-09 was 269, a sharp decline from previous years.

Nearly two-thirds of all pupils expelled were in high school and the other third were at the middle grade level. By offense, 42% of the expulsions were for weapons, 34% for battery and 24% for controlled substances.

The percent of all students expelled at the middle and high school levels represents less than one-half of one percent of all students enrolled.

Chart 39 - Student Expulsions - 2003-04 to 2008-09



Student Retentions

Retentions occur when students are retained in grade from one year to the next due to inadequate academic performance. For high school pupils retained, insufficient credits were earned to move fully to the next grade level.

Chart 40 shows the percent of students retained by grade for the last three years (2006-07 to 2008-09). The chart shows that more students are retained at high school (18.8%) than at the elementary grades (2.2%) and middle grade levels (2.4%). Overall, retention rates declined by nearly a full percentage point in 2008-09 compared to the year before at elementary and middle grade levels, while at the high school level the retention rate again declined somewhat from the prior year.

Chart 40 - Student Retentions - by Grade Level

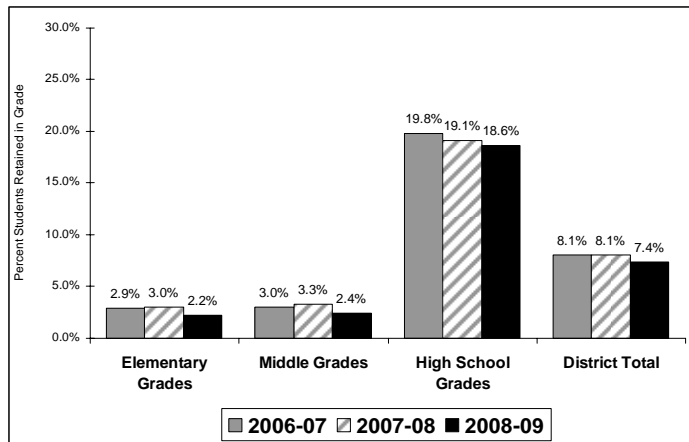
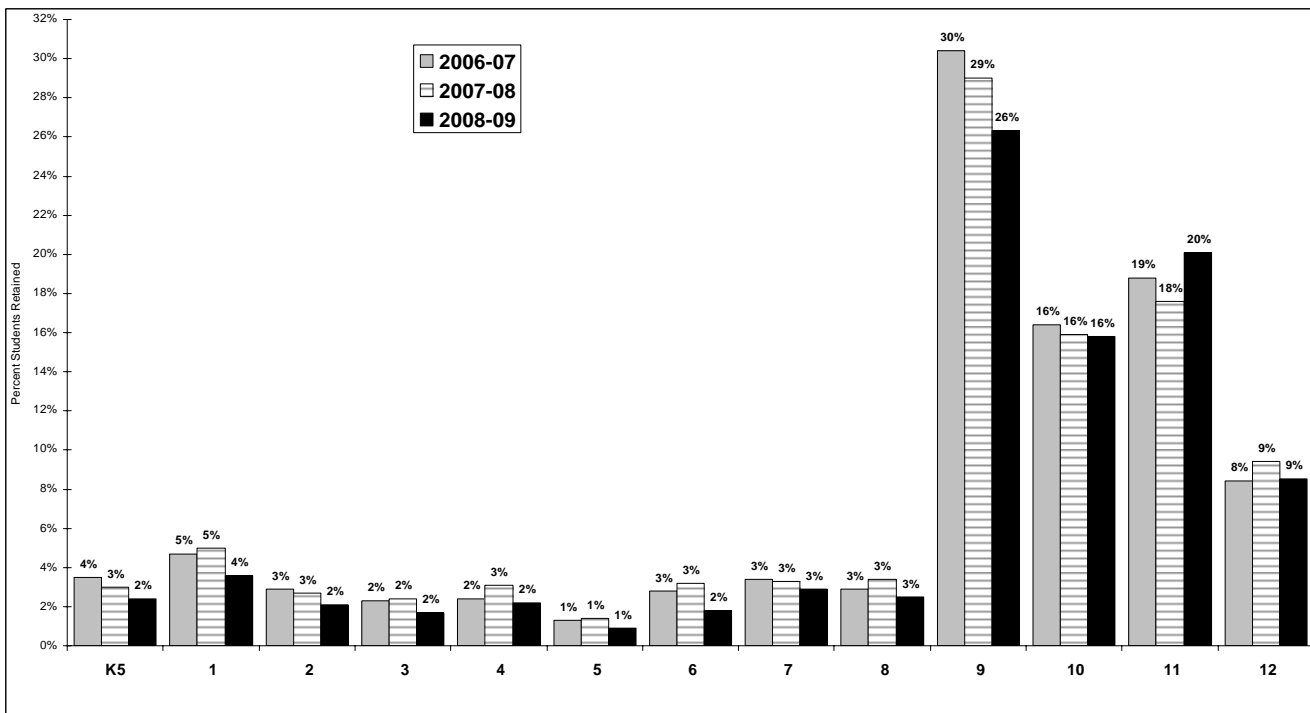


Chart 41 illustrates the percent of students retained by grade for the last three years. There was an average drop of about 0.8% across grades K5 to 8 in 2008-09 compared to the year before, including a decline of 1.5 percentage points at grade 1 and grade 6. At the high school level, the largest percentage of students retained (failing to earn 5 to 6 credits) is at grade 9, however the percentage has declined over the last two years from 30% to 26%. Retention rates at grades 10 and 12 declined slightly from the year before, but there was a 2.5 percentage point rise at grade 11.

Most schools with elementary grades had retention rates of 2% to 4%, although 43 (35%) schools had rates under 1%, while another 11 (9%) schools had rates over 5%. Over half of all schools with middle grades had retention rates of under 2%, although 12 (7%) schools had rates over 5%. The widest variety of retention rates were for high schools, where 18 (35%) schools had retention rates under 15%, while another 10% of schools with high school grades had rates over 30%. Almost two-thirds of all schools with elementary, middle and high school grades had retention rates in 2008-09 which was lower than their rates the previous year.

Chart 41 - Percent Students Retained By Grade



Student Suspensions

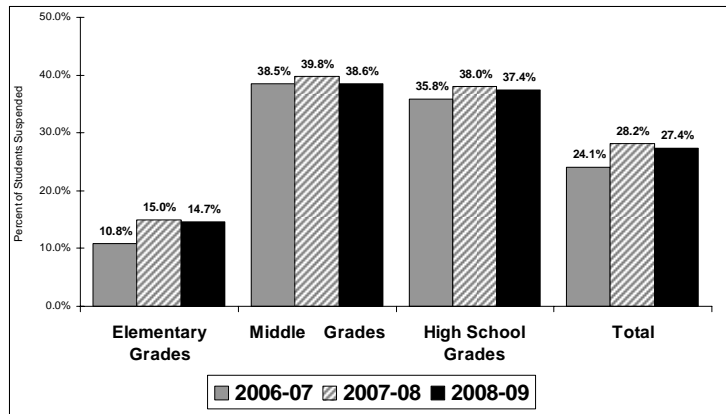
Students are suspended out of school for a variety of infractions. About two-thirds of all infractions in 2008-09 were for such incidents as classroom disruption, chronic tardiness and failure to follow school rules. Another third of suspensions were for assault and endangering behavior-related incidents, and 1% were for incidents involving a weapon. Most suspensions were for one to three days.

Chart 42 shows the percentage of students suspended at least once during the school year for the last three school years to 2008-09. The chart shows that the suspension rate at elementary grades is lowest at under 15% in 2008-09, but the rate rises considerably at the middle and high school grades where between 37% to 38% of all students were suspended at least once.

District attention to the rising suspension rates and the need for schools to employ more alternative methods for addressing student behavior problems beyond suspending students out of school, contributed to a decline in the district's pupil suspension rate in 2008-09 across all three grade levels.

Individual schools vary from these overall trends. For example, while 31 (25%) of the district's 126 schools with elementary grades had suspension rates of 3% or less, 36 others (28%) had rates of 25% or more.

Chart 42 - Percent of Students Suspended - By Grade Level

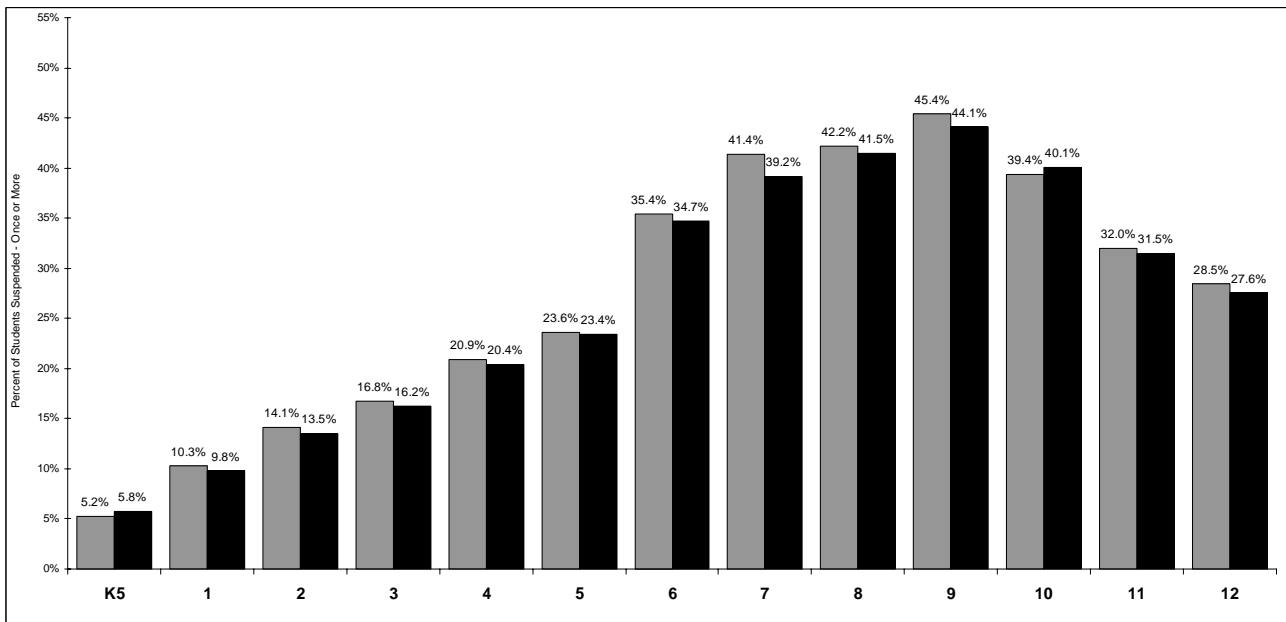


Similarly, while 32 (32%) of the 101 MPS schools with middle grades had suspension rates of 20% or less, 28 others (28%) had rates of 50% or more. And, at high schools, although 29 (40%) of the 73 MPS schools with high school age students had suspension rates of 20% or less, 13 others (18%) had 2008-09 student suspension rates of more than 50%.

Almost 80% of all schools with elementary grades had a decline in their student suspension rates in 2008-09 compared to the year before, as did 60% of schools with middle grades and over 90% of all schools with high school age students

Chart 43 shows the percent of all MPS students suspended at least once by grade for the last two school years. The percent of all students suspended at least

Chart 43 - Percent of Students Suspended - By Grade - for 2007-08 and 2008-09



once during the school year rises sharply from grade 5 to grade 6, from 23% to 35%. The highest suspension rate is at grade 9. However, the suspension rate declined in 2008-09 compared to the year before at every grade, except grades K5 and 10, an average drop of almost a full percentage point.

Chart 44 - Percent of Students Suspended - by Student Subgroup

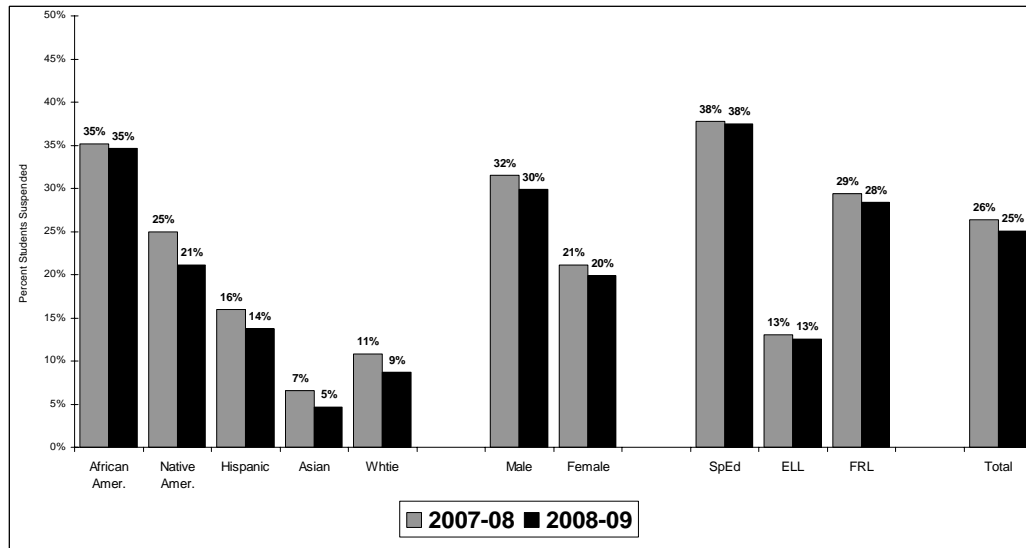
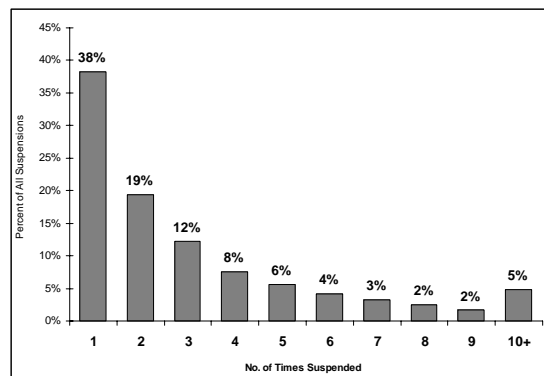


Chart 44 shows that the percentage of students suspended at least once varies considerably among different student groups. African Americans are suspended 2 1/2 times more than Hispanic students and almost four times more than white students. Boys are suspended at much higher rates than girls, but, the highest suspension rate of all groups is for students with disabilities at almost 38%. However, there was a decline in the suspension rate for all major student groups in 2008-09 compared to the previous year.

Chart 45 - Frequency of Students Suspended



Many students are suspended more than once. Chart 45 shows that while 38% of all students suspended in 2008-09 were suspended just once, 19% were suspended twice, 26% were suspended between 3-5 times and 5% were suspended 10 or more times.

Chart 46 - Suspensions by Category

One of the district's strategic goals is to reduce the percent of student suspensions for those less serious offenses (Learning Environment) from more the current percentage of 70% to no more than 40%.

Chart 46 details the number and percentage of suspensions in the three main categories of suspensions, and records the difference from 2007-08 to 2008-09.

Overall, the number of student suspensions declined by almost 12,000 (-13.6%) in 2008-09 from the previous year, the first time in several years this has occurred. Most of the reduction in suspensions was in the area of Learning Environment (-19.7%). This, in turn, resulted in a decline in the percentage of all suspensions in Learning Environment, from 71% in 2007-08 to about 66% in 2008-09.

Incident Types	2007-08	2008-09	No. Increase Suspensions	% Increase Suspensions	2007-08 % of Total	2008-09 % of Total
Learning Environment						
Classroom Disruption	45,017	35,790	-9,227	-20.5%	51.7%	47.6%
Loitering	8,646	6,753	-1,893	-21.9%	9.9%	9.0%
Other Offenses	4,013	3,466	-547	-13.6%	4.6%	4.6%
Verbal Abuse	4,102	3,602	-500	-12.2%	4.7%	4.8%
Total	61,778	49,611	-12,167	-19.7%	71.0%	65.9%
Personal/Physical Safety						
Assault	3,133	3,067	-66	-2.1%	3.6%	4.1%
Battery	527	499	-28	-5.3%	0.6%	0.7%
Disorderly Conduct	4,741	4870	129	2.7%	5.4%	6.5%
Drug and Alcohol	958	816	-142	-14.8%	1.1%	1.1%
Fighting	10,590	10643	53	0.5%	12.2%	14.1%
Larceny	885	1037	152	17.2%	1.0%	1.4%
Personal Threat	2,589	2692	103	4.0%	3.0%	3.6%
Vandalism	634	580	-54	-8.5%	0.7%	0.8%
Other *	397	605	208	52.4%	0.5%	0.8%
Total	24,454	24809	355	1.5%	28.1%	33.0%
Weapons						
Firearm	336	327	-9	-2.7%	0.4%	0.4%
Possession	491	487	-4	-0.8%	0.6%	0.6%
Total	827	814	-13	-1.6%	0.9%	1.1%
District Total	87,059	75,234	-11,825	-13.6%	100.0%	100.0%

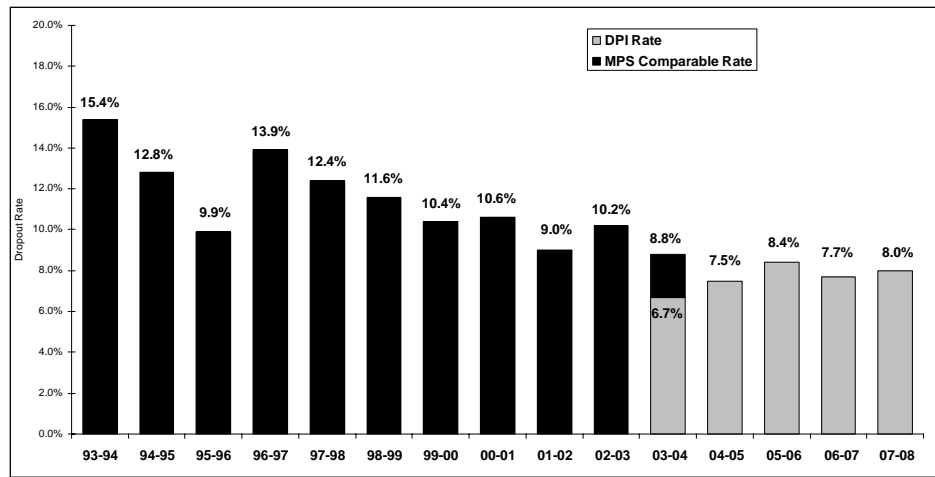
* Includes Arson, Bomb Threat, Gang Activity, Robbery and Bullying (new in 2008-09)
Data Source: MPS Data Warehouse - Historical district report

High School Dropout Rates

Chart 47 - MPS High School Dropout Rate

Chart 47 details the district high school dropout rate (grades 9 to 12) for the last 15 years. Overall, the annual dropout rate over the last 5 years has averaged between 7% to 8%,.

In order to more easily meet reporting requirements and to conduct AYP calculations under NCLB, Wisconsin has moved to a state-wide student enrollment system where student movement within public school districts is tracked.



Due to some changes in state reporting methodology, two dropout rates are depicted in Chart 47 for 2003-04: the historical district-calculated rate and the DPI-reported rate. The 2007-08 high school dropout rate reported for MPS was 8.0%, a slight increase from the year before. The dropout rates for 2008-09 will be reported in early 2010 by the DPI.

High School Graduation Rate

A key measure of high school performance is the percent of students graduating from high school. High school graduation rate is also one of the AYP components under NCLB. The State AYP target is 80%.

The state’s method for determining the percent of students graduating from high school is based on total number of dropouts recorded in previous years at selected grades, plus the number of graduates in the current year.

The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. Chart 48 details the calculation of the district’s 2007-08 high school graduation rate.

For the past five years, the high school graduation rate has been derived from the new statewide reporting system. Based on data collected by this system, the district’s 2007-08 high school graduation rate was 68%.

Chart 48 - Calculation of MPS 2007-08 HS Graduation Rate

Components		Number
Dropouts		
	2004-05 - Gr. 9 Dropouts	810
	2005-06 - Gr. 10 Dropouts	611
	2006-07 - Gr. 11 Dropouts	457
	2007-08 - Gr. 12 Dropouts	333
	Over Age and HSED Students	25
	Sum - All Dropouts	2,236
Graduates		
	2007-08 High Sch. Graduates	4,807
Total		
	Total of Dropouts and Graduates	7,043
Graduation Rate		
	Graduates divided by Total	
	(4807/7043)	68.3%
Data Source: Compiled by DPI - WINNS site		

As Chart 49 illustrates, the MPS high school graduation rate has generally risen each year since 1999-2000 (52% to 68% in 2007-08), an increase of 16 percentage points.

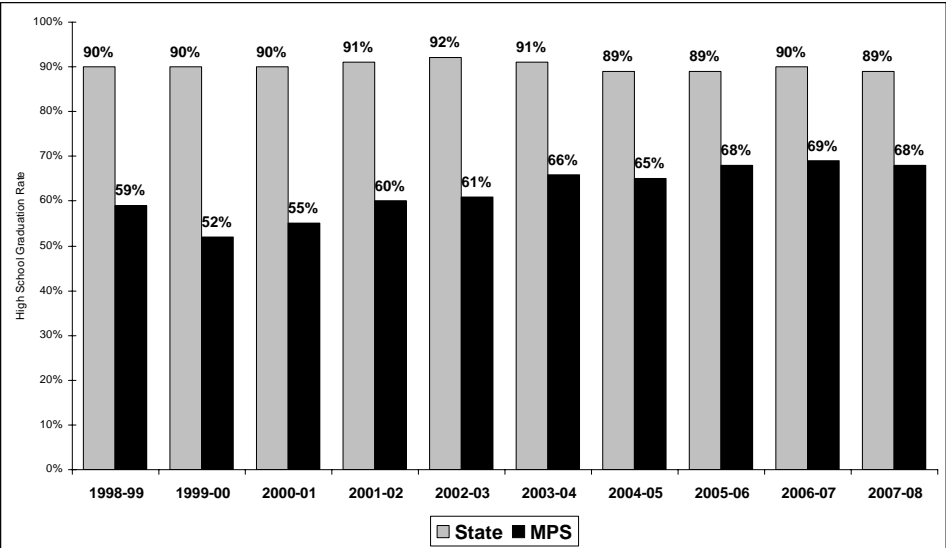
As Chart 49 also shows, the graduation rate gap with the state has declined over each of the last several years, from 37 percentage points in 1999-00 to 21 points in 2007-08, a decline of 15 points.

It is anticipated that the DPI will release the 2008-09 high school graduation rate sometime in early 2010, along with the drop-out rate.

Chart 50 highlights 2007-08 graduation rate data by gender, ethnicity and for students with disabilities.

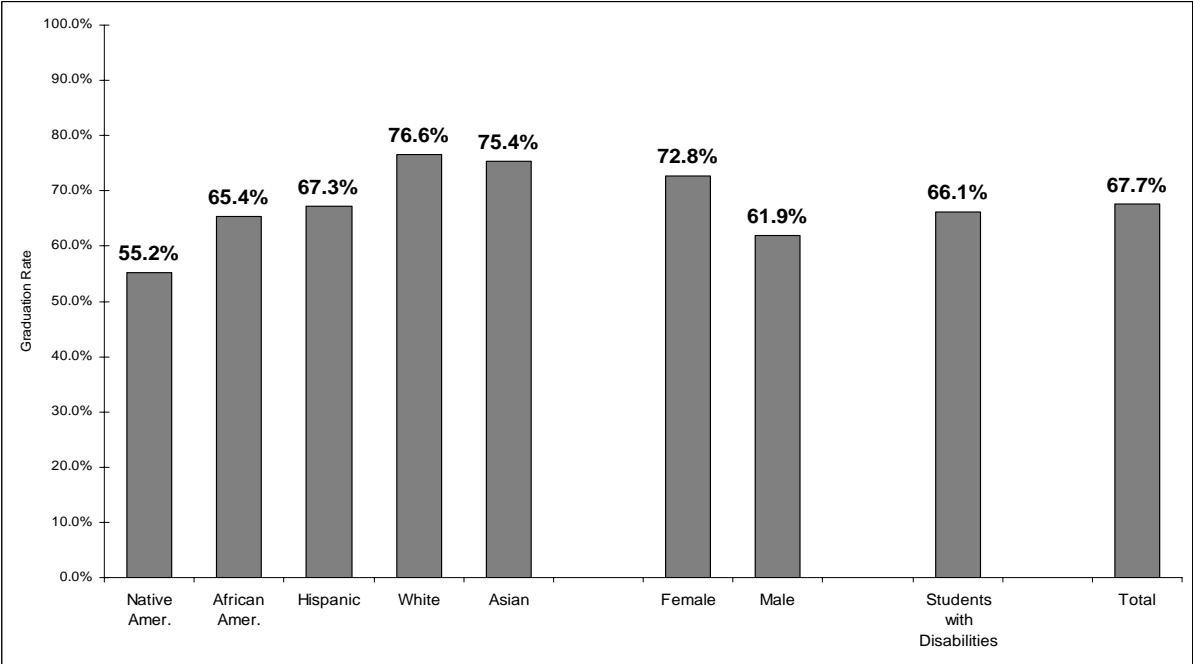
There remains a significant difference in graduation rates among different ethnic groups. The lowest overall high school graduation rate is for Native Americans (55%). The graduation rate for African Americans and Hispanics (65% and 67% respectively) is a gap of 9 to 11

Chart 49 - MPS and State High School Graduation Rate



percentage points to the white graduation rate (77%). The high school graduation rate for boys is considerably lower (about 11 percentage points) than for girls. The graduation rate for students with disabilities is about the same overall as for the district.

Chart 50 - 2007-08 MPS High School Graduation Rate by Student Group



Adequate Yearly Progress (AYP)

Under NCLB, each state was required to develop an accountability system to measure school and district performance. Wisconsin's accountability plan was initially approved in May, 2003 and was used to evaluate all schools and districts in the state effective with the 2002-03 school year.

Four Major Components of AYP:

1. Test Participation:

NCLB requires that at least 95% of all students enrolled participate in the reading or math portions of the WKCE (or participate in an alternate assessment for students with disabilities or early ELLs). In addition to ALL students enrolled in the school, this requirement on participation also applies to eight separate sub-groups of students in the grades assessed;

- | | |
|-----------------------------|--------------------------------------|
| 1. <i>Native Americans</i> | 6. <i>English Language Learners</i> |
| 2. <i>Asians</i> | 7. <i>Students with Disabilities</i> |
| 3. <i>African Americans</i> | 8. <i>Students Eligible for</i> |
| 4. <i>Hispanics</i> | <i>Free/Reduced Lunch</i> |
| 5. <i>Whites</i> | |

For the 95% participation requirement to apply to any one of these sub-groups, schools must have at least 40 students enrolled in grades 3 to 8 and 10. If a school has less than the minimum numbers, the 95% participation requirement does not apply. Individual grades are summed to generate a school-wide total.

If a school has at least 95% of ALL students as well as all applicable sub-groups of students participating, it meets AYP. If it misses ALL students or just one of the sub-group participation rates, it misses meeting AYP for the entire component.

2. Other Indicator (Attendance and High School Graduation Rate):

The state attendance rate target for elementary and middle schools is at least 85% (or show improvement from the prior year).

For schools with grade 12 enrollment, the high school graduation rate applies instead of the student attendance rate. The state defines the method used for calculating the high school graduation rate. This method is described on previous pages. The state AYP target is at least an 80% high school graduation rate (or show improvement from the prior year).

A school can meet AYP if it reaches the state-wide goals of 85% in student attendance or 80% in the high school graduation rate, OR if it experienced an increase in the attendance rate or high school graduation

rate from the year before. The previous year's graduation rate and attendance rate is used for determining AYP.

3. Reading and 4. Math:

The method for meeting AYP in Reading and Math is nearly identical. However schools are expected meet AYP in both subject areas. As with test participation, schools must meet the ALL students, as well as all sub-groups where there were more than 40 students enrolled.

Unlike the Test Participation component, however, only those students who were tested and enrolled in the school for a Full Academic Year (FAY) are included in the calculation. So, if an elementary school had 100 students tested with the WKCE in 2008-09 in grades 3 to 5, but only 80 of those students were enrolled in the school the previous year, only data from those 80 students tested for a FAY are included in the AYP calculation.

The state-wide Annual Measurable Objective (AMO) target for all grades in 2008-09 was 74% of FAY students to score at/above proficient in reading and at least 58% at/above proficient in mathematics. The targets also apply to each sub-group with sufficient triggering numbers. Beginning in 2005-06 the state moved to an "Index" score for determining percent proficient/advanced giving a half point for Basic and a full point for students scoring proficient and advanced.

Confidence Interval

The state began applying a *Confidence Interval (CI)* to determining AYP in 2004-05, which has continued the last four years. Under this provision, if a school should miss meeting the state AMO targets for ALL students or any sub-group, it can still meet AYP if it meets the state-defined Confidence Interval. CI is a probability quotient applied to a school's scores.

For example, a school with 50 FAY students tested has an index score (e.g. half point for Basic and one point for all proficient/advanced students) in Reading, equaling 66%. Even though the 66% value does not meet the state goal of 74% in Reading, under the CI provision, the state cannot be statistically certain in this case that the school has fallen below the target. With 50 students, in order to be 99% confident that a school has in fact fallen below standard, it must have an index score of at least 55%. Thus, with 66% index value with the CI applied, the school met the state target in Reading.

However, even if a school should miss meeting the state targets for ALL students or any sub-group, AND it also did not meet AYP through the Confidence interval applied, the school can still meet AYP if it meets the *Safe Harbor* provisions.

Safe Harbor: *To meet Safe Harbor, schools must meet both Steps 1 and 2.*

Step 1 — A school must have at least 10% fewer students NOT Proficient (Index score) than the year before.

Step 2 — For All Students, it must have met AYP in Student Attendance Rate or High School Graduation Rate, explained in point #2. For any sub-group that missed AYP, the school must meet specific state-determined minimum targets of proficient/above in the subject of science on the WKCE, OR, it has had an increase in its index value in science for that sub-group from the year before.

A Confidence Interval is now also applied to the Safe Harbor provisions. A CI is applied during Step 1 of Safe Harbor calculations for a school that shows a reduction in the index value in reading and math. A confidence interval of 75% is applied.

The net effect of the new Confidence Interval rules to determining AYP is that more MPS schools met AYP the last five school years than would have occurred without the provisions.

Small Schools, Schools Without Tested Grades, Changed School Status and New Schools:

MPS has several schools with very few FAY students enrolled in tested grades. Most of these schools serve at-risk or special needs students with a large enrollment turnover from year to year. MPS had 25 such schools in 2008-09.

Four other MPS schools serve students only in non-tested grades. One school changed their school status from Charter to Non-Charter. And, finally, four new schools began operation in MPS for the first time in 2008-09, so they had no FAY students.

For all these four types of schools, the DPI requires school districts to evaluate alternative achievement and proficiency data and report to the state whether they meet AYP. Based upon evaluation, all but two of the 34 schools met AYP in 2008-09.

Overall AYP Evaluation:

A school must meet AYP in each of the four components of the process to meet AYP for the year. If it misses just one component, it misses AYP altogether.

A total of 82 of the 205 district schools evaluated missed AYP in 2008-09, representing about 42% of all schools.

These 82 schools include 36 schools which missed AYP for the first time in 2008-09 (Chart 51 on page 38) and 46 of the 51 SIFI schools (Chart 52 on page 39).

Reasons for More SIFI Schools in 2008-09:

Several MPS schools missed just one component sub-group (students with disabilities) in Reading and/or Math.

Because more grades were assessed by the state beginning in 2005-06 (3 to 8 and 10) many schools had enough FAY students tested to trigger AYP calculation for more student groups.

And, the state-determined Annual Measurable Objectives (AMO's) increased in 2007-08 for both Reading (67.5% to 74%) and Math (47.5% to 58%), contributing to many more MPS schools missing AYP the last two years. The AMO is set to rise to 80.5% in Reading and 68.5% in Math in 2010-11.

MPS Identified as DIFI-Level 4:

As a district, MPS missed AYP for the fifth time in 2008-09 in Reading and Math in one or more categories across the three grade spans (elementary, middle, high), so it is a Level 4 District Identified for Improvement.

Chart 54 on page 40 details the district's AYP and DIFI status for 2008-09.

This status has resulted in the state requiring the district to apply an array of improvement strategies, including more support for lower performing students in Reading and Math, a corrective action plan in attendance, initiatives to improve teacher quality and various financial oversight actions. A District Identified for Improvement (DIFI) Plan has been prepared by the district, as directed by the state of Wisconsin.

A school (or district) must fail to meet AYP for two years in a row in one of the four components before it is defined as a School (or District) Identified for Improvement (SIFI or DIFI).

Chart 52
Schools Identified for Improvement (SIFI) in 2008-09—By AYP Component Status

Site	School	School Level	Test Participation	Other Indicator	Reading	Math	Met AYP 2008-09 Yes - No	Overall SIFI Level	No. SIFI Schools By Level
92	Browning	Elem			Level 1		No	Level 1	
17	DuBois	High			Level 1	Level 1	No	Level 1	
49	Fritsche	Middle			Level 1	No	No	Level 1	
238	LaFollette	K-8			Level 1		No	Level 1	
250	Lincoln Avenue	Elem			Level 1	No	No	Level 1	
318	Rogers Street Academy	K-8			Level 1		No	Level 1	
319	Sherman	K-8			Level 1	Level 1	No	Level 1	
343	Story	K-8			Level 1		No	Level 1	
39	WHS - Inform. Tech.	High		Level 1	Level 1		No	Level 1	
14	Bradley Tech	High			Level 1-Imp	Level 1	No	Level 1	
173	Forest Home	Elem			No	Level 1	No	Level 1	
235	Keefe Avenue	K-8			No	Level 1	No	Level 1	
270	Metcalfe	K-8			No	Level 1	No	Level 1	
84	Milw. African Immersion ##	High			No	Level 1	No	Level 1	
37	WHS - Law Educ. & Pub. Srv.	High		No	No	Level 1	No	Level 1	
102	Carver Academy	K-8				Level 1	No	Level 1	
421	CYD	High		Level 1			No	Level 1	
410	El Puente	High		Level 1			No	Level 1	
57	Milw. Lrng. Lab & Inst.	High		Level 1		No	No	Level 1	
29	Riverside	High				Level 1	No	Level 1	
36	WHS - Exped. Learning	High	Level 1-Imp	Level 1			No	Level 1	21
196	Grantosa	K-8			Level 1-Imp		Yes	Level 1-Imp	
101	Carleton *	Elem				Level 1-Imp	Yes	Level 1-Imp	
10	Genesis ##	High		No		Level 1-Imp	No	Level 1-Imp	
83	King, Jr.	K-8				Level 1-Imp	Yes	Level 1-Imp	4
241	Lancaster	K-8			Level 1	Level 2	No	Level 2	
312	Starms Discovery	K-8			Level 1	Level 2	No	Level 2	
220	Hopkins Street	K-8			Level 1	Level 2	No	Level 2	
32	South Division	High			Level 1-Imp	Level 2	No	Level 2	
34	ALAS	High			Level 2		No	Level 2	
170	Fifty-Third Street	K-8			Level 2	Level 1-Imp	No	Level 2	
253	Lloyd Street	Elem			No	Level 2	No	Level 2	
365	Townsend	K-8			No	Level 2	No	Level 2	
244	Lee #	K-8				Level 2	No	Level 2	
426	MATC ###	High		Level 2			No	Level 2	10
77	Auer Avenue	K-8			Level 1	Level 2-Imp	No	Level 2-Imp	
6	Lincoln Middle	Middle				Level 2-Imp	Yes	Level 2-Imp	
267	Maple Tree	Elem				Level 2-Imp	Yes	Level 2-Imp	3
18	Hamilton	High			Level 3		No	Level 3	
59	Roosevelt	Middle			Level 3	Level 3	No	Level 3	
383	Urban Waldorf	K-8			Level 3	Level 2-Imp	No	Level 3	
45	Burroughs	Middle		Level 2	Level 3-Imp	Level 3	No	Level 3	
58	Northern Star	Mid-High		Level 3			No	Level 3	5
33	Vincent	High	No		Level 1	Level 4	No	Level 4	
16	Custer	High		No	Level-3	Level 4	No	Level 4	2
19	Kilmer	Mid-High	Level 4-Imp	Level 2			No	Level 4-Imp	1
28	Metropolitan High School *	High		Level 3-Imp	Level 3	Level 5	No	Level 5	
466	HR Educational Complex	Mid-High	No	N/A	Level 4	Level 5	No	Level 5	
12	Bay View	High		No	Level 5	Level 3	No	Level 5	
67	Milw. Educ. Center ####	Middle			Level 5	Level 1	No	Level 5	
26	Pulaski	High			Level 5	Level 5	No	Level 5	5
Summary of AYP Components									
	Yes		49	37	22	22			
	No		2	13	29	29			
	N/A		---	1	---	---			
	Total		51	51	51	51			51

* Schools will close at end of 2008-09 school year
 # Lee will merge with Wheatley at the Lee school site at end of 2008-09 school year
 ## Schools are converting from Charter to traditional status - effective 2009-10
 ### Site closed during 2008-09 school year - program merged with Transition high school
 #### School will move to a new location at end of 2008-09 school year

Schools Identified for Improvement (SIFI):

Schools failing to meet AYP for two or more years are identified as in need of improvement. A school missing AYP for two consecutive years is identified as a Level 1 school. A school missing AYP for three consecutive years is identified as a Level 2 school. A school missing AYP for four consecutive years is identified as a Level 3 school. A school missing AYP for five years in a row is identified as a Level 4 school, and schools missing AYP for six or more consecutive years are labeled a Level 5 - the highest SIFI level in 2008-09.

Specific sanctions are required under NCLB for each SIFI level. The sanctions increase in severity as the SIFI level increases.

To be removed from the SIFI list, a school must meet AYP in the components it missed for two consecutive years. Hence, a SIFI school which meets AYP remains at the same SIFI level as the previous year, but it is classified as an Improved school. If it succeeds in making AYP the following year in the component it missed, as well as not missing any other AYP components for two years in a row, then it is removed from the SIFI list entirely.

MPS had 51 schools identified as SIFI for 2008-09. Chart 53 details the number of district schools as SIFI for the last eight years.

Of the 51 MPS schools that were identified for Improvement (SIFI) in 2008-09, almost half (25 schools) were in the lowest SIFI Level 1 category, Chart 53. Thirteen schools were at the Level 2 level, five were at the Level 3 level, three more at level 4 and five at level 5.

Overall, there were 23 elementary / K-8 schools on the SIFI list for 2008-09, 5 middle schools, 20 high schools and three middle-high schools.

Two of the 51 SIFI schools on the list closed or merged with other schools at the end of the 2008-09. This means that the district must provide technical assistance to a total of 49 SIFI schools.

Chart 54 details the district's overall AYP status for 2008-09 by grade level (Elementary - Middle - High) and by AYP category (Test Participation - Reading - Math - Other Academic Objective).

The district made AYP in the categories of Test Participation and Other Academic Indicator. To miss AYP for an entire category, the district must fail to meet AYP in one or more student groups of each of the three grade levels. The district missed AYP for the student group of 'Students with Disabilities' for each of the last five years across all three grade levels and is the reason the district is identified as DIFI Level 5. Over the last couple of years other student groups have also missed AYP in one or more grade levels. In Reading, each of the three grade levels failed to make AYP for the student groups of Black and Economically Disadvantaged.

Chart 53
MPS SIFI Schools—2002-03 to 2008-09

Years	No. of SIFI Schools	Students Enrolled in SIFI Schools
2001-02	56	43,000
2002-03	55	36,000
2003-04	43	19,000
2004-05	33 *	15,700
2005-06	27 **	17,000
2006-07	27 #	18,200
2007-08	36 ##	22,600
2008-09	49 ###	28,102

* 37 SIFI schools identified, but 4 closed
 ** 34 SIFI schools identified, but 7 closed
 # 32 SIFI schools identified, but 5 closed
 ## 38 SIFI schools identified, but 2 closed
 ### 51 SIFI schools identified, but 2 closed

Chart 54 *2008-09 AYP Status for Milwaukee Public Schools*

Student Groups	Test Participation			Reading			Math			Other Acad. Objective		
	Elem.	Middle	High	Elem.	Middle	High	Elem.	Middle	High	Elem.	Middle	High
ALL Students	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No
American Indian/Alaska Native	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	---	---	---
Asian/Pacific Islander	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	---	---	---
Black, not of Hispanic Origin	Yes	Yes	Yes	No	No	No	Yes	Yes	No	---	---	---
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	---	---	---
White, not of Hispanic Origin	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	---	---	---
English Language Learners	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	---	---	---
Students with Disabilities	Yes	Yes	Yes	No	No	No	No	No	No	---	---	---
Economically Disadvantaged	Yes	Yes	Yes	No	No	No	Yes	Yes	No	---	---	---
Met Objective?	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No
Met District AYP			Yes			No			No			Yes
Individual Level DIFI Status	Satisfactory			Level 4			Level 4			Satisfactory		
Overall District DIFI Status	Level 4											

Final State-released AYP Status

School Climate Survey

The purpose of the MPS School Climate Survey is to gauge the perception of various constituents about the climate for teaching and learning in each of the schools within the District.

The survey is intended to inform schools about how they are perceived by their constituents. The survey was administered to students, parents and teachers/staff. Surveys were offered in Spanish and Hmong for non-English speaking parents and in Spanish for students in developmental bilingual programs.

The 2008-09 School Climate Survey was conducted online for the 5th year since its inception. A total of 6,489 staff (64% response rate), 21,434 elementary students (74% response rate), 10,870 high school students (43% response rate) and 11,802 parents took the survey. The response rates for staff, elementary and high school students rose by 6 to 9 percentage points in 2008-09 compared to 2007-08, while the number of parents taking the survey rose by nearly 9%.

The survey was designed to measure four (4) key areas of school functioning:

Key Area	Sample Question
Environment	<i>(e.g. My school has a friendly and welcoming atmosphere.)</i>
Academic Rigor	<i>(e.g. My teachers give me challenging work.)</i>
Safety	<i>(e.g. My school makes sure that classrooms are safe and orderly.)</i>
Governance	<i>(e.g. I have the opportunity to help make decisions about my school.)</i>

Respondents rated each of the 36 to 46 statements about the schools using a 4-point scale where 4=Strongly Agree, 3=Agree, 2=Disagree, and 1=Strongly Disagree. Chart 55 details the percent of each group surveyed the last four years district-wide registering agree or strongly agree on representative questions across the four areas.

Overall, parents register the strongest approval across all areas, generally followed by staff, then elementary/middle grade students and high school students.

Questions dealing with academic rigor are ranked highest overall, followed by environment, safety and governance.

Among the four groups of respondents, high school students rate safety less positively than others, and both groups of students rate environment and governance particularly less positively than staff and parents.

Approval ratings (sum of Agree and Strongly Agree) rose in 13 of the 16 separate areas-respondent groups (noted in Chart 55) in 2008-09, compared to the year before. The greatest improvement was in Environment and Governance for elementary/middle school students and high school students.

Compared to four years earlier, approval ratings rose for all groups in all four of the question areas. High school students registered a double-digit increase in approval ratings for Safety, Environment and Governance over the last four years.

Chart 55 - School Climate Survey - District - Percent Agree/Strongly Agree

Area	Sample Question	Group	2005-06	2006-07	2007-08	2008-09	Difference 07-08 - 08-09	Difference 05-06 - 0809
Rigor	Students at my school are given challenging work.	ES/MS Students	79%	78%	78%	81%	3%	2%
		HS Students	75%	75%	77%	78%	1%	3%
		Staff	84%	84%	85%	88%	3%	4%
		Parents	86%	88%	89%	90%	1%	4%
Safety	My school makes sure that classrooms are safe and orderly.	ES/MS Students	79%	79%	81%	87%	6%	8%
		HS Students	63%	66%	71%	75%	4%	12%
		Staff	81%	82%	85%	85%	0%	4%
		Parents	90%	90%	90%	91%	1%	1%
Environment	My school has a friendly and welcoming atmosphere.	ES/MS Students	60%	62%	66%	74%	8%	14%
		HS Students	64%	65%	69%	75%	6%	11%
		Staff	84%	85%	88%	90%	2%	6%
		Parents	92%	92%	93%	95%	2%	3%
Governance	Staff, parents & students have the opportunity to be included in decisions that affect the school.	ES/MS Students	57%	56%	61%	67%	6%	10%
		HS Students	50%	50%	54%	60%	6%	10%
		Staff	82%	83%	84%	86%	2%	4%
		Parents	86%	86%	86%	88%	2%	2%

School Climate Survey files for 2005-06 to 2008-09 in the Data Warehouse

2008-09 Climate Survey Demographics by Respondent Group

Elementary/Middle School Students

No. of Respondents: 21,434 District Response Rate: 75%

Gender <ul style="list-style-type: none"> • 47.3% of the respondents were female • 47.9% of the respondents were male • 4.8% gave no response to this question 	<ul style="list-style-type: none"> • 5.4% Asian • 3.8% Native American • 1.0% gave no response to this question 	<ul style="list-style-type: none"> • 17.8% of respondents were in Grade 7 • 17.4% of respondents were in Grade 8 • 0.0% gave no response to this question
Ethnicity <ul style="list-style-type: none"> • 51.2% African-American • 24.9% Hispanic • 13.8% White 	Grade <ul style="list-style-type: none"> • 22.5% of respondents were in Grade 4 • 22.3% of respondents were in Grade 5 • 19.9% of respondents were in Grade 6 	Computer in the home <ul style="list-style-type: none"> • 75.7% indicated that they have a computer in their home • 65.7% indicated that they have inter-

High School Students

No. of Respondents: 10,870 District Response Rate: 43%

Gender <ul style="list-style-type: none"> • 51.8% of the respondents were female • 46.6% of the respondents were male • 1.7% gave no response to this question 	<ul style="list-style-type: none"> • 5.4% Asian • 2.4% Native American • 0.6% gave no response to this question 	<ul style="list-style-type: none"> • 20.5% of respondents were in Grade 12 • 0.0% gave no response to this question
Ethnicity <ul style="list-style-type: none"> • 58.2% African-American • 21.0% Hispanic • 12.5% White 	Grade <ul style="list-style-type: none"> • 31.4% of respondents were in Grade 9 • 25.9% of respondents were in Grade 10 • 22.2% of respondents were in Grade 11 	Computer in the home <ul style="list-style-type: none"> • 76.5% indicated that they have a computer in their home • 72.9% indicated that they have Internet access

Teacher/Staff

No. of Respondents: 6,489 District Response Rate: 64%

Gender <ul style="list-style-type: none"> • 74.0% of the respondents were female • 23.9% of the respondents were male • 2.1% gave no response to this question 	Grade Taught <ul style="list-style-type: none"> • 24.5% K-2nd • 15.4% 3rd-5th • 13.7% 6th-8th • 21.5% 9th-12th • 22.9% Not Applicable • 2.1% No Response 	<ul style="list-style-type: none"> • Guidance Counselor, Librarian, etc.) • 6.5% Operational Staff (Secretary, Engineer, Cafeteria Staff, School Safety Staff, etc.) • 3.9% Administrative Staff • 2.4% Other • 0.5% gave no response to this question
Ethnicity <ul style="list-style-type: none"> • 22.5% African-American • 9.0% Hispanic • 61.7% White • 2.3% Asian • 1.4% Native American • 3.1% gave no response to this question 	Role or Position <ul style="list-style-type: none"> • 65.0% Instructional Staff (Teacher) • 11.8% Instructional Staff (Paraprofessional, Educational Asst., Handicapped Children's Aide, etc.) • 9.9% Support Staff (Social Worker, Psychologist, Diagnostic Teacher, 	Computer in the home <ul style="list-style-type: none"> • 88.8% indicated that they have a computer in their home • 86.7% indicated that they have Internet access

Parents

No. of Respondents: 11,802 District Response Rate: N/A

Gender <ul style="list-style-type: none"> • 75.5% of the respondents were female • 22.0% of the respondents were male • 2.4% gave no response to this question 	No. of Children at <u>Survey School</u> <ul style="list-style-type: none"> • 60.6% 1 child • 26.3% 2 children • 7.2% 3 children • 1.9% 4 children • 0.9% 5 or more children • 3.2% gave no response to this question 	<ul style="list-style-type: none"> • 5.8% 4 children • 3.9% 5 or more children • 2.0% gave no response to this question
Ethnicity <ul style="list-style-type: none"> • 39.4% African-American • 31.1% Hispanic • 21.5% White • 3.4% Asian • 1.4% Native American • 3.2% gave no response to this question 	No. of Children at <u>Attending MPS</u> <ul style="list-style-type: none"> • 39.7% 1 child • 32.8% 2 children • 15.8% 3 children 	Computer in the home <ul style="list-style-type: none"> • 67.1% indicated that they have a computer in their home • 65.5% indicated that they have Internet access

School Climate Survey

Area	Group	No. of Surveys Returned (0607)	No. of Surveys Returned (0708)	No. of Surveys Returned (0809)	Overall Mean Score (All Questions in each Area)			Sample Questions - For District (2008-2009 School Year)							
					06-07 District	07-08 District	08-09 District	Sample Question	Group	Percent Answering Each Possible Response					
										Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	19,724	20,093	21,434	3.2	3.2	3.3	Students at my school are given challenging work.	ES/MS Students	37.1%	44.0%	10.2%	3.3%	4.5%	1.0%
	HS Students	7,954	9,443	10,870	2.9	2.9	3.0		HS Students	28.8%	49.6%	11.7%	4.5%	4.5%	.9%
	Staff	6,564	5,937	6,489	3.0	3.1	3.1		Staff	38.7%	49.3%	2.0%	.4%	6.8%	2.9%
	Parents	8,069	10,930	11,802	3.3	3.3	3.4		Parents	49.4%	40.7%	3.9%	1.5%	3.1%	1.4%
Safety	ES/MS Students	19,724	20,093	21,434	2.9	3.0	3.1	My school makes sure that classrooms are safe and orderly.	ES/MS Students	46.7%	40.1%	5.3%	2.7%	3.3%	1.9%
	HS Students	7,954	9,443	10,870	2.6	2.7	2.8		HS Students	21.4%	53.5%	11.4%	5.5%	6.2%	1.9%
	Staff	6,564	5,937	6,489	3.0	3.0	3.0		Staff	33.5%	51.8%	8.2%	2.2%	2.2%	2.1%
	Parents	8,069	10,930	11,802	3.2	3.2	3.3		Parents	51.6%	39.1%	2.1%	1.1%	3.2%	2.9%
Environment	ES/MS Students	19,724	20,093	21,434	2.9	3.0	3.1	My school has a friendly and welcoming atmosphere.	ES/MS Students	24.7%	48.8%	11.6%	5.0%	8.7%	1.1%
	HS Students	7,954	9,443	10,870	2.7	2.7	2.8		HS Students	19.7%	55.5%	11.6%	5.7%	7.0%	.6%
	Staff	6,564	5,937	6,489	3.1	3.1	3.1		Staff	40.3%	49.9%	6.5%	1.9%	1.1%	.2%
	Parents	8,069	10,930	11,802	3.3	3.4	3.5		Parents	60.0%	34.8%	1.8%	1.0%	1.5%	.9%
Governance	ES/MS Students	19,724	20,093	21,434	2.7	2.8	2.9	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	26.7%	40.0%	15.8%	7.0%	9.2%	1.2%
	HS Students	7,954	9,443	10,870	2.6	2.7	2.8		HS Students	18.3%	42.0%	20.0%	8.5%	10.3%	1.0%
	Staff	6,564	5,937	6,489	3.0	3.0	3.0		Staff	36.9%	48.7%	7.3%	2.9%	3.8%	.3%
	Parents	8,069	10,930	11,802	3.2	3.3	3.3		Parents	48.0%	39.6%	4.7%	1.6%	4.7%	1.5%

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.

Data Source: 2008-2009 MPS School Climate Surveys

N/A indicates: Not available / Not applicable

Definitions of School Performance Indicators

Many of the indicators of school performance used in this report are self-explanatory. Others require some definition. Definitions for these indicators are detailed below:

ACT - High school juniors and seniors have an opportunity to take the ACT, a college entrance exam used by many post-secondary institutions as one of the criteria for admission. ACT results are recorded annually by the Wisconsin DPI. The data is reproduced in the MPS Report Card for the four most current years, by site, including the number and percent of students taking the ACT and the overall composite score.

Advanced Placement (AP) and International Baccalaureate (IB) - In many MPS high schools, students have an opportunity to take AP and IB courses and may receive college-level credit if their exam scores exceed defined levels. Data detailed include the number of AP/IB courses offered by each school, as well as the course enrollment, number of students taking courses, the number of students taking AP/IB exams, the number of total exams and the percent scoring at 3+/4+ on the exams for college credit.

Attendance - The student attendance rate is based upon the actual days of all pupils attended divided by total possible days of attendance. Cumulative end of year attendance totals were used for calculation.

Dropout Rate (Annual) - The method for calculating the annual dropout rate was revised in 2003-04, as the state is now responsible for reporting these numbers and percentages, per NCLB reporting requirements. The annual dropout rate is the number of high school students (grades 9-12) who were recorded in defined withdrawal codes from during the school year, divided by the total number of students enrolled during the school year.

ELL (English Language Learners) - Students are identified through an assessment of their English reading, writing, listening, and speaking skills. The assessment results lead to placement in one of five English proficiency categories.

Expulsions - The number of students expelled during the school year, as reported by the MPS Division of Student Services.

FRL (Free-Reduced Lunch) Percentage - The percentage of eligible students enrolled from Head Start to grade 12 who take advantage of free and reduced lunch is based upon the Third Friday September enrollment for each school.

Grade Point Average - A cumulative (full-year) GPA is computed from the district's master course and student grade file. The school GPA is a composite of all students' GPA's.

Habitual Truants - The DPI definition of a habitual truant is one who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during one of the two semesters of the school year. The habitual truant rate is calculated by the number of students identified as truant, divided by the district's 3rd Friday in September official enrollment.

High School Graduation Rate - The DPI's method for calculating the graduation rate is based on the number of dropouts reported for selected years plus the number of graduates for the current school year. The 2007-08 graduation rate is based on the number of 9th grade dropouts reported for 2004-05, plus the number of 10th grade dropouts in 2005-06, the 11th grade dropouts recorded in 2006-07 and 12th grade dropouts reported for 2007-08. This total is added to the number of high school grade dropouts recorded for 2007-08. The 2007-08 graduation rate is calculated by dividing the 2007-08 graduates by the sum of the graduates and dropouts.

Mean Scale Score - Scale scores represent approximately equal units on a continuous scale on the WKCE-CRT, using numbers that range from 0 to 999. Scale scores are expected to improve as a student moves through the grades. Scale scores can be measured across grades within subjects to permit a more detailed view of achievement growth.

Mobility - The percent student mobility is the sum of students who enter a school between the third Friday of September and the last day of school in June, divided by the official Third Friday September enrollment.

NA - Indicates information was not available, or does not apply.

Promotion - The 2002-03 school year marked the implementation of new promotion requirements for students in grades 4 and 8. Students promoted from grade 4 to 5 and from 8 to 9 can meet promotion criteria in one of three ways: 1) achieving proficiency in reading, writing, English/language arts, math, science and social studies, based on classroom assessments, 2) achieving performance of basic or above on the WKCE-CRT in each subject, or, 3) recommendations of teachers. The promotion rate is the percent of students (enrolled with MPS two consecutive years) who advance a grade level from one school year to the next.

Retentions - Students who fail to demonstrate adequate academic progress are retained in the same grade the following year, as do high school students who fail to acquire enough credits to move to the next grade. The retention rate was modified effective 2006-07, to conform with new DPI reporting methods. The new retention rate evaluates students with the school and district for two consecutive years, from the end of the current year, to the 3rd Friday of the following year. The retention rate is equal to the number and percentage of this cohort of students failing to be promoted to the next grade. Prior to 2006-07, the retention rate was based on the number of pupils from the end of the year to the following 3rd Friday count date, divided by the 3rd Friday enrollment of the current school year.

Students with Disabilities (SwD) - Students are identified through a multi-disciplinary team process to determine if they have any special education needs. Students with disabilities receive special services according to their defined Individualized Educational Program, which is updated annually.

Stability Rate - The stability rate is the percent of students who return to a school two consecutive years minus newly entering and exiting grades. The most recent one-year stability rate is measured from the end of year enrollment in 2008-09 to the next 3rd Friday September enrollment count (2009-10).

State Performance Categories - As part of the Wisconsin Student Assessment System, student and school assessment results are reported by performance category: minimal, basic, proficient and advanced.

Student Groups - Data on most outcome measures are reported by ethnic group (Asian, Native American, African American, Hispanic, White), by gender, and by disability status (SwD), English Language Learner status (ELL), and economic status (students receiving free/reduced lunch).

Suspension Rate - The student suspension rate reported for schools was modified, effective 2006-07, to conform with new DPI reporting methods. The new method is based upon the number of students in the current year that were suspended at least once during the school year, divided by the total number of students enrolled at one time or another during the school year, the denominator. Prior to 2006-07, the denominator was based on the 3rd Friday in September enrollment count.

Beginning in 2008-09, in connection to a goal in the district's strategic plan, data is now also reported on the number and percent of individual suspensions committed during the entire school year at each school in one of three major categories (Learning Environment, Personal/Physical Safety and Weapons).

Value-Added Analysis - 2008-09 marked the eighth year the district has used a value-added model from the Value- Added Research Center at the Wisconsin Center for Educational Research to evaluate school performance. Building upon district assessment data from grades 3 to 10, value-added analyses employ a statistical model to measure achievement growth of cohorts of students from year to year in Reading and Mathematics across schools, grade to grade, adjusting for demographic differences.

Quadrant data is also reported in the MPS Report Card. It combines the overall attainment level of students in a school (across all grades) and the overall growth in student achievement from one year to the next (value-added), in both Reading and Math, compared to the district average. Schools with value-added and attainment results equal to or above the district are identified as High value-added-High Attainment. Schools with value-added scores equal to or above the district and attainment scores below the district are High value-added-Low Attainment. Schools with value-added scores lower than the district but with attainment equal to or above the district are Low value-added-High Attainment. And, schools with value-added and attainment below the district are identified as Low value-added-Low Attainment. Seven years of quadrant data is reported for each school, by grade level (Elementary-Middle-High) in both Reading and Math.

Wisconsin Alternate Assessment - Beginning in 2002-03, per state mandate, students with significant disabilities who cannot take the WKCE-CRT with accommodations are required to take the Wisconsin Alternate Assessment. The WAA for ELLs has not available in the state for the last three years.

Milwaukee Public School District

MPS Enrollment By Ethnicity and School Type

Data Source: 3rd Friday Sept. enrollment file

MPS Enrollment by Student Ethnicity	Number of Students				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
African American	56,335	54,610	52,576	50,112	48,650
Asian	4,130	4,176	4,027	3,877	3,922
Hispanic	18,180	18,688	19,116	19,061	19,217
Native American	850	782	749	731	707
White	13,342	12,408	11,630	10,851	10,197
Other	2,763	2,852	2,827	2,728	2,676
Total MPS Enrollment	95,600	93,516	90,925	87,360	85,369

Percent of Students				
2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
58.9%	58.4%	57.8%	57.4%	57.0%
4.3%	4.5%	4.4%	4.4%	4.6%
19.0%	20.0%	21.0%	21.8%	22.5%
0.9%	0.8%	0.8%	0.8%	0.8%
14.0%	13.3%	12.8%	12.4%	11.9%
2.9%	3.0%	3.1%	3.1%	3.2%
100.0%	100.0%	100.0%	100.0%	100.0%

MPS Enrollment by School Type	Number of Students				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Elementary Schools	52,226	52,211	51,389	50,275	50,457
Middle Schools	13,225	11,370	9,651	8,213	6,841
High Schools	23,428	23,692	23,863	22,893	22,252
Other Schools	6,721	6,243	6,022	5,979	5,819
Total MPS Enrollment	95,600	93,516	90,925	87,360	85,369

Percent of Students				
2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
54.6%	55.8%	56.5%	57.5%	59.1%
13.8%	12.2%	10.6%	9.4%	8.0%
24.5%	25.3%	26.2%	26.2%	26.1%
7.0%	6.7%	6.6%	6.8%	6.8%
100.0%	100.0%	100.0%	100.0%	100.0%

Chapter 220/Open Enrollment	6,709	6,746	6,584	6,612	6,892
Total Enrollment	102,309	100,262	97,509	93,972	92,261

Milwaukee Public School District

MPS Enrollment By Grade Level and Student Type

Data Source: 3rd Friday Sept. enrollment file

Grade Level	Number of Students				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Pre K5	7,381	7,527	7,307	7,232	7,421
Grade K5	6,967	6,741	6,535	6,204	6,243
Grade 1	6,996	6,884	6,603	6,328	6,197
Grade 2	6,524	6,632	6,530	6,191	6,069
Grade 3	6,611	6,267	6,376	6,193	6,032
Grade 4	6,682	6,508	6,097	6,087	6,067
Grade 5	6,933	6,367	6,065	5,700	5804
Grade 6	6,845	6,691	6,137	5,653	5441
Grade 7	7,159	6,673	6,445	5,861	5481
Grade 8	6,813	6,906	6,438	6,147	5642
Grade 9	9,857	9,290	9,002	8,950	8433
Grade 10	6,488	6,612	6,552	6,039	5864
Grade 11	5,793	5,970	6,220	6,026	5963
Grade 12	4,551	4,448	4,618	4,749	4712
Total MPSEnrollment	95,600	93,516	90,925	87,360	85,369

Number of MPS Schools 2008-2009 School Year: 213				
Secondary Schools (Middle and High School): 52				
(Includes 27 Charter Schools)				
8 sites with grades 6-8		11 sites (varying		
33 sites with grades 9-12		grade levels)		
Elementary Schools: 124				
(Includes 17 Charter Schools)				
60 sites with grades K-8		2 sites with grades K-6		
4 emerging K-8 schools		47 sites with grades K-5		
11 sites with varying grade levels				
Diversified Community Schools				
44 Charter Schools (30 Instrumentality/14 Non-instrumentality)				
6 Alternative Schools		1 Special Education School		
15 Partnership Schools		5 Adjudicated Youth Programs		
6 Behavioral Reassignment				
Contracted Educational Programs: 4				

Student Types	Number of Students				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Regular Education	80,192	78,027	75,440	71,859	69,912
Special Education	15,408	15,489	15,485	15,501	15,457
LEP Students	7,131	6,715	6,878	6,915	6,120

Percent of MPS Enrollment				
2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
83.9%	83.4%	83.0%	82.3%	81.9%
16.1%	16.6%	17.0%	17.7%	18.1%
7.5%	7.2%	7.6%	8.6%	7.2%

Milwaukee Public School District

Ethnicity and Gender

WKCE-CRT					Percent of Students Scoring Proficient/Above															
Gr.	Subject	Year	Students Enrolled	Partic. Rate	Total		Ethnicity								Gender					
					State	MPS	Asian		Native American		African American		Hispanic		White		Male		Female	
							State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
3	Reading	06-07	6333	97%	81%	62%	73%	67%	72%	71%	60%	57%	63%	58%	86%	81%	77%	57%	84%	67%
		* 07-08	6020	99%	80%	60%	74%	72%	71%	62%	57%	53%	61%	63%	85%	77%	76%	56%	83%	64%
		* 08-09	5906	100%	79%	58%	73%	66%	67%	64%	56%	52%	61%	59%	85%	74%	76%	54%	82%	63%
3	Math	06-07	6333	100%	74%	46%	72%	59%	62%	56%	42%	36%	57%	49%	81%	67%	74%	46%	73%	45%
		07-08	6178	100%	74%	48%	75%	61%	62%	42%	44%	38%	57%	52%	81%	72%	74%	47%	74%	49%
		08-09	6012	100%	76%	51%	75%	67%	61%	56%	45%	40%	59%	53%	83%	72%	76%	50%	76%	51%
4	Reading	06-07	6077	97%	82%	62%	73%	69%	76%	83%	61%	57%	64%	61%	87%	79%	80%	60%	84%	64%
		* 07-08	6022	99%	81%	60%	74%	68%	73%	59%	57%	53%	66%	64%	87%	78%	79%	57%	84%	64%
		* 08-09	5977	100%	82%	60%	75%	69%	74%	62%	59%	53%	65%	63%	87%	80%	79%	56%	84%	65%
4	Language	06-07	6077	97%	77%	58%	72%	68%	67%	80%	54%	52%	61%	58%	82%	76%	73%	53%	81%	63%
		07-08	6105	97%	76%	54%	71%	63%	65%	54%	51%	47%	62%	57%	82%	74%	72%	50%	80%	59%
		* 08-09	5992	99%	76%	57%	73%	70%	64%	55%	53%	50%	62%	59%	82%	76%	73%	52%	81%	63%
4	Math	06-07	6077	100%	77%	52%	76%	72%	71%	70%	46%	42%	62%	57%	84%	72%	79%	53%	76%	50%
		07-08	6105	100%	77%	50%	76%	63%	65%	64%	47%	41%	61%	52%	83%	72%	77%	51%	76%	49%
		08-09	6041	100%	81%	59%	80%	73%	72%	55%	55%	50%	67%	62%	87%	79%	82%	60%	80%	58%
4	Science	06-07	6077	97%	77%	49%	70%	66%	66%	76%	44%	39%	58%	53%	85%	74%	78%	50%	77%	49%
		07-08	6105	99%	75%	48%	68%	53%	63%	48%	45%	39%	57%	50%	82%	72%	75%	47%	75%	48%
		08-09	6041	99%	76%	49%	70%	63%	67%	60%	45%	39%	59%	54%	83%	72%	76%	48%	76%	51%
4	Social Studies	06-07	6077	97%	91%	78%	86%	83%	88%	93%	76%	74%	81%	78%	95%	89%	91%	76%	92%	79%
		07-08	6105	98%	91%	77%	89%	81%	87%	71%	75%	72%	84%	79%	95%	90%	91%	74%	92%	79%
		08-09	6041	99%	91%	78%	89%	86%	86%	80%	75%	72%	85%	83%	95%	90%	90%	76%	92%	80%
5	Reading	06-07	6,077	98%	84%	64%	76%	71%	76%	68%	63%	59%	68%	63%	89%	82%	82%	62%	87%	67%
		* 07-08	5,628	100%	84%	64%	78%	76%	81%	84%	61%	57%	70%	70%	90%	80%	82%	60%	87%	69%
		* 08-09	5,755	100%	81%	59%	74%	67%	72%	72%	58%	51%	66%	61%	87%	78%	79%	56%	83%	62%
5	Math	06-07	6077	100%	75%	46%	74%	63%	65%	49%	42%	37%	57%	49%	82%	68%	75%	46%	75%	46%
		07-08	5701	100%	76%	48%	78%	69%	69%	68%	44%	38%	59%	53%	82%	69%	77%	48%	76%	48%
		08-09	5806	100%	79%	53%	79%	69%	66%	69%	50%	44%	64%	56%	84%	74%	79%	53%	79%	53%

For 2007-08 and 2008-09, the student enrollment total for determining the percent scoring proficient/advanced in Reading (across all grades assessed) excludes any ELL Level 1 and 2 students not tested on the WKCE-CRT or WAA.

For 2008-09, the student enrollment total for determining the percent scoring proficient/advanced in Language (across all grades assessed) excludes any ELL Level 1 and 2 students not tested on the WKCE-CRT or WAA.

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.

State targets for meeting adequate yearly progress for 2007-08 and 2008-09 = 74% for Reading and 58% for Mathematics.

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

N/A indicates: Not available / Not applicable

Milwaukee Public School District

Other Student Groups and Mean Scale Scores

WKCE-CRT					Percent of Other Student Groups Scoring Proficient/Above																
Gr.	Subject	Year	Students Enrolled	Partic. Rate	Special Education Status				English Language Learner Status				Economic Status				Gr.	Subject	Year	Mean Scale	
					SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL					State	MPS
					State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS					
3	Reading	06-07	6333	97%	51%	31%	86%	68%	56%	48%	83%	64%	67%	57%	88%	82%	3	Reading	06-07	459	437
		07-08	6020	99%	51%	32%	84%	66%	55%	56%	81%	60%	66%	55%	87%	80%			07-08	458	433
		08-09	5906	100%	49%	31%	84%	64%	56%	49%	81%	60%	65%	54%	88%	78%			08-09	457	431
3	Math	06-07	6333	100%	53%	28%	77%	49%	56%	46%	75%	45%	58%	41%	83%	68%	3	Math	06-07	434	401
		07-08	6178	100%	54%	31%	77%	51%	57%	49%	75%	48%	59%	44%	83%	67%			07-08	432	402
		08-09	6012	100%	54%	33%	80%	54%	59%	48%	78%	51%	61%	45%	86%	72%			08-09	435	404
4	Reading	06-07	6077	97%	52%	32%	87%	68%	55%	47%	84%	64%	68%	58%	89%	81%	4	Reading	06-07	477	450
		07-08	6022	99%	50%	29%	87%	67%	57%	55%	83%	61%	68%	56%	89%	79%			07-08	476	444
		08-09	5977	100%	50%	30%	87%	67%	58%	55%	83%	61%	68%	56%	90%	80%			08-09	477	447
4	Language	06-07	6077	97%	56%	35%	80%	63%	55%	47%	78%	60%	63%	54%	84%	77%	4	Language	06-07	296	281
		07-08	6105	97%	52%	28%	80%	60%	54%	47%	77%	55%	62%	50%	84%	73%			07-08	296	279
		08-09	5992	99%	53%	32%	80%	63%	57%	53%	78%	58%	63%	52%	85%	77%			08-09	295	278
4	Math	06-07	6077	100%	53%	30%	81%	56%	60%	52%	79%	52%	62%	47%	86%	72%	4	Math	06-07	466	435
		07-08	6105	100%	52%	28%	81%	55%	58%	48%	78%	50%	61%	46%	85%	70%			07-08	466	434
		08-09	6041	100%	57%	36%	85%	64%	64%	57%	82%	59%	68%	54%	89%	77%			08-09	472	444
4	Science	06-07	6077	97%	57%	29%	81%	53%	52%	45%	79%	50%	60%	44%	87%	73%	4	Science	06-07	300	277
		07-08	6105	99%	58%	33%	78%	51%	51%	42%	77%	49%	59%	43%	84%	68%			07-08	297	275
		08-09	6041	99%	58%	33%	79%	53%	53%	48%	78%	50%	61%	44%	85%	71%			08-09	298	276
4	Social Studies	06-07	6077	97%	80%	58%	93%	82%	75%	69%	93%	79%	83%	75%	96%	91%	4	Social Studies	06-07	298	281
		07-08	6105	98%	80%	54%	93%	82%	81%	73%	92%	77%	85%	74%	95%	87%			07-08	297	279
		08-09	6041	99%	79%	59%	93%	82%	81%	77%	92%	78%	84%	75%	95%	91%			08-09	297	280
5	Reading	06-07	6,077	98%	53%	33%	89%	71%	58%	43%	86%	67%	70%	60%	91%	83%	5	Reading	06-07	485	453
		07-08	5,628	100%	53%	29%	90%	72%	61%	61%	86%	65%	72%	61%	91%	80%			07-08	485	452
		08-09	5,755	100%	46%	28%	87%	67%	54%	49%	83%	60%	67%	54%	89%	78%			08-09	482	450
5	Math	06-07	6077	100%	47%	26%	80%	50%	54%	37%	76%	47%	57%	41%	84%	67%	5	Math	06-07	489	455
		07-08	5701	100%	47%	24%	81%	53%	55%	45%	77%	48%	60%	43%	85%	70%			07-08	493	455
		08-09	5806	100%	50%	28%	83%	59%	59%	47%	80%	54%	64%	48%	87%	72%			08-09	496	461

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N/A indicates: Not available / Not applicable

Milwaukee Public School District

Ethnicity and Gender

WKCE-CRT					Percent of Students Scoring Proficient/Above															
Gr.	Subject	Year	Students Enrolled	Partic. Rate	Total		Ethnicity										Gender			
					State	MPS	Asian		Native American		African American		Hispanic		White		Male		Female	
							State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
6	Reading	06-07	6072	98%	85%	62%	76%	64%	78%	75%	62%	57%	68%	64%	91%	79%	82%	56%	88%	68%
		* 07-08	5585	99%	85%	61%	75%	70%	76%	57%	61%	55%	70%	66%	91%	77%	83%	59%	87%	64%
		* 08-09	5350	100%	83%	59%	76%	67%	75%	74%	59%	53%	67%	63%	89%	75%	80%	53%	87%	65%
6	Math	06-07	6072	99%	76%	40%	76%	62%	61%	60%	41%	31%	57%	44%	83%	63%	75%	39%	77%	42%
		* 07-08	5646	99%	76%	43%	77%	69%	61%	39%	40%	32%	58%	48%	83%	64%	76%	42%	76%	43%
		* 08-09	5419	100%	77%	46%	77%	69%	60%	49%	44%	37%	59%	52%	83%	66%	76%	45%	77%	48%
7	Reading	06-07	6383	97%	84%	58%	74%	69%	77%	58%	57%	51%	67%	60%	90%	82%	82%	55%	87%	61%
		* 07-08	5730	99%	85%	61%	78%	68%	78%	81%	61%	54%	69%	67%	90%	79%	82%	57%	87%	66%
		* 08-09	5395	99%	86%	64%	78%	72%	77%	62%	64%	58%	71%	68%	91%	78%	83%	59%	88%	69%
7	Math	06-07	6383	99%	79%	44%	75%	60%	67%	58%	42%	34%	62%	53%	86%	70%	79%	45%	79%	44%
		* 07-08	5803	99%	77%	40%	75%	61%	65%	63%	41%	31%	56%	46%	84%	63%	77%	40%	77%	40%
		* 08-09	5454	99%	78%	46%	80%	68%	64%	35%	44%	36%	63%	57%	84%	65%	77%	45%	79%	48%
8	Reading	06-07	6474	97%	84%	62%	79%	76%	75%	65%	61%	57%	67%	63%	89%	79%	81%	57%	87%	68%
		* 07-08	6128	98%	84%	59%	76%	67%	75%	76%	59%	53%	68%	63%	90%	80%	82%	55%	87%	64%
		* 08-09	5556	99%	85%	62%	80%	71%	76%	70%	62%	56%	70%	66%	90%	80%	82%	58%	88%	67%
8	Language	06-07	6474	96%	62%	35%	49%	40%	43%	33%	33%	29%	40%	37%	69%	59%	56%	30%	68%	41%
		* 07-08	6174	95%	63%	38%	54%	44%	45%	41%	36%	33%	41%	35%	69%	60%	56%	33%	69%	43%
		* 08-09	5553	98%	63%	38%	59%	50%	42%	46%	35%	32%	41%	38%	69%	60%	57%	32%	69%	44%
8	Math	06-07	6474	98%	75%	40%	74%	57%	60%	52%	38%	31%	55%	49%	82%	65%	75%	41%	75%	39%
		* 07-08	6174	98%	75%	38%	73%	57%	64%	41%	37%	28%	55%	45%	83%	67%	76%	40%	75%	37%
		* 08-09	5634	99%	78%	48%	79%	66%	64%	68%	46%	40%	60%	54%	85%	68%	78%	47%	78%	49%
8	Science	06-07	6474	96%	75%	39%	62%	50%	61%	56%	38%	31%	51%	43%	83%	68%	74%	39%	75%	39%
		* 07-08	6174	96%	75%	40%	65%	52%	62%	57%	38%	31%	54%	46%	82%	66%	75%	41%	74%	39%
		* 08-09	5634	98%	76%	42%	69%	53%	59%	57%	42%	35%	55%	45%	83%	68%	75%	41%	76%	44%
8	Social Studies	06-07	6474	96%	83%	52%	79%	71%	72%	69%	52%	45%	65%	56%	89%	74%	82%	50%	84%	54%
		* 07-08	6174	96%	81%	50%	73%	63%	71%	73%	49%	42%	64%	56%	87%	75%	80%	51%	81%	50%
		* 08-09	5634	97%	81%	52%	78%	65%	69%	73%	51%	45%	64%	55%	86%	74%	80%	50%	82%	54%

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N/A indicates: Not available / Not applicable

Milwaukee Public School District

Other Student Groups and Mean Scale Scores

WKCE-CRT					Percent of Other Student Groups Scoring Proficient/Above												Mean Scale				
Gr.	Subject	Year	Students Enrolled	Partic. Rate	Special Education Status				English Language Learner Status				Economic Status				State	MPS			
					SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL						
					State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS					
6	Reading	06-07	6072	98%	51%	24%	91%	71%	57%	39%	87%	64%	72%	58%	92%	78%	6	Reading	06-07	503	465
		07-08	5585	99%	51%	26%	91%	70%	57%	46%	87%	63%	71%	57%	92%	78%			07-08	503	464
		08-09	5350	100%	47%	23%	89%	67%	54%	48%	85%	60%	69%	55%	91%	78%			08-09	503	462
6	Math	06-07	6072	99%	42%	18%	81%	45%	55%	35%	77%	41%	58%	36%	85%	58%	6	Math	06-07	513	472
		07-08	5646	99%	41%	21%	82%	48%	54%	38%	77%	43%	57%	38%	85%	60%			07-08	514	473
		08-09	5419	100%	42%	19%	82%	52%	52%	44%	78%	46%	60%	42%	86%	66%			08-09	514	475
7	Reading	06-07	6383	97%	49%	23%	90%	66%	56%	35%	86%	60%	69%	54%	92%	77%	7	Reading	06-07	513	474
		07-08	5730	99%	50%	26%	91%	70%	58%	44%	86%	63%	71%	58%	92%	75%			07-08	514	474
		08-09	5395	99%	50%	28%	91%	73%	58%	51%	87%	65%	73%	60%	92%	78%			08-09	517	478
7	Math	06-07	6383	99%	43%	20%	85%	50%	59%	40%	80%	45%	62%	40%	88%	62%	7	Math	06-07	535	495
		07-08	5803	99%	41%	20%	83%	45%	50%	31%	78%	41%	58%	37%	86%	57%			07-08	533	491
		08-09	5454	99%	41%	23%	84%	52%	57%	46%	79%	47%	61%	42%	87%	64%			08-09	536	497
8	Reading	06-07	6474	97%	48%	26%	90%	70%	56%	32%	85%	64%	70%	59%	91%	76%	8	Reading	06-07	527	490
		07-08	6128	98%	47%	22%	91%	69%	57%	42%	86%	61%	70%	56%	91%	72%			07-08	528	486
		08-09	5556	99%	48%	25%	91%	72%	58%	45%	86%	64%	71%	59%	91%	76%			08-09	528	488
8	Language	06-07	6474	96%	25%	15%	68%	40%	25%	15%	64%	37%	42%	31%	71%	52%	8	Language	06-07	395	371
		07-08	6174	95%	25%	15%	69%	44%	31%	18%	64%	40%	44%	34%	71%	54%			07-08	396	372
		08-09	5553	98%	26%	15%	69%	44%	29%	22%	65%	39%	44%	34%	72%	53%			08-09	397	370
8	Math	06-07	6474	98%	37%	19%	81%	45%	52%	35%	76%	41%	55%	36%	84%	58%	8	Math	06-07	543	501
		07-08	6174	98%	37%	18%	82%	44%	52%	33%	77%	39%	55%	34%	85%	56%			07-08	542	494
		08-09	5634	99%	41%	22%	84%	55%	53%	39%	80%	49%	61%	44%	87%	62%			08-09	546	505
8	Science	06-07	6474	96%	41%	17%	80%	44%	37%	17%	76%	41%	54%	34%	84%	60%	8	Science	06-07	398	363
		07-08	6174	96%	43%	19%	80%	45%	44%	32%	76%	40%	55%	35%	84%	58%			07-08	400	365
		08-09	5634	98%	44%	21%	81%	48%	43%	27%	78%	44%	57%	38%	85%	60%			08-09	400	366
8	Social Studies	06-07	6474	96%	52%	25%	88%	58%	57%	28%	84%	54%	67%	48%	90%	69%	8	Social Studies	06-07	397	367
		07-08	6174	96%	49%	23%	86%	57%	56%	41%	82%	51%	64%	46%	88%	66%			07-08	395	364
		08-09	5634	97%	49%	23%	86%	59%	54%	37%	82%	53%	64%	48%	89%	69%			08-09	396	364

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N/A indicates: Not available / Not applicable

Milwaukee Public School District

Ethnicity and Gender

WKCE-CRT					Percent of Students Scoring Proficient/Above															
					Total		Ethnicity										Gender			
Gr.	Subject	Year	Students Enrolled	Partic. Rate			State	MPS	Asian		Native American		African American		Hispanic		White		Male	
					State	MPS			State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
10	Reading	06-07	6063	93%	75%	39%	56%	44%	60%	43%	38%	32%	48%	39%	82%	67%	72%	35%	78%	42%
		07-08	5691	94%	75%	38%	62%	53%	61%	48%	38%	31%	49%	40%	82%	65%	71%	33%	78%	43%
		08-09	5491	97%	75%	41%	63%	48%	58%	49%	41%	34%	53%	47%	82%	67%	72%	38%	78%	45%
10	Language	06-07	6063	90%	71%	39%	58%	49%	53%	49%	38%	33%	46%	40%	78%	65%	65%	32%	78%	47%
		07-08	5759	90%	70%	34%	60%	52%	50%	40%	33%	27%	47%	37%	77%	62%	65%	28%	77%	41%
		08-09	5488	94%	71%	36%	63%	47%	51%	34%	36%	29%	50%	44%	77%	60%	65%	30%	77%	43%
10	Math	06-07	6063	94%	71%	29%	61%	51%	50%	35%	25%	19%	44%	35%	78%	61%	71%	29%	70%	28%
		07-08	5759	94%	69%	27%	62%	50%	49%	29%	25%	19%	41%	30%	77%	59%	70%	28%	69%	27%
		08-09	5558	96%	69%	28%	65%	43%	51%	36%	26%	19%	45%	37%	77%	56%	70%	29%	69%	27%
10	Science	06-07	6063	90%	72%	26%	55%	38%	55%	37%	25%	17%	44%	32%	80%	60%	73%	28%	70%	25%
		07-08	5759	91%	72%	30%	61%	45%	55%	39%	29%	22%	45%	32%	80%	59%	73%	30%	72%	30%
		08-09	5558	95%	72%	28%	63%	43%	53%	25%	29%	19%	46%	35%	80%	58%	73%	29%	71%	27%
10	Social Studies	06-07	6063	90%	76%	39%	65%	52%	59%	43%	39%	31%	53%	44%	83%	66%	75%	36%	78%	41%
		07-08	5759	91%	76%	41%	69%	59%	60%	48%	41%	34%	54%	43%	83%	65%	74%	36%	78%	46%
		08-09	5558	94%	76%	40%	68%	49%	59%	45%	41%	31%	56%	48%	82%	65%	75%	37%	77%	42%

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Milwaukee Public School District

Other Student Groups and Mean Scale Scores

WKCE-CRT					Percent of Other Student Groups Scoring Proficient/Above																
Gr.	Subject	Year	Students Enrolled	Partic. Rate	Special Education Status				English Language Learner Status				Economic Status				Gr.	Subject	Year	Mean Scale	
					SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL					State	MPS
					State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS					
10	Reading	06-07	6063	93%	33%	13%	81%	45%	28%	9%	77%	40%	53%	34%	83%	51%	10	Reading	06-07	539	485
		07-08	5691	94%	32%	11%	81%	45%	31%	12%	76%	39%	53%	34%	82%	48%			07-08	539	485
		08-09	5491	97%	34%	16%	81%	47%	30%	21%	77%	43%	55%	38%	83%	52%			08-09	540	485
10	Language	06-07	6063	90%	28%	10%	78%	47%	31%	10%	73%	41%	50%	36%	79%	49%	10	Language	06-07	449	419
		07-08	5759	90%	28%	10%	77%	41%	31%	10%	72%	36%	48%	30%	78%	44%			07-08	447	414
		08-09	5488	94%	29%	11%	77%	42%	31%	21%	72%	37%	50%	33%	79%	47%			08-09	448	414
10	Math	06-07	6063	94%	29%	10%	77%	33%	36%	19%	72%	29%	47%	24%	79%	41%	10	Math	06-07	563	514
		07-08	5759	94%	26%	9%	76%	32%	32%	16%	71%	28%	46%	24%	78%	36%			07-08	561	512
		08-09	5558	96%	28%	10%	76%	32%	32%	23%	71%	28%	46%	24%	78%	40%			08-09	560	514
10	Science	06-07	6063	90%	36%	10%	77%	30%	31%	10%	73%	27%	48%	22%	80%	38%	10	Science	06-07	451	404
		07-08	5759	91%	36%	12%	78%	34%	32%	12%	74%	31%	50%	26%	81%	39%			07-08	452	405
		08-09	5558	95%	37%	12%	77%	31%	28%	14%	73%	29%	50%	24%	81%	40%			08-09	451	403
10	Social Studies	06-07	6063	90%	40%	13%	82%	45%	39%	15%	78%	40%	55%	34%	84%	50%	10	Social Studies	06-07	448	406
		07-08	5759	91%	38%	13%	82%	48%	40%	18%	78%	42%	57%	37%	83%	49%			07-08	449	409
		08-09	5558	94%	38%	12%	82%	45%	37%	24%	77%	41%	56%	35%	84%	52%			08-09	447	407

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Milwaukee Public School District

Ethnicity and Gender

Grade Point Average			Cumulative (full year) Grade Point Average							
			Total	Ethnicity					Gender	
Gr.		Year		Asian	Nat. Amer.	Afr. Amer.	Hispanic	White	Male	Female
			MPS	MPS	MPS	MPS	MPS	MPS	MPS	MPS
MS	GPA	06-07	2.32	3.06	2.22	2.12	2.39	2.77	2.13	2.51
		07-08	2.27	2.97	2.17	2.08	2.42	2.71	2.09	2.46
		08-09	2.31	2.97	2.07	2.14	2.41	2.76	2.12	2.50

Other Student Groups

Grade Point Average			Cumulative (full year) Grade Point Average					
			Special Education Status		English Lang. Learner Status		Economic Status	
Gr.		Year	SPED	Non-SPED	ELL	Non-ELL	FRL	Non-FRL
			MPS	MPS	MPS	MPS	MPS	MPS
MS	GPA	06-07	1.96	2.40	2.37	2.31	2.23	2.71
		07-08	1.96	2.35	2.44	2.25	2.18	2.68
		08-09	2.03	2.37	2.43	2.29	2.22	2.69

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

Milwaukee Public School District

Ethnicity and Gender

Grade Point Average			Cumulative (Full Year) Grade Point Average							
			Total	Ethnicity					Gender	
				Asian	Nat. Amer.	Afr. Amer.	Hispanic	White	Male	Female
Gr.		Year	MPS	MPS	MPS	MPS	MPS	MPS	MPS	MPS
HS	GPA	06-07	1.85	2.48	1.50	1.71	1.81	2.41	1.67	2.03
		07-08	1.85	2.46	1.51	1.73	1.79	2.35	1.67	2.03
		08-09	1.87	2.52	1.47	1.73	1.87	2.37	1.70	2.04

Other Student Groups

Grade Point Average			Cumulative (Full Year) Grade Point Average					
			Special Education Status		English Lang. Learner Status		Economic Status	
			SPED	Non-SPED	ELL	Non-ELL	FRL	Non-FRL
Gr.		Year	MPS	MPS	MPS	MPS	MPS	MPS
HS	GPA	06-07	1.58	1.91	1.80	1.85	1.76	2.06
		07-08	1.60	1.91	1.83	1.85	1.78	2.02
		08-09	1.61	1.93	1.88	1.86	1.79	2.07

Ethnicity and Gender

High School Dropouts				Percent of Students Dropping Out of School															
				Total		Ethnicity								Gender					
						Asian		Native American		African American		Hispanic		White		Male		Female	
Gr.		Year	# Dropped	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
HS	Dropout	06-07	2,078	2%	8%	2%	5%	4%	9%	7%	9%	5%	7%	1%	6%	2%	9%	2%	7%
		07-08	1,980	2%	8%	2%	4%	5%	10%	7%	8%	5%	8%	1%	6%	3%	8%	2%	7%
		08-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Other Student Groups

High School Dropouts				Percent of Students Dropping Out of School											
				Special Education Status				English Language Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year	# Dropped	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
HS	Dropout	06-07	2,078	3%	9%	2%	7%	N/A	7%	N/A	8%	N/A	6%	N/A	12%
		07-08	1,980	4%	8%	2%	8%	N/A	8%	N/A	8%	N/A	7%	N/A	9%
		08-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

State and district data for 2008-09 is not available at this time.

HS indicates High school students. N/A indicates: Not available / Not applicable

Milwaukee Public School District

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	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
ES	Attend Rate	06-07	96%	93%	97%	96%	93%	91%	93%	91%	95%	94%	96%	94%	95%	92%	96%	93%
		07-08	95%	92%	96%	95%	93%	90%	92%	91%	94%	93%	96%	94%	95%	92%	95%	92%
		08-09	N/A	92%	N/A	95%	N/A	91%	N/A	91%	N/A	93%	N/A	94%	N/A	92%	N/A	93%

* State target for meeting annual yearly progress in student attendance is 85% in 2008-09.

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	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
ES	Attend Rate	06-07	94%	90%	96%	93%	N/A	95%	N/A	92%	N/A	92%	N/A	95%
		07-08	94%	90%	96%	92%	N/A	94%	N/A	92%	N/A	91%	N/A	95%
		08-09	N/A	90%	N/A	93%	N/A	95%	N/A	92%	N/A	92%	N/A	95%

State data for 2008-09 is not available at this time.

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	MPS	MPS	MPS	MPS	MPS	MPS	MPS		
Promotion Rate	06-07	5,384	98%	100%	100%	97%	97%	98%	97%	98%	
	07-08	5,563	97%	98%	96%	96%	98%	99%	97%	97%	
	08-09	5,394	98%	98%	96%	97%	98%	99%	98%	98%	

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	MPS	MPS	MPS	MPS	MPS	
Promotion Rate	06-07	5,384	99%	97%	97%	98%	97%	99%
	07-08	5,563	98%	97%	97%	97%	97%	98%
	08-09	5,394	99%	98%	98%	98%	98%	99%

ES indicates Elementary grade students. N/A indicates: Not available / Not applicable

Milwaukee Public School District

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.	Attend Rate	Year	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
MS	Attend Rate	06-07	95%	89%	97%	95%	92%	87%	91%	88%	94%	90%	96%	92%	95%	88%	95%	90%
		07-08	95%	89%	97%	94%	91%	85%	91%	87%	94%	90%	96%	91%	95%	88%	95%	90%
		08-09	N/A	90%	N/A	95%	N/A	84%	N/A	88%	N/A	91%	N/A	92%	N/A	89%	N/A	90%

* State target for meeting annual yearly progress in student attendance is 85% in 2008-09.

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.	Attend Rate	Year	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
MS	Attend Rate	06-07	93%	85%	95%	90%	N/A	91%	N/A	89%	N/A	88%	N/A	93%
		07-08	93%	85%	95%	90%	N/A	92%	N/A	88%	N/A	88%	N/A	92%
		08-09	N/A	86%	N/A	91%	N/A	92%	N/A	89%	N/A	89%	N/A	93%

State data for 2008-09 is not available at this time.

Ethnicity and Gender

Promotion from Grade 8 to Grade 9			Percent Promoted From Grade 8 to 9								
			Total		Ethnicity					Gender	
					Asian	Nat. Amer.	Afr. Amer.	Hispanic	White	Male	Female
Promotion Rate	Year	Students Enrolled	MPS	MPS	MPS	MPS	MPS	MPS	MPS	MPS	
Promotion Rate	06-07	5,352	97%	97%	95%	97%	98%	100%	97%	98%	
	07-08	5,202	97%	98%	97%	97%	96%	98%	96%	97%	
	08-09	4,647	98%	98%	93%	97%	97%	98%	97%	98%	

Other Student Groups

Promotion from Grade 8 to Grade 9			Percent Promoted From Grade 8 to 9					
			Special Education Status		English Lang. Learner Status		Economic Status	
			SPED	Non-SPED	ELL	Non-ELL	FRL	Non-FRL
Promotion Rate	Year	Students Enrolled	MPS	MPS	MPS	MPS	MPS	MPS
Promotion Rate	06-07	5,352	98%	97%	95%	97%	97%	98%
	07-08	5,202	97%	97%	96%	97%	97%	96%
	08-09	4,647	99%	97%	96%	98%	97%	98%

MS indicates Middle grade students. N/A indicates: Not available / Not applicable

Milwaukee Public School District

Ethnicity and Gender

Student Attendance Rate			Percent of Actual Days of Attendance															
			Total				Ethnicity										Gender	
Gr.	Attend Rate	Year	Total		Asian		Native American		African American		Hispanic		White		Male		Female	
			State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
HS	Attend Rate	06-07	93%	79%	94%	85%	88%	73%	85%	78%	88%	79%	95%	84%	93%	79%	93%	80%
		07-08	93%	79%	94%	85%	88%	73%	83%	78%	88%	78%	95%	84%	93%	78%	93%	80%
		08-09	N/A	80%	N/A	86%	N/A	73%	N/A	78%	N/A	79%	N/A	86%	N/A	79%	N/A	81%

* State target for meeting annual yearly progress in student attendance is 85% in 2008-09.

Other Student Groups

Student Attendance Rate			Percent of Actual Days of Attendance											
			Special Education Status				English Language Learner Status				Economic Status			
Gr.	Attend Rate	Year	SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
			State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
HS	Attend Rate	06-07	90%	74%	94%	81%	N/A	80%	N/A	79%	N/A	78%	N/A	82%
		07-08	89%	74%	94%	80%	N/A	80%	N/A	79%	N/A	78%	N/A	81%
		08-09	N/A	74%	N/A	81%	N/A	81%	N/A	80%	N/A	79%	N/A	83%

State data for 2008-09 is not available at this time.

Ethnicity and Gender

High School Graduation Rate				Four Year Combined Rate															
				Total				Ethnicity										Gender	
Gr.	Grad. Rate	Year	# of Grads	Total		Asian		Native American		African American		Hispanic		White		Male		Female	
				State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
12	Grad. Rate	06-07	4,425	90%	69%	91%	81%	75%	64%	68%	65%	75%	71%	93%	77%	88%	64%	92%	73%
		07-08	4,807	89%	68%	90%	75%	75%	55%	67%	65%	75%	67%	93%	77%	87%	62%	91%	73%
		08-09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* State target for meeting annual yearly progress for high school graduation is 80% in 2008-09 (for high schools with grade 12 students).

State and district data for 2008-09 is not available at this time.

HS indicates High school students. N/A indicates: Not available / Not applicable

Milwaukee Public School District

Student Retention Rate

Percent of Total Enrolled

<i>Ethnic Groups</i> Grades K5-12	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Asian	144	4.3%	142	4.2%	152	4.6%
Native Amer.	73	12.3%	59	9.9%	49	8.6%
African Amer.	4,179	9.6%	3,978	9.4%	3,445	8.5%
Hispanic	1,146	7.3%	1,133	7.1%	1,078	6.9%
White	402	4.3%	408	4.6%	345	4.2%
Male	3,599	9.8%	3,371	9.4%	2,984	8.5%
Female	2,345	6.5%	2,355	6.7%	2,093	6.3%
TOTAL	5,944	8.1%	5,726	8.1%	5,077	7.4%

<i>Grades</i> K5-12	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
K5	200	3.5%	166	3.0%	134	2.4%
1	278	4.7%	286	5.0%	197	3.6%
2	171	2.9%	152	2.7%	112	2.1%
3	130	2.3%	136	2.4%	91	1.7%
4	127	2.4%	172	3.1%	118	2.2%
5	68	1.3%	70	1.4%	46	0.9%
6	146	2.8%	164	3.2%	86	1.8%
7	194	3.4%	174	3.3%	141	2.9%
8	156	2.9%	175	3.4%	114	2.5%
9	2,204	30.4%	2,075	29.0%	1,808	26.3%
10	896	16.4%	834	15.9%	812	15.8%
11	980	18.8%	882	17.6%	1,022	20.1%
12	394	8.4%	440	9.4%	396	8.5%

Source Data: MPS Report Card

Student Truancy Rate

Percent of Total Enrolled

<i>Ethnic Groups</i> Grades K5-12	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Asian	841	22.8%	965	27.1%	864	24.2%
Native Amer.	342	49.6%	393	52.1%	362	55.4%
African Amer.	27,129	55.6%	29,069	62.7%	27,388	61.2%
Hispanic	6,232	35.9%	6,595	38.1%	6,373	36.5%
White	2,143	20.2%	2,133	21.9%	1,883	16.3%
Male	19,087	45.2%	20,524	50.5%	19,344	48.6%
Female	17,600	42.5%	18,623	47.1%	17,526	45.9%
TOTAL	36,687	43.9%	39,147	48.9%	36,870	47.3%

<i>Grades</i> K5-12	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
K5	1,970	30.1%	2,182	35.2%	2,181	34.9%
1	1,822	27.6%	2,160	34.1%	2,021	32.6%
2	1,570	24.0%	1,957	31.6%	1,850	30.5%
3	1,473	23.1%	1,854	29.9%	1,834	30.4%
4	1,429	23.4%	1,812	29.8%	1,770	29.2%
5	1,462	24.1%	1,750	30.7%	1,716	29.6%
6	1,896	30.9%	2,194	38.8%	1,959	36.0%
7	2,310	35.8%	2,638	45.0%	2,314	42.2%
8	2,653	41.2%	3,043	49.5%	2,542	45.0%
9	6,548	73.6%	7,234	80.8%	6,677	79.2%
10	4,037	62.4%	4,520	74.8%	4,347	74.1%
11	3,922	63.6%	4,464	74.1%	4,347	72.8%
12	3,073	67.1%	3,339	70.4%	3,312	70.4%

Source Data: MPS Report Card

Milwaukee Public School District

Student Suspension Rate

Percent of Total Enrolled

<i>Ethnic Groups</i> <i>Grades K5-12</i>	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Asian	N/A	N/A	279	7.0%	198	5.0%
Native Amer.	N/A	N/A	212	25.2%	179	22.5%
African Amer.	N/A	N/A	21,230	36.7%	20,585	37.0%
Hispanic	N/A	N/A	3,442	17.2%	3,009	15.1%
White	N/A	N/A	1,298	11.8%	999	9.7%
Male	N/A	N/A	16,184	33.5%	15,446	33.0%
Female	N/A	N/A	10,263	22.6%	9,524	21.8%
TOTAL	25,494	24.1%	26,447	28.2%	24,970	27.6%

<i>Grades</i> <i>K5-12</i>	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
K5	328	4.4%	364	5.2%	413	5.8%
1	683	9.1%	741	10.3%	693	9.8%
2	851	11.6%	981	14.1%	919	13.5%
3	1,002	14.0%	1,164	16.8%	1,103	16.2%
4	1,221	17.9%	1,429	20.9%	1,403	20.4%
5	1,336	19.6%	1,516	23.6%	1,509	23.4%
6	2,456	35.6%	2,318	35.4%	2,127	34.7%
7	2,866	39.0%	2,846	41.4%	2,479	39.2%
8	3,071	40.8%	3,060	42.2%	2,773	41.5%
9	5,139	44.8%	5,171	45.4%	4,840	44.1%
10	2,839	36.3%	3,009	39.4%	2,963	40.1%
11	2,283	31.9%	2,273	32.0%	2,240	31.5%
12	1,287	22.1%	1,599	28.5%	1,508	27.6%

Source Data: MPS Report Card

Additional District Data

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Student Expulsions	369	0.41%	387	0.44%	269	0.31%
*Free/Reduced Lunch Rate	---	79.3%	---	77.1%	---	78.6%
Student Mobility	---	15.4%	---	14.9%	---	14.9%
Student Stability Rate	---	65.8%	---	69.9%	---	68.3%

Source Data: 3rd Friday Sept. enrollment file, MPS Report Card, Student Services Expulsion Report.

* State DPI reported-data through the Individual Student Enrollment System (ISES).

Milwaukee Public School District

Additional District Data By Grade Level

Percent of Total Enrolled

Elementary School Level (Grades K5-5)

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
*Free/Reduced Lunch Rate	82%	80%	81%
Mobility Rate	11.8%	10.9%	10.7%
Stability Rate	71.8%	72.6%**	71.1%
Number of Expulsions	1	1	2

Middle School Level (Grades 6-8)

	<u>2005-06</u>	<u>2006-07</u>	<u>2008-09</u>
*Free/Reduced Lunch Rate	84%	81%	82%
Mobility Rate	14.3%	14.2%	13.6%
Stability Rate	50.5%	NA**	NA**
Number of Expulsions	119	143	94

High School Level (Grades 9-12)

	<u>2005-06</u>	<u>2006-07</u>	<u>2008-09</u>
*Free/Reduced Lunch Rate	73%	69%	76%
Mobility Rate	21.3%	21.0%	21.9%
Stability Rate	62.8%	56.3%	62.7%
Number of Expulsions	249	243	173

Source Data: 3rd Friday Sept. enrollment file, MPS Report Card, Student Services Expulsion Report.

* State DPI reported-data through the Individual Student Enrollment System (ISES).

** Closure of several middle schools over the last few years prevent generation of middle school stability rates. A combined elementary-middle school stability rate is presented in 2007-08 and 2008-09.

LIST OF MPS SCHOOLS (2008-2009 School Year)

ELEMENTARY SCHOOLS (Up to grade 5) - 48 Schools

Academy of Accelerated Learning	Dover Street School	Hampton School	Lloyd Street School	Riley School
ALBA	Elm Creative Arts School	Hawley School	Lowell School	Siefert School
Allen-Field School	Emerson School	Hawthorne School	Maple Tree School	Silver Spring School
Brown Street Academy	Engleburg School	Hayes Bilingual School	Milwaukee French Immersion School	Stuart School
Browning School	Fletcher School	Highland Community School	Milwaukee German Immersion School	Twenty-first Street School
Bruce School	Forest Home Avenue School	Honey Creek School	Milwaukee Spanish Immersion School	Wheatley School
Bryant School	Fratney Street School	Kagel School	Neeskara School	Whittier School
Carleton School	Garden Homes School	Kilbourn School	Ninety-fifth Street School	Zablocki School
Carter School of Excellence	Garland School	Kluge School	Parkview School	
Clemens School	Goodrich School	Lincoln Avenue School	Pierce School	

K-6, K-7 AND K-8 SCHOOLS - 70 Schools

Alcott School	Craig Montessori School	Hartford University School	MacDowell Montessori School	Sixty-fifth Street School
Auer Avenue School	Curtin School	Hi-Mount School	Manitoba School	Starns Discovery School
Barton School	Doerfler School	Hmong American Peace Academy	Maryland Avenue Montessori School	Story School
Bethune Academy	Eighty-first Street School	Holmes School	McNair Academy	Thirty-fifth Street School
Bruce Guadalupe	Fairview School	Hopkins Street School	Meir School	Thoreau School
Burbark School	Fernwood Montessori School	Humboldt Park School	Metcalfe School	Thurston Woods
Burdick School	Fifty-third Street School	I.D.E.A.L. School	Milwaukee Academy of Chinese Lang.	Tipppecanoe School
Carson Academy of Science	Franklin School	Keefe Avenue School	Milwaukee Leadership Training Center	Townsend School
Carver Academy	Gaenslen School	King Elementary School	Milwaukee Sign Language School	Trowbridge School
Cass Street School	Garden Homes Montessori	La Causa Charter School	Mitchell School	Urban Waldorf School
Clarke Street School	Grant School	LaFollette School	Morgandale School	Victory School
Clement Avenue School	Grantosa Drive School	Lancaster School	River Trail School	Vieau School
Congress School	Green Bay Avenue School	Lee School	Rogers St. Academy	Westside Academy
Cooper School	Greenfield School	Longfellow School	Sherman School	Whitman School

MIDDLE SCHOOLS - 14 Schools

Audubon Middle School	Fritsche Middle School	Morse Middle School	Satori Middle School	Southeastern Youth & Family
Burroughs Middle School	Lincoln Center of the Arts	NOVA Middle School	Silver Spring Neighborhood Academy	Wedgewood Park
Fritsche (L.E.A.P.)	Milwaukee Education Center	Roosevelt Middle School	Sixth Street Academy	

LIST OF MPS SCHOOLS (2008-2009 School Year)

MIDDLE/HIGH SCHOOLS - 14

HR Academy University School	Lady Pitts School	Northwest Secondary School	St. Charles Intensive Day Treatment
Kilmer South	Milwaukee County Youth Education Center	Preparatory School/Global Leadership	Wisconsin Career Academy
Lad Lake Synergy Middle/High School	Milwaukee School of Languages	Project Excel	
Lad Lake Ultra	Northern Star	St. Charles Behavior Reassignment Center	

HIGH SCHOOLS - 56 Schools

ALAS	Dubois Charter High School	Milwaukee Academy of Aviation	Riverside University High School
Alliance High School	El Puente High School	Milwaukee African American Immersion HS	School for Urban Planning & Architecture
Assata	Foster & Williams Visual Communication	Milwaukee Business High School	Shalom High School
Audubon High School	Genesis High School	Milwaukee High School of the Arts	South Division High School
Banner Prep High School	Grandview High School	Milwaukee Learning Laboratory	Spotted Eagle High School
Bay View High School	Hamilton High School	Milwaukee School of Entrepreneurship	Transition High School
Bradley Technology and Trade School	International Peace Academy	New School for Community Services	Transition Success Center
Career Youth Development	King High School	NOVA High School	Truth Institute for Leadership
Carmen High School	Loyola Academy High School	Professional Learning Institute	Veritas High School
Cities Project High School	Madison Academic High School	Project School to Work	Vincent High School
Community High School	Marshall Alternative High School	Project Stay	WHS-Expeditionary Learning
Cornerstone Achievement Academy	Marshall Montessori IB High School	Project Stay Senior Institute	WHS-Information Technology
Custer High School	MATC - 118.15 Program	Pulaski High School	WHS-Law, Education and Public Service
D.I.A.L.	Metropolitan High School	Reagan High School	WORK Institute

K-12 SCHOOLS - 3 Schools

St. Charles Education Center	Wings Academy	Wisconsin Conservatory of Lifelong Learning
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The following sites are not included in this report but are counted in the district totals:

EARLY CHILDHOOD SCHOOLS/PROGRAMS (Not enough data to report due to grade levels.)

Schools: Guadalupe Head Start	La Causa, Inc.	Starms Early Childhood Center
Guadalupe Loyola Head Start	Next Door Foundation	Starms Monumental Early Childhood Center
Kosciuszko Montessori School	Sixty-eighth Street Early Childhood Center	Programs: Head Start-Off Site



Student Outcome Data - Five Years At A Glance

Achievement Trends		Student Achievement Data				Brief Analysis	
Category	Description	Data Groups	2004-05	2008-09	+/-		
Enrollment	Enrollments reflect the total number of students served by MPS, including alternative and partnership schools, non-instrumentality charter schools, contracted early childhood programs, Headstart, and K4.	Data Groups	95,600	85,369	-10,231	District enrollment has declined by over 10,000 students over the past five years as an increasing number of students enrolled in suburban public schools under the statewide Open Enrollment Program, non-MPS charters, and private schools under the Milwaukee Parental Choice Program.	
Student Attendance	Attendance is calculated by grade span and reflects the number of days attended divided by the total number of days scheduled.	PK-KG	91.3%	90.3%	- 1.0%	Student attendance rates decreased slightly at all levels, except middle school.	
		1 – 5	93.3%	92.6%	- 0.7%		
		6 – 8	89.3%	89.7%	+ 0.4%		
		9 – 12	80.1%	79.7%	- 0.4%		
*High School Dropouts	The dropout rate accounts for all grade 9 -12 dropouts, divided by the grade 9 – 12 Third Friday enrollment.	9 – 12	7% (2003-04)	8% (2007-08)	+ 1.0%	The high school dropout rate increased slightly over the last 4 years.	
*High School Graduation Rate	The graduation rate is calculated using a quasi-longitudinal method developed by the National Center for Education Statistics.	9 – 12	66% (2003-04)	68% (2007-08)	+ 2%	The high school graduation rate increased 2 percentage points in 4 years.	
Advanced Placement Exams	Many students enrolled in Advanced Placement courses take end of course exams; a passing score allows students to secure college credit.	9 – 12	1,064	1,194	+ 12%	The number of students taking AP exams in 2008-09 is 12% higher than 4 years ago.	
Wisconsin Knowledge and Concepts Examination - Criterion Referenced Test (WKCE-CRT)	The state of Wisconsin annually assesses students' skills in reading, English language arts, math, science and social studies in grades 4, 8, and 10 using the Wisconsin Knowledge and Concepts Examinations (WKCE). Results of the assessments are reported in terms of the percent of students attaining scores in the proficient and advanced ranges. These results are used for school accountability under No Child Left Behind. During the 2005-06 school year, the WI Department of Public Instruction began annual assessment of students' skills in reading and mathematics at grades 3, 5, 6, and 7. Students in 4, 8, and 10 continue to be tested in English language arts, science, and social studies in addition to reading and math.	Grade 4	Reading	62%	60%	- 2%	Compared to 2004-05, the percent of Grade 4 students attaining a score of proficient and advanced increased in three of the five subject areas compared to 2008-09, including a 13 percentage point rise in Mathematics.
			Language Arts	59%	57%	- 2%	
			Math	46%	59%	+ 13%	
			Science	47%	49%	+ 2%	
			Social Studies	76%	78%	+ 2%	
		Grade 8	Reading	59%	62%	+ 3%	In 2008-09, the percent of Grade 8 students attaining a score of proficient and advanced rose in all five subject areas when compared to the 2004-2005 school year. In Math and Science, there were double digit increases.
			Language Arts	37%	38%	+ 1%	
			Math	36%	48%	+ 12%	
			Science	32%	42%	+ 10%	
		Grade 10	Social Studies	50%	52%	+ 2%	Proficiency rates on the 2008-09 Grade 10 WKCE declined in 4 of the 5 subject areas compared to proficiency rates 4 years earlier.
			Reading	45%	41%	- 4%	
			Language Arts	41%	36%	- 5%	
			Math	31%	28%	- 3%	
			Science	29%	28%	- 1%	
			Social Studies	37%	40%	+ 3%	

* The most recently reported data by the state is for the 2007-2008 school year. Data for 2008-09 is expected to be available sometime in the 2009-10 school year.

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