

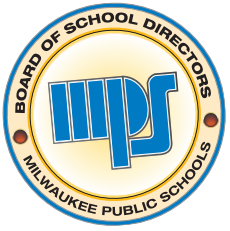


**MILWAUKEE
PUBLIC SCHOOLS**

2009-2010

District Report Card





Milwaukee Board of School Directors

(414) 475-8284



Michael Bonds
President, 3rd District



Peter Blewett
Vice President, 6th District



Mark Sain
1st District



Jeff Spence
2nd District



Annie Woodward
4th District



Larry Miller
5th District



David Voeltner
7th District



Meagan Holman
8th District



Terrence Falk
At-Large

Gregory E. Thornton, Ed.D., Superintendent

Heidi A. Ramirez, Ph.D., Chief Academic Officer

Mailing Address: P.O. Box 2181, Milwaukee, WI 53201-2181

Deliveries to: 5225 W. Vliet St., Milwaukee, WI 53208-2698

Switchboard: (414) 475-8393

Finances	Operations Fund	\$999,709,312
	Extension Fund	\$13,155,240
	Construction Fund	\$59,954,297
	Categorical Programs	\$274,516,431
	Total Finances 2009–2010	\$1,347,335,280
	Property Tax Levy	\$295,833,114
	Property Tax Rate (per \$1,000 assessed value)	\$10.66

Staffing Data	Teachers/Therapists	5,777
	Paraprofessionals/Ed. Assistants	1,217
	Support Staff	742
	Principals/Assistant Principals	274
	Certificated Administrators	273
	Clerical/Technical/Other	823
	Building/Maintenance/Security	1,044
	Food Services	490
Total Staffing 2009–2010	10,640	

Table of Contents

Message from the Superintendent & Chief Academic Officer 1
MPS Report Card 2
Executive Summary 3
General Information 4

Students
Enrollment—Overall Trends 6
Early Childhood Education/ Poverty 7
Race-Ethnicity 8
Special Education 8
English Language Learners 9
Mobility/Stability 10

Schools
Number 11
Average School Size 12

Staff
Number 13
Qualifications and Experience 14

Climate for Learning
Attendance and Truancy 15
Suspensions and Expulsions 17

Climate Survey
Survey Questions 20
Survey Responses 21

Student Learning
Promotion/Retention 22
GPA 25
WKCE (Overall and Achievement Gaps)
• Reading Highlights 26
• Math Highlights 27
Achievement Gap 29
NAEP 36
Graduation Rates/Drop-Outs 40
ACT, AP, IB 41
AYP 43
SIFI 45

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, extracurricular, 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: Jennie B. Dorsey, Director, Department of Parent and Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St. P. O. Box 2181, Milwaukee, Wisconsin, 53201-2181
- For Section 504 of the Rehabilitation Act of 1973 (Section 504): 504/ADA Coordinator for Students, MPS Department of Special Services, 5225 W. Vliet St., Milwaukee, Wisconsin, 53208. (414) 475-8139 TTD: (414) 475-8139

January 2011



Today, more than ever, Milwaukee Public Schools faces great challenges in meeting the needs of our students and families. In addition to the dedication and commitment of our teachers and staff, significant school improvement will require broad family and community engagement and support. The availability of timely, accurate, and meaningful information on district conditions and progress is essential to making this happen. Likewise, data for comparing impacts on student learning—both overall achievement and growth—are important to helping parents and families make informed and appropriate choices for their children’s education with support and accountability. In accordance with the MPS Administrative Policy 2.16, District Accountability System, the Administration, therefore, presents the Board and the community with its annual Report Card for the 2009-10 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. 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.

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 2009-10 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 MPS and the state of Wisconsin (2008-09) are also presented. Other data of interest to the community, including GPA, AP/IB and ACT data, mobility and stability rates, retention and 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.

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. The District Overview presents highlights of recent results. A full report can be found at: <http://www.dpi.state.wi.us>.

Our hope is that you will find this information useful, particularly as you join the effort to promote *One Team, One Goal, and One MPS* focused on improving teaching and learning for all Milwaukee Public School children. We look forward to working together.

Handwritten signature of Gregory E. Thornton in black ink.

Gregory E. Thornton, Ed.D.
Superintendent

Handwritten signature of Heidi A. Ramirez in black ink.

Heidi A. Ramirez, Ph.D.
Chief Academic Officer

The 2009-10 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 compiles a wide assortment of additional important performance data 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

Individual school reports, which are available online, 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

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).



The MPS Report Card can also be viewed on the MPS web page at: <http://www2.milwaukee.k12.wi.us/acctrep/rc10.html>

Executive Summary

Milwaukee Public Schools (MPS) is the 33rd largest school district and the 14th largest city district in the nation. It also is the largest school district in Wisconsin with approximately 82,000 K-12 students. While MPS student enrollment has undergone several major shifts over the last 40 years, reaching its lowest levels in 2009-10, there is early evidence of a leveling off in 2010-11. The district has also seen shifts in the students served, school and staff characteristics, and overall performance—both in climate for learning and student learning outcomes. At a time when MPS is well poised for significant improvements, the following summarizes the MPS context as described in the 2009-2010 District Report Card.

STUDENTS

There is no typical MPS student. As student numbers have changed, so too have their demographics, with increases in the shares of high-poverty, minority, linguistic minority, and students with disabilities. More than 85.1% of MPS students in 2010–11 come from traditionally under-represented groups: African American (56.1%), Hispanic (23.1%), Asian—primarily Hmong students (5.0%), White (14.9%), and American Indian (.8%). The district's special education population (19.5%) exceeds the national average (13.4%). Nearly 10% of students are English language learners (ELL), the majority of whom are served in ESL or bilingual programs in 36 MPS schools.

Many of our students move around. Approximately 15% of all MPS students enroll in a new MPS school during the school year, although the rate is higher at high school, where the in-school year mobility rate is more than 20%. Nearly one of every three students changed schools from one school year to the next.

MPS students are relatively evenly distributed across grade levels at about 5,200-6,000 students each. Outliers include highs at K5 (6,205) and 9th grade (7,679) and a low of 4,557 at 12th grade. Of special note, consistent with the evidence on the impact of and district's commitment to high-quality early childhood education, MPS has increased access to early learning supports over the last two years. The number of Milwaukee children aged 3-5 years, particularly from high-poverty households, served by MPS includes more than 1,060 Head Start students. Eight new district-run, state-supported child care centers were opened in 2010-11, bringing the number to ten. Additional efforts are underway to ensure greater alignment between Kindergarten and primary grades teaching and learning in the district.



SCHOOLS

For the 2010–2011 school year, the district manages a portfolio of 184 (198 in 2009-10) diverse, preK-5, K-8, middle, 6-12, and 9-12 schools. Declining student enrollments, limited school closures, and prior efforts to support small learning communities at the high school level have left the district with an average school size that is the second lowest of the nation's 100 largest school districts. At 414 students per school, as reported by a national study in 2008-09, MPS is far below the national average of 708. In MPS, in 2010-11, K-8 schools average 451 students, middle and middle-high schools average 417, and high schools average 480.



A districtwide, master facilities plan is currently being developed. It will ensure more strategic planning for school consolidations, relocations, closures, and program expansions that respond better to community needs and interests with greater efficiencies and effectiveness districtwide.

STAFF

With more than 10,000 full-time equivalent staff, including almost 6,000 licensed staff (e.g., teachers, principals, counselors, social workers), MPS is Milwaukee's third largest single employer. The number of MPS staff has declined by 10.8% over the last five years, though not directly proportional to the decline of student enrollment of 13.6%. Likewise, this staff is relatively stable. MPS teachers average about 12 years of experience. The percent of MPS staff with five years or more of experience increased from 60% to 75% over the last five years. Of note though, teacher retention is lower among new teachers, with the district turning over approximately 31% of teachers in their first three years on the job.



Teacher quality is improving in MPS. A total of 91.6% of MPS teachers are rated highly qualified. The rate of district staff that are fully licensed is up by almost six percentage points from the prior year. The percent of those without a license is down almost 10 percentage points, though the percent with advanced degrees has declined. In addition to these mixed data, it is important to note that in MPS, teacher quality (e.g., credentials, experience) and effectiveness is unevenly distributed across grades, schools, and content areas (e.g., math, science, Special Education).

Research consistently finds that teacher quality is the single greatest in-school factor affecting student learning. Similarly, studies are increasingly pointing to the influence of school leadership, particularly in affecting school culture, teacher practice, and student learning. MPS is therefore taking a variety of steps to improve staff recruitment, hiring, assignment, and evaluation, as well as professional development and on-going support for improvement.

CLIMATE FOR LEARNING

A safe and positive school and classroom climate is widely accepted as integral to improving student achievement. As a result, MPS has made a concerted effort to promote positive, school-wide behavior systems across the district. The evidence-based PBIS (Positive Behavioral Interventions and Supports) model, first piloted in schools in 2009-10 is now being implemented in 110 MPS schools. And while climate is difficult to measure, a



variety of indicators suggest progress is underway in creating a learner-centered climate in Milwaukee Public Schools. Attendance districtwide has increased approximately 2.2 percentage points year-to-date in the 2010–2011 school year. The greatest improvement in student attendance this year is in the Metro Region schools, where attendance has improved from 74.4% to 81.9%, an increase of 7.5 percentage points over last year at this time. Likewise, though MPS has historically had higher than average student suspension rates, data show a 17% decrease in overall student suspensions over just the last two years, through 2009–2010 including a 29% drop in the number of suspensions for less serious offenses. The decline in student suspensions has accelerated in 2010-11, dropping by 35 percentage points

compared to the same point the year before. This reduction in student suspensions translates into 32,500 fewer days lost to student suspension, the equivalent of 234 students, accounting for nearly a full percentage point in overall student attendance. School climate data from surveys of students, staff, and families indicate relatively stable or improving perceptions of school safety, rigor, and environment.

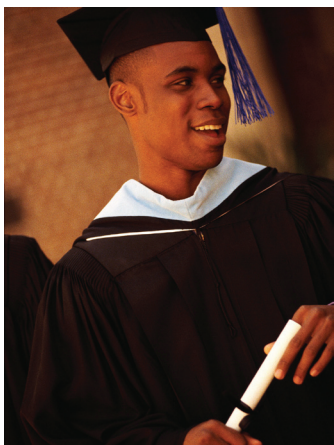
STUDENT LEARNING

The most important indicator of district performance is the impact on student learning. The district historically has been challenged by slow student performance progress over the last 5-10 years, including persistent achievement gaps.

There are some encouraging trends. For example, math performance has been steadily increasing over the last five years, moving from 30% to 50% proficient among 4th and 8th grades since 2004-05. The achievement gap with the state in math proficiency has declined in 6 of the 7 grades assessed, an average of 7 percentage points. The achievement gap between MPS English Language Learners (ELL) and non-ELL students in math is less than 5% at grades 4 and 8 in 2009-10.

Still, a variety of data, from student proficiency on the WKCE to college readiness as measured by the ACT and Advanced Placement test performance, indicate a need for greater academic rigor in MPS programs and courses. Toward this end, MPS is expanding the number of approved common course plans which articulate expectations for high school courses across the district. Most encouraging, however, is the new, districtwide Comprehensive Literacy Plan (CLP). Rolled out in 2010-11, the CLP outlined the district's vision for literacy teaching and learning, K-12. The plan for improving student reading, writing, speaking, listening, and understanding makes clear that the work of improving literacy achievement in MPS is a shared responsibility across three major areas: reading, writing/language arts, and content area literacy. In particular, the CLP articulates universal expectations for classroom environment, instructional design, aligned instructional materials and resources, benchmark assessments, standards and research-based strategies, and aligned professional development. While CLP implementation efforts continue, MPS is beginning development of a similar Comprehensive Math and Science Plan to accelerate progress and narrowing of achievement gaps in these areas. Additional efforts are underway to increase academic rigor across subjects and college readiness and access for all students.

In addition, MPS is beginning to see slight increases in student promotion rates and high school completion rates, an increase of two percentage points over four years for the latter. In addition to school-wide efforts to improve student engagement, MPS is now implementing a variety of alternative educational models for students at-risk of dropping out. These included nearly 1,600 student placements with external MPS alternative education partners (At-Risk, Adjudicated and Behavioral Reassignment seats), and more than 270 students enrolled in MPS evening programs. At-Risk schools include 173 students enrolled in Creative Option seats (students with significant unproductive educational patterns) as well as 659 in Project Direct Graduation and 396 in GED Option 2. In 2010-11, MPS also introduced a more student-centered data system for the early identification and support of at-risk high school students. Student Academic Indicators for Student Learning (SAIL) permits schools to identify students at risk of not graduating and succeeding beyond high school.



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 50s and 60s, peaking at nearly 133,000 students in 1969–70.

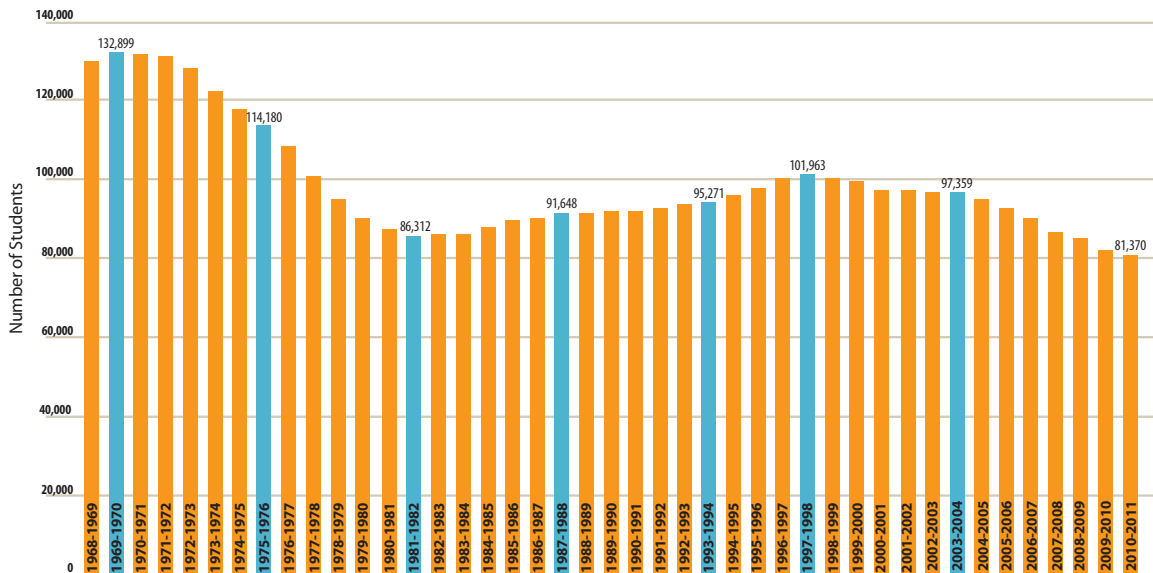
A sharp drop in the number of births led to a decline of nearly 50,000 students over the next 12 years to about 86,000 students enrolled in 1981–82.

Another rise in the number of births in the 80s generated another enrollment rise in the 90s, 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 2009–10 enrollment of 82,444 is the lowest level over the past 40 years. The released 3rd Friday in September pupil total for 2010–11 of 81,370 is another decline from the previous year, but represented an increase over projected enrollment, suggesting the enrollment may be stabilizing.

Chart 1 District Enrollment Trends

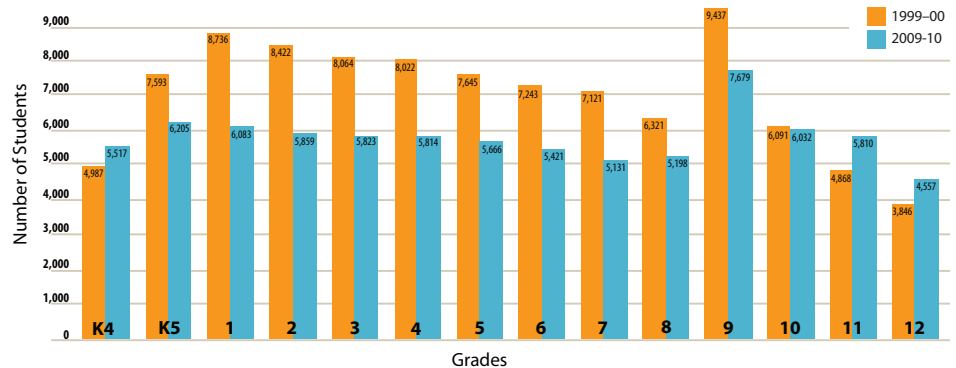


ENROLLMENT BY GRADE LEVEL

Chart 2 compares the number of students enrolled by grade for 2009–10 to totals for ten years earlier. There is a continuing smaller tide of students moving through the elementary and middle grades. The larger number of grade 9 students reflects many repeating students having failed to earn enough credits to advance to grade 10.

Also evident is a large decline in high school enrollment through grades 9–12, from about 7,700 students in grade 9 to only about 4,600 four years later in grade 12. However, enrollment in grades 11 and 12 were greater in 2009–10 than ten years earlier.

Chart 2 MPS Enrollment by Grade Level: 1999–00 to 2009–10



EARLY CHILDHOOD EDUCATION

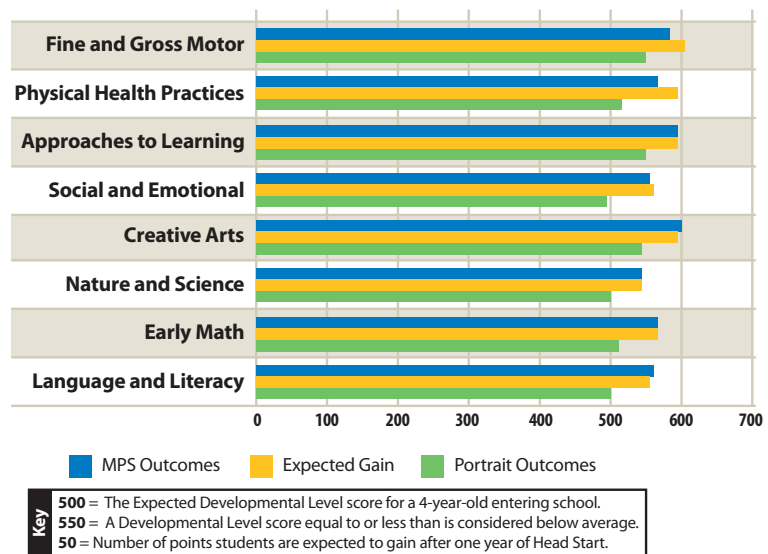
Evidence indicates the importance and lasting impact of early childhood education (Chart 3). With the district's commitment to early learning, Milwaukee Public Schools is working to increase access to high-quality early childhood education. MPS provides early childhood education and care services for children ages six weeks to three years of age, in addition to Head Start programming for 3- and 4-year olds from low-income households and 3-, 4-, and 5-year old kindergarten.

More than 100 children are served in district-operated, state-supported child care centers. Eight new MPS sites were licensed for the 2010-11 school year, bringing the total to ten. More than 1,060 children are enrolled in MPS Head Start programs. As depicted in the graph below, MPS Head Start programs meet or exceed national Head Start performance levels in six of eight learning domains.

Additional efforts are underway to ensure greater alignment between pre-K and primary grades teaching and learning in the district. For example, in 2010 the district introduced a common, districtwide student benchmark assessment system for students from 4-year-old kindergarten through grade 12. Kindergarteners and their teachers were likewise included in the rollout of the new Comprehensive Literacy Plan, including the common instructional design and materials adoption.



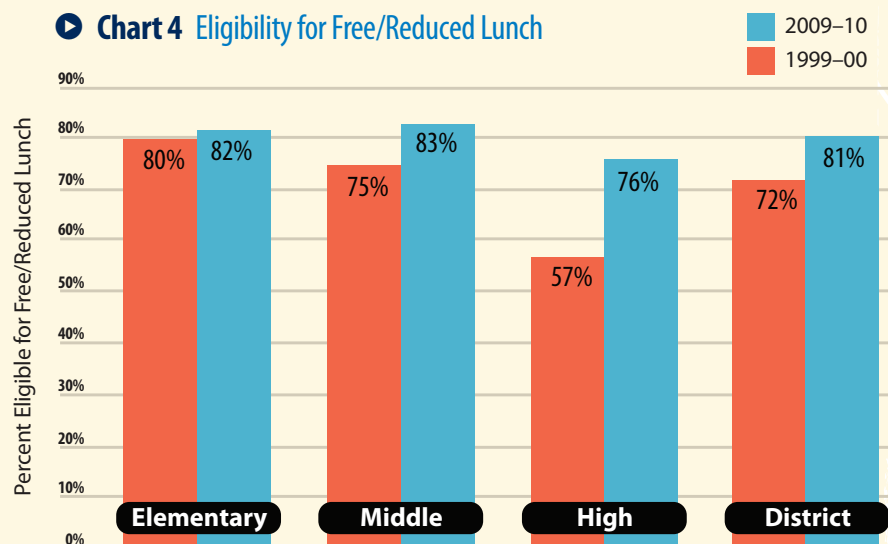
Chart 3 Head Start and Head Start Portrait Outcomes Comparison, 3- and 4-year-olds, 2009-10



STUDENT POVERTY

Milwaukee is now considered the nation's fourth poorest U.S. city, which is reflected in the MPS student population. The percentage of students receiving free or reduced price lunch has risen 8 to 19 percentage points at MPS elementary, middle and high school grades over the last ten years, see Chart 4. About 81% of MPS' student body qualifies for free/reduced price lunch. Individually, 79 (40%) of the district's 198 schools had rates over 90% in 2009-10, nearly 70% of all school sites had free/reduced price lunch rates over 80%. The somewhat lower percentage of students receiving free/reduced price lunch in high school compared to the other grade levels is likely due to some high school age pupils not taking advantage of their potential eligibility.

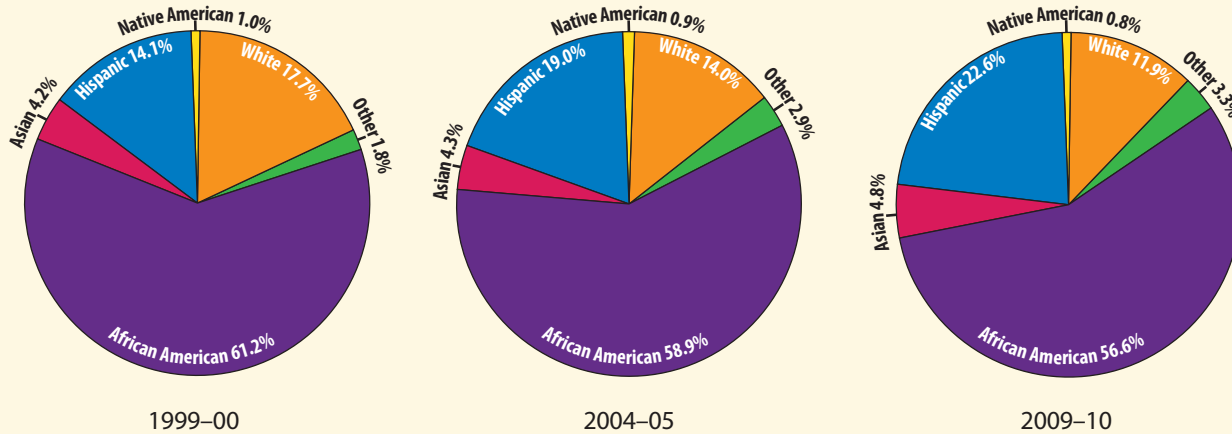
Chart 4 Eligibility for Free/Reduced Lunch



ETHNICITY TRENDS

• In the past ten years, two dominant trends have characterized district enrollments. There has been a decrease in the percentage of white students and a consistent rise in the percentage of Hispanic students. As **Chart 5** shows, while African American students still 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.

• **Chart 5 Enrollment by Ethnic Group**



Hispanic students accounted for 22.6% of the 82,444 MPS students in 2009-10, up from 14.1% just 10 years earlier. The percent 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 two-thirds of all schools in 2009-10, and they comprised 80% or more of student enrollment in 93 of the district's 198 schools in 2009-10. Hispanic students accounted for 80% or more of enrollment in 14 schools and more than 50% in 15% of all district schools. Whites do not constitute more than 80% in any school, but do comprise 50% or more of the enrollment in 11 schools.

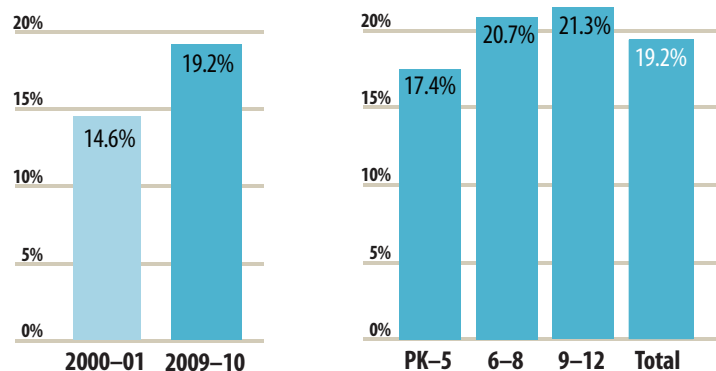
STUDENTS WITH DISABILITIES

With the increased identification of students with disabilities and under-representation of these students in charter, voucher, and other choice schools, the percent of these students is growing in MPS. **Chart 6** shows that the percentage of students

with disabilities rose to over 19% in 2009-10, up by 4.6 percentage points since 2000-01. Individual schools can vary greatly from these overall trends. For example, 102 (51%) of the 198 schools in the district have more than 20% of their enrollment comprised of students with disabilities, with fourteen over 35% (most are high schools).



• **Chart 6 Students with Disabilities – Trend and By Grade**

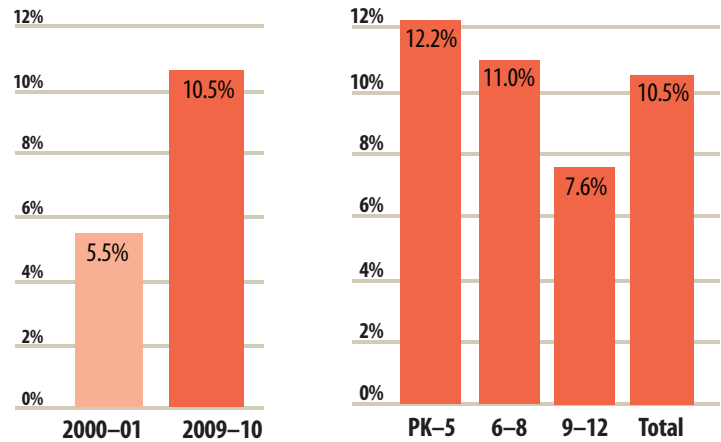


ENGLISH LANGUAGE LEARNERS

Chart 7 shows an increasing population of English Language Learners— (students whose native language is not English and who have limited English proficiency)—K5/ above), totaling 10.5% in 2009-10. This is almost double the percentage in 2000-01.

Chart 7 also shows the largest concentration of English Language Learners (ELL) is at the elementary grade level. Thirty schools (15%) had 20% or more of their enrollment consisting of ELL students, including fourteen schools with more than 40% of their enrollment as ELL.

Chart 7 ELL Students – Trend and By Grade



STUDENT MOVEMENT

The movement of families geographically in the City has accelerated in recent years, particularly in lower-income, financially distressed neighborhoods. Coupled with a long-time culture of plentiful school selection options, many students are moving from school to school during their tenure with MPS. An analysis of students with the district from grades K5 to 8 in 2009-10 reveals that just 15% (**Chart 8**) have been enrolled in only one school. Over a third of all these students (35%) have been enrolled in two schools and another fourth (24%) have been enrolled in three schools. Fourteen percent of students were enrolled in four schools and 7% in five schools. Five percent of these students were enrolled in six or more schools.

Student mobility often accelerates when students move to high school. For example, of the 5,778 grade 10 pupils enrolled with the district at the end of the 2009-10 (**Chart 9**), 71% had been with just one high school, 24% were at their 2nd high school, 4% had been enrolled in three schools and 1% had been enrolled in four or more high schools by the end of their sophomore year.

Chart 8 Student Movement, Grades K5-8, 2009-10

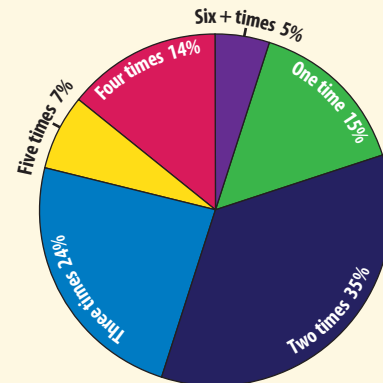
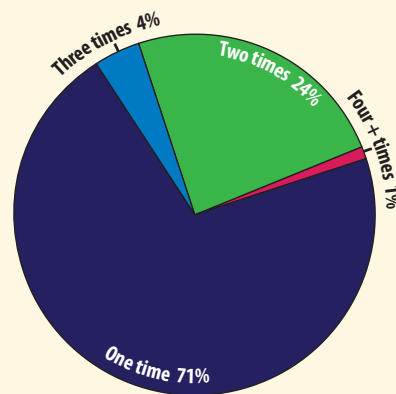


Chart 9 Student Movement, High School, 2009-10



STUDENT MOBILITY

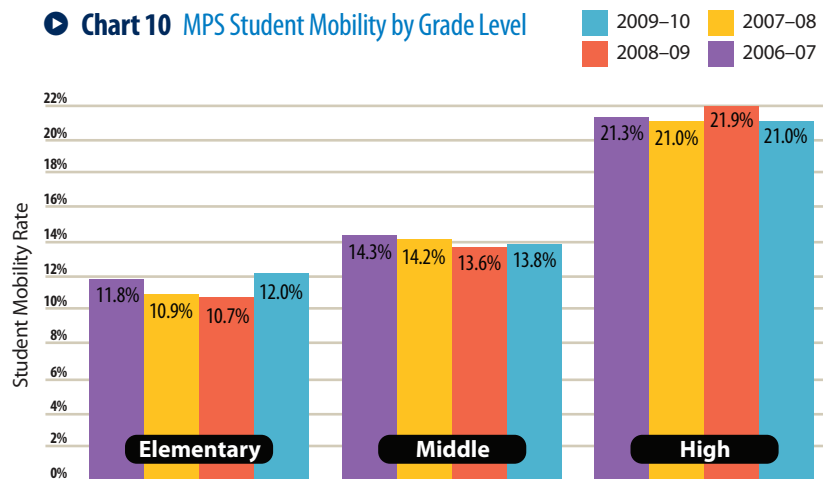
In addition to serving a largely high-poverty student body, MPS faces the challenges of highly mobile students. About 15% of all students change schools during the school year. **Chart 10** shows the percentage of mobile students (new students received by a school during the school year divided by its 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 rose somewhat at the elementary school level in 2009-10 compared to the year before, while remaining at about the same level at the middle grades.

While the mobility rate declined somewhat at the high school level in 2009-10, about one of every five high school students transferred to another school during the school year.

Schools that receive large numbers of new students during the school year often experience greater academic challenges in serving these students. Twenty-nine of the “regular” (traditional and instrumentality charter schools) elementary and K-8 schools had mobility rates over 20% in 2009-10, as did 18 of the 42 (42%) “regular” high schools.

Chart 10 MPS Student Mobility by Grade Level

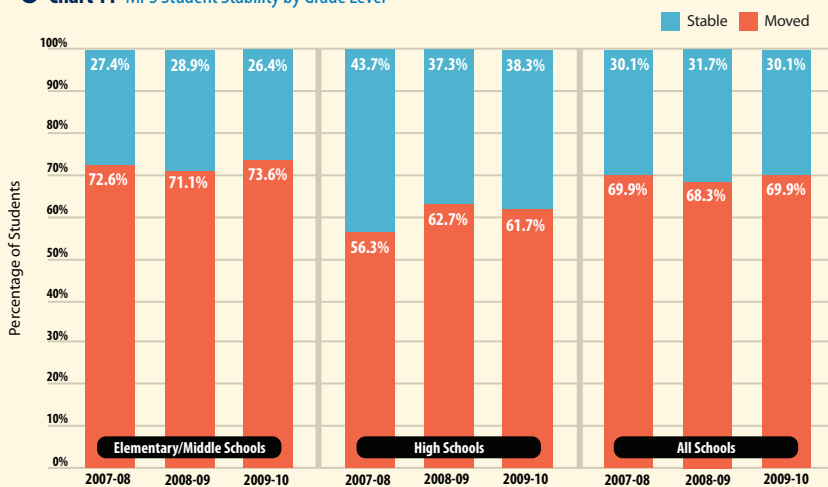


STUDENT STABILITY

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 2009-10 is the percentage of students enrolled in 2009-10 who remained with the school in 2010-11.

Chart 11 MPS Student Stability by Grade Level



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 11** 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.

As **Chart 11** shows, elementary-middle school stability rose somewhat in 2009-10 to 73.6%, while high school stability declined slightly to 61.7%.

Individually, 38 of the 119 “regular” elementary and middle schools had stability rates of 80% or more in 2009-10, however 11 others had stability rates of less than 60%. At the high school level, while seven of the 42 “regular” high schools had stability rates of 80% or more, 22 others had rates of less than 60%. Of all schools, nine had double-digit increases in their stability rates in 2009-10 compared to the year before, but six others had double-digit decreases.

SCHOOL FACILITIES

• In 2010–2011, the district manages a portfolio of 184 (198 in 2009-10) diverse, preK-5, K-8, middle, 6-12, and 9-12 schools. Each major enrollment trend has affected the need for schools. In recent years, declining student enrollments coupled with the opening of several new charter schools and smaller high schools, there have been increased, though arguably insufficient numbers of school mergers and closings.

As **Chart 12** shows, the district has closed 44 schools in the last four school years while opening 16 new ones.

Chart 12 New and Closed Schools, 2001–02 to 2009–10

	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

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, both instrumentality and non-instrumentality. From 2000-01 to 2009-10, the number of charter schools rose from 7 to 35. Consistent with the district commitment to the charter school movement and increased accountability in exchange for greater autonomy, nine charters closed in 2009-10. Charter schools accounted for 18% of all schools in the district in 2009-10 and 13% of all students.

Overall, there has been a slight net reduction in the overall number of schools in the district since 2001-02.

However, there is still considerable excess capacity, leaving many district schools with proportionately fewer students than comparable large urban school districts across the country. Based upon a recent study of the facilities in the nation's 100 largest school district's, in 2007-2008 and 2008-09, MPS had the second lowest mean school enrollment size of 414, far below the national average of 708.

A districtwide, master facilities plan is currently being developed to ensure more strategic planning for school use, including consolidations and mergers, relocations, closures, and program expansions that better respond to community needs and interests while increasing efficiencies and effectiveness in the system.

Chart 13 details the number of different schools by grade structure and type, along with their student enrollment in 2009-10.

Chart 13 Grade Structure and Type of Schools

Grade Structure	Number of schools	Number of Students	Percent of Schools	Percent of Students
Early Childhood	7	864	4%	1%
Elementary (K to 5)	46	18,195	23%	22%
Elementary (K to 8)	68	32,113	34%	39%
Middle (6 to 8)	12	5,497	6%	7%
High (9 to 12)	48	21,263	24%	26%
Middle – High (6 to 12)	14	3,576	7%	4%
All (K to 12)	3	936	2%	1%
Type of School	Number of schools	Number of Students	Percent of Schools	Percent of Students
Traditional MPS	130	69,230	66%	84%
Alternative MPS	7	1,021	3%	1%
Partnership	22	1,444	11%	2%
Contract	4	319	2%	0%
Charter (Instrumentality)	25	7,962	13%	10%
Charter (Non-instrumentality)	10	2,468	5%	3%
Grand Total	198	82,444	100%	100%

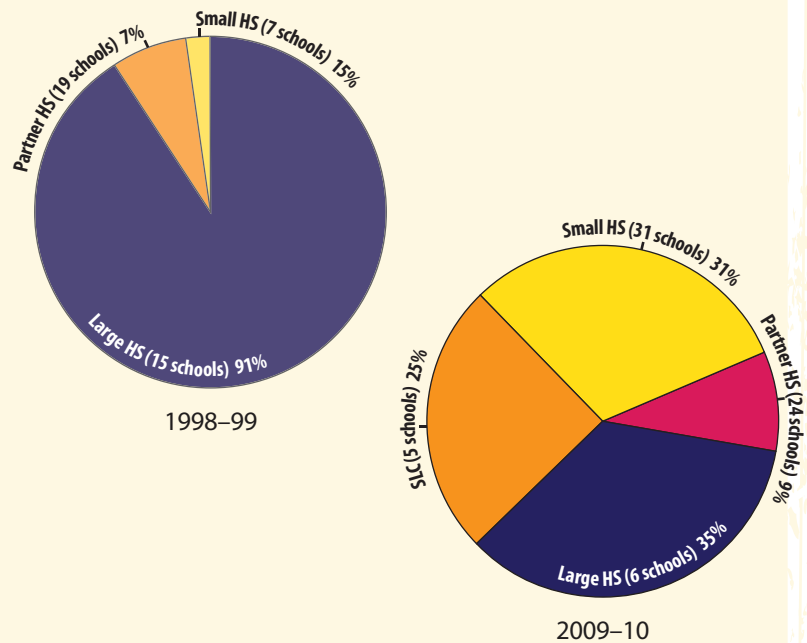
Third Friday in September enrollment; detail by defined grade structure and type.

SMALLER HIGH SCHOOLS AND SCHOOLS WITHIN A SCHOOL

Supported by grants from the Bill and Melinda Gates Foundation four to eight years ago, the district created smaller high schools and sub-divided several other large schools into smaller learning centers.

Chart 14 shows that 15 large high schools accounted for over 90% of high school enrollment in 1998-99, while 7 small high schools accounted for 2% of enrollment. Just eleven years later in 2009-10, there were 31 small high schools, accounting for 31% of all high school enrollments. A grant also funded small learning communities (SLC) within five large high schools (25%). Six large high schools now account for just 35% of all grade 9-12 enrollment.

Chart 14 Grade 9 High School Enrollment, 1998–99 vs. 2009–10



CREATION OF MORE K-8 SCHOOLS

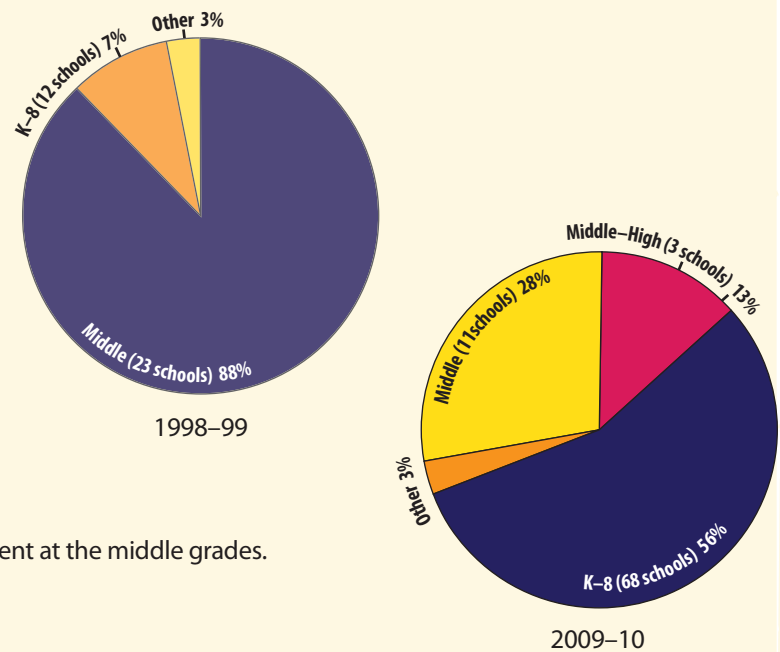
Another initiative to help foster better student engagement and performance in the middle grades is a large expansion in the number of K-8 schools.

Chart 15 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 enrollment.

Just eleven years later, in 2009-10, 68 traditional K-8 schools account for over half (56%) of all middle grade enrollment, while traditional middle schools account for 28% 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 seven years. Middle-high schools now comprise 13% of all enrollment at the middle grades.

Chart 15 9th Middle Grade Enrollment, 1998–99 vs. 2009–10



With more than 10,000 staff (f.t.e.), including almost 6,000 licensed staff (e.g., teachers, principals, counselors, social workers), MPS is among the city's largest employers. And the quality—preparation, qualifications/licensure, experience, and effectiveness—of these personnel have very real implications for student learning and school operations.

For example, research consistently finds that teacher quality is the single greatest in-school factor affecting student learning. Similarly, studies are increasingly pointing to the influence of school leadership, particularly in affecting school culture, teacher practice, and student learning. MPS is therefore taking a variety of steps to improve staff recruitment, hiring, assignment, and evaluation, as well as professional development and on-going support for improvement.

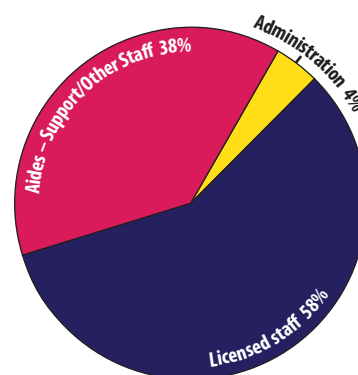
NUMBER AND TYPE OF DISTRICT STAFF

The total number of full-time equivalent MPS staff, as reported by the State Department of Public Instruction for 2009-10 was 10,344. The largest staff category of 5,960 (58%) in **Chart 16** are licensed staff (i.e. teachers, principals, assistant principals, therapists, psychologists, social workers, librarians, etc.).

Another 3,945 staff (38%) are aides/support/other staff (i.e. paraprofessionals, clerical, building, maintenance, recreation). A total of 439 staff (4%) is central office administrators.

MPS has proportionately more aides/support/other staff than school districts state-wide (58% vs. 65%), as the district employs proportionately more paraprofessionals/support-staff, due in part to more special education students. The percentage of administrative staff mirrors the total state-wide.

► **Chart 16** District Staff, 2009-10



PROPORTION OF STAFF PER STUDENT

Over the last five years, the number of MPS FTE district staff, as reported by the state DPI has decreased by 1,259, a decline of 10.8%. Over the same time period the district's enrollment declined by 13.5%.

The number of FTE staff per 100 students for MPS in 2009-10, as reported by the state DPI of 12.6 is about the same percentage as five years earlier in 2004-05 of 12.4. The district ratio of 12.6 is slightly higher than the staff-pupil ratio statewide of 12.0.



STAFF EXPERIENCE

The percent of MPS staff with at least five years of experience has risen from 60% to 75% over just the last five years (2004-05 to 2009-10) as proportionately more seasoned staff have retired in recent years and the district has reduced staff levels due to enrollment decline and fiscal constraints contributing to a proportional decline in younger staff.

The highest percentage of staff with more than five years of experience is at the Elementary-Middle grade level (77%), while the high school level had a lower percentage at 65%. The district percentage of staff with more than five years of experience in 2009-10 of 75%, now closely matches the statewide total of 77%. The variance with the state was much greater five years ago (60% for MPS and 73% for the state).

HIGHEST EDUCATIONAL DEGREE ATTAINED

The percent of MPS staff with a Masters degree or higher was 36% in 2009-10 down from 43% five years earlier. This contrasts with the total statewide of 53% with a Masters degree or higher, up from 46% five years earlier.

HIGHLY QUALIFIED STAFF

• In 2006-07, the state DPI formalized its collection of highly qualified teacher data by creating a reporting system for the federal requirement to monitor the number of core academic classes taught by educators who are “not highly qualified.”

A teacher is considered “highly qualified” if the educator either holds the regular license for his or her assignment OR meets the following criteria while working under an emergency license or permit:

- 1 ***Holds a major or minor in the subject(s) he or she teaches or has passed the WI Praxis II exam required for the license need for the assignment;***
- 2 ***Is enrolled in an approved program that the educator can complete in no more than three years;***
- 3 ***Is receiving high quality professional development and intense supervision and mentoring from the district while teaching.***

Teachers reported as not “highly qualified” include:

- Any teacher assigned to teach core academic subjects who is not fully licensed for their assignment and who does not meet all three criteria while working under the emergency license or permit, and
- Teachers in special education, bilingual programs, elementary education and those who teach English as a second language not fully licensed in these license areas are reported as they may teach core academic subjects.

The state DPI issues a report each school year recording the number of teachers with a full license, an emergency license and without a license for assignment. For the 2009-10 school year the state reported that 91.6% of the MPS 5,065 FTE teachers were fully licensed, another 6.5% of all teachers possessed an emergency license and 1.9% had no license for assignment. For comparison, state-wide 98.2% of all teaching staff were fully licensed, 1.4% had an Emergency License and 0.4% had no license for assignment.

The percentage of district staff that are fully licensed is up by almost six percentage points from the year before, while the percent of those without a license is down from almost 10% from the previous year. The percentage of staff with an emergency license is up from the previous year (4.2% to 6.5%). Of the 424 staff with an emergency license or with no license for assignment in 2009-10, the largest category of staff affected were special education (185 staff) at 43% of all staff with emergency licenses.

By grade level, almost half of those with an emergency license or with no license for assignment were at the high school level. Three categories of staff were most affected. Among all high school math teachers, 17.4 were in these two categories (13% of all such teachers), as were 29 high school Science teachers (26% of all teachers) and 73 high school special education teachers (25% of all such staff).

At the elementary level, half of all teachers with emergency or no license for assignment were special education staff.

Our people are the #1 resource in the district. Only by attracting, developing and retaining the very best talent will MPS be able to create a culture of excellence and deliver innovative and inspiring teaching and learning.

A safe and positive school and classroom climate is widely accepted as integral to improving student achievement. As a result, over the last few years, MPS has made a concerted effort to promote positive, school-wide behavior systems across the district. The evidence-based PBIS model, first piloted in 30 schools in 2009-10, is now being implemented in 110 MPS schools. And while climate is difficult to measure, a variety of indicators, taken together, help to paint a picture of school climate and safety in Milwaukee Public Schools.

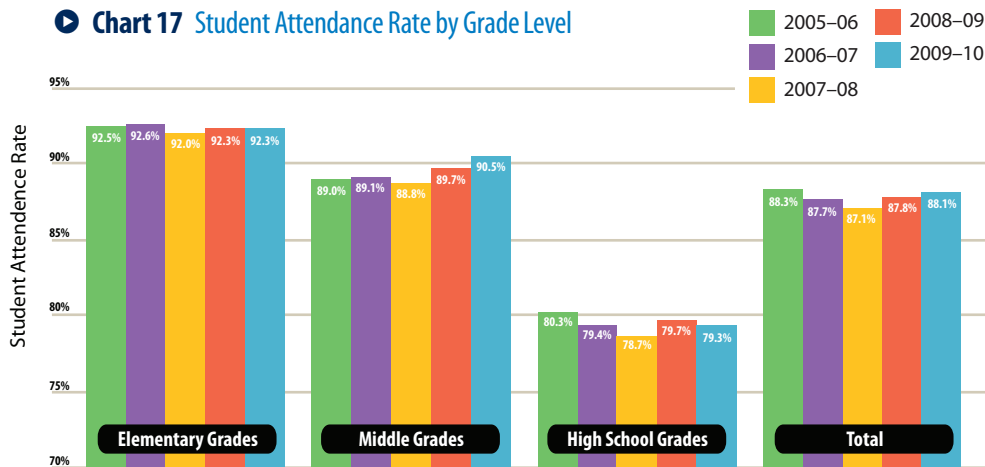


STUDENT ATTENDANCE RATE

A key indicator of student engagement and 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 17 shows that the districtwide attendance rate remained about the same overall in 2009-10 compared to the year before at elementary, rose somewhat at middle school grades and declined slightly at the high school level.

Individual schools varied from the district total. For example, 26 (21%) of the district’s 122 schools with elementary grades had attendance rates of 95% or more, while 17 other schools had rates under 90%. Over 60% of all schools with elementary grades experienced an increase in student attendance in 2009-10 compared to the year before.



Schools with middle grades had wider attendance rate variations than elementary schools; 16 of the 97 schools with middle grade students had attendance rates of 95% or higher while 10 other schools had attendance rates under 80%. About 70% of all schools with middle grades had an increase in student attendance compared to 2008-09.

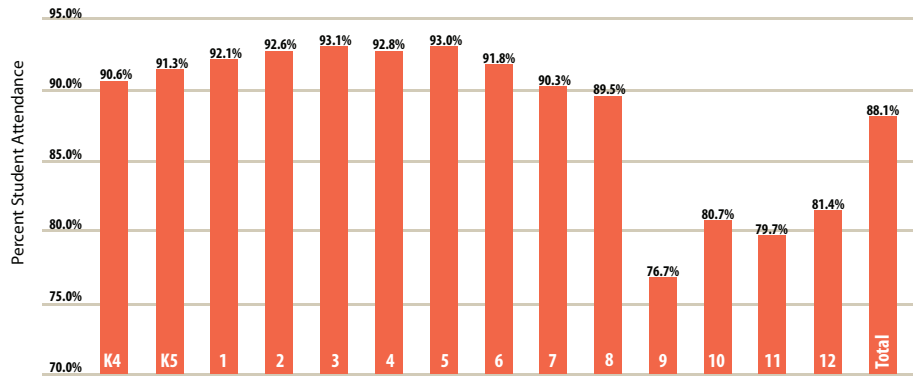
Of the 66 schools with high school age students in 2009-10, 15 had student attendance rates of 85% or more, while another 13 had rates under 70%. About 40% of the high schools experienced an increase in attendance in 2009-10 compared to the year before; the rest had decreases.

Chart 18 shows that student attendance districtwide remained steady at about 91% to 93% in grades K5 to 5 in 2009-10, but dropped somewhat at the middle grades to 89% to 92%. Districtwide, student attendance declines at the high school level (grades 9 to 12), with the lowest rate at grade 9 at 77%.

However, early 2010-11 data suggest a turn-around is underway. As of April 2011, the district's current year attendance of 90.5% is 2.2 percentage points higher than the same time of the previous year.

Seventy-percent of all MPS schools are posting a higher attendance rate in 2010-11 than at this point of the previous school year.

Chart 18 Student Attendance Rate by Grade Level



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% (five unexcused absences) qualifies as a habitual truant.

Based on the state's definition of truancy, the percentage of students truant has declined slightly at all grade levels the last two years, including elementary grades (32% to 29%), middle grades (45% to 38%) and high school grades (76% to 74%). These data are depicted in **Chart 19**.

To help provide some added perspective to this important topic, **Chart 20** 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 more than 20 unexcused absences.

A pupil with more than 20 unexcused absences (excluding any excused absences) would have an attendance rate of 88%. Under the 20-plus unexcused absence threshold, the percent of chronically absent pupils at the elementary level would be about 3% at the elementary grades, 5% at the middle grade level and 33% at the high school level.

Chart 19 Habitual Truancy Rates by Grade Level

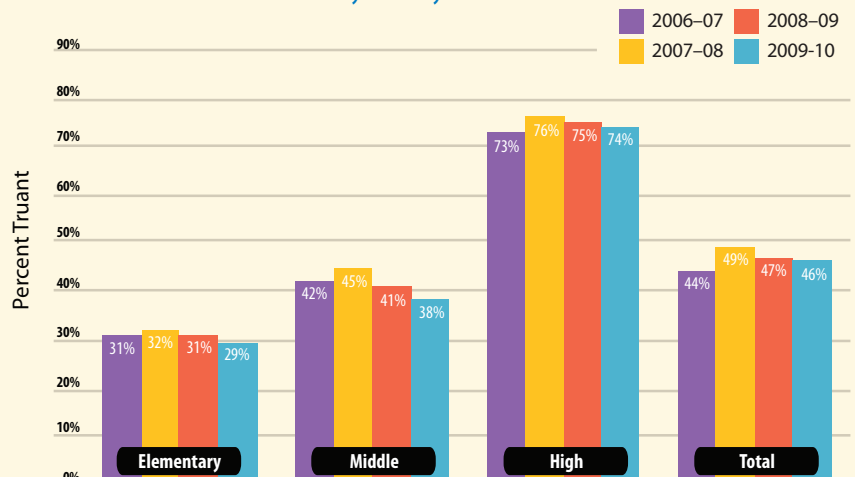
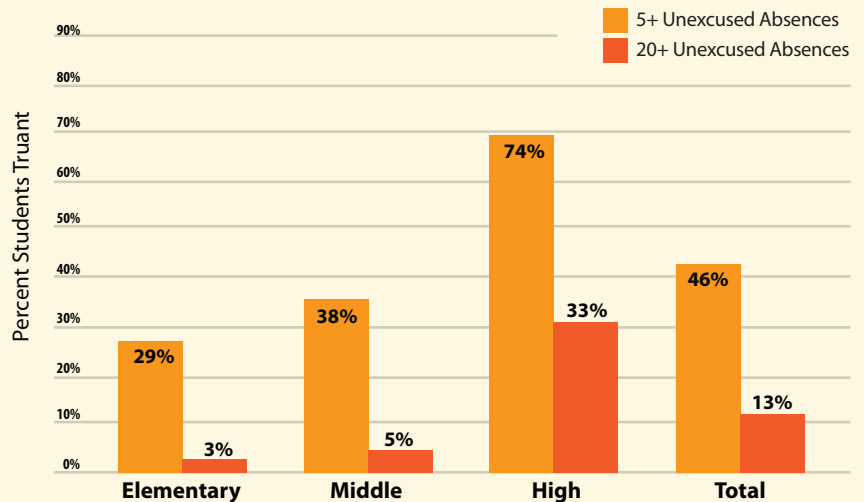


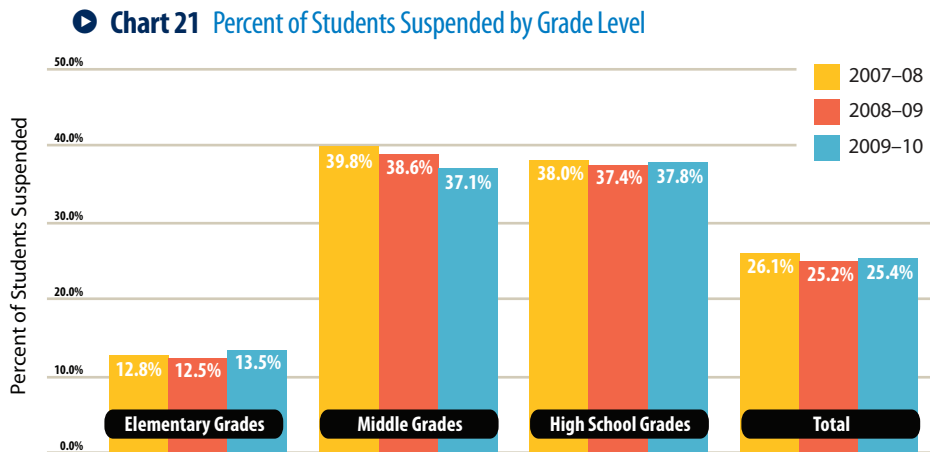
Chart 20 Truancy in Perspective



STUDENT SUSPENSIONS

Students are suspended out of school for a variety of infractions. About 60% of all infractions in 2009-10 were for such incidents as classroom disruption, chronic tardiness and failure to follow school rules. Another 40% 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 21 shows the percentage of students suspended at least once during the school year for the last three school years to 2009-10. The chart shows that the suspension rate at elementary grades is lowest at 13.5% in 2009-10, 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. As a result, Milwaukee Public Schools has traditionally had one of the nation's highest rates of student suspensions.



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 is contributing to a decline in the district's overall pupil suspension rate.

Individual schools vary from these overall trends. For example, while 32 (26%) of the district's 124 schools with elementary grades had suspension rates of 3% or less, 29 others (23%) had rates of 25% or more. Similarly, while 28 (29%) of the 97 MPS schools with middle grades had suspension rates of 20% or less, 28 others (29%) had rates of 50% or more. And, at high schools, although 22 (33%) of the 66 MPS schools with high school age students had suspension rates of 20% or less, 13 others (20%) had 2009-10 student suspension rates of more than 50%.

Chart 22 shows the percent of all MPS students suspended at least once by grade for the last three school years. The percent of all students suspended at least once rose in 4 of the 6 grades from K5 to 5 over the last two years. At the middle grades, there were declines at grades 7 and 8. At the high school grade level, the highest suspension rate is at grade 9 at 45% in 2009-10. Since 2007-08 the suspension rate has remained unchanged at grades 9 and 10, but has risen at grades 11 and 12.

Almost 35% of all schools with elementary grades had a decline in their student suspension rates in 2009-10 compared to the year before, as did almost 50% of schools with middle grades and more than 37% of all schools with high school aged students.

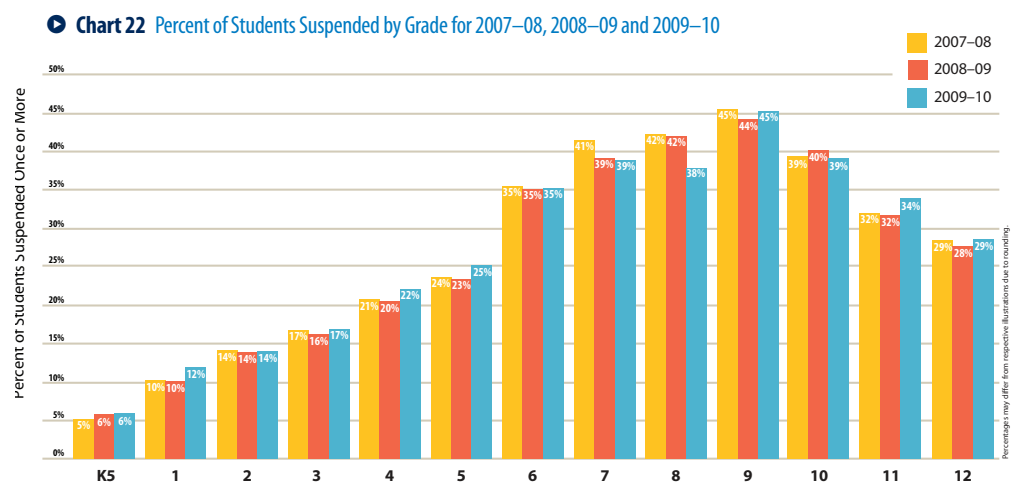


Chart 23 Percent of Students Suspended by Student Group

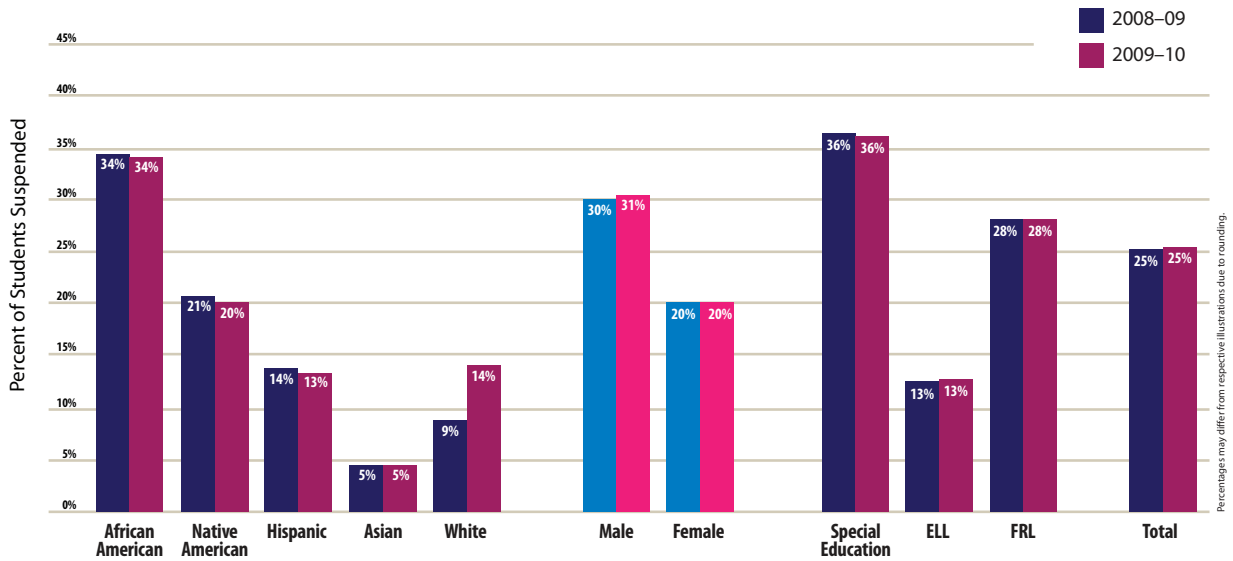


Chart 23 shows that the percentage of students suspended at least once varies considerably among different student groups. African Americans are suspended 1½ times more than Hispanic and White students. Boys are suspended at much higher rates than girls, but the highest suspension rate of all groups is for students with disabilities at 36%.

Some students are suspended more than once. **Chart 24** shows that while 39% of all students suspended in 2009-10 were suspended just once, 19% were suspended twice, 26% were suspended between three to five times and 5% were suspended 10 or more times.

Most of the reduction in suspensions was in the area of Learning Environment (-28.4%). This, in turn, resulted in a decline in the percentage of all suspensions in Learning Environment, from 71% in 2007-08 to 66% in 2008-09 to 61% in 2009-10. Likewise, though MPS has historically had higher than average student suspension rates, data show a 17% decrease in overall student suspensions over just the last two years, including a 29% drop in the number of suspensions for less serious offenses. One of the district’s strategic goals is to reduce the percent of student suspensions for those less serious offenses (Learning Environment) which totaled more than 70% of all suspensions in 2007-08 to no more than 40%.

Chart 24 Frequency of Students Suspended

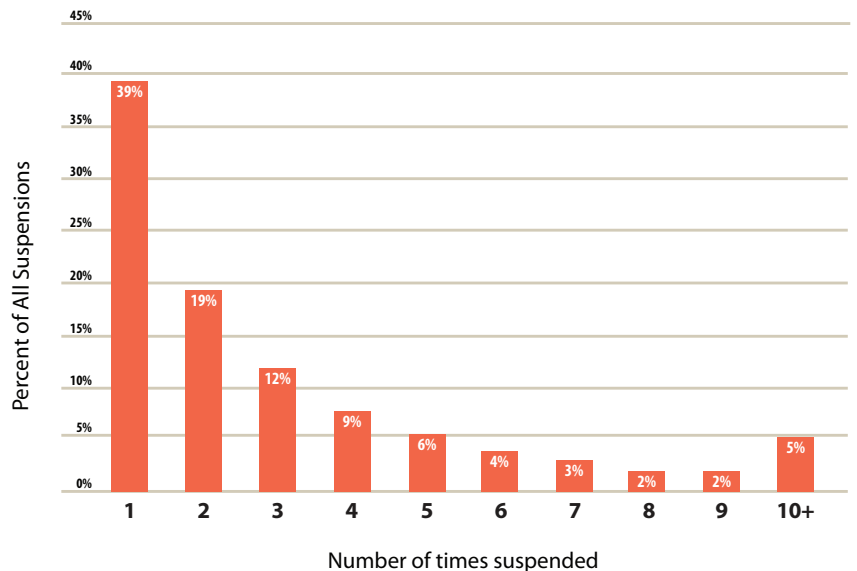


Chart 25 details the number and percentage of suspensions in the three main categories of suspensions, and records the difference from 2007-08 to 2009-10. Overall, the number of student suspensions declined by over 14,000 (-16.5%) over the last two years. The decline in student suspensions has accelerated in 2010-11 (through April of 2011), dropping by 35% compared to the same point the year before. This reduction in student suspensions translates into 32,500 fewer days lost to student suspension, the equivalent of 234 students, accounting for nearly a full percentage point in overall student attendance.

Chart 25 Suspensions by Category

Incident Types	2007-08	2008-09	2009-10	Change 2007-08 to 2009-10		2007-08 Percent of Total	2008-09 Percent of Total	2009-10 Percent of Total
				Number	Percent			
Learning Environment								
Classroom Disruption	45,017	35,790	32,563	-12,454	-27.7%	51.7%	47.6%	44.8%
Loitering	8,646	6,753	5,965	-2,681	-31.0%	9.9%	9.0%	8.2%
Other Offenses	4,013	3,466	2,009	-2,004	-49.9%	4.6%	4.6%	2.8%
Verbal Abuse	4,102	3,602	3,673	-429	-10.5%	4.7%	4.8%	5.1%
Total	61,778	49,611	44,210	-17,568	-28.4%	71.0%	65.9%	60.8%
Personal/Physical Safety								
Assault	3,133	3,067	3,567	434	13.9%	3.6%	4.1%	4.9%
Battery	527	499	662	135	25.6%	0.6%	0.7%	0.9%
Disorderly Conduct	4,741	4870	6212	1,471	31.0%	5.4%	6.5%	8.5%
Drug and Alcohol	958	816	780	-178	-18.6%	1.1%	1.1%	1.1%
Fighting	10,590	10643	10825	235	2.2%	12.2%	14.1%	14.9%
Bullying	—	279	923	—	—	—	0.4%	1.3%
Larceny	885	1037	1031	146	16.5%	1.0%	1.4%	1.4%
Personal Threat	2,589	2692	2915	326	12.6%	3.0%	3.6%	4.0%
Vandalism	634	580	570	-64	-10.1%	0.7%	0.8%	0.8%
Other *	397	326	462	65	16.4%	0.5%	0.4%	0.6%
Total	24,454	24,809	27,947	3,493	14.3%	28.1%	33.0%	38.4%
Weapons								
Firearm	336	327	100	-236	-70.2%	0.4%	0.4%	0.1%
Possession	491	487	461	-30	-6.1%	0.6%	0.6%	0.6%
Total	827	814	561	-266	-32.2%	0.9%	1.1%	0.8%
District Total	87,059	75,234	72,718	-14,341	-16.5%	100.0%	100.0%	100.0%

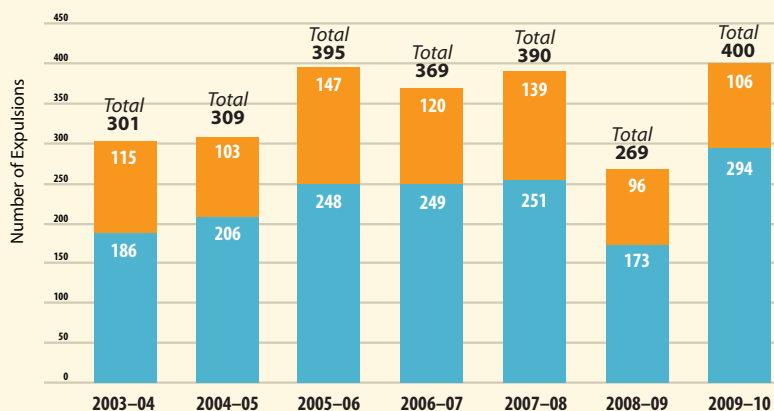
EXPULSIONS

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

Chart 26 details the number of students expelled at each grade span over the last seven years. The number of students expelled for 2009-10 jumped 48% to 400 compared to the year before, more similar to the level two years earlier. Nearly three-fourths of all pupils expelled in 2009-10 were in high school and the other third were at the middle grade level. By offense, 51% of all expulsions are assault-battery-fighting-disorderly conduct, 20% are for weapons, 18% for drug/alcohol offenses and 11% for other reasons.

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 26 Students Expulsions, 2003-04 to 2009-10



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 within each school in the District.

The survey is intended to inform schools about how they are perceived by their constituents — 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 2009-10 School Climate Survey was conducted on-line for the 6th year since its inception. A total of 6,697 staff (66% response rate), 20,198 elementary students (74% response rate), 10,592 high school students (44% response rate) and 11,149 parents took the survey. The response rates for staff, elementary and high school students have risen by 6 to 9 percentage points over the last two years.

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

Key Area	Sample Question
Environment	<i>My school has a friendly and welcoming atmosphere.</i>
Academic Rigor	<i>My teachers gives me challenging work.</i>
Safety	<i>My school makes sure that classrooms are safe and orderly.</i>
Governance	<i>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 27** details the percent of each group surveyed the last five years districtwide 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 10 of the 16 separate areas-respondent groups (noted in **Chart 27** on the following page) in 2009-10, compared to the year before. The greatest improvement overall was in Safety.

Compared to five 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 five years. Elementary/middle grade students registered double-digit approval ratings in school Environment and Governance.

Chart 27 School Climate Survey – District – Percent Agree/Strongly Agree

Area	Sample Question	Group	2005–06	2006–07	2007–08	2008–09	2009–10	Difference 2008–09 and 2009–10	Difference 2005–06 and 2009–10
Rigor	<i>Students at my school are given challenging work.</i>	ES/MS Students	79%	78%	78%	81%	81%	0%	2%
		HS Students	75%	75%	77%	78%	79%	1%	4%
		Staff	84%	84%	85%	88%	88%	0%	4%
		Parents	86%	88%	89%	90%	91%	1%	5%
Safety	<i>My school makes sure that classrooms are safe and orderly.</i>	ES/MS Students	79%	79%	81%	87%	88%	1%	9%
		HS Students	63%	66%	71%	75%	77%	2%	14%
		Staff	81%	82%	85%	85%	87%	2%	6%
		Parents	90%	90%	90%	91%	92%	1%	2%
Environment	<i>My school has a friendly and welcoming atmosphere</i>	ES/MS Students	60%	62%	66%	74%	76%	2%	16%
		HS Students	64%	65%	69%	75%	76%	1%	12%
		Staff	84%	85%	88%	90%	90%	0%	6%
		Parents	92%	92%	93%	95%	96%	1%	4%
Governance	<i>Staff, parents and students have the opportunity to be included in decisions that affect the school.</i>	ES/MS Students	57%	56%	61%	67%	67%	0%	10%
		HS Students	50%	50%	54%	60%	60%	0%	10%
		Staff	82%	83%	84%	86%	86%	0%	4%
		Parents	86%	86%	86%	88%	89%	1%	3%

School Climate Survey files for 2005-06 to 2009-10 in the Data Warehouse.

The most important indicator of district performance is the impact on student learning and the extent to which students are prepared for career and college success. The district has been challenged by stagnant student performance progress over the last several years, including persistent achievement gaps. In 2009-10, 55 schools were identified as in need of improvement and the district failed to make overall adequate yearly progress (AYP) each of the last 6 years. As a result, MPS is a district in corrective action and one that faces considerable pressure to improve.



There are some encouraging trends in some grades and subjects. Likewise, MPS is experiencing slight increases in student promotion and high school completion.

In 2010, MPS rolled out a dramatic new plan for improving literacy—reading, writing, speaking, listening, and understanding—across all students, grade levels, and schools districtwide. As implementation of the Comprehensive Literacy Plan continues, improvements in student learning are expected. A similar, districtwide approach to improving math and science teaching and learning will be introduced in 2011-12.

STUDENT LEARNING

STUDENT PROMOTIONS

The 2009-10 school year marked the eighth 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.

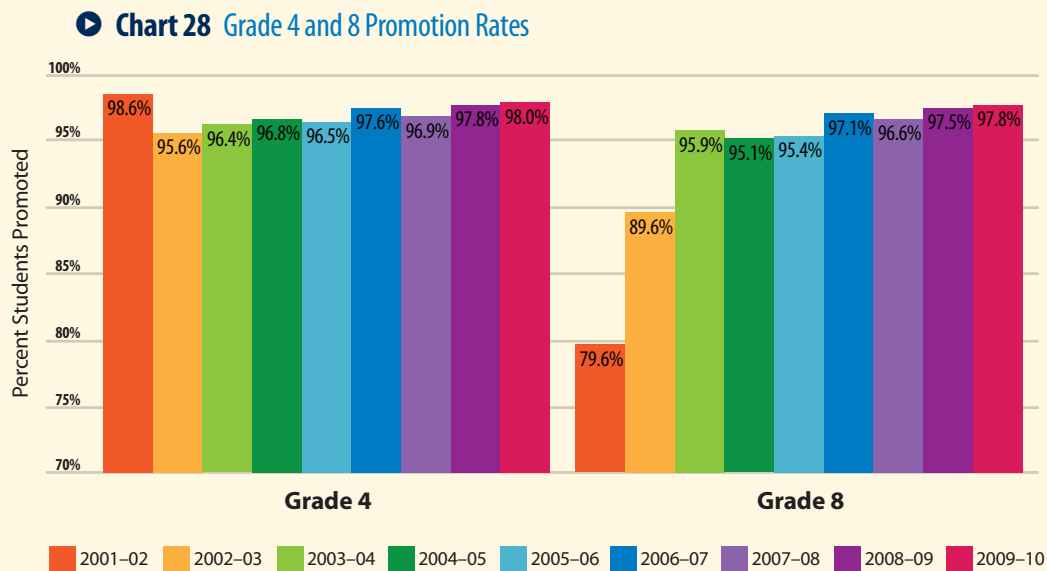
Per district policy, students promoted from grade 4 to 5 and from grade 8 to 9 can meet promotion criteria in one of three ways:

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 teacher

Chart 28 shows the percentage of students promoted from grade 4 to 5 and 8 to 9 for the last nine years.



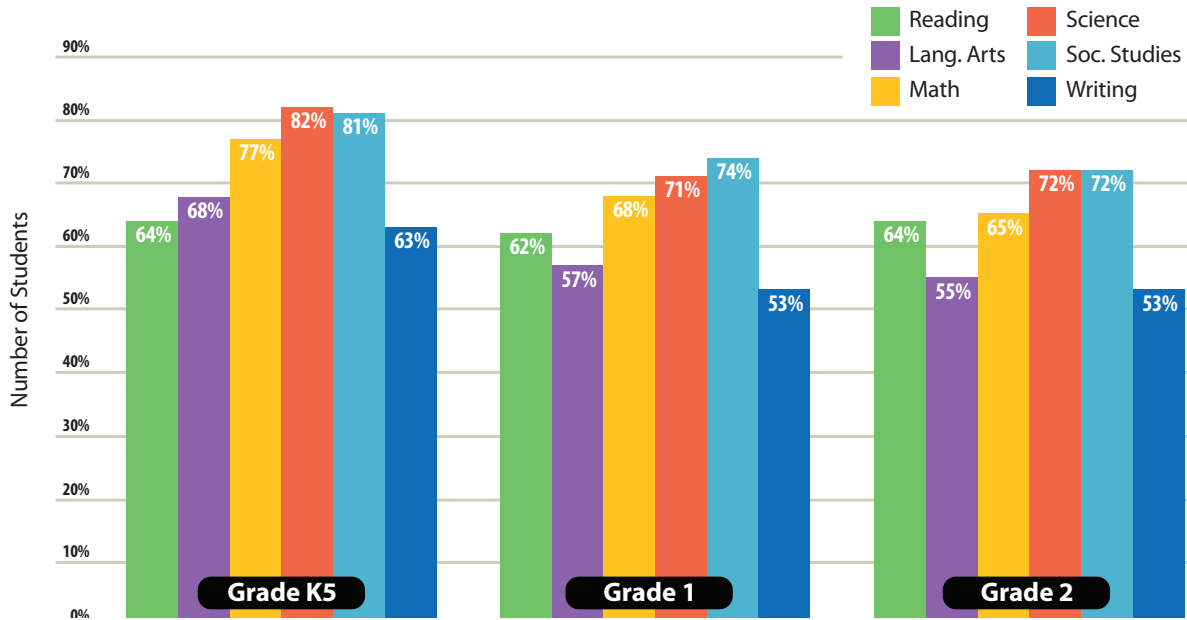
Districtwide, the percent of students promoted in 2009-10 from grade 4 to 5 (98.0%), is over one percent higher than two years earlier. About 87% of 115 schools had promotion rates of 95% or higher, including 65 schools with rates of 100%. Only 16 schools had promotion rates under 95%.

The percent of grade 8 students promoted to grade 9 in 2009-10 (97.8%) was also about one percent higher than two years earlier. Over 85% of the 91 schools in 2009-10 with grade 8 students had promotion rates of 95% or higher, including 57 schools with rates of 100%. Only 13 schools had promotion rates under 95%.

STUDENT PROMOTION SYSTEM

Prior to 2010-11, MPS did not administer districtwide assessments across grades K5 to grade 2. The annual WKCE-CRT assessment begins at grade 3 and district benchmark assessments also did not begin until grade 3. Beginning in 2010-11 however, the district is administering the MAP (Measure of Academic Progress) across all grades, including grades K5 to 2, three times during the school year.

Chart 29 Student Promotion System: Grades K5 –2, 2009–10



However, all teachers and schools in grades K5 to 8 are still required to record each child’s performance level twice a year—in January and at the end of the school year – June in six academic areas (reading, English/ Language Arts, math, science, social studies and writing).

Schools are directed to apply state performance standards across all subjects when registering each students’ academic performance level in one of four categories (Minimal-Basic-Proficient-Advanced). **Chart 29** shows the percentage of students scoring at/above the proficient level in grades K5 to 2, districtwide, as of June 2010, across each of the six academic areas.

Overall, the subjects with the lowest proficiency rates are writing, English/Language Arts and reading.

STUDENT RETENTIONS

Retentions occur when students are held 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 30 illustrates the percent of students retained by grade for the last three years. Across grades K5 to 8 there has been a decline of 1 percentage point or more at all grade levels over the last two years. The highest retention rate at this grade band remains grade one at 4%.

Chart 30 Percent Students Retained by Grade

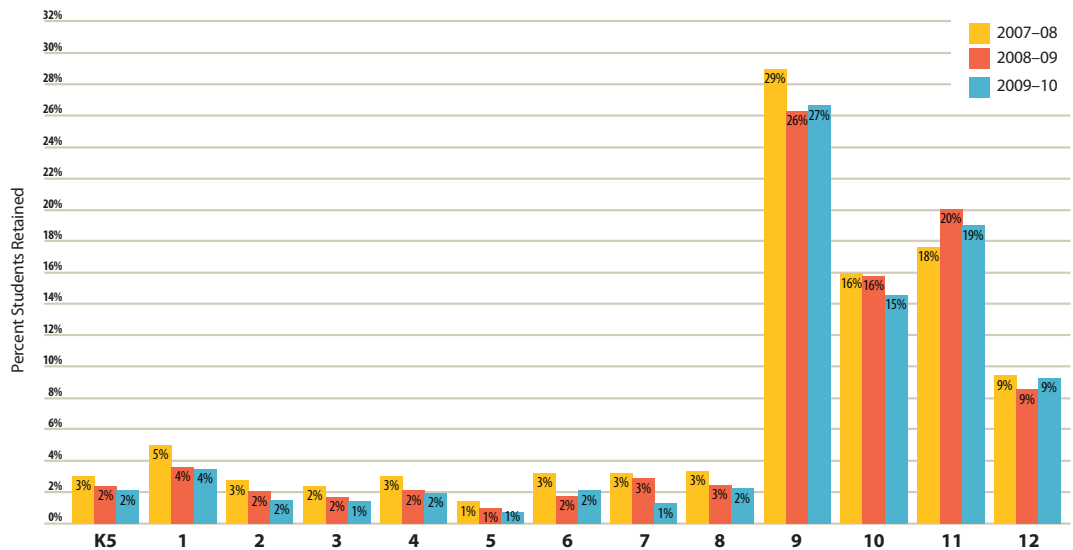


Chart 31 Student Retentions by Grade Level

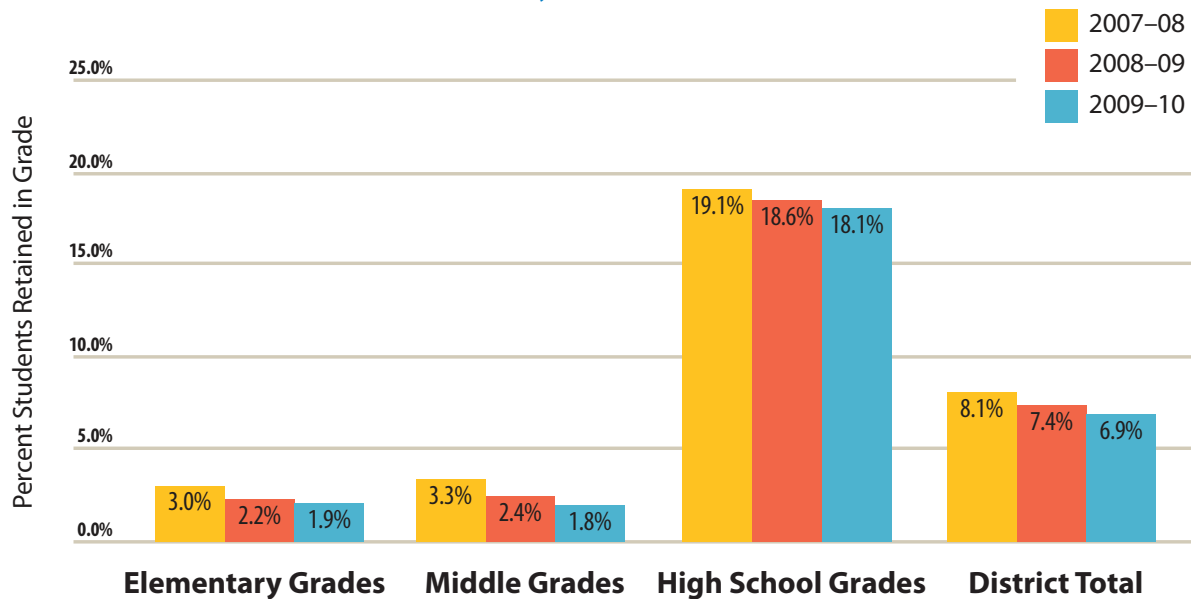


Chart 31 shows the percent of students retained by grade for the last three years (2007-08 to 2009-10). The chart shows that more students are retained at high school (18.1%) than at the elementary grades (1.9%) and middle grade levels (1.8%). Overall, retention rates have declined at all grade levels over the last two years by 1.0 to 1.5 percentage points.

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 29% to 27% over the last two years. Retention rates at grades 10 and 11 declined slightly in 2009-10 compared to the year before, while the grade 12 retention rate remained unchanged.

Most schools with elementary grades had retention rates of 2% to 3%, although 46 (38%) schools had rates under 1%, while another 12 (10%) schools had rates over 5%. Nearly 60% of all schools with middle grades had retention rates of under 2%, although 14 (15%) schools had rates over 5%. The widest variety of retention rates were for high schools, where 20 (30%) schools had retention rates under 15%, while another 13 schools (20%) with high school grades had rates over 30%. About half of all schools had a decrease in their retention rates in 2009-10 compared to the previous year, while another 20% experienced no change.

Of the students in the district from grade K5 to grade 8, 19.5% or almost one of every five students was retained in grade once during this time span. Another 2.3% were retained twice.

Students are retained in grade at the high school at a much higher rate. At the high school level, students failing to earn 5 or more credits are regarded as retained in grade. Of the 5,778 grade 10 students enrolled with the district at the end of the 2009-10 school year, 13.0% had been retained once in either grade 9 or 10, and another 2.5% had been retained 2 or 3 times while in high school.

Students retained in grade: The district has retained fewer students at the elementary grades over the last 10 years, particularly at grade one. Ten years ago (1999-00), 3.9% of all elementary grade students (K5 to grade 5) were retained in the same grade as the year before, including 9.0% at grade one. Ten years later in 2009-10, just 1.9% of all elementary grade students were retained in the same grade as the year before, including 3.5% at grade.

GRADE POINT AVERAGE

Another measure of student academic achievement at the middle and high school grades is Grade Point Average (GPA).

Chart 32 shows that the districtwide GPA for all middle grade pupils (grades 6 to 8) for 2009-10 (2.29 equivalent to a C+), is down 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 2009-10 was 1.86 (C-), about the same as the year before (1.87).

Chart 33 shows that the lowest GPA across all high school grades in 2009-10 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 34 shows that the lowest GPA among all ethnic groups was for Native Americans at 1.49 (across all high school grades) in 2009-10, followed by African Americans, Hispanics, whites and Asians. Overall, males have a much lower GPA than females.

Chart 35 shows the percent of students by grade within certain GPA ranges, for students that took 2 or more credits in 2009-10. Twelve percent of all 9th graders had a GPA of 0.00. Another 30% 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 29% in grade 10, 26% in grade 11 and 24% in grade 12.

Chart 32 Grade Point Average, Middle Grades and High School

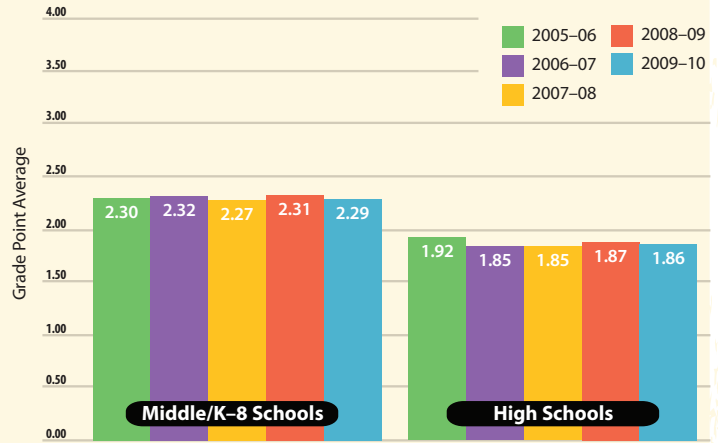


Chart 33 2009-10 High School GPA by Grade

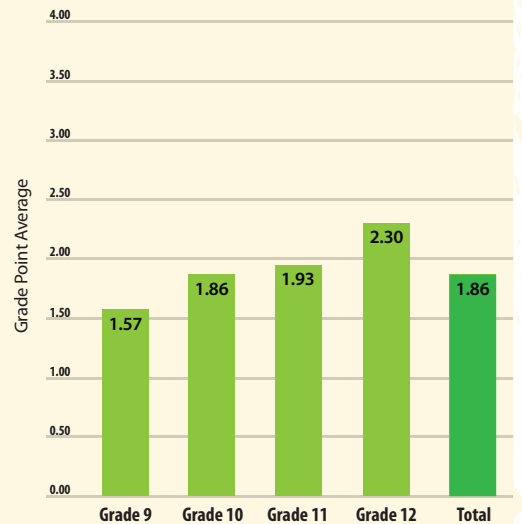


Chart 34 2009-10 High School GPA by Ethnicity and Gender

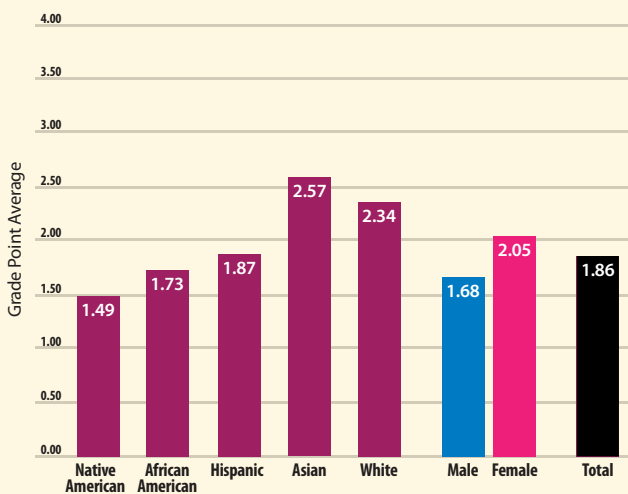
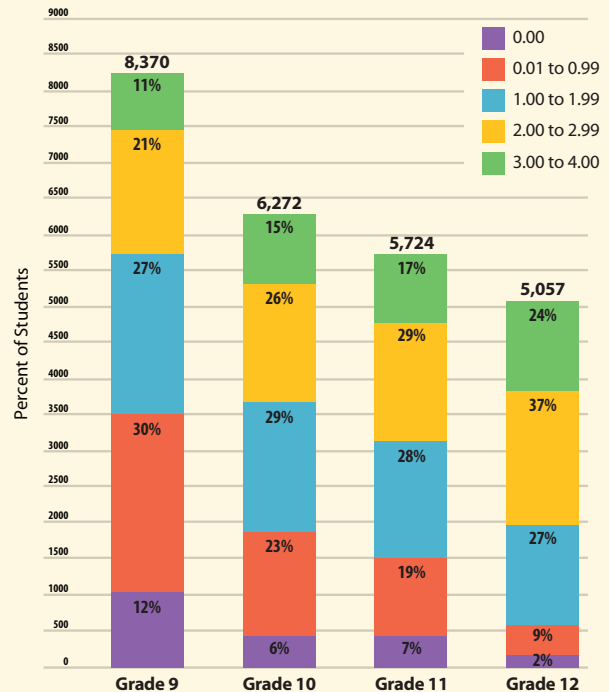


Chart 35 2009-10 High School GPA by GPA Ranges



WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION

A primary district achievement measure reported and analyzed is the Wisconsin Knowledge and Concepts 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. Also, MPS has adopted common K4-12 benchmark assessments for all schools in 2011-2012. District 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.

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.

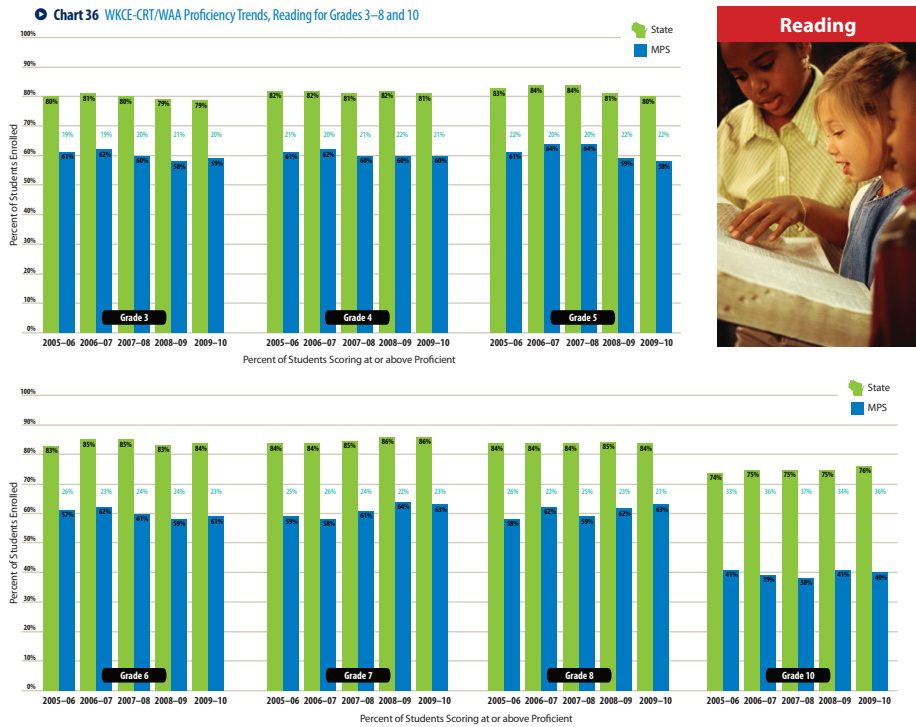
ANALYSIS OF WKCE RESULTS – COMPARED TO THE STATE

Charts 36 and 37, as discussed on the following 2 pages, show the percent of students scoring at/above the proficient level in reading and mathematics in 2005-06, 2006-07, 2007-08, 2008-09 and 2009-10 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 five 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 77%. 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 20 percentage points in 2009-10, but it widens to 36 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.

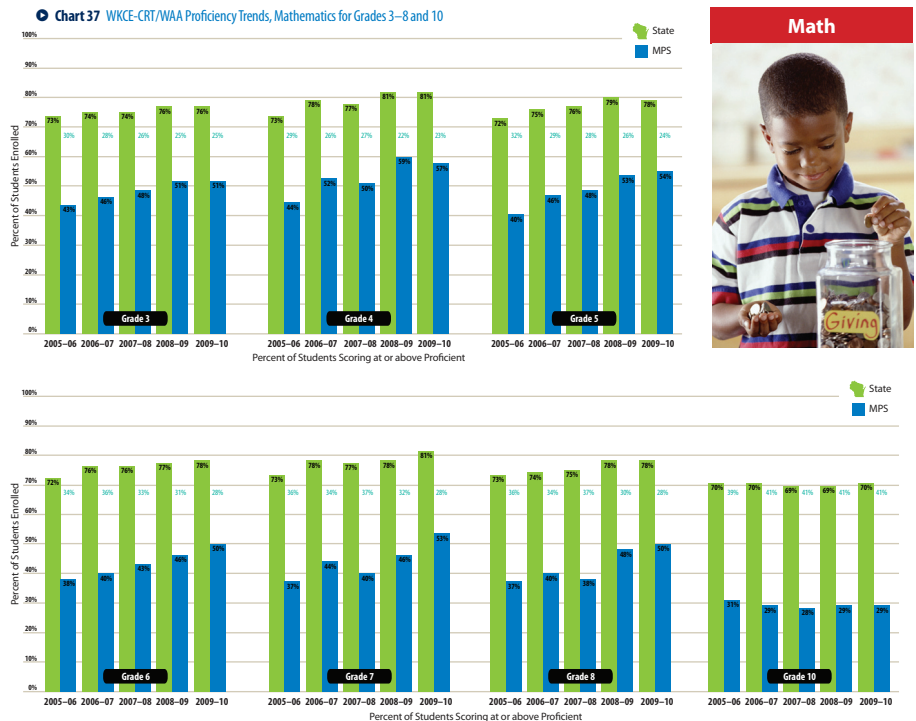
READING (Chart 36)

Collectively, students at all grades in MPS perform below the state's annual measurable AYP objective of 74% in reading in 2009-10. As in past years, district reading proficiency overall remained about the same for students in 2009-10 compared to the year before. Three grades (3, 6, 8) had an increase in proficiency in 2009-10 compared to the year before, while three other grades (5, 7, 10) registered declines in proficiency and grade 4 remained unchanged. Overall, across all grades, the proficiency rate for the district has remained between 57% and 58% over the last five years.



MATHEMATICS (Chart 37)

Collectively, students at all grades in MPS perform below the state’s annual AYP measurable objective of 58% in 2009-10. For the second straight year, MPS recorded strong performance gains in mathematics compared to the year before. In 5 of the 7 grades assessed (5, 6, 7, 8, 10) a larger percent of students scored at/above proficient. There was a slight decline in proficiency in grade 3, while grade 4 was unchanged. Over the last five years, the proficiency rate in math has risen by 12 percentage points or more in 5 of the 7 grades (4 to 8). Grade 3 proficiency has risen by three points, but proficiency has declined by two percentage points at grade 10. Over the last five years, the achievement gap with the state in math has declined in 6 of the 7 grades assessed, an average of 7 percentage points. Only at grade 10 has the gap widened, by two points in the last 5 years.



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 37** on the next page, 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 dropped in grade 4 from the year before and remained at the same level in grade 8. Science proficiency has risen slightly the last two years at grade 4, and increased in each of the last three years at grade 8.

At grade 10, proficiency in Language Arts declined in 2009-10 to the level of two years earlier. Grade 10 science proficiency has remained essentially unchanged overall. It should be noted that proficiency in reading and mathematics at grade 10 has risen by two percentage points over the last two years.

Proficiency in social studies is highest of all subjects assessed at grade 4, and is the second highest in proficiency of all subjects at grades 8 and 10. Proficiency rates have remained relatively unchanged at grades 4 and 8, but have declined at grade 10.

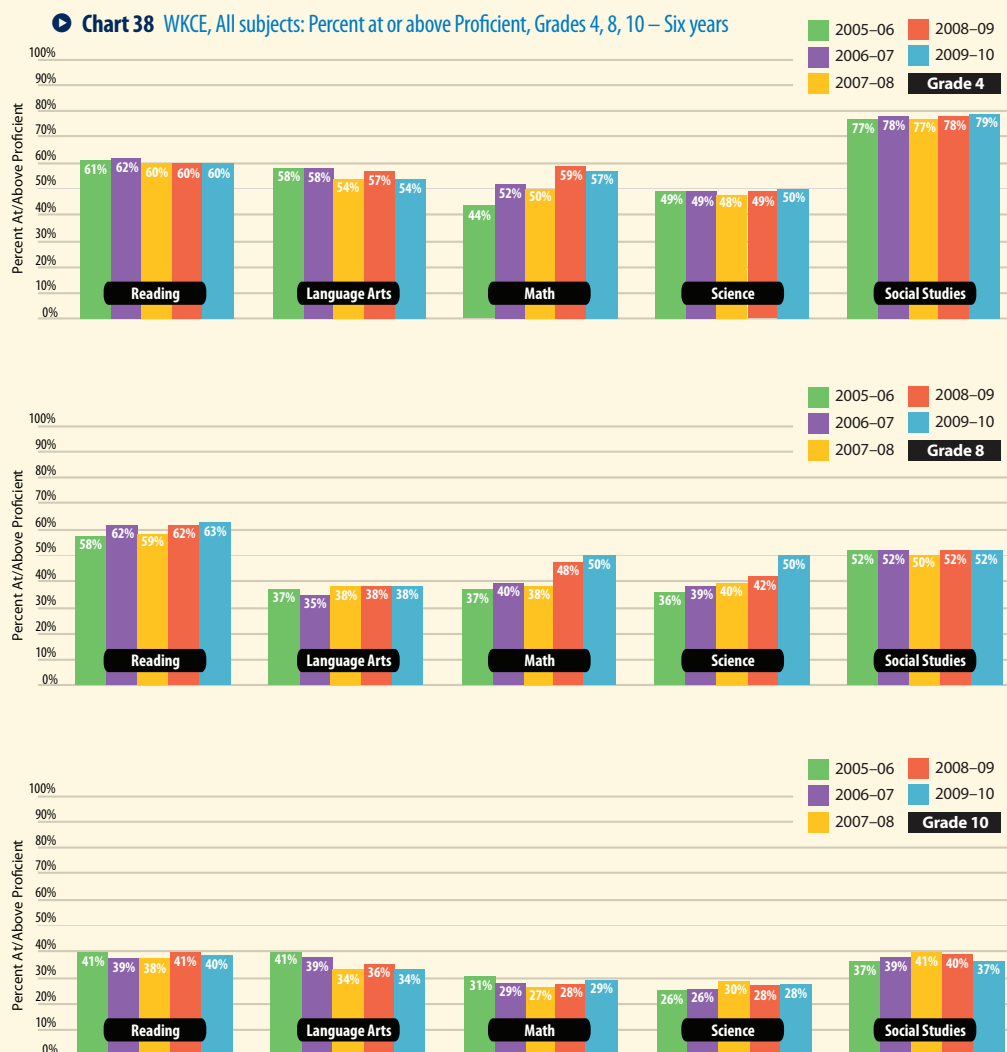
INDIVIDUAL SCHOOL PERFORMANCE

A 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.

At the elementary (grade 3 to 5) level, slightly less than 50% of all schools recorded an increase in reading and math proficiency compared to the year before.

At the middle level (grades 6 to 8), just over half of all schools experienced an increase in reading proficiency compared to the year before and two-thirds of the schools rose in proficiency in math.

At the high school level (grade 10) just under half of all the schools experienced an increase in proficiency in reading and math compared to the year before.



ACHIEVEMENT GAP - ETHNICITY

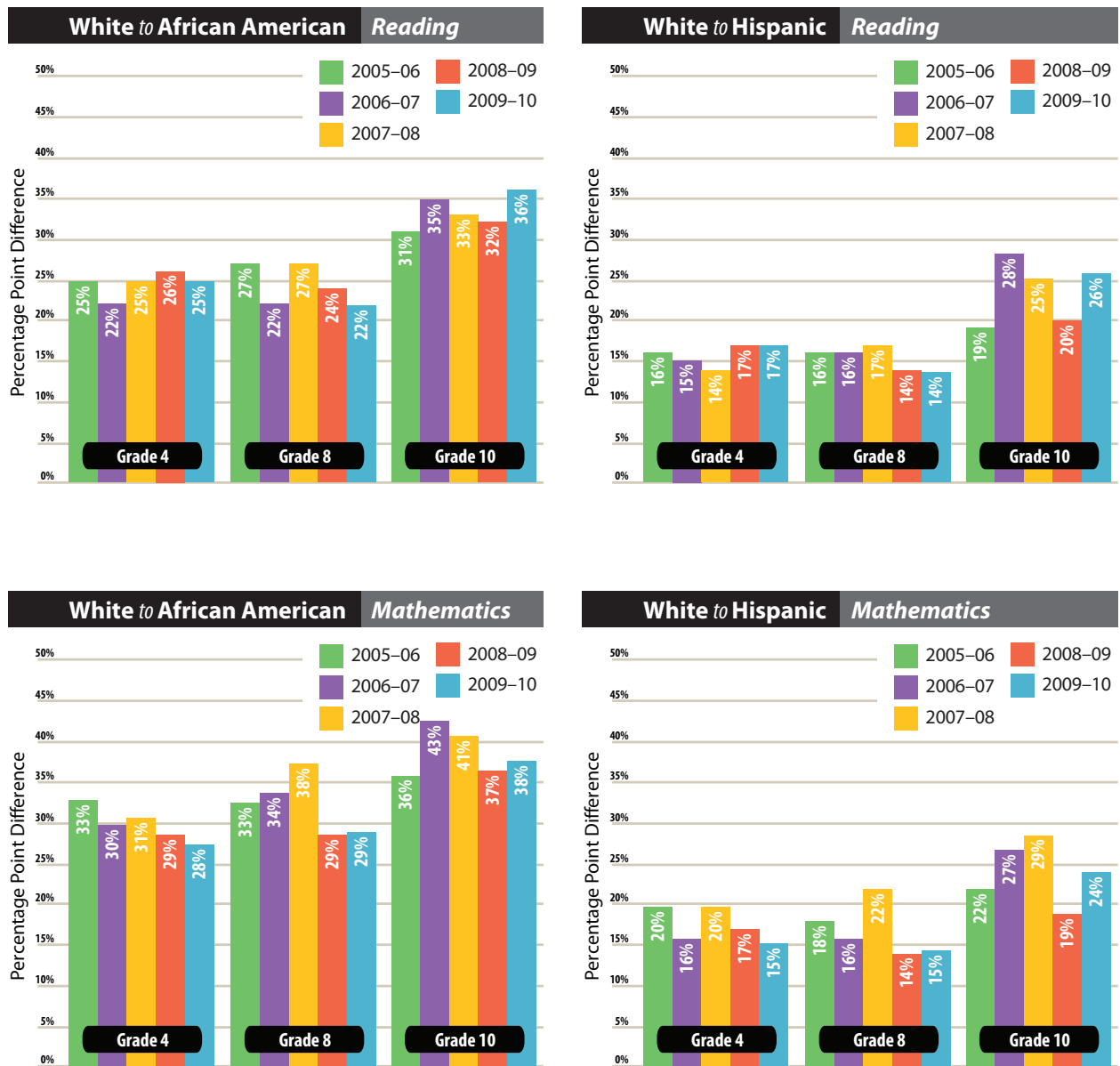
In MPS, the achievement gap between white students and their African American peers generally widens from lower to higher grades, and the gap is wider in math than in reading. For Hispanic students, the gap is about the same in both reading and math.

Chart 39 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 five years.

After increasing the previous two years, the achievement gap between whites and African Americans in grade 4 reading declined by 3 percentage points in 2009-10. The achievement gap remained unchanged at grade 8, but increased by four percentage points at grade 10 after declining the previous two years.

The achievement gap between whites and African Americans declined in 2009-10 in grade 4 math for the second straight year, while it remained unchanged at grade 8. And, at grade 10, similar to reading, the achievement gap widened in 2009-10 after declining the previous two years.

Chart 39 Achievement Gap between Whites and African Americans and Hispanics



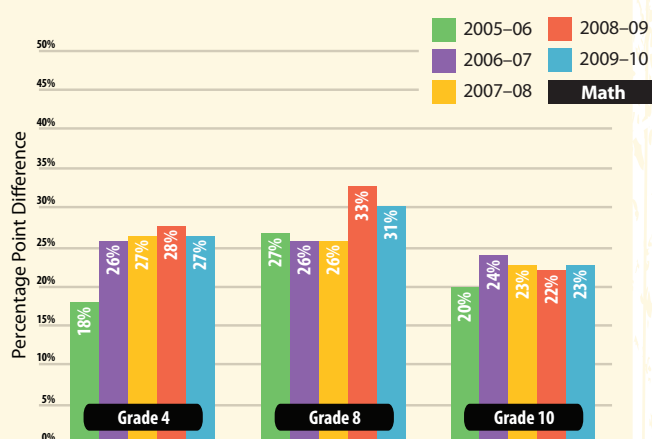
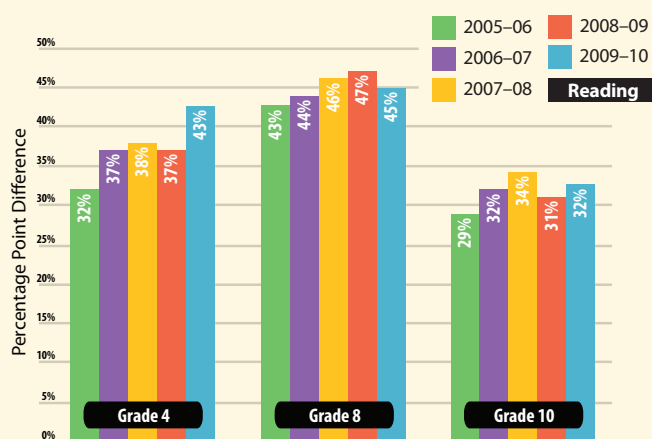
ACHIEVEMENT GAP: STUDENTS WITH DISABILITIES, ELLs + FREE/REDUCED LUNCH

► 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 sub groups is between Students with Disabilities and Students without Disabilities. 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 40 shows the achievement gap between Students with Disabilities and their peers in reading and math over the last five years at grades 4, 8 and 10.

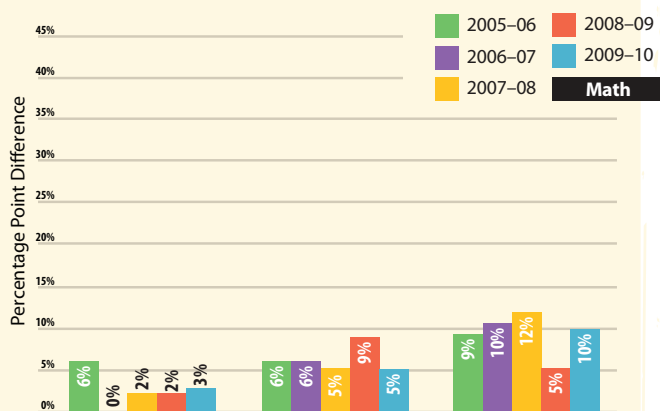
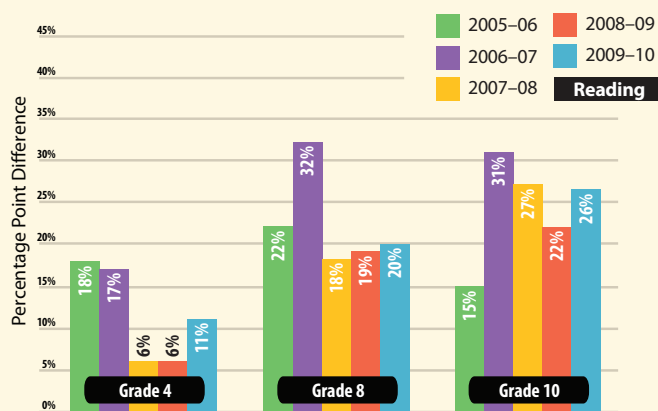
► **Chart 40** Achievement Gaps, Students with Disabilities



Over this time period, the greatest gap has been at grade 8 in reading and math. The achievement gap between students with disabilities and students without disabilities rose at grade 4 in reading in 2009-10 from the previous year, but dropped somewhat in math. The gap narrowed somewhat in both subjects at grade 8 but rose in grade 10.

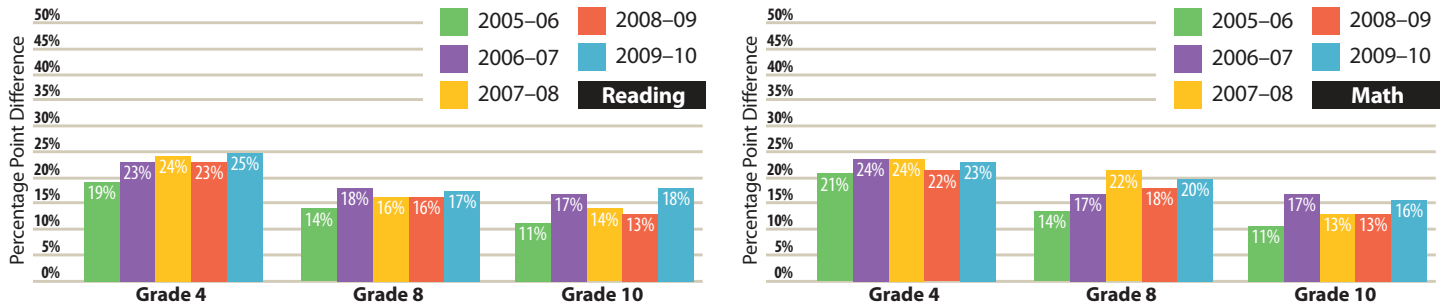
English Language Learners (ELL) represent a growing percentage of all students assessed (10% in 2009-10). **Chart 41** details the achievement gap between ELL students and their peers in reading and mathematics. The achievement gap is wider in reading than math overall. The achievement gap declined sharply 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 2009-10, the achievement gap increased at grades 4, 8 and 10 in reading while in math it declined at grade 8 and rose at grade 4 and grade 10.

► **Chart 41** Achievement Gaps, English Language Learners



About 75% of all students assessed districtwide receive free or reduced price lunch (FRL). **Chart 42** 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 is widest at grade 4 in reading and math. The gap rose between 1 and 5 percentage points at all three grades from the year before in both reading and math.

Chart 42 Achievement Gaps – Students Receiving Free and Reduced Lunch



ACHIEVEMENT GAP - MPS AND STATE

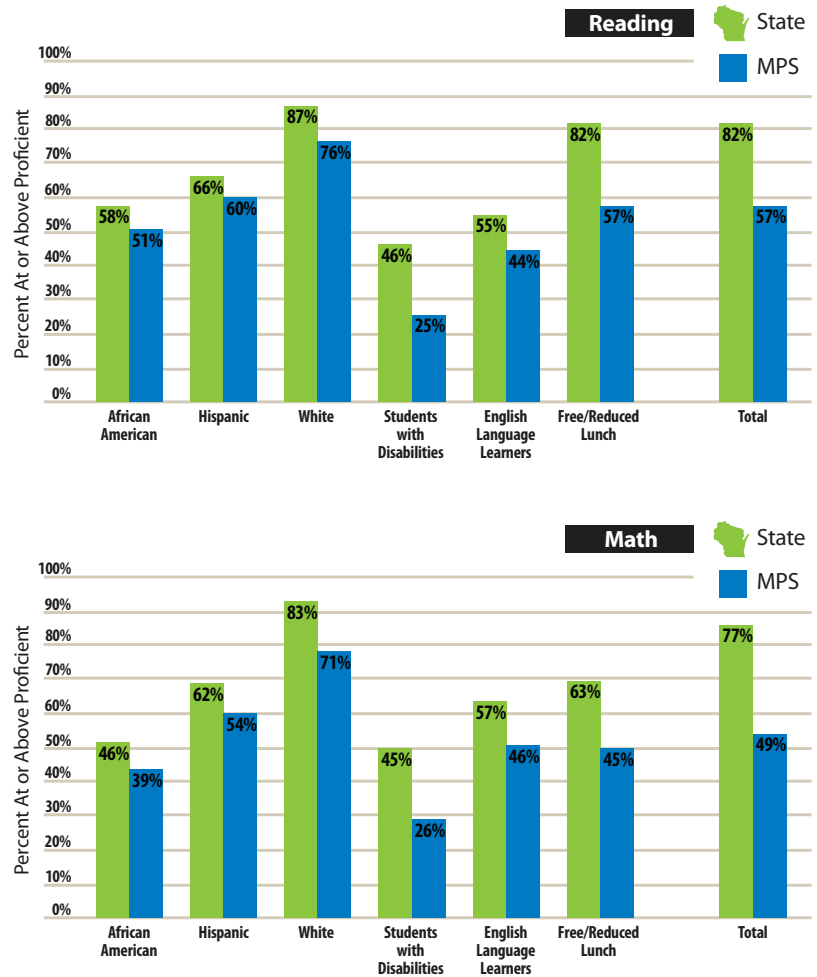
The proficiency levels of MPS student sub-groups (across all grades assessed) in 2009-10 is compared to those same sub-groups statewide, in both reading and mathematics; **Chart 43**. For example, the 2009-10 proficiency rate of MPS African Americans in reading is 51%, compared to African Americans statewide of 58%, a gap of 7 percentage points. Across all subgroups, the gap with the state is generally wider in math than in reading.

Overall, the smallest achievement gaps with the state in reading and mathematics are for African Americans and Hispanics of 6 to 8 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 for free and reduced price lunch.

The achievement gap between FRL and Non-FRL students is widest at grade 4 in both reading and math. The gap rose somewhat at grades 4, 8 and 10 in 2009-10 compared to the year before in both reading and math.

Chart 43 Achievement Gaps – MPS and State, 2009-10



LONGITUDINAL ANALYSIS ANALYZING GROWTH IN STUDENT ACHIEVEMENT - SCALE SCORES

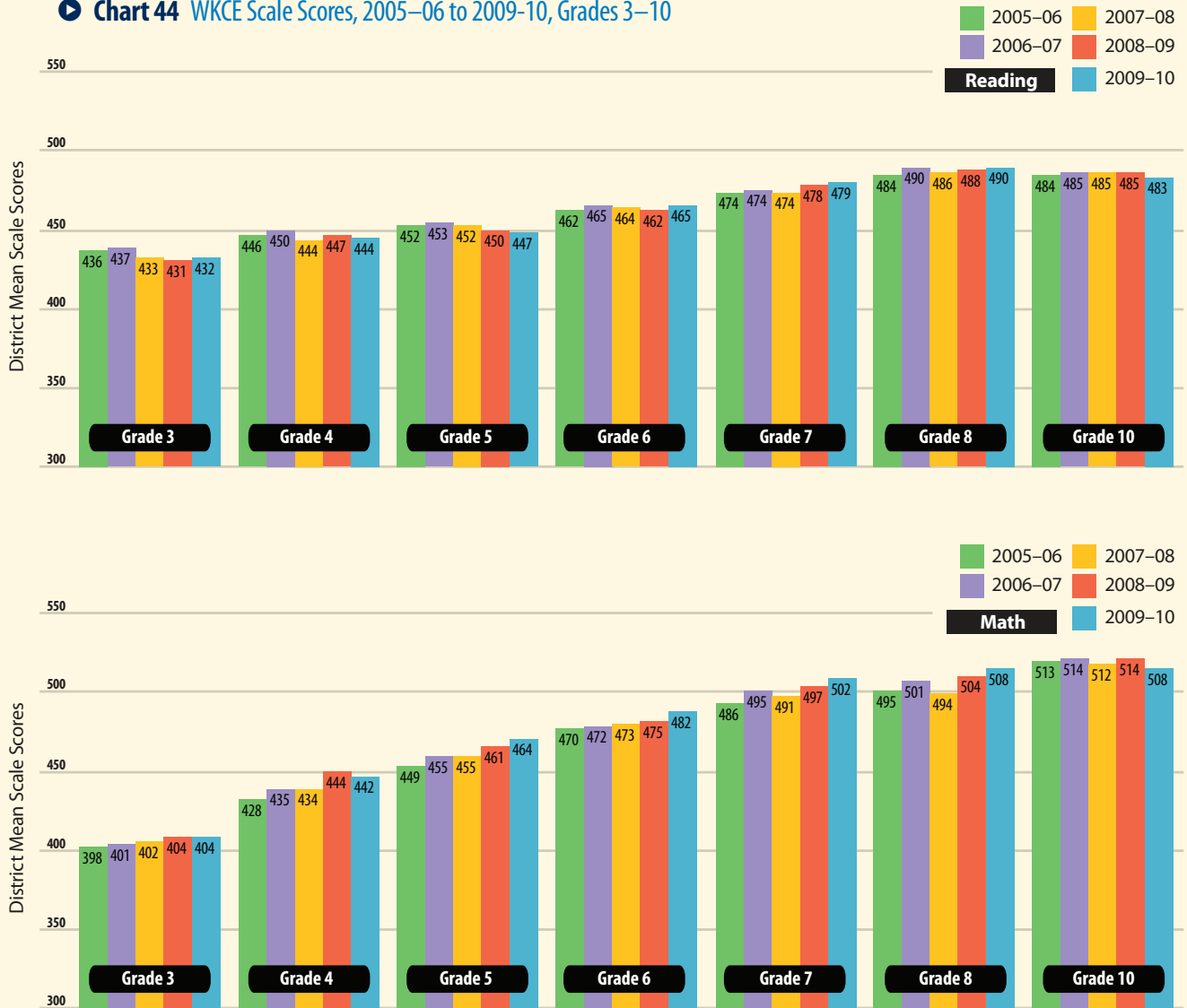
► A more refined measure of evaluating attainment is through scale scores. Scale scores represent approximately equal units on a continuous scale that ranges from approximately 200 to about 800. As a student's knowledge of a content area increases as s/he advances grade levels, the scale score is also 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.

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

Chart 44 compares districtwide scale scores in reading and mathematics for the last five years across grades 3 to 8 and 10.

Overall, districtwide scale scores in 2009-10 in reading rose in 4 grades and declined in 3 others. In math, district scale scores rose in four grades, declined in two grades and remained the same in another. The overall trend has been up in math but relatively flat in reading.

► **Chart 44** WKCE Scale Scores, 2005-06 to 2009-10, Grades 3-10

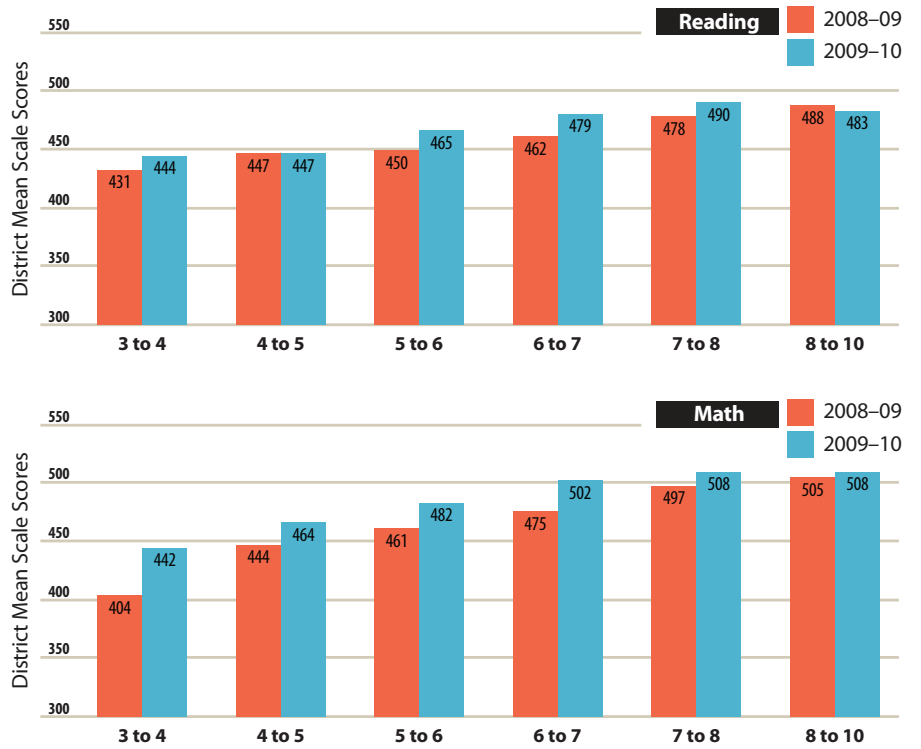


GROWTH IN STUDENT ACHIEVEMENT

Scale scores can be measured across grades and within subjects, allowing a growth perspective. For example, **Chart 45** shows the scale score growth districtwide in student achievement from one grade to the next from 2008-09 to 2009-10.

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.

Chart 45 WKCE Scale Scores, 2008–09 and 2009–10, Grades 3–10



BEATING THE DISTRICTWIDE AVERAGE A VALUE-ADDED ANALYSIS OF SCHOOL PERFORMANCE

The 2009-10 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 of 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 is housed at the Wisconsin Center for Education Research at UW-Madison. Annually, calculations are completed by the Value-Added Research Center.

MPS value-added analyses:

Key Performance Areas	Value-added Actions
Growth	<i>Report growth in school-wide scale scores from 2008-09 to 2009-10, relative to the district average.</i>
Reading and Mathematics	<p><i>Focus on Reading and Mathematics.</i></p> <ul style="list-style-type: none"> ▶ <i>Elementary schools: Grade 3 to grade 5 or 6, depending on the school's highest grade</i> ▶ <i>Middle and K-8 schools: Grades 6 to 8</i> ▶ <i>Multiple grade schools (i.e. K-8 schools, middle-high schools): Separate reports prepared for each grade span.</i>
Metrics	<i>Generate value-added scores by school and by grade within each school. This allows schools to target specific grades for focused attention.</i>

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 2008-10 to 2009-10. 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 districtwide 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 districtwide average growth in student achievement.

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 2009-10 is higher than its score for 2008-09, the students in the school experienced greater growth in student achievement than the year before.
- ▶ High school valued added data has not been available from 2007–08 to 2009–10.

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 districtwide 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 districtwide average but an attainment level that is less than the districtwide average.

3 **LOW VALUE-ADDED – HIGH ATTAINMENT**

Schools with growth in achievement less than the districtwide average but an attainment level that is at or above the districtwide average.

4 **LOW VALUE-ADDED – LOW ATTAINMENT**

Schools with less achievement growth than the district and an attainment level that is less than the districtwide average.

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 2009-10 MPS Report Card includes a table detailing each school's quadrant status over each of the last eight years. **Chart 46** 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 2008-09 to 2009-10 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. These 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 2009-10 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."

▶ **Chart 46 School Quadrant Table – An Example**

School	School Level	Value Added Performance Tier				Achievement WKCE Proficient/Advanced Across Grades				Quadrant Status Sum of Value Added + Achievement			
		2005-06 to 2006-07	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2006-07	2007-08	2008-09	2009-10	2006-07	2007-08	2008-09	2009-10
Reading	District	2.1	2.8	3.4	3.9	79%	76%	76%	79%				
	School	3.0	3.0	3.0	3.0	63%	61%	59%	59%	3	3	1	1
Mathematics	District	3.1	3.5	2.7	4.2	60%	57%	62%	68%				
	School	3.0	3.0	3.0	3.0	48%	49%	54%	54%	1	1	3	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

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 2009-10 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 three years.

HIGH VALUE-ADDED/HIGH ATTAINMENT SCHOOLS IN READING AND MATH FOR 2009-10

Of the 115 schools with elementary grade WKCE-CRT results, 102 had value-added and quadrant results reported in reading and 110 in mathematics. Of these schools, sixteen were identified as High Value-Added-High Attainment in both reading and math for 2009-10: Alcott, Burdick, Craig Montessori, Fairview, Fernwood Montessori, Garland, Hartford, Hawley, Manitoba, Meir, Milwaukee French Immersion, Milwaukee German Immersion, Morgandale, Pierce, Whittier and Zablocki.

Of the 90 schools with middle grade WKCE-CRT results, 68 had value added and quadrant results in reading and 72 in math. Of these schools, eight were identified as High Value- Added-High Attainment in both reading and math for 2009-10; Burdick, Clement Avenue, Greenfield, MacDowell Montessori, Meir, Milwaukee School of Languages, Vieau and Wisconsin Conservatory.

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 on the achievement of elementary and secondary students in the United States.



The 2009 (2008-09) NAEP Reading and Mathematics assessment results for 4th and 8th graders were released by NCES in 2009-10. The Reading and Mathematics assessment results are based on nationally representative samples of 4th and 8th graders from over 7,000 schools in every state.

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.

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 was also released in 2010. For the first time, the Milwaukee Public Schools participated in this NAEP assessment, so results for how MPS students perform compared to 17 other large urban districts is provided. Following analysis of state results, is a summary of MPS results on the TUDA.

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 students' performance in five areas: number properties and operations, measurement, geometry, data analysis, statistics and probability and algebra.

The NAEP Reading framework specifies the use of both literary and informational texts, specifying three reading behaviors or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. Nationally, NAEP reported that there were no significant changes in reading and 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

▶ Mathematics

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. 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 are 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 state 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 also 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 are 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 state students rank about at the national average, however the achievement gap (26 points) between Whites and Hispanics ranks the state 19th highest.

▶ Reading

Grade 4: The 2009 score for state students of 220 is identical to the national score. The 2009 score was slightly lower than the 2007 score of 223 and the state score 17 years earlier (224). The state score ranks 21st highest in the nation. The percentage of students performing at/above the proficient level in 2009 was 33%, slightly lower than in 2007 of 36%.

While scores for White students are at about the national average, African American scores for state students are 8th lowest. Hence, there is a significant achievement gap of 33 points between the two groups, the 2nd highest gap of all states. Hispanic scores of state students rank at the national average, with an achievement gap of 21 percentage points, about the national average.

Grade 8: The 2009 score for state students of 266 was slightly higher than the national score of 262. The 2009 score was about the same score as in 2007 (264) and from 17 years earlier (265). The Wisconsin score ranks 21st highest in the nation overall. The percentage of students performing at/above the proficient level in 2009 was 34%, about the same as in 2007 (33%) and 17 years earlier in 1992 at 34%.

While scores for White students are at the national average, African American scores for state students are the lowest in the nation. Hence, there is a significant achievement gap of 33 points between the two groups, the 2nd widest gap of all states. Hispanic scores of Wisconsin students rank at the national average, with an achievement gap of 21 points, also at the national average.

TRIAL URBAN DISTRICT ASSESSMENT (TUDA)

The Milwaukee Public Schools participated in the NAEP TUDA in 2009 to allow comparison of district student performance with other large participating districts in the same subjects of reading and mathematics at grades 4 and 8.

The following four charts (**Charts 47 to 50**) compare MPS with 17 other large urban districts in the percentage of students scoring at or above the Basic level in reading and mathematics at grades 4 and 8. Overall, MPS scored below the urban district average in reading and math at both grade 4 and 8.

Chart 47 NAEP Mathematics, Grade 4, Overall Percent At or Above Basic – 2009

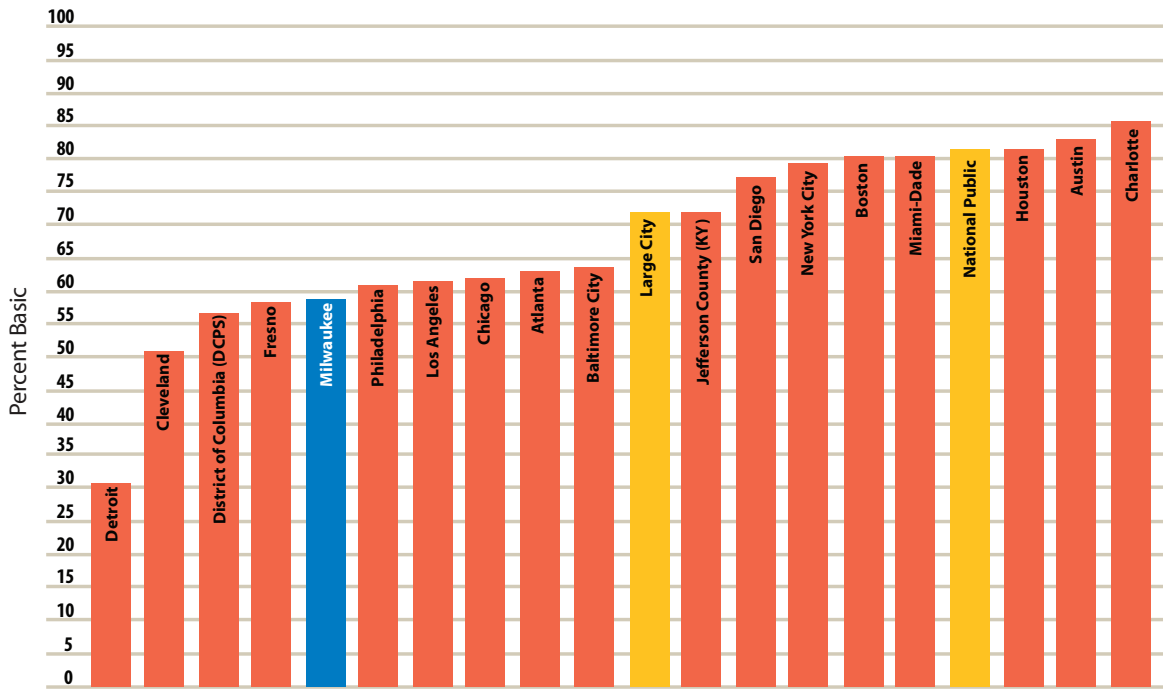


Chart 48 NAEP Mathematics, Grade 8, Overall Percent At or Above Basic – 2009

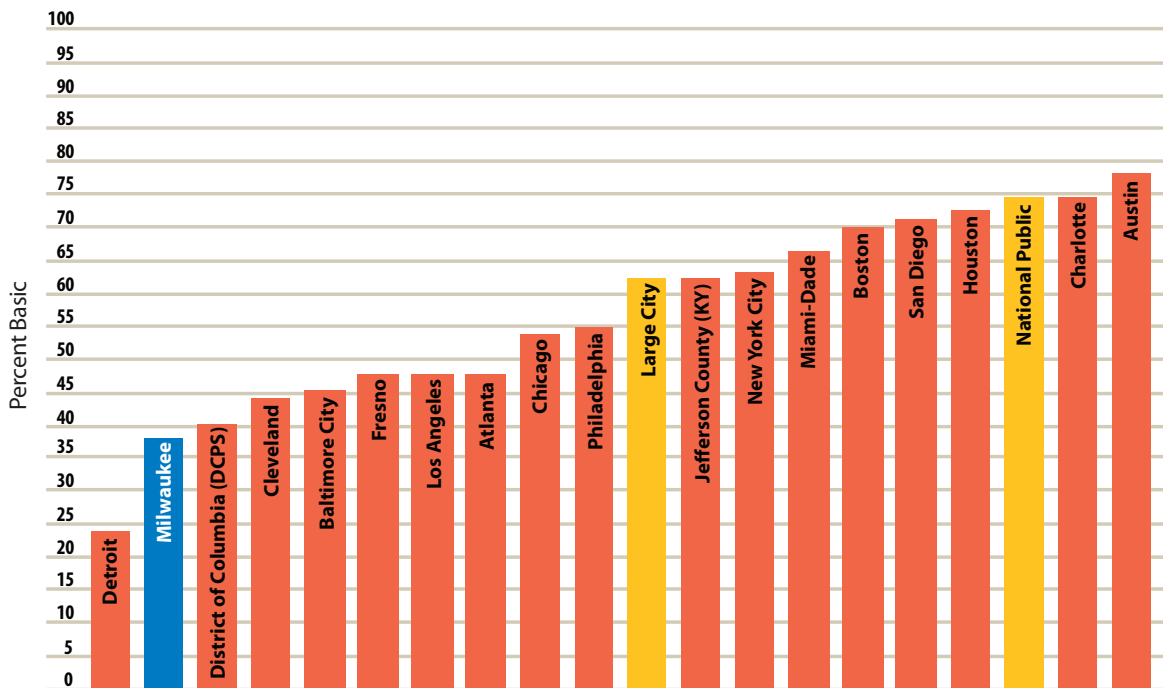


Chart 49 NAEP Reading, Grade 4, Overall Percent At or Above Basic – 2009

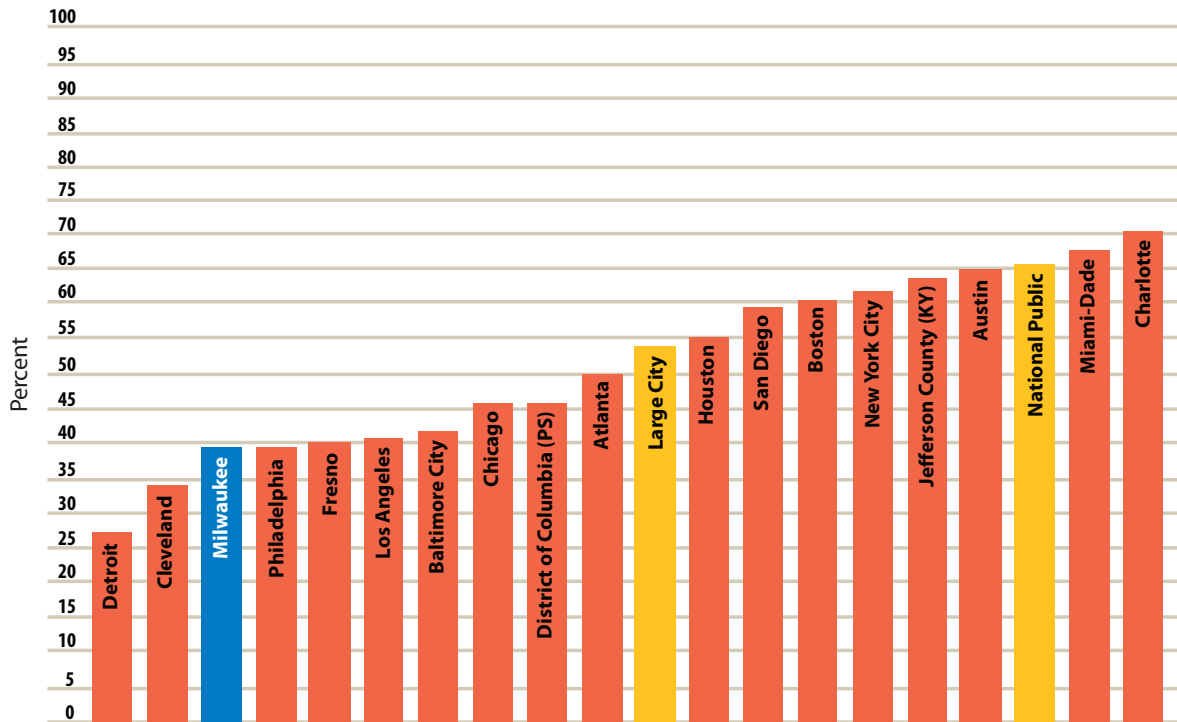
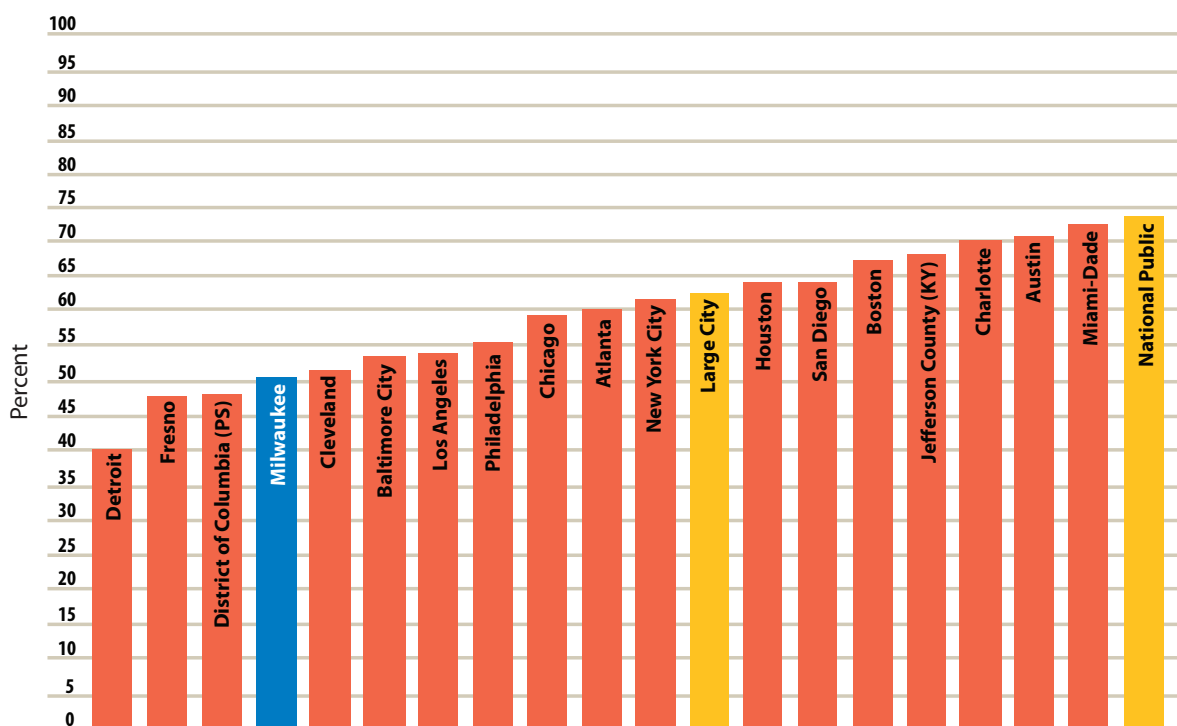


Chart 50 NAEP Reading, Grade 8, Overall Percent At or Above Basic – 2009



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. For many years, the State AYP target was 80%. Effective for AYP in 2009-10, the state target was increased to 85%.

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 51 details the calculation of the district's 2008-09 high school graduation rate.

For the past six 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 2008-09 high school graduation rate was 67%.

As **Chart 52** illustrates, the MPS high school graduation rate has generally risen each year since 1999-2000 (52% to 67% in 2008-09), an increase of 15 percentage points.

It is anticipated that the DPI will release the 2009-10 high school graduation rate sometime in early 2011.

There is a large difference in 2008-09 reported high school graduation rates for the 60 MPS high schools. Ten schools (17%) met or exceeded the state AYP target of 85%, while 13 others had rates of 75% to 84%, 10 more had rates of 65% to 74%, 15 schools had graduation rates of 50% to 64% and 12 had rates under 50%.

As **Chart 52** also shows, the graduation rate gap with the state has declined over this time span, from 38 percentage points in 1999-00 to 22 points in 2008-09, a decline of 16 points.

▶ **Chart 51** Calculating Graduation Rate

Components	Number
Dropouts	
2005-06 Grade 9 Dropouts	785
2006-07 Grade 10 Dropouts	498
2007-08 Grade 11 Dropouts	601
2008-09 Grade 12 Dropouts	394
Over Age and HSED Students	43
Sum — All Dropouts	2,321
Graduates	
2008-09 High School Graduates	4,743
Total of Dropouts and Graduates	7,064
Graduation Rate	
Graduates divided by total (4,743/7,066)	67.1%

▶ **Chart 52** MPS and State High School Graduation Rate

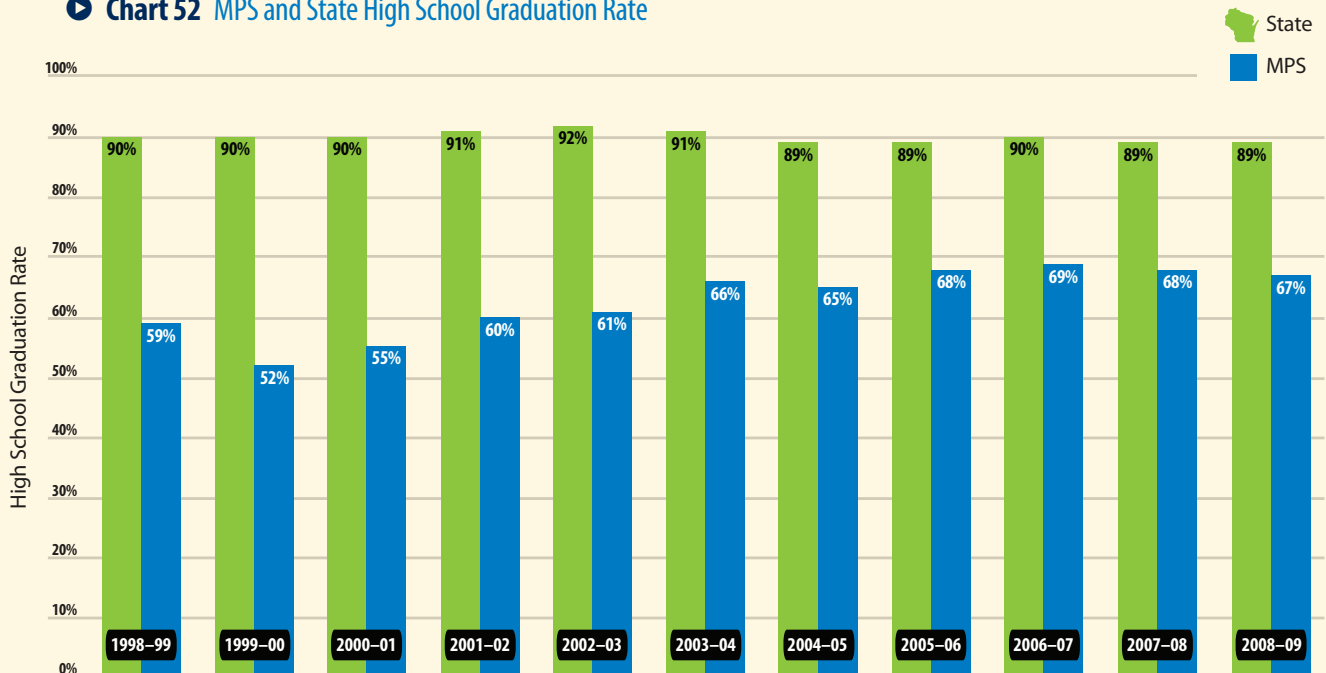
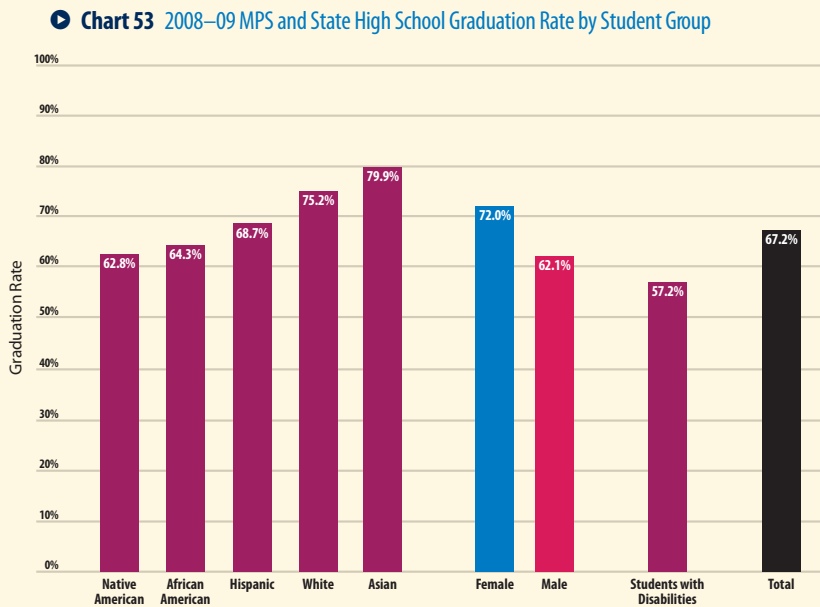


Chart 53 highlights 2008-09 graduation rate data by gender, ethnicity and for students with disabilities.

There remains a significant difference in graduation rates among different ethnic groups. The lowest overall high school graduation rate is for Native Americans (63%). The graduation rate for African Americans and Hispanics (64% and 69% respectively) is a gap of 6 to 9 percentage points to the white graduation rate (75%). The high school graduation rate for boys is considerably lower (about 10 percentage points) than for girls. The graduation rate for students with disabilities is ten percentage points lower than the district total.



ACT

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

Chart 54 details the number and percent of seniors that took the ACT for the last five years, as reported by the DPI. The percentage of MPS graduates in 2008-09 who took the ACT was 84%, up substantially over last year, reflecting the Board-approved project the previous three years whereby all high school juniors were encouraged to take the ACT, with funding provided by the district.

The percent of seniors taking the ACT is calculated by dividing the number of seniors who took the ACT (either as 10th, 11th or 12th graders) by the number of 12th graders recorded for each school as of the 3rd Friday in September 2009, expressed as a percentage.

Thirty-four of the 56 district schools with high school seniors in 2009-10 had participation rates exceeding 80%, again reflecting the Board initiative to encourage juniors to take the ACT. Six schools (King, Riverside, Hamilton, Vincent, Bradley Tech, Pulaski) accounted for almost half of all students ACT tested. Some MPS schools have participation rates over 100% as the number of 12th graders on the 3rd Friday is often lower than the number of students enrolled as seniors during the year and with ACT results.

Chart 55 details the district-wide ACT composite score over the last five years compared to the state-wide total. The drop in the MPS composite score in 2009-10 reflects the larger number of students taking the ACT than previous years.

Chart 54 ACT Participation Rate — Five Years

	No. MPS Students Enrolled	No. MPS Students Taking ACT	% of MPS Students Taking ACT	State % 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	4,802	2,071	43.1%	55.7%
2008-09	4,717	2,310	49.0%	57.2%
2009-10	4,531	3,803	84.0%	60.0%

Data Source: DPI website (WINNS)

Chart 55 ACT Composite Scores

	2004-05	2005-06	2006-07	2007-08	2008-09
MPS	17.8	17.7	17.5	17.2	15.8
State	22.3	22.3	22.5	22.6	22.0

Chart 56 AP/IB Course and Student Enrollment

	No. of Courses Offered						Total Number of Students Course Enrollment (unduplicated)						Number and Percent of Students Enrolled in AP/IB Courses — 2009–10 only		
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total Enroll. Gr. 10-12	Enrollment in AP/IB	% Enrolled in AP/IB
AP	78	78	79	74	74	68	2,439	2,554	2,339	1,988	2,502	2,013	—	1,497	—
IB	42	59	67	58	71	80	2,252	2,436	3,403	3,351	3,948	4,058	—	945	—
Total	120	137	146	132	145	148	4,691	4,990	5,742	5,339	6,450	6,071	17,463	2,442	14.0%

Chart 57 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	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
AP	837	1,012	957	897	856	899	1,148	1,519	1,471	1,321	1,298	1,362	26%	28%	28%	27%	24%	26%
IB	227	215	227	349	338	353	729	755	911	1,174	1,129	1,037	57%	57%	51%	55%	60%	62%
Total	1,064	1,227	1,184	1,246	1,194	1,252	1,877	2,274	2,382	2,495	2,427	2,399	38%	37%	37%	40%	40%	42%

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) COURSES

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.

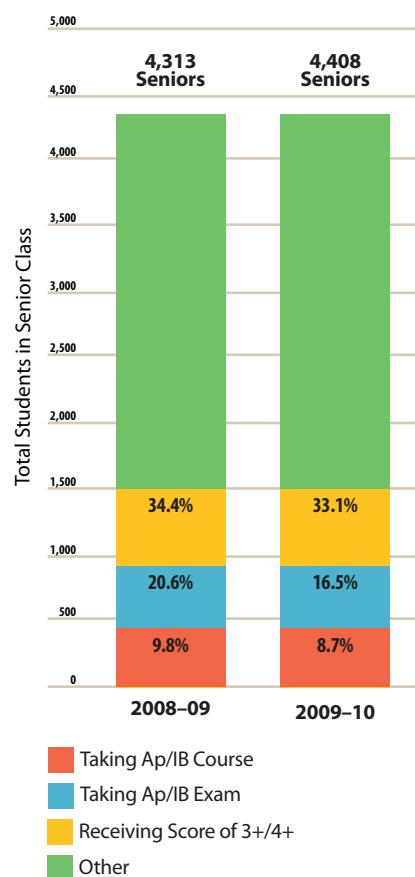
Chart 56 shows that there were a total of 148 separate AP/IB courses offered at individual MPS schools in 2009-10, an increase of over 24% from 2004-05. The chart also shows that the total enrollment for all AP/IB courses (some students take more than one AP/IB course) offered at individual schools was 6,071 (unduplicated semester total), up 30% since 2004-05.

Chart 56 further shows that there were a total of 2,442 individual students taking an AP or IB course in 2009-10, representing about 14% of all students enrolled in grades 10 to 12 (when such courses are offered).

Chart 57 shows that the total number of students taking AP/IB exams in 2009-10 is 1,252 slightly higher than the total the previous year, and is 18% more than five years earlier. The number of individual AP/IB exams (some students take more than one exam) totaled 2,399 in 2009-10, an increase of 28% since 2004-05. Overall, about 42% of students taking exams earn scores that may earn college credits.

Chart 58 shows the proportion of AP/IB course, exam and scores for college credit for the senior classes of 2008-09 and 2009-10. Overall, 33.1% of all 2009-10 seniors took an AP/IB course at some time during their high school tenure. About 16.5% of all seniors in 2009-10 took an AP or IB exam while with MPS and just 8.7% of all seniors received an exam score that may earn college credit.

Chart 58 AP/IB Activity for Seniors



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 ELL). 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> | ④ <i>Hispanics</i> | ⑦ <i>Students with Disabilities</i> |
| ② <i>Asians</i> | ⑤ <i>Whites</i> | ⑧ <i>Students Eligible for Free/Reduced Lunch</i> |
| ③ <i>African Americans</i> | ⑥ <i>English Language Learners</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 shows 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 was raised from 80% to 85%, effective for the 2009-10 AYP evaluation. AYP can also be met if the graduation rate improves from the prior year.

A school can meet AYP if it reaches the state-wide goals of 85% in student attendance or 85% in the high school graduation rate, OR if it experienced an increase of two percentage points 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 to meet AYP in both subject areas. As with test participation, schools must meet the ALL students, as well as all subgroups AYP, 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 a school had 100 students tested with the WKCE in 2009-10 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 2009-10 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 five 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 full academic year (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 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 22 such schools in 2009-10. Four other MPS schools serve students only in non-tested grades.

There are two other categories of these schools under this provision. One is for schools which changed their status such as from Charter to Non-Charter. A fourth category is for new schools which began operation the previous year. MPS did not have any schools in these two categories for the 2009-10 AYP evaluation.

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 one of the 26 schools in MPS met AYP in 2009-10.

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 75 of the 198 district schools evaluated missed AYP in 2009-10, representing about 39% of all schools.

These 75 schools include 29 schools, which missed AYP for the first time in 2009-10 (**Chart 59**) of the 62 SIFI schools (**Chart 60**).

Chart 59 Schools Missing AYP for the First Time, 2009–10 by AYP Component Status

Site	School Name	Grade Level	Test Participation	Other Indicator	Reading	Math	Met AYP 2009–10	Overall AYP Status
418	Assata	High	Yes	No	Yes	Yes	No	Satisfactory
81	Barton	Elementary	Yes	Yes	No	No	No	Satisfactory
89	Brown St. Academy	Elementary	Yes	Yes	No	No	No	Satisfactory
110	Clarke St.	K–8	Yes	Yes	No	Yes	No	Satisfactory
4	Community	High	Yes	No	Yes	Yes	No	Satisfactory
116	Congress	K–8	Yes	Yes	Yes	No	No	Satisfactory
152	Engleburg	K–8	Yes	Yes	No	Yes	No	Satisfactory
182	Fratney	Elementary	Yes	Yes	No	Yes	No	Satisfactory
185	Gaenslen	K–8	Yes	Yes	No	No	No	Satisfactory
188	Garden Homes	Elementary	Yes	Yes	Yes	No	No	Satisfactory
196	Grantosa	K–8	Yes	Yes	Yes	No	No	Satisfactory
202	Greenfield Bilingual	K–8	Yes	Yes	No	No	No	Satisfactory
205	Hampton	K–8	Yes	Yes	Yes	No	No	Satisfactory
208	Hartford	K–8	Yes	Yes	No	Yes	No	Satisfactory
214	Hayes Bilingual Elementary School	Elementary	Yes	Yes	No	Yes	No	Satisfactory
223	Humboldt Park	K–8	Yes	Yes	Yes	No	No	Satisfactory
487	Lady Pitts (School-Age Parent Program)	Middle–High	N/A	No	Yes	Yes	No	Satisfactory
422	Loyola Academy	High	Yes	No	No	No	No	Satisfactory
411	Milwaukee County Youth Education Center	Middle–High	N/A	N/A	No	Yes	No	Satisfactory
64	Montessori High School	High	Yes	Yes	Yes	No	No	Satisfactory
27	New School for Community Service	High	N/A	N/A	No	Yes	No	Satisfactory
7	Reagan	High	Yes	Yes	No	Yes	No	Satisfactory
432	Shalom	High	Yes	Yes	N/A	Yes	No	Satisfactory
403	Spotted Eagle	High	N/A	N/A	No	Yes	No	Satisfactory
360	Thoreau	K–8	Yes	Yes	Yes	Yes	No	Satisfactory
154	Thurston Woods	K–8	Yes	Yes	Yes	No	No	Satisfactory
640	Wisconsin Career Academy	Middle–High	Yes	Yes	No	Yes	No	Satisfactory
399	Wisconsin Conservatory of Lifelong Learning	K–12	Yes	Yes	Yes	Yes	No	Satisfactory
226	Milwaukee Sign Language	K–8	Yes	Yes	Yes	Yes	No	Satisfactory
Summary of AYP Components								
	Yes		25	47	25	28	13	
	No		0	12	37	34	49	
	N/A		4	3	0	0	0	
	Total		29	62	62	62	62	

REASONS FOR MORE SIFI SCHOOLS IN 2009-10

Several MPS schools missed just one component subgroup (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 now have enough Full Academic Year students tested to trigger AYP calculation for more student groups.

And, the state-determined Annual Measurable Objectives (AMO's) increased in 2007-08 through 2009-10 for both reading (74%) and math (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 5

As a district, MPS missed AYP for the sixth time in 2009-10 in reading and math in one or more categories across the three grade spans (elementary, middle, high), so it is a Level 5 District Identified for Improvement. **Chart 61** details the district's AYP and DIFI status for 2009-10.

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 and other programs, 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 60 Schools Identified for Improvement (SIFI) in 2009–10 by AYP Component Status

Site	School Name	School Level	Test Participation	Other Indicator	Reading	Math	2009–10 Overall AYP	2009-10 SIFI Level	Number of Schools
73	Allen-Field	Elementary	Yes	Yes	Level 1	No	No	Level 1	
42	Alliance	High	Yes	N/A	Yes	Level 1	No	Level 1	
70	Downtown Institute of Arts and Letters**	High	No	N/A	Level 1	No	No	Level 1	
40	Foster & Williams Visual Communications†	High	Yes	N/A	Yes	Level 1	No	Level 1	
10	Genesis	High	Yes	Level 1	Yes	Yes	No	Level 1	
430	Grandview	High	Yes	No	Level 1	No	No	Level 1	
193	Grant	K–8	Yes	Yes	Level 1	Yes	No	Level 1	
201	Green Bay Avenue	K–8	Yes	Yes	Level 1	No	No	Level 1	
69	Madison Academic Campus	High	Yes	No	Level 1	Level 1	No	Level 1	
38	Milwaukee High School of the Arts	High	Yes	Yes	Yes	Level 1	No	Level 1	
274	Mitchell	K–8	Yes	Yes	Level 1	Yes	No	Level 1	
52	Morse	Mid-High	Yes	Yes	Level 1	No	No	Level 1	
86	Northwest Secondary	Mid-High	Yes	Yes	Level 1	Level 1	No	Level 1	
450	NOVA Middle/High School	Mid-High	Yes	Yes	Yes	Level 1	No	Level 1	
458	Project Stay Senior Institute	High	N/A	Level 1	Yes	Yes	No	Level 1	
331	Sixty-fifth Street	K–8	Yes	Yes	Level 1	Yes	No	Level 1	
85	Wedgewood Park	Middle	Yes	Yes	Level 1	Yes	No	Level 1	
643	Wings Academy	K–12	Yes	Yes	Level 1	Level 1	No	Level 1	18
92	Browning	Elementary	Yes	Yes	Level 1 – Imp	No	No	Level 1 – Imp	
421	Career Youth Development	High	N/A	Level 1 – Imp	Yes	Yes	Yes	Level 1 – Imp	
102	Carver Academy	K–8	Yes	Yes	No	Level 1 – Imp	No	Level 1 – Imp	
410	El Puente	High	Yes	Level 1 – Imp	No	No	No	Level 1 – Imp	
173	Forest Home Avenue	Elementary	Yes	Yes	Yes	Level 1 – Imp	Yes	Level 1 – Imp	
49	Fritsche	Middle	Yes	Yes	Level 1 – Imp	Yes	Yes	Level 1 – Imp	
235	Keefe	K–8	Yes	Yes	Yes	Level 1 – Imp	Yes	Level 1 – Imp	
250	Lincoln Avenue	Elementary	Yes	Yes	Level 1 – Imp	Yes	Yes	Level 1 – Imp	
270	Metcalfe	K–8	Yes	Yes	Yes	Level 1 – Imp	Yes	Level 1 – Imp	
84	Milwaukee African American Immersion	High	No	No	Yes	Level 1 – Imp	No	Level 1 – Imp	
57	Milw. Learning Laboratory and Institute†	High	Yes	Level 1 – Imp	Yes	Yes	Yes	Level 1 – Imp	
29	Riverside	High	Yes	Yes	Yes	Level 1 – Imp	Yes	Level 1 – Imp	
319	Sherman	K–8	Yes	Yes	Level 1 – Imp	Level 1 – Imp	Yes	Level 1 – Imp	
343	Story	K–8	Yes	Yes	Level 1 – Imp	No	No	Level 1 – Imp	
36	Washington HS of Expeditionary Learning†	High	Yes	Level 1 – Imp	No	No	No	Level 1 – Imp	
37	Washington HS of Law, Educ. & Public Service†	High	Yes	Yes	Yes	Level 1 – Imp	Yes	Level 1 – Imp	16
14	Bradley Technology and Trade	High	Yes	No	Level 2	Level 2	No	Level 2	
17	DuBois‡	High	Yes	Yes	Level 2	Level 2	No	Level 2	
220	Hopkins Street	K–8	Yes	Yes	Level 2	Level 2 – Imp	No	Level 2	
83	King Jr.	K–8	Yes	Yes	Yes	Level 2	No	Level 2	
238	LaFollette	K–8	Yes	Yes	Level 2	Yes	No	Level 2	
318	Rogers Street Academy	K–8	Yes	Yes	Level 2	No	No	Level 2	
312	Starns Discovery Learning Center	K–8	Yes	Yes	Level 2	Level 2 – Imp	No	Level 2	
39	Washington HS of Information Technology	High	Yes	Level 2	Level 2	No	No	Level 2	8
34	Advanced Language & Academic Studies	High	Yes	No	Level 2 – Imp	Yes	No	Level 2 – Imp	
170	Fifty-third Street	K–8	Yes	Yes	Level 2 – Imp	Yes	Yes	Level 2 – Imp	
253	Lloyd Street	Elementary	Yes	Yes	Level 1	Level 2 – Imp	No	Level 2 – Imp	
365	Townsend Elementary School	K–8	Yes	Yes	Level 1	Level 2 – Imp	No	Level 2 – Imp	4
77	Auer Avenue	K–8	Yes	Yes	Level 2	Level 3	No	Level 3	
19	Kilmer South	Mid-High	Yes	Level 3	No	No	No	Level 3	
241	Lancaster	K–8	Yes	Yes	Level 2	Level 3	No	Level 3	
6	Lincoln Center of the Arts	Middle	Yes	Yes	No	Level 3	No	Level 3	
32	South Division	High	Yes	No	Level 2	Level 3	No	Level 3	
244	Wheatley Elementary School	K–8	Yes	Yes	Yes	Level 3	No	Level 3	6
58	Northern Star†	Middle	Yes	Level 3 – Imp	Yes	Yes	Yes	Level 3 – Imp	
59	Roosevelt Middle School of the Arts	Middle	Yes	Yes	Level 3 – Imp	Level 3 – Imp	Yes	Level 3 – Imp	2
45	Burroughs	Middle	Yes	Level 2 – Imp	Level 4	Level 4	No	Level 4	
16	Custer	High	Yes	Level 1	Level 4	Level 4 – Imp	No	Level 4	
18	Hamilton	High	Yes	No	Level 4	No	No	Level 4	
383	Twenty-seventh Street†	K–8	Yes	Yes	Level 4	Level 3	No	Level 4	4
12	Bay View High School	High	Yes	Level 1	Level 5	Level 4	No	Level 5	
67	Milwaukee Education Center**	Middle	Yes	Yes	Level 5	Level 2	No	Level 5	
26	Pulaski	High	Yes	No	Level 5	Level 5	No	Level 5	
33	Vincent	High	Level 1	No	Level 2	Level 5	No	Level 5	4
Summary of AYP Components									
	Yes		57	47	25	28	13		
	No		3	12	37	34	49		
	N/A		2	3	0	0	0		
	Total		62	62	62	62	62		18

= Schools closed at the end of the 2009-10 school year. * = WHS Expeditionary Learning and WHS Law Education and Public Service merged, effective 2010-11. ** = DIAL and Milwaukee Education Center merged, effective 2010-11.

Chart 61 2009–10 AYP Status for Milwaukee Public Schools

Student Groups	Test Participation			Reading			Math			Other Academic Objective		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High	Elementary	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	—	—	—	—
Asian/Pacific Islander	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	—	—	—
Black, not of Hispanic origin	Yes	Yes	Yes	No	No	No	No	No	No	—	—	—
Hispanic	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	—	—	—
White, not of Hispanic origin	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	—	—	—
English Language Learners	Yes	Yes	Yes	No	No	No	Yes	Yes	No	—	—	—
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 5			Level 5			Satisfactory		
Overall District DIFI Status	Level 5											

Final State-released AYP Status

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 2009-10.

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 62 schools identified as SIFI for 2009-10. **Chart 62** details the number of district schools as SIFI for the last nine years.

Of the 62 MPS schools that were identified for Improvement (SIFI) in 2009-10, over half (34 schools) were in the lowest SIFI Level 1 category, **Chart 60**. Twelve schools were at the Level 2 level, eight were at the Level 3 level, four more at level 4 and four at level 5.

Overall, there were 25 elementary/K-8 schools on the SIFI list for 2009-10, 7 middle schools, 25 high schools and five middle-high schools. Seven of the 62 SIFI schools on the list closed or merged with other schools at the end of the 2009-10. This means that the district must provide technical assistance to a total of 55 SIFI schools.

Chart 61 details the district's overall AYP status for 2009-10 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 resulting in the district identification as DIFI Level 5. Over the last couple of years other student groups have also missed AYP in one or more grade levels. In 2009-10 in both reading and math, each of the three grade levels also failed to make AYP for the student groups of Black and Economically Disadvantaged (reading only).

Chart 62 MPS SIFI Schools — 2001–02 to 2009–10

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
2009-10	55††††	30,125

*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.
 ††††62 SIFI schools identified, but 7 closed.

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/B 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' GPAs.

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 2008-09 graduation rate is based on the number of 9th grade dropouts reported for 2005-06, plus the number of 10th grade dropouts in 2006-07, the 11th grade dropouts recorded in 2007-08 and 12th grade dropouts reported for 2008-09. This total is added to the number of high school grade dropouts recorded for 2008-09. The 2008-09 graduation rate is calculated by dividing the 2008-09 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 to 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 to 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 – 2009-10 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. Five 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 four years.

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					
3	Reading *	07-08	6020	99%	80%	72%	74%	62%	57%	53%	61%	63%	85%	77%	76%	56%	83%	64%
		08-09	5906	100%	79%	66%	67%	64%	56%	52%	61%	59%	85%	74%	76%	54%	82%	63%
		09-10	5814	100%	79%	65%	71%	69%	57%	53%	62%	57%	85%	75%	77%	54%	82%	63%
3	Math	07-08	6178	100%	74%	61%	62%	42%	44%	38%	57%	52%	81%	72%	74%	47%	74%	49%
		08-09	6012	100%	76%	67%	61%	56%	45%	40%	59%	53%	83%	72%	76%	50%	76%	51%
		09-10	5842	100%	76%	63%	65%	67%	46%	42%	61%	53%	83%	69%	77%	51%	76%	50%
4	Reading *	07-08	6022	99%	81%	68%	74%	59%	57%	53%	66%	64%	87%	78%	79%	57%	84%	64%
		08-09	5977	100%	82%	69%	74%	62%	59%	53%	65%	63%	87%	80%	79%	56%	84%	65%
		09-10	5788	100%	81%	69%	70%	67%	59%	53%	66%	61%	87%	78%	80%	58%	83%	62%
4	Language *	07-08	6105	97%	76%	63%	65%	54%	51%	47%	62%	57%	82%	74%	72%	50%	80%	59%
		08-09	5992	99%	76%	70%	64%	55%	53%	50%	62%	59%	82%	76%	73%	52%	81%	63%
		09-10	5786	99%	77%	65%	63%	54%	52%	47%	62%	56%	83%	72%	74%	51%	80%	58%
4	Math	07-08	6105	100%	77%	76%	65%	64%	47%	41%	61%	52%	83%	72%	77%	51%	76%	49%
		08-09	6041	100%	81%	80%	72%	55%	50%	67%	62%	87%	79%	82%	60%	80%	58%	
		09-10	5812	100%	81%	79%	67%	56%	48%	68%	60%	86%	76%	82%	58%	79%	55%	
4	Science	07-08	6105	99%	75%	68%	63%	48%	45%	39%	57%	50%	82%	72%	75%	47%	75%	48%
		08-09	6041	99%	76%	70%	63%	60%	45%	39%	59%	54%	83%	72%	76%	48%	76%	51%
		09-10	5812	99%	77%	72%	59%	52%	45%	40%	62%	55%	84%	71%	77%	50%	76%	49%
4	Social Studies	07-08	6105	98%	91%	89%	87%	71%	75%	72%	84%	79%	95%	90%	91%	74%	92%	79%
		08-09	6041	99%	91%	89%	86%	80%	75%	72%	85%	83%	95%	90%	90%	76%	92%	80%
		09-10	5812	99%	93%	91%	87%	87%	77%	72%	87%	83%	96%	89%	92%	77%	93%	80%
5	Reading *	07-08	5628	100%	84%	78%	81%	84%	61%	57%	70%	70%	90%	80%	82%	60%	87%	69%
		08-09	5755	100%	81%	74%	72%	72%	58%	51%	66%	61%	87%	78%	79%	56%	83%	62%
		09-10	5650	100%	80%	73%	69%	61%	57%	51%	64%	62%	86%	75%	78%	55%	83%	60%
5	Math	07-08	5701	100%	76%	78%	69%	68%	44%	38%	59%	53%	82%	69%	77%	48%	76%	48%
		08-09	5806	100%	79%	79%	69%	69%	50%	44%	64%	56%	84%	74%	79%	53%	79%	53%
		09-10	5677	100%	78%	81%	72%	64%	51%	44%	64%	58%	84%	75%	78%	53%	79%	54%

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 and 2009-10, 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 = 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												Mean Scale		
			Special Education Status				English Language Learner Status				Economic Status						
			SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL				
			State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	Year	Subject	
3	Reading *	07-08	6020	99%	51%	32%	84%	66%	55%	56%	81%	60%	66%	55%	07-08	Reading	458
		08-09	5906	100%	49%	31%	84%	64%	56%	49%	81%	60%	65%	54%	08-09		457
		09-10	5814	100%	48%	27%	84%	66%	57%	45%	81%	61%	67%	54%	09-10		457
3	Math	07-08	6178	100%	54%	31%	77%	51%	57%	49%	75%	48%	59%	44%	07-08	Math	432
		08-09	6012	100%	54%	33%	80%	54%	59%	48%	78%	51%	61%	45%	08-09		435
		09-10	5842	100%	55%	34%	80%	54%	61%	48%	78%	51%	62%	46%	09-10		437
4	Reading *	07-08	6022	99%	50%	29%	87%	67%	57%	55%	83%	61%	68%	56%	07-08	Reading	476
		08-09	5977	100%	50%	30%	87%	67%	58%	55%	83%	61%	68%	56%	08-09		477
		09-10	5788	100%	49%	26%	87%	69%	60%	50%	83%	61%	69%	56%	09-10		477
4	Language *	07-08	6105	97%	52%	28%	80%	60%	54%	47%	77%	55%	62%	50%	07-08	Language	296
		08-09	5992	99%	53%	32%	80%	63%	57%	53%	78%	58%	63%	52%	08-09		295
		09-10	5786	99%	54%	30%	81%	61%	57%	46%	79%	55%	64%	50%	09-10		295
4	Math	07-08	6105	100%	52%	28%	81%	55%	58%	48%	78%	50%	61%	46%	07-08	Math	466
		08-09	6041	100%	57%	36%	85%	64%	64%	57%	82%	59%	68%	54%	08-09		472
		09-10	5812	100%	56%	35%	85%	62%	66%	54%	82%	57%	68%	53%	09-10		473
4	Science	07-08	6105	99%	58%	33%	78%	51%	51%	42%	77%	49%	59%	43%	07-08	Science	297
		08-09	6041	99%	58%	33%	79%	53%	53%	48%	78%	50%	61%	44%	08-09		298
		09-10	5812	99%	59%	34%	80%	54%	57%	43%	79%	51%	63%	45%	09-10		300
4	Social Studies	07-08	6105	98%	80%	54%	93%	82%	81%	73%	92%	77%	85%	74%	07-08	Social Studies	297
		08-09	6041	99%	79%	59%	93%	82%	81%	77%	92%	78%	84%	75%	08-09		297
		09-10	5812	99%	82%	61%	94%	83%	86%	79%	93%	79%	87%	76%	09-10		298
5	Reading *	07-08	5628	100%	53%	29%	90%	72%	61%	61%	86%	65%	72%	61%	07-08	Reading	485
		08-09	5755	100%	46%	28%	87%	67%	54%	49%	83%	60%	67%	54%	08-09		482
		09-10	5650	100%	44%	26%	86%	66%	53%	47%	82%	59%	67%	53%	09-10		480
5	Math	07-08	5701	100%	47%	24%	81%	53%	55%	45%	77%	48%	60%	43%	07-08	Math	493
		08-09	5806	100%	50%	28%	83%	59%	59%	47%	80%	54%	64%	48%	08-09		496
		09-10	5677	100%	49%	29%	83%	60%	59%	50%	79%	54%	65%	49%	09-10		497

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 and 2009-10, 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 = 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

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			
6	Reading *	07-08	5585	99%	85%	61%	75%	70%	57%	51%	61%	55%	70%	66%	91%	77%	83%	59%	87%	64%
		08-09	5350	100%	83%	59%	76%	67%	74%	59%	53%	63%	67%	63%	89%	75%	80%	53%	87%	65%
		09-10	5397	100%	84%	61%	79%	71%	76%	67%	62%	53%	72%	65%	89%	79%	82%	57%	87%	65%
6	Math	07-08	5646	99%	76%	43%	77%	69%	39%	40%	32%	58%	48%	64%	83%	64%	76%	42%	76%	43%
		08-09	5419	100%	77%	46%	77%	69%	49%	44%	37%	59%	52%	83%	66%	76%	45%	77%	48%	
		09-10	5415	100%	78%	50%	80%	69%	63%	49%	41%	64%	55%	84%	70%	78%	50%	78%	50%	
7	Reading *	07-08	5730	99%	85%	61%	78%	68%	81%	61%	54%	69%	67%	90%	79%	82%	57%	87%	66%	
		08-09	5395	99%	86%	64%	78%	72%	77%	62%	58%	71%	68%	91%	78%	83%	59%	88%	69%	
		09-10	5078	99%	86%	63%	81%	69%	73%	65%	57%	74%	67%	91%	80%	84%	60%	88%	67%	
7	Math	07-08	5803	99%	77%	40%	75%	61%	65%	41%	31%	56%	46%	84%	63%	77%	40%	77%	40%	
		08-09	5454	99%	78%	46%	80%	68%	64%	35%	44%	63%	57%	84%	65%	77%	45%	79%	48%	
		09-10	5105	99%	81%	53%	82%	69%	70%	66%	51%	43%	67%	61%	87%	73%	80%	51%	82%	54%
8	Reading *	07-08	6128	98%	84%	59%	76%	67%	75%	59%	53%	68%	63%	90%	80%	82%	55%	87%	64%	
		08-09	5556	99%	85%	62%	80%	71%	76%	70%	56%	70%	66%	90%	80%	82%	58%	88%	67%	
		09-10	5255	99%	84%	63%	80%	72%	73%	62%	57%	71%	65%	89%	80%	80%	58%	88%	68%	
8	Language *	07-08	6174	95%	63%	38%	54%	44%	41%	36%	33%	41%	35%	69%	60%	56%	33%	69%	43%	
		08-09	5553	98%	63%	38%	59%	50%	42%	46%	32%	41%	38%	69%	60%	57%	32%	69%	44%	
		09-10	5246	99%	65%	38%	59%	52%	45%	34%	36%	31%	46%	40%	71%	62%	59%	32%	71%	44%
8	Math	07-08	6174	98%	75%	38%	73%	57%	64%	41%	28%	55%	45%	83%	67%	76%	40%	75%	37%	
		08-09	5634	99%	78%	48%	79%	66%	64%	46%	40%	60%	54%	85%	68%	78%	47%	78%	49%	
		09-10	5273	99%	78%	50%	82%	72%	65%	40%	48%	41%	63%	56%	84%	70%	78%	51%	78%	50%
8	Science	07-08	6174	96%	75%	40%	65%	52%	62%	38%	31%	54%	46%	82%	66%	75%	41%	74%	39%	
		08-09	5634	98%	76%	42%	69%	53%	59%	42%	35%	55%	45%	83%	68%	75%	41%	76%	44%	
		09-10	5273	99%	80%	50%	73%	64%	68%	53%	48%	40%	62%	56%	87%	73%	80%	49%	80%	50%
8	Social Studies	07-08	6174	96%	81%	50%	73%	63%	71%	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%
		09-10	5273	98%	81%	52%	77%	69%	70%	57%	43%	66%	58%	87%	73%	79%	51%	82%	53%	

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 and 2009-10, 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 = 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												Mean Scale			
		Special Education Status				English Language Learner Status				Economic Status							
		SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL					
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	State	MPS	State	State	MPS	State	MPS	State	Year	Subject	
6	Reading *	07-08	5585	99%	51%	26%	91%	70%	57%	46%	87%	63%	71%	57%	07-08	Reading	6
		08-09	5350	100%	47%	23%	89%	67%	54%	48%	85%	60%	69%	50%	08-09		
		09-10	5397	100%	50%	27%	90%	70%	60%	60%	48%	86%	62%	73%	57%		
6	Math	07-08	5646	99%	41%	21%	82%	48%	54%	38%	77%	43%	57%	38%	07-08	Math	6
		08-09	5419	100%	42%	19%	82%	52%	52%	44%	78%	46%	60%	42%	08-09		
		09-10	5415	100%	43%	24%	84%	57%	56%	43%	79%	51%	64%	45%	09-10		
7	Reading *	07-08	5730	99%	50%	26%	91%	70%	58%	44%	86%	63%	71%	58%	07-08	Reading	7
		08-09	5395	99%	50%	28%	91%	73%	58%	51%	87%	65%	73%	60%	08-09		
		09-10	5078	99%	51%	29%	92%	73%	61%	49%	88%	65%	76%	60%	09-10		
7	Math	07-08	5803	99%	41%	20%	83%	45%	50%	31%	78%	41%	58%	37%	07-08	Math	7
		08-09	5454	99%	41%	23%	84%	52%	57%	46%	79%	47%	61%	42%	08-09		
		09-10	5105	99%	45%	23%	87%	61%	59%	50%	82%	53%	67%	49%	09-10		
8	Reading *	07-08	6128	98%	47%	22%	91%	69%	57%	42%	86%	61%	70%	56%	07-08	Reading	8
		08-09	5556	99%	48%	25%	91%	72%	58%	45%	86%	64%	71%	59%	08-09		
		09-10	5255	99%	47%	28%	90%	72%	57%	47%	85%	65%	72%	59%	09-10		
8	Language *	07-08	6174	95%	25%	15%	69%	44%	31%	18%	64%	40%	44%	34%	07-08	Language	8
		08-09	5553	98%	26%	15%	69%	44%	29%	22%	65%	39%	44%	34%	08-09		
		09-10	5246	99%	27%	15%	71%	44%	30%	22%	66%	40%	47%	33%	09-10		
8	Math	07-08	6174	98%	37%	18%	82%	44%	52%	33%	77%	39%	55%	34%	07-08	Math	8
		08-09	5634	99%	41%	22%	84%	55%	53%	39%	80%	49%	61%	44%	08-09		
		09-10	5273	99%	40%	26%	84%	57%	56%	45%	79%	51%	63%	46%	09-10		
8	Science	07-08	6174	96%	43%	19%	80%	45%	44%	32%	76%	40%	55%	35%	07-08	Science	8
		08-09	5634	98%	44%	21%	81%	48%	43%	27%	78%	44%	57%	38%	08-09		
		09-10	5273	99%	48%	23%	85%	57%	47%	39%	82%	51%	64%	45%	09-10		
8	Social Studies	07-08	6174	96%	49%	23%	86%	57%	56%	41%	82%	51%	64%	46%	07-08	Social Studies	8
		08-09	5634	97%	49%	23%	86%	59%	54%	37%	82%	53%	64%	48%	08-09		
		09-10	5273	98%	47%	23%	86%	60%	53%	41%	82%	53%	66%	47%	09-10		

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 and 2009-10, 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 = 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

Ethnicity and Gender

WKCE-CRT			Percent of Students Scoring Proficient/Above																			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	Total			Ethnicity						White			Male			Female		
					State	MPS	State	Asian	Native American	African American	Hispanic	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State
10	Reading *	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%	47%	67%	82%	67%	72%	38%	78%	45%		
		09-10	5737	97%	76%	40%	65%	46%	64%	43%	42%	33%	55%	43%	83%	69%	74%	39%	78%	41%		
10	Language *	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%		
		09-10	5734	94%	68%	34%	60%	45%	47%	24%	32%	26%	46%	38%	75%	62%	62%	30%	74%	38%		
10	Math	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%		
		09-10	5753	97%	70%	29%	68%	46%	52%	24%	28%	20%	46%	34%	78%	58%	69%	29%	70%	28%		
10	Science	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%		
		09-10	5753	94%	72%	28%	64%	41%	55%	26%	29%	19%	48%	34%	80%	60%	73%	30%	70%	26%		
10	Social Studies	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%		
		09-10	5753	93%	75%	37%	69%	47%	59%	30%	38%	29%	56%	42%	81%	66%	73%	36%	76%	38%		

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 and 2009-10, 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 = 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																		Mean Scale	
		Special Education Status						English Language Learner Status						Economic Status							
		SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL		State		MPS					
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	Year	Subject	Gr.			
10	Reading *	07-08	5691	94%	32%	11%	81%	45%	31%	12%	76%	39%	53%	34%	82%	48%	07-08	Reading	10	539	485
		08-09	5491	97%	34%	16%	81%	47%	30%	21%	77%	43%	55%	38%	83%	52%	08-09	Reading	10	540	485
		09-10	5737	97%	36%	14%	83%	47%	32%	16%	78%	42%	58%	35%	85%	54%	09-10	Reading	10	545	483
10	Language *	07-08	5759	90%	28%	10%	77%	41%	31%	10%	72%	36%	48%	30%	78%	44%	07-08	Language	10	447	414
		08-09	5488	94%	29%	11%	77%	42%	31%	21%	72%	37%	50%	33%	79%	47%	08-09	Language	10	448	414
		09-10	5734	94%	26%	12%	75%	40%	27%	16%	70%	35%	48%	29%	78%	48%	09-10	Language	10	446	412
10	Math	07-08	5759	94%	26%	9%	76%	32%	32%	16%	71%	28%	46%	24%	78%	36%	07-08	Math	10	561	512
		08-09	5558	96%	28%	10%	76%	32%	32%	23%	71%	28%	46%	24%	78%	40%	08-09	Math	10	560	514
		09-10	5753	97%	27%	10%	77%	33%	35%	20%	71%	29%	49%	24%	80%	41%	09-10	Math	10	560	508
10	Science	07-08	5759	91%	36%	12%	78%	34%	32%	12%	74%	31%	50%	26%	81%	39%	07-08	Science	10	452	405
		08-09	5558	95%	37%	12%	77%	31%	28%	14%	73%	29%	50%	24%	81%	40%	08-09	Science	10	451	403
		09-10	5753	94%	37%	13%	77%	32%	31%	16%	73%	29%	52%	24%	81%	41%	09-10	Science	10	449	397
10	Social Studies	07-08	5759	91%	38%	13%	82%	48%	40%	18%	78%	42%	57%	37%	83%	49%	07-08	Social Studies	10	449	409
		08-09	5558	94%	38%	12%	82%	45%	37%	24%	77%	41%	56%	35%	84%	52%	08-09	Social Studies	10	447	407
		09-10	5753	93%	37%	14%	81%	43%	39%	19%	76%	39%	57%	33%	83%	51%	09-10	Social Studies	10	447	404

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 and 2009-10, 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 = 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

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	07-08	95%	92%	96%	95%	90%	92%	91%	94%	93%	93%	96%	94%	95%	92%	95%	92%
		08-09	95%	92%	96%	95%	91%	92%	91%	95%	93%	93%	96%	94%	95%	92%	95%	93%
		09-10	N/A	92%	N/A	96%	N/A	90%	N/A	91%	N/A	94%	N/A	94%	N/A	92%	N/A	93%

* State target for meeting annual yearly progress in student attendance is 85% in 2009-10.

Other Student Groups

Student Attendance Rate		Percent of Actual Days of Attendance										
		Special Education Status		English Language Learner Status				Economic Status				
				ELL		Non-ELL		FRL		Non-FRL		
Gr.	Year	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	
ES	Attend Rate	07-08	94%	90%	96%	92%	N/A	N/A	92%	N/A	91%	95%
		08-09	94%	90%	96%	93%	N/A	N/A	92%	N/A	92%	95%
		09-10	N/A	90%	N/A	93%	N/A	N/A	92%	N/A	92%	95%

ES indicates Elementary grade students.

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	
MS	Attend Rate	07-08	95%	89%	97%	94%	91%	85%	91%	87%	94%	90%	96%	91%	88%	95%	88%	90%
		08-09	95%	90%	97%	95%	91%	84%	92%	88%	94%	91%	95%	92%	89%	95%	89%	90%
		09-10	N/A	91%	N/A	95%	N/A	86%	N/A	89%	N/A	92%	N/A	92%	N/A	90%	N/A	91%

* State target for meeting annual yearly progress in student attendance is 85% in 2009-10.

Other Student Groups

Student Attendance Rate		Percent of Actual Days of Attendance												
		Special Education Status		English Language Learner Status				Economic Status						
				ELL		Non-ELL		FRL		Non-FRL				
Gr.	Year	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS			
MS	Attend Rate	07-08	93%	85%	95%	90%	N/A	92%	N/A	88%	N/A	88%	N/A	92%
		08-09	93%	86%	95%	91%	N/A	92%	N/A	89%	N/A	89%	N/A	93%
		09-10	N/A	87%	N/A	91%	N/A	93%	N/A	90%	N/A	90%	N/A	94%

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable
State data for 2009-10 is not available at this time.

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		
HS	Attend Rate	93%	79%	94%	85%	88%	73%	83%	78%	88%	78%	89%	79%	95%	84%	93%	78%	93%	80%
		93%	80%	94%	86%	88%	73%	83%	78%	89%	79%	89%	79%	94%	86%	93%	79%	93%	81%
		N/A	79%	N/A	88%	N/A	70%	N/A	78%	N/A	80%	N/A	80%	N/A	85%	N/A	78%	N/A	80%

* State target for meeting annual yearly progress in student attendance is 85% in 2009-10.

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		FRL		Non-FRL		FRL	Non-FRL	
Gr.	Year	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS
HS	Attend Rate	89%	74%	94%	80%	N/A	80%	N/A	79%	N/A	78%	N/A	78%	N/A	81%	N/A	78%	N/A	81%
		90%	74%	93%	81%	N/A	81%	N/A	80%	N/A	79%	N/A	79%	N/A	83%	N/A	79%	N/A	83%
		N/A	73%	N/A	81%	N/A	82%	N/A	79%	N/A	78%	N/A	78%	N/A	82%	N/A	78%	N/A	82%

State data for 2009-10 is not available at this time.

Ethnicity and Gender

High School Graduation Rate		Four Year Combined Rate																		
		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	State	MPS	
12	Grad. Rate	89%	68%	90%	75%	75%	55%	67%	65%	67%	75%	67%	67%	93%	77%	87%	62%	91%	73%	
		89%	67%	90%	80%	76%	63%	66%	64%	77%	77%	69%	69%	93%	75%	87%	62%	92%	72%	
		N/A	N/A	N/A	N/A	N/A	N/A	N/A	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 85% beginning in 2009-10 (for high schools with grade 12 students). The state target was 80% prior to 2009-10.

State and district data for 2009-10 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

Ethnic Groups Grades K5-12	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Asian	142	4.2%	152	4.6%	103	3.1%
Native Amer.	59	9.9%	49	8.6%	40	7.3%
African Amer.	3,978	9.4%	3,445	8.5%	3,146	8.2%
Hispanic	1,133	7.1%	1,078	6.9%	987	6.5%
White	408	4.6%	345	4.2%	369	3.8%
Male	3,371	9.4%	2,984	8.5%	2,813	8.2%
Female	2,355	6.7%	2,093	6.3%	1,832	5.6%
TOTAL	5,726	8.1%	5,077	7.4%	4,645	6.9%

Student Truancy Rate

Percent of Total Enrolled

Ethnic Groups Grades K5-12	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Asian	965	27.1%	864	24.2%	789	21.7%
Native Amer.	393	52.1%	362	55.4%	392	61.4%
African Amer.	29,069	62.7%	27,388	61.2%	24,781	57.8%
Hispanic	6,595	38.1%	6,373	36.5%	5,899	34.8%
White	2,133	21.9%	1,883	16.3%	2,432	27.9%
Male	20,524	50.5%	19,344	48.6%	18,196	47.0%
Female	18,623	47.1%	17,526	45.9%	16,097	44.0%
TOTAL	39,147	48.9%	36,870	47.3%	34,293	45.6%

Grades K5-12	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
K5	166	3.0%	134	2.4%	117	2.1%
1	286	5.0%	197	3.6%	194	3.5%
2	152	2.7%	112	2.1%	82	1.5%
3	136	2.4%	91	1.7%	75	1.4%
4	172	3.1%	118	2.2%	103	2.0%
5	70	1.4%	46	0.9%	32	0.6%
6	164	3.2%	86	1.8%	101	2.1%
7	174	3.3%	141	2.9%	58	1.2%
8	175	3.4%	114	2.5%	97	2.2%
9	2,075	29.0%	1,808	26.3%	1,677	26.7%
10	834	15.9%	812	15.8%	753	14.6%
11	882	17.6%	1,022	20.1%	925	19.0%
12	440	9.4%	396	8.5%	431	9.3%

Source Data: MPS Report Card

Grades K5-12	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
K5	2,182	35.2%	2,181	34.9%	2,039	32.9%
1	2,160	34.1%	2,021	32.6%	1,889	31.1%
2	1,957	31.6%	1,850	30.5%	1,646	28.1%
3	1,854	29.9%	1,834	30.4%	1,641	28.2%
4	1,812	29.8%	1,770	29.2%	1,687	29.0%
5	1,750	30.7%	1,716	29.6%	1,510	26.7%
6	2,194	38.8%	1,959	36.0%	1,799	33.2%
7	2,638	45.0%	2,314	42.2%	2,004	39.1%
8	3,043	49.5%	2,542	45.0%	2,189	42.1%
9	7,234	80.8%	6,677	79.2%	6,107	79.5%
10	4,520	74.8%	4,347	74.1%	4,168	69.1%
11	4,464	74.1%	4,347	72.8%	4,174	71.8%
12	3,339	70.4%	3,312	70.4%	3,440	75.5%

Source Data: MPS Report Card

Milwaukee Public School District

Student Suspension Rate

Percent of Total Enrolled

Ethnic Groups	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Grades K5-12	279	7.0%	198	5.0%	200	5.0%
Asian	212	25.2%	178	22.3%	172	21.7%
Native Amer.	21,227	36.7%	20,577	36.8%	19,453	36.3%
African Amer.	3,435	17.2%	3,005	15.0%	2,863	14.7%
Hispanic	1,294	11.7%	999	9.7%	1,523	15.5%
Male	16,184	33.5%	15,432	32.7%	15,085	33.1%
Female	10,263	22.6%	9,525	21.7%	9,126	21.7%
TOTAL	26,447	28.2%	24,957	27.4%	24,211	27.6%

Source Data: MPS Report Card

Grades	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
K5-12	364	5.2%	413	5.8%	411	5.9%
1	741	10.3%	692	9.8%	824	11.9%
2	981	14.1%	918	13.5%	916	14.0%
3	1,163	16.8%	1,103	16.2%	1,124	17.3%
4	1,429	20.9%	1,398	20.4%	1,438	22.1%
5	1,514	23.6%	1,509	23.4%	1,583	24.9%
6	2,315	35.4%	2,127	34.7%	2,145	34.9%
7	2,846	41.4%	2,479	39.2%	2,275	38.6%
8	3,058	42.2%	2,773	41.5%	2,334	37.8%
9	5,164	45.4%	4,838	44.1%	4,459	44.8%
10	3,004	39.4%	2,962	40.1%	2,847	38.7%
11	2,270	32.0%	2,238	31.5%	2,316	33.8%
12	1,598	28.5%	1,507	27.6%	1,539	28.7%

Source Data: MPS Report Card

Additional District Data

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Student Expulsions	390	0.45%	269	0.31%	400	0.48%
*Free/Reduced Lunch Rate	---	77.1%	---	78.6%	---	80.9%
Student Mobility	---	14.9%	---	14.9%	---	15.0%
Student Stability Rate	---	69.9%	---	68.3%	---	69.9%

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

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

High school graduation isn't the only milestone we celebrate!

We celebrate the accomplishments of our students at many levels. From preschool to high school, Milwaukee Public Schools delivers both a solid **education** and a positive academic **experience**. Our classrooms feature real-world, technology-rich learning taught by innovative, focused and certified teachers.

The district, school leaders and teachers work together with students and families to champion the importance of graduation from kindergarten, middle, and high school.



©2011 Milwaukee Public Schools



**MILWAUKEE
PUBLIC SCHOOLS**

To enroll, call (414) 475-8448.



**MILWAUKEE
PUBLIC SCHOOLS**

5225 W. Vliet St., Milwaukee, WI 53208 ■ Phone (414) 475-8258 ■ TTY (888) 808-0914 ■ Fax (414) 475-8261 ■ Web site www.milwaukee.k12.wi.us