

**Committee Name:**  
**Senate Committee – Education**  
**(SC–Ed)**

**Appointments**

99hr\_SC–Ed\_Appt\_pt00

**Clearinghouse Rules**

99hr\_SC–Ed\_CRule\_99–

**Committee Hearings**

99hr\_SC–Ed\_CH\_pt00

**Committee Reports**

99hr\_SC–Ed\_CR\_pt00

**Executive Sessions**

99hr\_SC–Ed\_ES\_pt00

**Hearing Records**

99hr\_ab0000

99hr\_sb0000

**Misc.**

99hr\_SC–Ed\_\_Misc\_\_pt07

**Record of Committee Proceedings**

99hr\_SC–Ed\_RCP\_pt00

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= 30 ✓

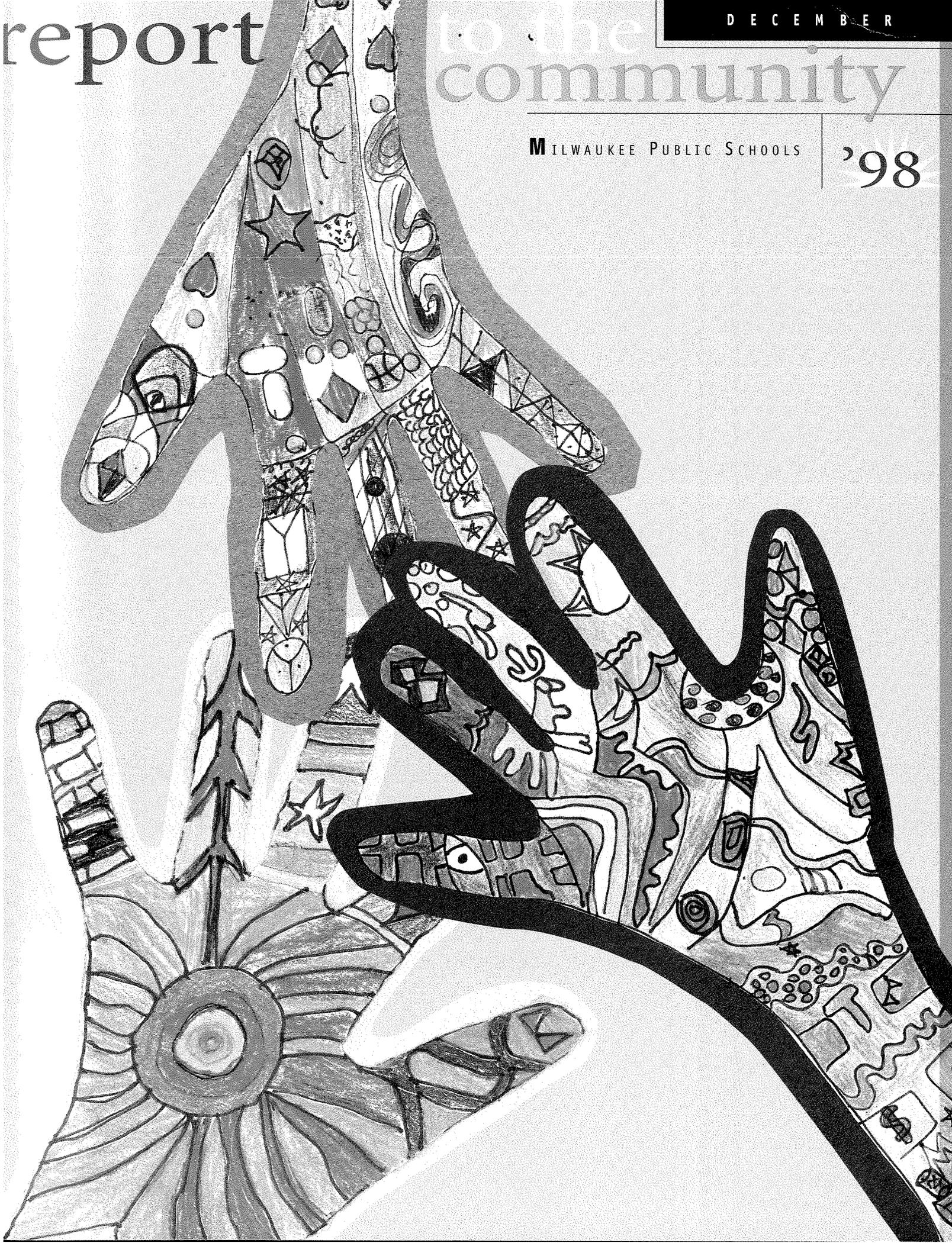
report

to the  
community

DECEMBER

MILWAUKEE PUBLIC SCHOOLS

'98



The High Standards reform in Milwaukee Public

Schools sets the expectation that all students will perform

at high levels. MPS students can and do achieve at high

levels when the following strategies are employed:

- Articulate with absolute clarity the standards MPS expects all students to achieve.
- Make the high standards “count.”
- Mobilize district resources to provide students with the preparation and support they need to be successful, often beyond traditional structures and ways of doing things.

President

**JOSEPH B. FISHER**

1st District

462-7558

Vice President

**WARREN BRAUN**

6th District

453-7011

**JOHN S. GARDNER**

at large

390-1389

**SANDRA J. SMALL**

2nd District

466-1947

#### SCHOOL BOARD MEMBERS

**LEON TODD**

3rd District

444-9490

**CHARLENE HARDIN**

4th District

265-8182

**BRUCE R. THOMPSON**

5th District

332-5768

**LAWRENCE J. O'NEIL**

7th District

321-7222

**CHRISTINE SINICKI**

8th District

481-7667



We are pleased to present the 1997-98 annual report to the Milwaukee community. This report is designed to provide summary information on student performance and attendance, and highlight some of the stories behind the statistics. Inside you will also find some of the many accomplishments of our schools, students, and staff that demonstrate the success that makes Milwaukee Public Schools the first choice in education for thousands of parents and children in our city.

As you review this report, you will read of some achievements for which the district is very proud. Our third graders made a significant improvement in third grade reading, our middle school students are improving in writing, and our high school attendance rate rose substantially for the first time in four years.

While gains are being made, we need to build on these improvements to ensure success for all students. Some examples of how we are working toward improvement include:

**Strategic Plan** – the strategic plan outlines the district’s vision, mission, goals, and objectives.

**Lower Class Size** – through district, state, and federal funds we are continuing to reduce class sizes in kindergarten through third grade. We have expanded the number of SAGE schools from seven to 14 in 1998-99.

**After-School Programs** – these programs operate during the important after-school hours providing academics, recreational, and social activities for thousands of students.

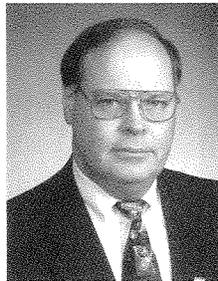
**Summer School** – a six-week summer school program is helping students improve their academics. In summer 1998, more than 13,000 students attended summer school classes and recreational activities.

**School Councils** – giving parents more authority to make decisions at schools, the councils are comprised of at least 51% parents who have greater input into shaping educational and budgetary plans.

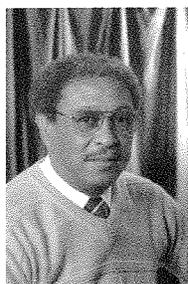
We also are pleased about the formation of the **Milwaukee Public Schools Foundation, Inc.** A nonprofit organization operated by an independent board of directors, the foundation’s mission is to provide grant funds to support educational excellence in MPS.

The year has seen many achievements and progress, but great challenges remain. We continue pushing for equity in funding our public schools. We continue seeking ways to expand the educational programs that are most popular with students and parents. And we continue providing the highest quality instruction in our classrooms with what we believe are the best teachers and staff anywhere.

We ask for the support of the Milwaukee community as we strive to educate our 100,000 students so they become productive workers and responsible citizens.



**ALAN S. BROWN, Ed.D.,**  
Superintendent  
of Schools



**JOSEPH B. FISHER,**  
Board President



## V I S I O N :

THE STUDENTS IN MILWAUKEE PUBLIC SCHOOLS WILL DEVELOP INTO CONTRIBUTING ADULTS PERFORMING AT THEIR HIGHEST POTENTIAL.

# vision

## M I S S I O N :

THE MILWAUKEE PUBLIC SCHOOLS WILL BECOME THE FIRST MAJOR URBAN SCHOOL SYSTEM IN THE NATION IN WHICH ALL YOUNG PEOPLE LEARN TO BECOME PRODUCTIVE WORKERS, RESPONSIBLE CITIZENS, AND EFFECTIVE PARENTS.

# mission

## G O A L S :

### 1. STUDENT ACHIEVEMENT

to continuously improve achievement of all students to meet high standards.

### 2. MPS: MILWAUKEE'S FIRST CHOICE OF SCHOOLS

to make Milwaukee Public Schools the first choice of a steadily increasing number of parents.

### 3. HIGH STANDARDS/ACCOUNTABILITY

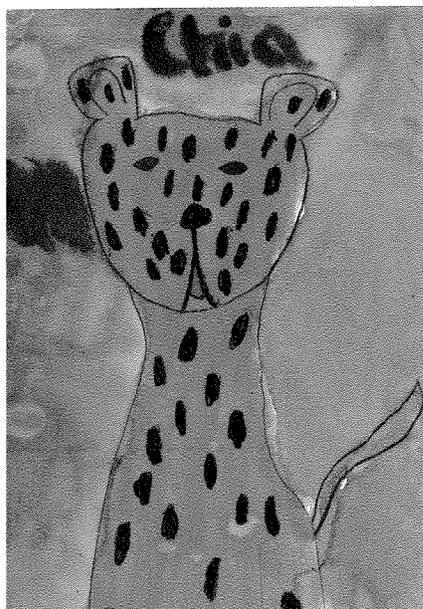
to institute high standards and accountability for the Board of School Directors, the superintendent, principals/school leadership, teachers, support staff, and parents.

# goals



**M**any educational initiatives are helping MPS achieve its goals. These initiatives include:

**High Standards for Student Achievement** – requiring eighth graders in the year 2000 to demonstrate high levels of proficiency in mathematics, science, communications, and research. Requiring high school seniors beginning in the Class of 2004 to show mastery in four areas to graduate: math and science reasoning, communications, and community membership, as well as rigorous math and writing proficiency exams.



CHIA YANG  
3RD GRADE, STORY SCHOOL

**Curriculum Alignment** – developing curriculum guides with standards and grade level expectations in reading, language arts, math, science, social studies, art, music, health, and physical education. Curriculum is being more closely aligned with state-mandated assessments.

**Reading** – implementing TargetTeach®, an elementary reading curriculum alignment project, in the lowest 25 performing elementary schools, as well as training teachers in Project Success, a course in pure phonics.

**Mathematics and Science** – continuing the Milwaukee Urban Systemic Initiative that focuses on improving mathematics and science achievement. The National Science Foundation has renewed funding for the third year of a potential five-year \$15 million grant.

**Summer School** – providing a full array of summer educational programs. In 1998 more than 13,000 students attended summer school which targeted reading, math, science, and the proficiency standards. Recreation programs provided children with a full-day program at 45 sites.

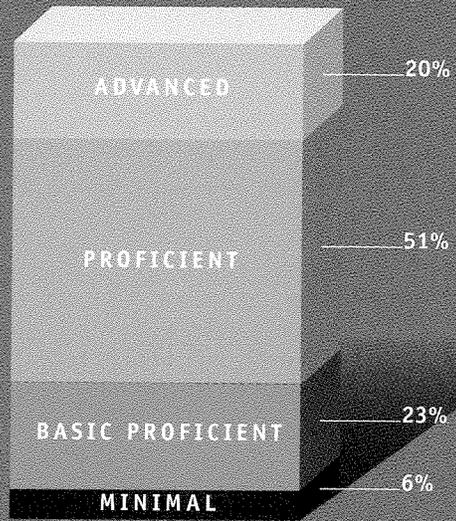
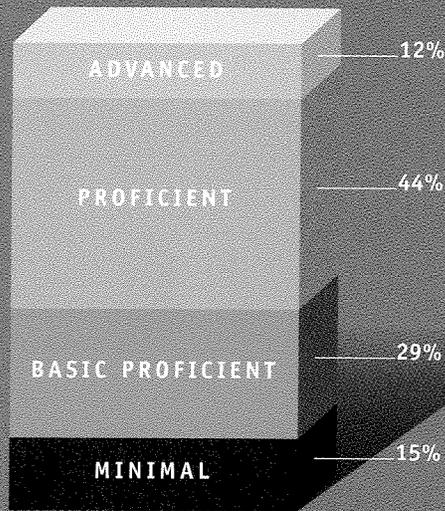
**Safe Place Community Learning Centers** – operating after-school programs at 13 sites in spring 1998 in cooperation with youth-serving agencies. Students receive education enrichment, health and social services, recreation, and tutoring in a safe and secure setting. After-school sites are being expanded in 1998-99.

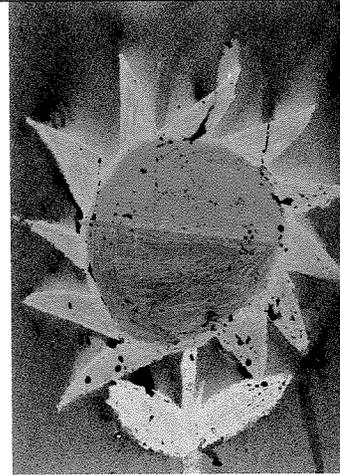
**Vocational Education** – designing a strong vocational education program to prepare students for career opportunities in business, industry, and skilled trades.



# THIRD GRADE READING SCORES SHOW PROGRESS

{ THIRD GRADERS TAKING THE TEST SCORING AT EACH PROFICIENCY LEVEL. }





CHRISTOPHER ANDERSON  
4TH GRADE, FERNWOOD SCHOOL

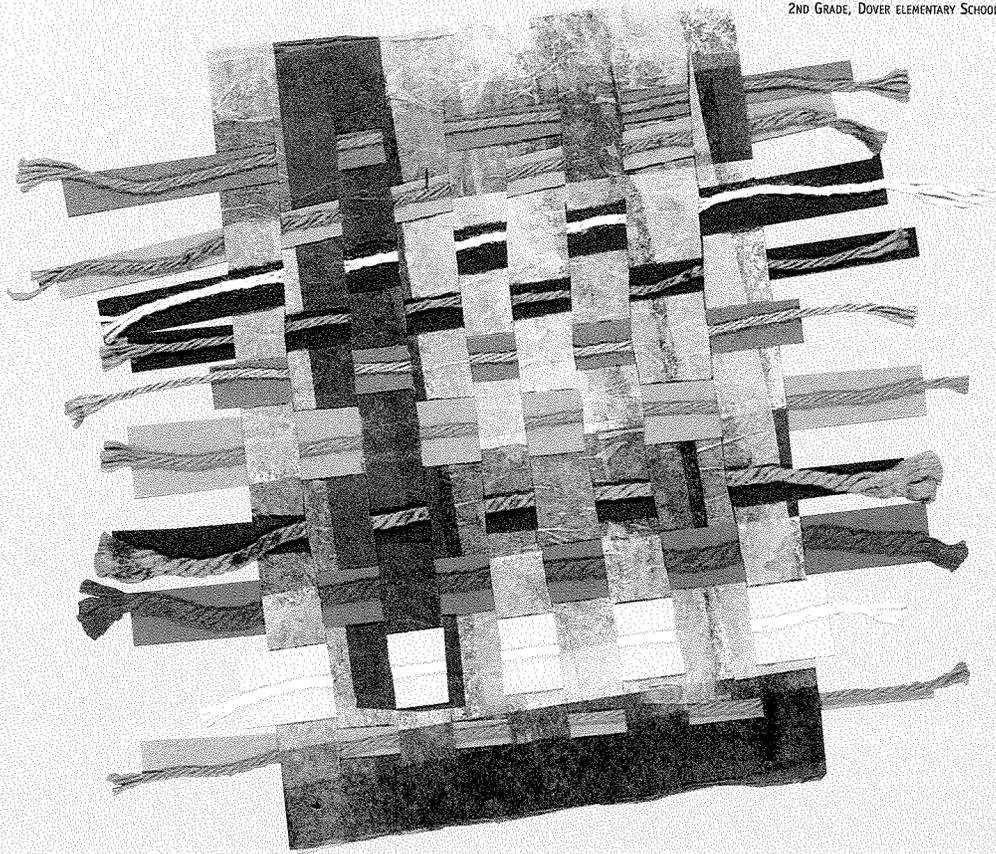
Students improved their performance on the state's third grade reading test, and at the same time narrowed the gap between MPS and other students statewide. On the challenging test, 85% of all MPS third graders taking the test scored advanced proficient, proficient, or basic proficiency. This compares with 94% of students statewide who took the test. One of the district's goals is to achieve at least 90% of the state average on the third grade reading test, and our third graders achieved that goal this year!

The Wisconsin Reading Comprehension Test is a statewide test that measures student achievement by performance levels. The levels are advanced, proficient, basic, and minimal. MPS third graders scored 12% advanced, 44% proficient, 29% basic, and 15% minimal. Statewide, students scored 20% advanced, 51% proficient, 23% basic, and 6% minimal. In the 1996-97 school year, scores were based not on proficiencies but on reaching a designated state standard. That year, 68% of MPS students scored at the state standard, compared with 87% of students statewide.

It is important to note that 11.9% of MPS students did not take the test because of verified limited English skills and special education needs. This compares with 9.3% of students statewide. However, MPS gives a Spanish version of the test to Spanish-speaking third graders. Of the nearly 350 students taking the Spanish reading test, 95% scored basic proficient or above.

Let's Read! Milwaukee – MPS is making a major effort to boost students' reading skills and establish a solid foundation to help young children master reading. Under the theme, Let's Read! Milwaukee, the initiative has two major goals – to increase students' scores on the state third grade reading test to at least 90% of the statewide average, and to recruit hundreds of volunteers to tutor children in after-school programs. The district has established a hotline for interested citizens to call for more information on volunteering. The hotline number is 475-READ.





The teamwork and effort shows. Kilbourn ranks in the top 5% of elementary schools in achievement, and no school showed greater performance gains than Kilbourn. For example, fifth graders improved their proficiency

## Teamwork + Effort = Success

**S**tudents at **Kilbourn**

**Elementary School** expect to do well in the classroom because they believe they have the best teachers anywhere.

The principal of Kilbourn, a neighborhood school where more than 80% of children are eligible for free and reduced price lunch, agrees. Principal Peggie Swift says it's a team effort to educate all children successfully. "Children come first, and our staff is cooperative and willing to be flexible

to adjust their schedules and curriculum to meet our children's needs," she says.

This means classroom teachers work cooperatively with the reading resource teacher, science teacher, program implementor, and guidance counselor to meet the expectations of each child. It means all staff plan and work together to devise teaching strategies that work. It means introducing test taking skills to children as early as kindergarten.

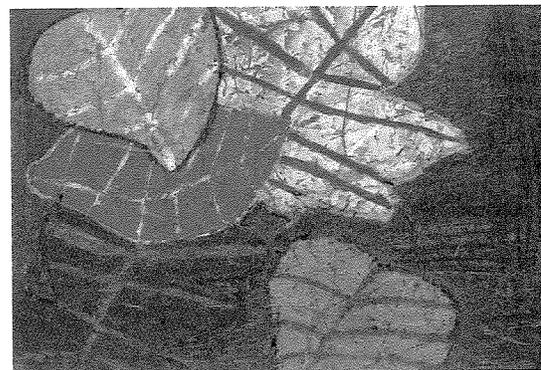
on the science performance assessment from 13% in 1996-97 to 82% in 1997-98, highest in the district. The percentage of fourth graders achieving proficiency on the writing assessment rose from 30% to 59%, and fifth graders increased their writing proficiency from 40% to 74%, second highest in the district. As for reading, 100% of students scored basic proficient or above on the third grade reading test.



**E**lementary school students are leading the way in improving achievement in MPS. Third graders performed very well on the third grade reading test and narrowed the gap between the district and statewide scores. On the 1997-98 test, 85% of all third graders tested scored basic proficient or above, compared to 94% of students statewide. Most importantly, seven of every 10 elementary schools improved their reading scores from last school year with most of the lowest performing schools showing the most dramatic gains. Individually, 35 of 112 elementary schools met or exceeded the statewide score, and another 57 schools were within 80% of the statewide score.

Of the four academic subjects tested on the Wisconsin Student Assessment System (WSAS) test, fourth graders scored highest in reading. Almost 25% of all elementary schools scored within 90% of the statewide average in the proficient or advanced proficient categories.

While elementary students are improving their reading achievement, their performance in math and science needs improvement but has been progressing over the last two years. For example, fourth graders did better on the WSAS math test in 1997-98 compared to 1996-97, but most schools are well below the state proficiency level. On the fifth grade science performance assessment, 1997-98 scores improved over 1996-97 with nearly one in five students attaining proficiency. However, the overall proficiency level of 20% is well below the Board goal of 65%. The Milwaukee Urban Systemic Initiative, funded by a grant from the National Science Foundation, is helping the district improve math and science teaching and learning.



SASHA GUZMAN  
3RD GRADE, FOREST HOME AVE. SCHOOL



comes despite a student poverty rate that is fifth highest of 21 middle schools.

"We focus heavily on quality teaching and learning especially

writing assessment increased from 22% in 1996-97 to 42% in 1997-98, and on the science performance assessment from 8% to 19%.

## Success

**A**t Lincoln Center of the Arts, academics and the arts share the stage, and the school's achievements show that's a winning combination. Lincoln achieved the highest overall improvement of all middle schools in 1997-98. "Like all schools, we expect high achievement at Lincoln Center," says Principal Dr. Dan Donder.

According to Donder, high expectations are the norm at Lincoln Center, from his own to those of the staff, students, and parents. Coupled with an arts-infused curriculum that nourishes the strengths of students and gives them more opportunities to learn, he isn't surprised that Lincoln's achievement level ranks in the upper third of all middle schools in all important accountability measures. This



RICHARD RAMIREZ  
9TH GRADE, PULASKI HIGH SCHOOL

as they relate to the new middle school proficiencies," says Donder. "That focus is making a dramatic difference in our student academic outcomes and arts experiences."

Lincoln showed significant improvement in many key accountability measures. The percentage of seventh graders scoring proficient on the MPS

Also, students improved in four of the five subject areas on the 1997-98 WSAS – math, language, science, and social studies.

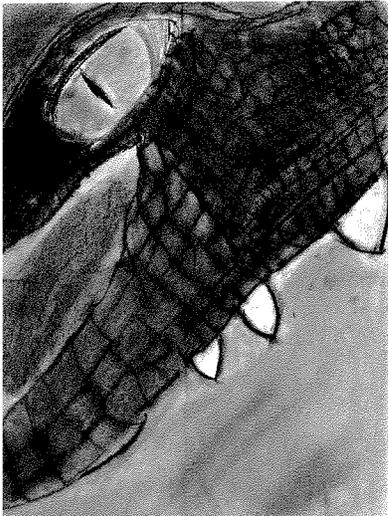
Needless to say, when teachers enjoy teaching and students are surrounded by the arts, achievement takes center stage.



The 1997-98 school year marked an important year for middle schools as middle school staff identified a tough set of proficiencies in math, science, communications, and other standards which students must attain before being promoted to high school. Sixth graders in 1997-98 must pass the new higher standards as eighth graders in 1999-2000. Schools are working hard with parents and staff in preparing students to meet the new middle school proficiencies.

In 1997-98, middle school students saw a general upward trend in achievement in most subjects, however, results continue to be well below Board goals in all areas measured. Students accomplished an overall upward trend in achievement on the MPS writing and science performance assessments. On these exams, middle school students made the biggest gain in seventh grade writing. The percentage of seventh graders attaining proficiency on the writing assessment rose from 24% to 34%, and 75% of schools showed an increase in scores from 1996-97. A new math performance assessment was given for the first time in 1997-98, and results will give baseline data for measuring future progress.

On the Wisconsin Student Assessment System (WSAS) exams given to eighth graders, students improved in language, math, and science, but declined slightly in reading and social studies from 1996-97. Middle school attendance remains steady at 85%, below the Board goal of 92%.



OLENA McDOWELL  
7TH GRADE, MORSE MIDDLE SCHOOL



**A**t Bay View High School, teachers and support staff work hard to give each student individual attention, which isn't easy in a school of 1,746 students. But this dedication is paying off as the school is making gains in attendance, grade point averages, and test scores.



"The success of our school is due to our teachers, staff, and parents who truly care about the quality of education every student receives," says Principal Robert Kraiss.

On the Wisconsin Student Assessment System tests given to tenth graders, Bay View had the third highest percentage of students achieving proficiency or above on the reading and math portions of the exam, and the highest percentage of students attaining proficiency on the MPS science performance assessment in 1997-98. ACT scores have risen over the past three years, and Bay View's score of 19.9 in 1997-98 ranks fourth highest among all high schools.

How does a large city high school achieve improvement? Principal Kraiss says it takes solid daily teaching with opportunities for special help, as well as strong student leadership and parental support. Bay View offers advanced placement classes, specialties in law/protective services, math/science, and construction. The school offers business education work experiences, NJROTC, an outpost alternative school, and a Renaissance program that rewards students for achievement.

At Bay View, teachers, students, and parents work together on the path to success.



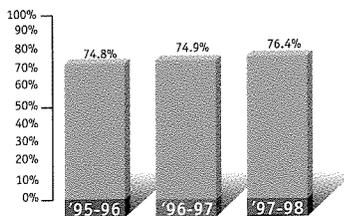
High schools continue working hard to provide opportunities for students to excel. In some schools, the traditional 50-minute, nine-period day is undergoing change. Block scheduling, quarter and trimesters, night classes, and off-campus education and work experiences are just a few of the innovations high schools are making to meet the demands of a diverse student population. Coupled with an increase in vocational technical education, more advanced placement courses, new technology, and expanded International Baccalaureate programs, high school students have more options now than ever to achieve their academic goals.

These opportunities are beginning to have an impact, as high school students achieved their highest attendance rate in four years, reaching 76.4% in 1997-98. At the same time, the dropout rate has decreased from 17.4% in 1992-93 to 12.5% in 1997-98. Results from the tenth grade Wisconsin Student Assessment System (WSAS) tests were virtually unchanged from the previous year, and remain below the Board's goals. On the mathematics and writing proficiency exams that seniors must pass to graduate, more than 90% of all seniors continue to pass the difficult exams.

The majority of high school students are continuing their education. In verified post-graduation plans for the Class of 1997, 54% had enrolled in two- or four-year colleges, and 20% had entered the workforce.

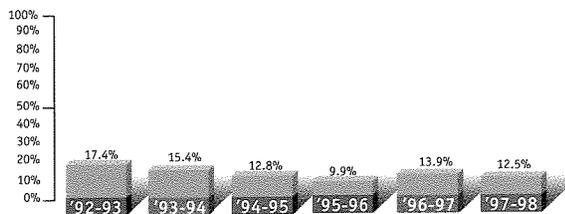
**ATTENDANCE**

Average high school attendance rate



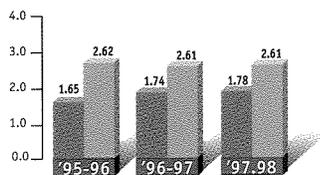
**DROPOUT RATE**

percent of all high school students dropping out



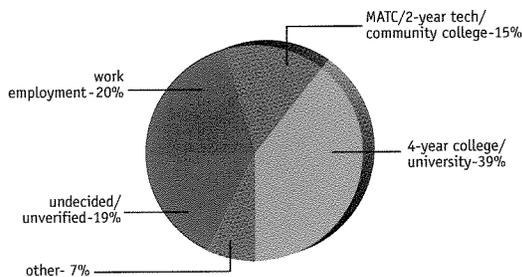
**GRADE POINT AVERAGE**

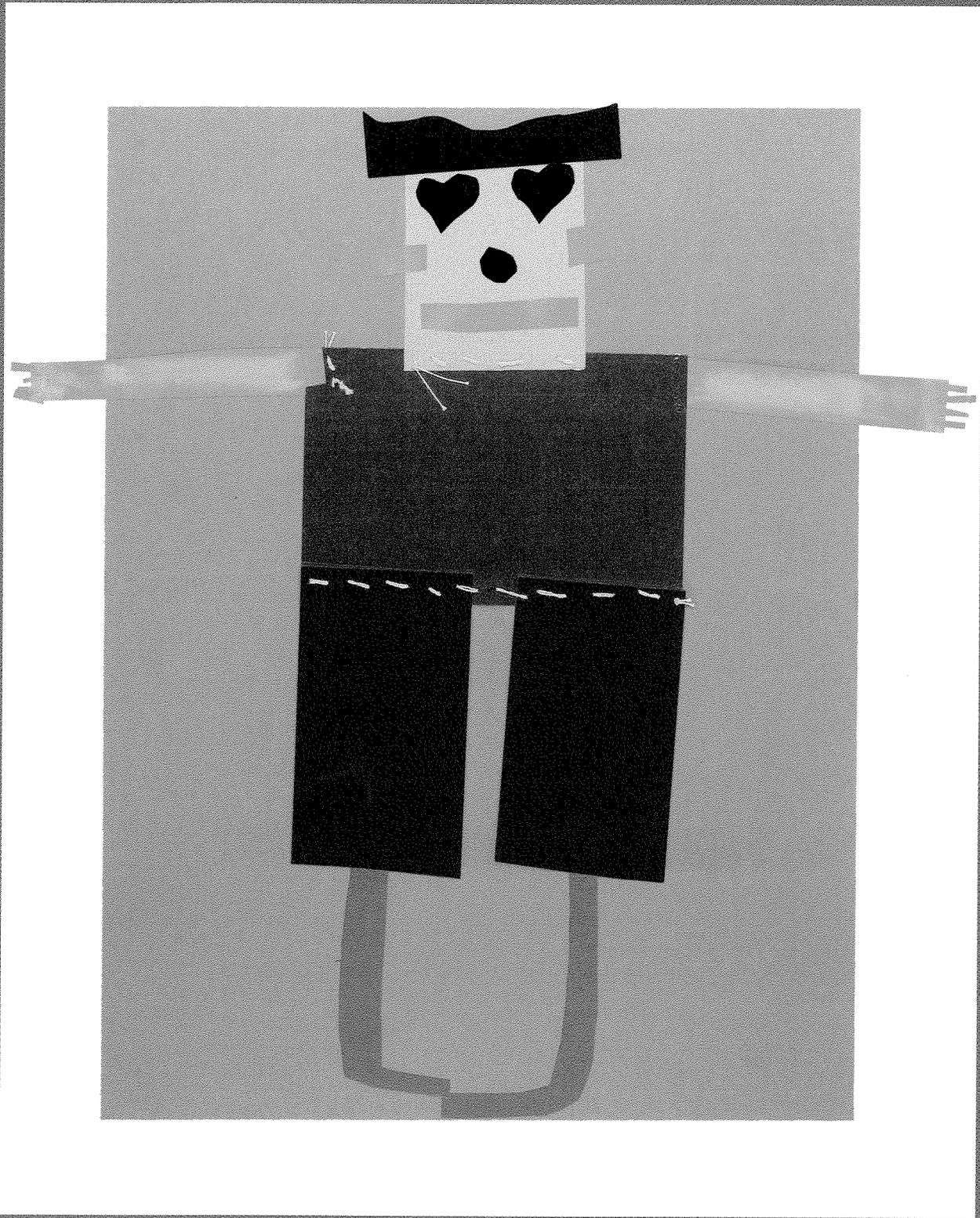
■ GPA of all high school students  
■ GPA of high school students with at least 90% attendance



**VERIFIED POST-GRADUATION PLANS**

high school class of 1997





CANDICE MILLER  
2ND GRADE, BRYANT ELEMENTARY SCHOOL

# outstanding schools

## **SAMUEL MORSE**

### **MIDDLE SCHOOL**

received the prestigious 1998 Blue Ribbon School of Excellence Award by the U.S. Department of Education. This is the highest honor the federal government bestows on schools for excellence in meeting and exceeding national education goals. In 1997-98, average student attendance was 93.6%, and students who attended school at least 90% of the time achieved a 2.90 grade point average, highest in the district.



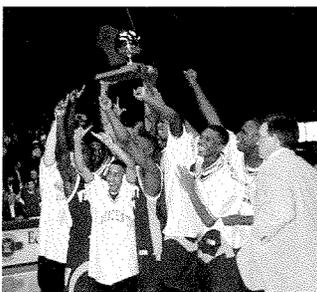
**MARSHALL HIGH SCHOOL** was one of two schools in the nation to take part in the start up of a new Student News Bureau for Cable News Network CNN. Marshall senior, **Jonathan Tillman**, joined U.S. Secretary of Education Richard Riley in speaking at a news conference unveiling the new program in New York City. Students will prepare stories that could end up on the cable channel's "CNN Newsroom."

**RUFUS KING HIGH SCHOOL** won third place in the nation in the 1997 Panasonic Academic Challenge held in Orlando, Florida.

**THE MILWAUKEE HIGH SCHOOL OF THE ARTS** Wind Ensemble captured first place for Concert Band Class AA and was named the festival grand champion at the Walt Disney Magic Music Days Festival in Orlando, Florida.

Three students from **MILWAUKEE SCHOOL OF LANGUAGES** placed in the top 10 in the country in a National French Contest.

The U.S. Department of Education's National Title I Office recognized **FRANKLIN PIERCE ELEMENTARY SCHOOL** in 1998 and **BYRON KILBOURN ELEMENTARY SCHOOL** in 1997 for excellence in education.



**VINCENT HIGH SCHOOL'S** boys' basketball team won the WIAA Division 1 championship for three consecutive years – 1998, 1997, and 1996. Team members had an average GPA of 3.0.

**WASHINGTON HIGH SCHOOL'S** girls' basketball team won second place in the 1998 WIAA Division 1 state basketball tournament.

Washington has played in the state championship game for the past five years, winning three consecutive titles and placing second twice.



**BROWNING ELEMENTARY SCHOOL** won first place statewide and third place nationwide in the National Children's Film Festival for a movie students created, "The Buffalo Hunt."

**ELM CREATIVE ARTS ELEMENTARY** was awarded the 1997 Eighth Annual Business Week Award for Instructional Innovation at the National Conference of State Legislatures.

**SILVER SPRING ELEMENTARY** was one of four schools in the nation awarded the Exemplary School To Work Model/Practice/Strategy Award in 1997 by the National Advisory Panel of the School To Work Outreach Project.

**ROOSEVELT MIDDLE SCHOOL OF THE ARTS** captured first place in the large school division at the State Championship Forensic Tournament. This is the school's tenth win in the state tournament since 1987, the best winning record in the state.

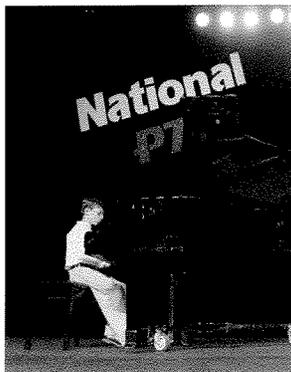
**WALKER MIDDLE SCHOOL** took first place in the sixth annual Word Series competition at Marquette University.



# outstanding students



**ADELLA DEACON**, a senior at North Division High School, received a college scholarship through the Oprah Winfrey Angels Network. Adella is an honor student enrolled in the medical specialty program with a 3.696 cumulative grade point average. She was also named a 1998 Youth of the Year for Wisconsin by the Boys and Girls Clubs of America for her leadership and community service. She is active in a number of team sports, including baseball, softball, basketball, and track.



**CHARLES ASCH**, a fifth grader at Milwaukee German Immersion School, won the top award for musical composition in the 1997-98 National PTA Reflections arts education program.

**MICHAEL HATTEN**, a junior at Riverside University High School, was one of 350 high school students in the nation to participate in the 1998 National Youth Leadership Forum on Medicine in Chicago. He was selected based on outstanding academic achievement and interest in medicine.

**VANESSA VIRUET**, a fifth grader at Kagel Elementary School, won the Best Friends Essay Contest for Fifth Graders. She read her winning essay at the National Best Friends Recognition Ceremony in Washington, D.C. Best Friends is an educational program for adolescent girls that fosters self-respect and promotes responsible behavior.

**LARA STRNAD**, a junior at Riverside University High School, and Jose Gabriel Rodriguez, a senior at South Division High School, were honored by the United Community Center as young people who are scholastic and personal achievers, volunteers, and role models for others.

**LEAH CLAIRE COCOS**, a junior at Grand Avenue School, was one of 30 students nationwide selected for recognition in the Nestle Very Best in Youth program. She was selected from a pool of 400 finalists for her outstanding academic achievement, citizenship, and community service.

**JAMES GUTIERREZ**, Bell Middle School, was named a National Award Winner in Science by the United States Achievement Academy.



**MARCUS GREEN**, Ronald McNair Academy, won first place in the 1998 International Aviation Art Contest for an original drawing of a fighter jet.

**TWENTY-TWO MPS STUDENTS** were finalists or commended students in the 1997 National Merit Scholarship and National Achievement Scholarship competitions.

**STEPHEN R. MEER** and **LAURA J. NIESEN**, Rufus King High School, were named 1997 Presidential Scholars.



**TORRIE WILLIAMS**, Milwaukee Spanish Immersion School, won first prize in the Wisconsin Supreme Court essay contest involving more than 43 public and private schools.

**TAMMY NEEB**, a senior at Hamilton High School, was elected National Vice President for the Central Region at the 52nd Annual DECA National Career Development Conference held in Colorado in April 1998.

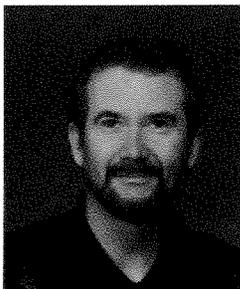


# outstanding staff

**ANITA K. SPARKS**, principal at Hopkins Street Elementary School, received the UWM Alumni Association's GOLD Award (Graduate of the Last Decade). The award recognizes recent UWM graduates who have achieved success in their fields.

**SUSAN AYVAZZADEH**, first grade teacher at Honey Creek Elementary School, is the recipient of the 1998 Alice Kadish Teacher of the Year Award sponsored by Betty Brinn Children's Museum for her outstanding achievements and exemplary work in education.

**KAREN SCHARRER-ERICKSON**, a teacher at Robinson Middle School, was awarded the 1997 Carl E. Guell Award, sponsored by the Bureau of Aeronautics, a department of the State Department of Transportation. This award is presented to the educator who has made the most significant contributions to aviation progress in Wisconsin.



**CLIFF GRIBBLE**, director of jazz studies at Milwaukee High School of the Arts, was awarded an International Achievement Award in the seventh Annual Down Beat Achievement Awards for Jazz Education program.

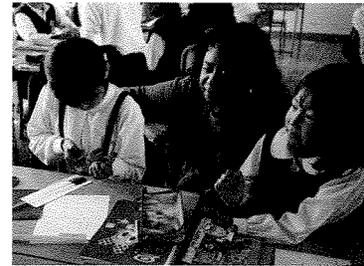
**MARGIE DOUGLAS**, secretary in the Division of Curriculum and Instruction, was selected a winner of the J.C. Penney 1998 Golden Rule Award for her outstanding volunteer efforts in the community.



**JANIS K. DOLESCHAL**, MPS commissioner of sports and athletics, was named winner of three prestigious awards: 1997 Wisconsin Athletic Director of the Year by the Wisconsin Athletic Directors Association; 1998 Lifetime Achievement Award by the Women's Sports Advocates of Wisconsin; and 1997 Wisconsin Pathfinder Award by the American Alliance of Health, Physical Education, Recreation and Dance.

**GAIL MILBRATH**, a physical education teacher at Lincoln Avenue Elementary School, was named the 1997 Wisconsin Jump Rope for Heart Educator of the Year by the Wisconsin Association of Health, Physical Education, Recreation and Dance.

**M. LOURDES TOVAR**, principal at Vieau Elementary School, was named 1997 Hispanic Woman of the Year by United Migrant Opportunity Services, Inc.



**SALLIE BROWN**, principal, and **NORMA CLEARY**, teacher, at the Wisconsin Conservatory of Lifelong Learning, were selected from a national pool of more than 2,000 applicants to receive scholarships to participate in the Fulbright Memorial Fund Teacher Program in Japan.

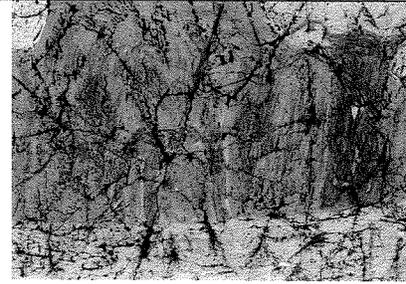


**ROSANN HOLLINGER**, mathematics teacher at Fritsche Middle School, won the Presidential Award for Excellence in Science and Mathematics Teaching, the nation's highest honor for elementary and secondary teachers of math and science.

**DIANE SPENCE**, a mathematics teacher at Milwaukee Education Center Middle School, was named the 1997 Outstanding Teacher of the Year by the Wisconsin Society of Professional Engineers for her extraordinary efforts in promoting math and science among her students.







KASSIE PRICE  
1ST GRADE, DOVER ELEMENTARY SCHOOL

**C**ommunity partnerships are integral to the success of students in Milwaukee Public Schools. Large companies such as **W.H. Brady, Firststar, Ameritech, Wisconsin Gas, and S.C. Johnson Wax**; smaller firms including **Tricom, Inc., General Graphics, and Sax Art Supply**; and youth-serving agencies such as **United Community Center, Next Door Foundation, and Boys & Girls Clubs**, are just a few of the thousands of organizations supporting MPS.

Some businesses, like **Equitable Bank**, donate much-needed materials for students. Bank employees in August 1998 donated backpacks, filled with school supplies, that were given to elementary schools for children in need of supplies to begin the school year.

For the past few years hundreds of employees of **GE Medical Systems** have spent an entire day each summer helping schools get ready for another school year. From landscaping, painting, and cleaning to helping teachers prepare bulletin boards, GE gave a big dose of community service this past year to Clarke, Siefert, Lee, and LaFollette elementary schools.

**Silver Spring Masonic Lodge #337** donated 62,000 KID ID identification kits to Milwaukee Public Schools. The kits are offered to parents of elementary school students.

**Bay View Community Dental Center** dental hygienists visit second grade classrooms at south side elementary schools to talk about the importance of brushing teeth, flossing, and overall oral hygiene.

**WDJT-TV (Channel 58)** partners with MPS on an education campaign "HomeWorks!" which features news stories celebrating achievements of students, teachers, parents, and staff. In 1997-98, the station aired two stories each week featuring about 80 MPS schools. The partnership earned the School Bell Award from the Wisconsin Education Association Council, and an Award of Excellence from the Wisconsin School Public Relations Association.

**FOX-SIX** features MPS students announcing the school lunch menu each weekday on the morning Wake Up News.

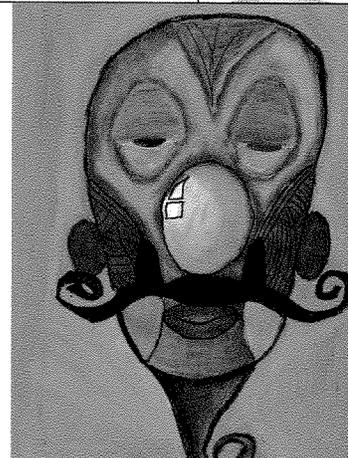
The **Milwaukee Brewers Baseball Club** sponsors many activities each year to encourage good attendance and achievement, and to motivate students to excel.

The **Marcus Corporation** annually donates more than 100,000 incentives for use in rewarding students for improved achievement, attendance, attitude, or making outstanding progress in school.

Hundreds of Milwaukee-area companies, large and small, take an active role in partnering with the district's schools to enhance the educational efforts of teachers in the classroom. While it is impossible to mention all the partnerships, MPS is deeply grateful for the community's involvement in our schools.







APRIL NORWOOD  
8TH GRADE, MORSE MIDDLE SCHOOL

Parents are the first teachers of children and are recognized as important partners with Milwaukee Public Schools. The value of parent involvement is demonstrated by the district's creation of school councils in each of our schools. The councils are comprised of at least 51% parents, who are elected by their school communities to serve in leadership roles at schools. Principals, teachers, staff, students, and community members join parents on each school council. The council members work together to shape educational plans for improving student achievement at each school. Council members also work together to design school budgets which will fund the educational plans at schools. MPS believes that the councils, which were formed in 1998, will play a critical role in improving educational achievement as the new century approaches. The role that parents assume on the councils is very important; however, parents do not have to be a member of a school council to be an active and involved parent.

**MPS encourages parent involvement in a number of ways, including:**

- Attending parent/teacher conferences, open houses, and other school activities.
- Participating in parent/teacher associations and organizations.
- Serving on district advisory committees and attending school board meetings to give input into shaping district policies.
- Volunteering as chaperones on field trips or assisting with classroom activities.
- Tutoring children through Let's Read! Milwaukee, 475-READ.

Some of the most important ways parents can support their children and schools is to make sure their children attend school regularly and do their homework, as well as encouraging them to work hard to achieve their goals.





Milwaukee Public Schools reflects the diversity, opportunities, and complexities of any big city school district. MPS faces unique challenges as it works to improve the education of all students. To understand the challenges facing the district so change and improvements can be made, it is important to understand the characteristics of the school system.

**STUDENT DEMOGRAPHICS** - Over the last ten years, enrollment has increased 11.4%. MPS is becoming more minority, and is serving more special education students.

**MPS STUDENT ENROLLMENT**

| (does not include Chapter 220 students enrolled in suburban schools) | 1987-88 | 1991-92 | 1997-98 |
|--|---------|---------|---------|
| Enrollment Total   | 91,648  | 93,519  | 101,963 |
| Elementary   | 52,913  | 55,262  | 58,548  |
| Middle   | 13,420  | 16,009  | 17,550  |
| High   | 23,785  | 20,436  | 22,201  |
| Alternative  | 1,530   | 1,812   | 3,664   |

**ENROLLMENT BY ETHNIC GROUP**

| (does not include Chapter 220 students enrolled in suburban schools) | 1987-88 | 1991-92 | 1997-98 |
|--|---------|---------|---------|
| % Native American  | 1.1     | 1.1     | 1.0     |
| African American   | 53.4    | 56.2    | 61.1    |
| Asian  | 2.3     | 2.7     | 3.8     |
| Hispanic   | 7.9     | 9.8     | 13.0    |
| White  | 34.2    | 29.1    | 19.6    |
| Other  | 1.1     | 1.1     | 1.5     |

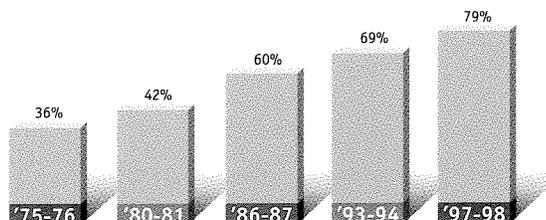
**ENROLLMENT OF SPECIAL EDUCATION STUDENTS**

| (percent of total enrollment comprised of special education students) | 1987-88 | 1991-92 | 1997-98 |
|---|---------|---------|---------|
|   | 9.7%    | 12.1%   | 15%     |

**PERCENT OF ELEMENTARY STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH**

**INDICATORS OF POVERTY**

The percentage of elementary students eligible for free or reduced price lunch has more than doubled in 20 years. Districtwide, 74% of students are eligible for free or reduced price lunch.



**FACILITIES -**

**NUMBER OF SCHOOLS**

|                          | 1987-88    | 1995-96    | 1997-98    |
|--------------------------|------------|------------|------------|
| Elementary               | 101        | 113        | 114        |
| Middle                   | 18         | 22         | 22         |
| High                     | 15         | 17         | 18         |
| Sub Total                | <u>134</u> | <u>152</u> | <u>154</u> |
| Alternative/Partnerships | <u>10</u>  | <u>42</u>  | <u>55</u>  |
| <b>Total</b>             | <b>144</b> | <b>194</b> | <b>209</b> |

**STAFFING** - While enrollment has increased over the last 10 years, staffing has increased as well. The number of employees has risen from 9,970 in 1987-88 to 12,447 in 1997-98. During this span, the number of teachers has risen 17%, and central service staff has decreased 11%. MPS continually focuses all its efforts on placing the most resources where needed - at the school and in the classroom.

**FINANCES** - MPS is relying less and less on property taxes. In the 1997-98 school year, property taxes support less than one-fifth of total spending. Property tax support of MPS spending has declined from 34% in 1993-94 to 19% in 1997-98.

**PROPERTY TAX RATE SUPPORTING MPS**  
(per \$1,000 of assessed property value)

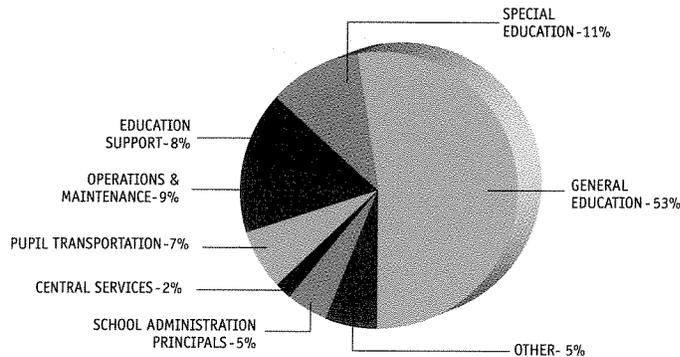
|         |         |
|---------|---------|
| 1993-94 | \$18.13 |
| 1994-95 | \$16.99 |
| 1995-96 | \$15.70 |
| 1996-97 | \$12.00 |
| 1997-98 | \$10.86 |

**OPERATIONS SPENDING & FINANCES**  
(in millions of dollars)

MPS dedicates more than two of every three dollars of its annual operating budget directly to the classroom. Central service spending accounts for 2% of the budget.

| Budget       | 1995-96        | 1996-97        | 1997-98        |
|--------------|----------------|----------------|----------------|
| Operations   | \$674.0        | \$704.1        | \$735.1        |
| Extension    | 6.3            | 6.8            | 6.9            |
| Construction | 21.7           | 21.5           | 14.2           |
| Categorical  | <u>82.8</u>    | <u>90.9</u>    | <u>104.6</u>   |
| <b>Total</b> | <b>\$784.8</b> | <b>\$823.3</b> | <b>\$860.8</b> |

**MAJOR MPS SPENDING FUNCTIONS 1997-98**





Accountability results reflect the scores of all students tested. The state reports scores based on total school enrollment, not on students tested.

| ACCOUNTABILITY MEASURES AND GOALS   |   | 1995-96          | 1996-97        | 1997-98 |
|---|---|------------------|----------------|---------|
| <b>1</b> Wisconsin Reading Comprehension Test<br>(3rd grade reading test)<br><b>GOAL:</b> At least 85% or more of students tested score at/above the state basic/proficient level | <b>TOTAL</b>                              | not comparable   | not comparable | 85%     |
|   | African American                          | -                | -              | 83%     |
|   | Asian                                     | -                | -              | 93%     |
|   | Hispanic                                  | -                | -              | 83%     |
|   | White                                     | -                | -              | 93%     |
|   | (percent of questions answered correctly) | 76.5%            | 72.4%          | 75.6%   |
| <b>2</b> WSAS Reading Grade 4<br><b>GOAL:</b> At least 62% or more of students score at/above the state proficient level  | <b>TOTAL</b>                              | new test         | not comparable | 45%     |
|   | African American                          | -                | -              | 37%     |
|   | Asian                                     | -                | -              | 48%     |
|   | Hispanic                                  | -                | -              | 43%     |
|   | White                                     | -                | -              | 68%     |
|   | (national percentile rank)                | new test         | 45             | 43      |
| <b>3</b> ITBS Math Test Grade 5<br><b>GOAL:</b> At least 50% or more of students tested score at/above the 50th national percentile   | <b>TOTAL</b>                              | 43%              | 42%            | 40%     |
|   | African American                          | 31%              | 30%            | 31%     |
|   | Asian                                     | 61%              | 51%            | 52%     |
|   | Hispanic                                  | 49%              | 52%            | 43%     |
|   | White                                     | 70%              | 69%            | 68%     |
| <b>4</b> MPS Science Performance Assessment<br>Grade 5<br><b>GOAL:</b> At least 65% of students tested attain proficiency   | <b>TOTAL</b>                              | not administered | 11%            | 19%     |
|   | African American                          | -                | 8%             | 14%     |
|   | Asian                                     | -                | 14%            | 18%     |
|   | Hispanic                                  | -                | 14%            | 21%     |
|   | White                                     | -                | 20%            | 36%     |
| <b>5</b> MPS Writing Assessment Grade 5<br><b>GOAL:</b> At least 65% of students tested score 6 or more (proficient status)   | <b>TOTAL</b>                              | not comparable   | 41%            | 34%     |
|   | African American                          | -                | 33%            | 29%     |
|   | Asian                                     | -                | 53%            | 37%     |
|   | Hispanic                                  | -                | 47%            | 34%     |
|   | White                                     | -                | 59%            | 50%     |
| <b>6</b> Student Attendance<br><b>GOAL:</b> Year end student attendance rate of at least 95%  |   | 92.1%            | 92.4%          | 92.6%   |



Accountability results reflect the scores of all students tested. The state reports scores based on total school enrollment, not on students tested.

| ACCOUNTABILITY MEASURES AND GOALS |   | 1995-96                    | 1996-97          | 1997-98        |       |
|-----------------------------------|---|----------------------------|------------------|----------------|-------|
| 1                                 | WSAS Reading Grade 8  | <b>TOTAL</b>               | new test         | not comparable | 31%   |
|                                   | <b>GOAL:</b> At least 58% or more of students score at/above the state proficient level | African American           | -                | -              | 22%   |
|                                   |   | Asian                      | -                | -              | 25%   |
|                                   |   | Hispanic                   | -                | -              | 32%   |
|                                   |   | White                      | -                | -              | 57%   |
|                                   |   | (national percentile rank) | new test         | 43             | 35    |
| 2                                 | WSAS Math Grade 8   | <b>TOTAL</b>               | new test         | not comparable | 10%   |
|                                   | <b>GOAL:</b> At least 27% or more of students score at/above the state proficient level | African American           | -                | -              | 4%    |
|                                   |   | Asian                      | -                | -              | 9%    |
|                                   |   | Hispanic                   | -                | -              | 11%   |
|                                   |   | White                      | -                | -              | 27%   |
|                                   |   | (national percentile rank) | new test         | 31             | 33    |
| 3                                 | MPS Science Performance Assessment Grade 7  | <b>TOTAL</b>               | not administered | 12%            | 12%   |
|                                   | <b>GOAL:</b> At least 65% of students tested attain proficiency                         | African American           | -                | 9%             | 6%    |
|                                   |   | Asian                      | -                | 20%            | 15%   |
|                                   |   | Hispanic                   | -                | 10%            | 14%   |
|                                   |   | White                      | -                | 23%            | 26%   |
| 4                                 | MPS Writing Assessment Grade 7  | <b>TOTAL</b>               | not administered | 24%            | 34%   |
|                                   | <b>GOAL:</b> At least 65% of students tested score 6 or more (proficient status)        | African American           | -                | 18%            | 28%   |
|                                   |   | Asian                      | -                | 27%            | 41%   |
|                                   |   | Hispanic                   | -                | 22%            | 34%   |
|                                   |   | White                      | -                | 42%            | 51%   |
| 5                                 | 90% Attendance GPA  | <b>TOTAL</b>               | 2.70             | 2.74           | 2.62  |
|                                   | <b>GOAL:</b> At least 2.75 for students with year-end attendance rates of 90% or more   | African American           | NA               | 2.51           | 2.38  |
|                                   |   | Asian                      | NA               | 2.83           | 3.20  |
|                                   |   | Hispanic                   | NA               | 2.80           | 2.69  |
|                                   |   | White                      | NA               | 2.78           | 2.92  |
| 6                                 | Student Attendance  |                            | 86.0%            | 85.8%          | 85.2% |
|                                   | <b>GOAL:</b> Year end student attendance rate of at least 92%                           |                            |                  |                |       |



Accountability results reflect the scores of all students tested. The state reports scores based on total school enrollment, not on students tested.

| ACCOUNTABILITY MEASURES AND GOALS  |                            | 1995-96  | 1996-97        | 1997-98 |
|--|----------------------------|----------|----------------|---------|
| <b>1</b> WSAS Reading Grade 10<br><b>GOAL:</b> At least 57% or more of students score at/above the state proficient level  | <b>TOTAL</b>               | new test | not comparable | 34%     |
|  | African American           | -        | -              | 21%     |
|  | Asian                      | -        | -              | 45%     |
|  | Hispanic                   | -        | -              | 33%     |
|  | White                      | -        | -              | 57%     |
|  | (national percentile rank) | new test | 42             | 42      |
| <b>2</b> WSAS Math Grade 10<br><b>GOAL:</b> At least 32% or more of students score at/above the state proficient level     | <b>TOTAL</b>               | new test | not comparable | 9%      |
|  | African American           | -        | -              | 3%      |
|  | Asian                      | -        | -              | 17%     |
|  | Hispanic                   | -        | -              | 4%      |
|  | White                      | -        | -              | 24%     |
|  | (national percentile rank) | new test | 39             | 36      |
| <b>3</b> MPS Science Performance Assessment Grade 10-12<br><b>GOAL:</b> At least 65% of students tested attain proficiency | <b>TOTAL</b>               | new test | 22%            | 11%     |
|  | African American           | -        | 13%            | 5%      |
|  | Asian                      | -        | 47%            | 13%     |
|  | Hispanic                   | -        | 21%            | 5%      |
|  | White                      | -        | 43%            | 22%     |
| <b>4</b> MPS Writing Proficiency Exam Grade 12<br><b>GOAL:</b> At least 95% of seniors demonstrate proficiency             | <b>TOTAL</b>               | 96%      | 94%            | 96%     |
|  | African American           | NA       | 94%            | 95%     |
|  | Asian                      | NA       | 95%            | 95%     |
|  | Hispanic                   | NA       | 92%            | 96%     |
|  | White                      | NA       | 96%            | 98%     |
| <b>5</b> Math Proficiency Exam Grade 12<br><b>GOAL:</b> At least 95% of seniors demonstrate proficiency                    | <b>TOTAL</b>               | 91%      | 91%            | 92%     |
|  | African American           | NA       | 89%            | 90%     |
|  | Asian                      | NA       | 91%            | 96%     |
|  | Hispanic                   | NA       | 89%            | 93%     |
|  | White                      | NA       | 94%            | 95%     |
| <b>6</b> 90% Attendance GPA<br><b>GOAL:</b> At least 2.75 for students with year-end attendance rates of 90% or more       | <b>TOTAL</b>               | 2.62     | 2.61           | 2.61    |
|  |                            |          |                |         |
| <b>7</b> High School Attendance Rate   |                            | 74.8%    | 74.9%          | 76.4%   |

THE FRONT COVER ARTWORK WAS CREATED BY STUDENTS FROM THE 5TH GRADE AT  
AUER AVENUE ELEMENTARY SCHOOL, WHERE MR. GEORGE KAZEL IS THE PRINCIPAL.

STUDENTS WORKED UNDER THE DIRECTION OF ART SPECIALIST, KRISTIN

**O N T H E C O V E R :**

GRANSOW. FOR THIS ASSIGNMENT THE STUDENTS AT AUER EXPLORED

IDEAS RELATED TO HANDS. HANDS ARE A UNIVERSAL SYMBOL OF STRENGTH AND POWER  
ACROSS MANY CULTURES. IN MOROCCO AND MANY MEDITERRANEAN CULTURES THE HAND  
SYMBOL IS CALLED A "KHAMSA." THE WORD KHAMSA MEANS "FIVE" AND REFERS TO  
THE FIVE FINGERS. HANDS AND HAND PRINTS ARE ALSO USED AS A SYMBOL FOR  
CHILDREN OR CHILDHOOD. THE STUDENTS DECORATED THEIR HANDS WITH COLORS AND  
SHAPES TO REPRESENT THEMSELVES.





report to the community

DECEMBER 1998

MILWAUKEE PUBLIC SCHOOLS