



P-5 EVALUATION DATA

1999-2000 School Year

January 2001

Office of Research and Assessment

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Section I.

**Statistical Evaluation of
P-5 Schools**

P-5 Program Celebrates Its Fourteenth Year

Targeting State Resources to Students Most in Need

In 1986-87, the State of Wisconsin awarded 14 Milwaukee public elementary schools a total of \$2.83 million to supplement existing programs to help meet the needs of low achieving students. In 1989-90 the appropriation to the Milwaukee Public Schools was increased to \$3.4 million, which allowed funding of P-5 services to three more elementary schools. In 1990-91 the P-5 appropriation rose to \$3.8 million, permitting the addition of two more MPS schools. Then, in 1991-92 the P-5 allocation increased once again to \$4.2 million, allowing funding to yet two more MPS schools. A total of 21 MPS schools are now served by the P-5 program, representing nearly 20% of all elementary schools in the Milwaukee school district.

For years 1992-93, 1993-94 and 1994-95, the annual P-5 appropriation to MPS for the 21 schools enrolled in the program remained at \$4.2 million. The P-5 allocation to MPS rose slightly to \$4.3 million in 1995-96 and 1996-97. In 1997-98, the amount rose to \$4.5 million, a funding level which remained in effect for 1998-99. In 1999-00 a total of \$4,695,000 was appropriated to the district.

Statewide there are now 39 elementary schools in four urban school districts involved in the program. The three other urban districts in the P-5 program are Beloit, Kenosha and Racine.

P-5 Program Components and Evaluation

Elementary schools interested in enrolling in the program have developed proposals to serve pupils aged four through grade five. State criteria used to determine school eligibility for P-5 funding are based primarily upon the numbers of economically disadvantaged students enrolled and the potential to serve student academic needs.

P-5 schools employ a wide range of teaching approaches and special programs and activities to meet the educational and social needs of disadvantaged students. There is a set of standard program features, which are employed by all schools involved in the P-5 program, as well as a group of special features unique to each school's focus.

1999-00 P-5 Evaluation Report

This Evaluation of the P-5 Program is in three sections:

- Section I:** A statistical evaluation of P-5 school performance in 1999-00, with comparable data and trendline analysis for the last three years.
- Section II:** A three-year evaluation for two MPS P-5 schools (Green Bay Avenue and Thirty-Seventh Street) completing their three-year cycle in 1999-00.
- Section III:** A school-by-school description of student achievement data.

P-5 Student and School Demographics

Collectively, the 21 P-5 schools differ from other elementary schools in the district in terms of certain student enrollment and demographic characteristics. As a group, P-5 schools have proportionately more minority and poor students, compared to the district as a whole, and also have higher levels of student turnover, from year to year and during the school year. Charts 1, 2 and 3 detail certain student enrollment, demographic and outcome characteristics of P-5 schools over the last three years, compared to the district as a whole.

Enrollment:

As a group, the 21 P-5 schools had a enrollment of 11,891, in 1999-00, accounting for about 22% of all MPS elementary school enrollment. Like the school district as a whole, 1999-00 student enrollment in P-5 schools declined somewhat from the previous year. **Chart 1** shows that school enrollment varied considerably in P-5 schools in 1999-00, from 355 students in Kagel to 903 in Westside Academy. Sixteen of the 21 P-5 schools experienced a decline in student enrollment in 1999-00, with five schools declining more than 8%.

Chart 1
P-5 Enrollment, Gender and Ethnicity

Schools	Student Enrollment		Enrollment Gender		Percent Student Enrollment By Ethnic Group						
	1999-00	% Change from 98-99	Percent Female	Percent Male	Native Amer.	African Amer.	Asian	Hispanic	White	Other	Percent Minority
Auer	547	-8.5%	47.0%	53.0%	0.4%	98.5%	0.0%	0.0%	0.2%	0.9%	99.8%
Clarke Street	522	-2.8%	73.7%	26.3%	0.4%	97.9%	0.2%	0.2%	0.6%	0.8%	99.4%
Franklin	582	-7.2%	54.8%	45.2%	0.0%	98.6%	0.2%	0.2%	0.2%	0.9%	99.8%
Green Bay Ave.	536	-2.9%	45.1%	54.9%	0.0%	96.5%	1.9%	0.2%	0.6%	0.9%	99.4%
Holmes	653	-4.7%	46.9%	53.1%	0.5%	72.3%	0.0%	25.3%	1.2%	0.8%	98.8%
Hopkins	704	-0.6%	49.0%	51.0%	0.4%	98.7%	0.0%	0.3%	0.3%	0.3%	99.7%
Kagel	355	5.3%	43.7%	56.3%	1.1%	14.1%	3.9%	76.3%	3.1%	1.4%	96.9%
Keefe	537	-8.4%	54.1%	45.9%	0.2%	98.3%	0.0%	0.6%	0.6%	0.4%	99.4%
Kilbourn	382	-5.7%	46.9%	53.1%	0.3%	83.5%	4.5%	1.0%	8.9%	1.8%	91.1%
King	494	-2.6%	28.3%	71.7%	0.4%	97.8%	0.0%	0.2%	0.4%	1.2%	99.6%
LaFollette	509	-4.0%	49.6%	50.4%	0.2%	98.4%	0.0%	0.8%	0.2%	0.4%	99.8%
Lee	568	-11.8%	44.9%	55.1%	0.0%	98.4%	0.7%	0.4%	0.0%	0.5%	100.0%
Palmer	512	-6.9%	55.3%	44.7%	0.2%	96.1%	0.0%	1.2%	0.6%	2.0%	99.4%
Pierce	574	0.2%	43.7%	56.3%	0.3%	49.8%	0.0%	43.2%	3.5%	3.1%	96.5%
Riley	741	0.4%	47.2%	52.8%	1.9%	17.1%	2.4%	56.1%	20.4%	2.0%	79.6%
Siefert	589	-2.6%	44.6%	55.4%	0.5%	92.7%	3.6%	1.2%	0.7%	1.4%	99.3%
Thirty-Seventh St.	436	-13.1%	51.0%	49.0%	0.0%	94.3%	3.7%	0.7%	0.2%	1.1%	99.8%
Twenty-Seventh St.	471	-22.0%	51.2%	48.8%	0.2%	60.9%	3.6%	32.7%	0.6%	1.9%	99.4%
Vieau	633	2.8%	48.4%	51.6%	0.3%	5.1%	0.9%	90.8%	2.5%	0.3%	97.5%
Westside Academy	903	2.3%	51.3%	48.7%	0.3%	92.0%	5.4%	1.0%	0.6%	0.7%	0.9%
Wheatley	643	-6.9%	48.4%	51.6%	0.5%	97.4%	0.0%	0.5%	0.3%	1.4%	99.7%
P-5 Total	11,891	-4.7%	48.8%	51.2%	1.0%	61.8%	4.5%	14.2%	16.2%	2.4%	83.8%
District Total	55,095	-4.1%	50.5%	49.5%	0.4%	78.9%	1.5%	15.8%	2.3%	1.1%	97.7%

Ethnic Mix:

As a group, almost 98% of all students in P-5 schools were minority in 1999-00 was minority. African Americans are the largest share of total P-5 enrollment at about 79%, and individually, account for over 95% of all students in 1 schools. Hispanic students account for nearly 16% of total P-5 enrollment, and are the dominant enrollment in three of the P-5 schools. Asian and White students account for a total of 2.6% of the collective P-5 student enrollment. Over the last few years, Asian and Hispanic enrollment has increased most in many P-5 schools, while White enrollment has declined.

Gender:

Collectively, there are proportionately more males in P-5 schools than for the district as a whole (51.2% vs. 49.5%), **Chart 1**. Individually, schools do vary from overall trends though, with six schools having more than 55% of their total enrollment comprised of male students, with King the most at almost 72%.

Free and Reduced Lunch:

Proportionately more P-5 students are eligible for free and reduced lunch than for the district as a whole. **Chart 2** shows that over 94% of students enrolled in P-5 schools were eligible for free and reduced lunch in 1999-00, compared to 80% for all MPS elementary schools. All but two P-5 schools had more than 90% of students eligible for free and reduced lunch in 1999-00, and 10 of the 21 P-5 schools had more than 95% eligible. Eighteen of the 25 MPS elementary schools with the highest proportion of students eligible for free and reduced lunch are P-5 schools.

Chart 2
Student Demographics of P-5 Schools

Schools	Percent Free/Reduced Lunch			Percent Student Mobility			Percent Student Stability		
	Lunch 1997-98	Lunch 1998-99	Lunch 1999-00	1997-98	1998-99	1999-00	96-97 to 97-98	97-98 to 98-99	98-99 to 99-00
Auer	88.1%	94.2%	93.9%	29.3%	17.5%	23.7%	67.8%	58.8%	68.4%
Clarke Street	97.9%	97.7%	95.7%	28.1%	17.0%	22.3%	72.8%	68.9%	72.8%
Franklin	93.5%	93.8%	92.6%	20.2%	20.7%	24.3%	75.0%	69.2%	70.3%
Green Bay Ave.	93.3%	93.0%	95.0%	21.9%	25.5%	21.3%	76.7%	71.7%	71.0%
Holmes	94.1%	99.4%	97.0%	36.5%	26.3%	39.0%	72.3%	71.4%	67.1%
Hopkins	96.6%	96.8%	97.4%	30.0%	29.3%	32.8%	71.9%	68.9%	69.2%
Kagel	94.3%	92.7%	94.8%	20.6%	23.0%	17.1%	80.5%	75.1%	74.4%
Keefe	87.3%	92.8%	92.9%	47.4%	37.2%	32.4%	62.0%	61.9%	62.2%
Kilbourn	81.3%	92.4%	88.2%	33.7%	12.7%	11.5%	73.3%	72.0%	68.6%
King	95.5%	95.9%	93.1%	37.9%	25.0%	14.9%	73.7%	71.7%	69.6%
LaFollette	98.4%	97.1%	94.9%	42.9%	34.4%	40.7%	66.3%	67.0%	72.6%
Lee	95.6%	98.3%	99.2%	26.4%	16.9%	13.3%	73.4%	74.1%	63.7%
Palmer	90.9%	95.0%	95.9%	43.2%	27.9%	38.4%	66.7%	70.5%	62.2%
Pierce	97.9%	96.2%	95.1%	23.2%	25.3%	22.3%	66.7%	74.0%	74.1%
Riley	86.0%	88.3%	88.4%	31.6%	23.8%	18.8%	71.2%	64.5%	63.8%
Siefert	92.3%	97.3%	97.0%	47.9%	28.2%	37.0%	65.7%	71.1%	70.6%
Thirty-Seventh St.	96.5%	97.9%	96.5%	37.6%	41.5%	52.6%	61.5%	59.9%	50.0%
Twenty-Seventh St.	95.9%	95.7%	93.6%	32.9%	35.4%	33.8%	65.2%	64.0%	55.0%
Vieau	92.4%	90.7%	90.7%	14.9%	14.3%	10.2%	86.0%	84.6%	87.7%
Westside Academy	96.7%	95.0%	93.8%	46.7%	22.8%	22.4%	67.9%	65.9%	67.0%
Wheatley	92.0%	97.4%	94.0%	35.4%	42.1%	38.3%	72.6%	67.2%	64.1%
P-5 Average	93.2%	95.1%	94.3%	32.8%	26.0%	27.0%	70.9%	69.2%	67.8%
District Total	78.8%	81.2%	79.8%	27.5%	23.8%	23.8%	72.0%	70.2%	70.9%

Mobility:

Student mobility is higher for P-5 schools than for the district as a whole (27.0 vs. 23.8%), (**Chart 2**). However there is a wide difference among P-5 schools, from less than 20% in six P-5 schools to more than 35% in six others. Two schools (LaFollette and Thirty-Seventh Street) have mobility rates over 40% in 1999-00. Mobility rates rose in 9 schools from the previous year, but declined in twelve others.

Stability:

The stability rate (**Chart 2**) is the percentage of students who enroll in the school two consecutive years (excluding the top outgoing grade and lowest incoming grade). The collective student stability rate for P-5 schools in 1999-00 is somewhat lower than the overall district rate (67.8% vs. 70.9%).

The stability rate rose collectively for P-5 schools in 1999-00 for the third straight year, a positive trend in that schools are retaining more students from year to year. Stability rates rose in 9 of the 21 P-5 schools in 1999-00, but declined in the others. There was a wide difference among P-5 schools to stability rates of 55% or less in two schools to more than 70% in eight others.

Retentions:

The student retention rate is the percentage of students retained in the same grade from one year to the next, generally for academic reasons. **Chart 3** shows that the 1999-00 average P-5 school retention rate is higher than for the district as a whole (5.2% vs. 3.9%). The rate declined in 12 P-5 schools and rose in 9 others. There was a wide variance in rates from less than 2% in four P-5 schools to more than 7% in five other schools. Holmes and Palmer had the highest rates at more than 11%.

Truancies:

A truant is defined by the state as a student who is absent from school without an acceptable excuse for part or all of 10 or more days on which school is held during the school year. Overall, the average student truancy rate rose for P-5 schools in 1999-00 as it did for the district as a whole, **Chart 3**, and is higher than the district (35.7% vs. 26.1%). Twelve of the 21 P-5 schools experienced an increase in the truancy rate. The truancy rate varied from less than 20% in four P-5 schools to more than 50% in five other schools.

Suspensions:

Students are suspended (out of school) for a wide variety of reasons, most often for behavioral infractions. The district-wide 1999-00 elementary school suspension rate of 3.6% is higher than the average P-5 school rate of 2.6%. Suspension rates declined or remained the same for 16 P-5 schools in 1998-99, and rose for five other schools. As with several other measures, there was a wide difference in rates among P-5 schools in 1998-99, from 0.0% in 13 schools, to more than 10% in three others (Holmes, Kagel, Westside Academy).

**Chart 3
Selected Student Outcomes**

	Percent Students Truant			Percent Students Retained			Percent Students Suspended		
	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
Auer	8.5%	1.0%	22.3%	0.8%	0.4%	0.0%	2.9%	3.5%	0.4%
Clarke Street	3.9%	29.6%	48.4%	5.4%	6.2%	3.8%	2.9%	0.0%	0.0%
Franklin	8.2%	12.9%	13.4%	5.7%	7.2%	9.2%	1.3%	0.0%	0.0%
Green Bay Ave.	17.8%	36.4%	35.9%	8.6%	4.2%	2.4%	1.1%	0.5%	0.0%
Holmes	10.8%	2.9%	59.7%	10.6%	13.5%	11.1%	0.0%	0.1%	11.3%
Hopkins	31.0%	47.3%	39.8%	8.4%	3.3%	2.0%	0.6%	0.0%	0.0%
Kagel	14.7%	11.3%	23.4%	6.4%	4.5%	1.9%	7.5%	6.2%	16.9%
Keefe	27.8%	33.8%	26.4%	1.6%	1.8%	5.7%	0.3%	0.3%	0.0%
Kilbourn	7.9%	9.9%	0.7%	6.3%	7.0%	3.4%	0.2%	0.5%	0.0%
King	16.0%	28.8%	37.1%	5.7%	6.2%	7.4%	0.2%	0.0%	0.0%
LaFollette	37.1%	59.8%	50.6%	8.1%	6.8%	6.1%	1.0%	0.2%	0.0%
Lee	34.4%	51.6%	57.3%	9.4%	5.0%	5.3%	0.5%	0.8%	0.2%
Palmer	36.5%	58.0%	57.5%	6.0%	4.0%	11.5%	0.0%	0.9%	0.0%
Pierce	11.5%	27.1%	18.0%	6.8%	4.4%	5.7%	3.3%	2.8%	0.0%
Riley	9.4%	10.0%	36.1%	4.5%	6.5%	5.8%	0.3%	0.3%	0.0%
Siefert	10.0%	39.7%	28.9%	11.9%	4.2%	3.6%	0.5%	0.2%	0.0%
Thirty-Seventh St.	33.1%	35.3%	47.5%	6.6%	0.9%	0.7%	19.4%	6.4%	2.1%
Twenty-Seventh St.	33.2%	43.7%	37.3%	4.4%	3.1%	5.1%	1.3%	1.3%	0.0%
Vieau	7.9%	8.3%	14.9%	3.3%	4.4%	5.1%	2.2%	4.2%	6.0%
Westside Academy	16.3%	30.6%	37.3%	12.4%	9.1%	7.3%	0.5%	1.6%	10.2%
Wheatley	48.4%	19.7%	57.5%	6.8%	2.9%	6.7%	2.4%	3.8%	8.2%
P-5 Average	20.2%	28.5%	35.7%	6.6%	5.0%	5.2%	2.3%	1.6%	2.6%
District Total	16.6%	21.8%	26.1%	4.9%	4.2%	3.9%	3.5%	3.3%	3.6%

Assessing Progress in P-5 Schools

P-5 Program Criteria

State legislation establishing the P-5 program identifies a set of criteria that school districts must meet to be eligible for P-5 funding. These criteria include:

- Limiting class size to a maximum ratio of 25 students to one teacher per class.
- Testing pupils in grades 3, 4 and 5 in reading, mathematics and language.
- Implementing a multi-disciplinary team approach
- Structuring educational experiences for four-year olds
- Preparing written evaluations of staff members.
- Providing staff development.
- Establishing a council of parents, community leaders and staff members.
- Developing a plan to increase parental involvement.

The Wisconsin Department of Public Instruction and MPS personnel monitors school district implementation of these standard features. Overall, the P-5 schools have been quite successful in providing standard program components required by P-5 legislation.

Each MPS P-5 school limits class size to no more than 25 students, has established and presently operates school councils, implements a multidisciplinary team approach, provides for staff development, carries out comprehensive plans to ensure parental involvement and provides for full staff evaluations. All but two schools provide four-year-old kindergarten programs.

Unique features

This 1999-00 MPS Evaluation Report details the P-5 plans of each of the 21 MPS elementary schools enrolled in the program (Section III), including their identified unique program features. P-5 funding supports a variety of special education and school support activities. Most schools use their P-5 funds to hire additional teachers and aides to augment educational programs in school, in such academic areas of reading, writing, math, science and libraries-media.

Many schools also dedicate P-5 resources to hiring full or part-time parent coordinators. Several schools also apply some P-5 funds to support additional staff inservice, counseling and diagnostic services, as well as variety of special programs and initiatives linked to curriculum and student learning in the schools.

Student Testing and Assessment

Student testing occurred in 1999-00 as required in the P-5 legislation. P-5 evaluation of MPS schools involves eleven separate testing and assessment instruments:

- Student Attendance – all students (attendance percentages are derived from homeroom counts)
- Wisconsin Reading Comprehension Test (WRCT) – grade 3 – Reading
- Wisconsin Knowledge and Concepts Examination (WKCE) – grade 4 – Reading
- Wisconsin Knowledge and Concepts Examination (WKCE) – grade 4 Mathematics
- P-5 Writing Assessment – grade 2
- MPS Writing Assessment – grade 4
- P-5 Writing Assessment – grade 5
- High Scope – grade 1 - Language and Literacy – Mathematical Thinking
- Scientific Thinking – Social Studies
- Student Behavior – Suspension Rate (out of school) – all students
- Parent Involvement Activities – number of parent involvements and activities
- Staff Training Activities – number of topics and involvements

Notes to Testing and Assessments:

- The state changed the method of reporting WKCE results in 1997-98 to one based on four levels of academic achievement (minimal, basic, proficient, and advanced); there are now three years of comparable data available under this reporting method.
- The new method for reporting WKCE results was also applied to reporting of WRCT (grade 3 reading) results. Three years of comparable data are also now available for WRCT.
- The Iowa Test of Basic Skills (ITBS) for grade 5 student in mathematics was made an optional test for all MPS elementary schools in 1998-99, thus eliminating it as a P-5 evaluation measure.

As a follow-up to these assessments, P-5, State and MPS personnel and school staff members identify program areas of relative strength. Successful programs and programs in need of upgrading are analyzed to identify components and strategies which might be applied elsewhere.

In the course of evaluating P-5 school progress, it is recognized that all schools also receive funding from Title I, whose funding purposes often closely connect to and dovetail with special P-5 program funding. Because most of the same students are served by both Title I and P-5 Programs, it is not possible to quantify the separate influence of these programs upon student achievement. Therefore, this evaluation analyzes the combined impact of these two special programs delivered by P-5 schools.

Annual Report of the Status of the P-5 Program By the State Department of Public Instruction

On March 1, 2000, State Superintendent of Public Instruction, John T. Benson submitted his annual report for the 1998-99 school year to the Joint Committee on Finance, as required under Wisconsin statutes. State-wide, the 39 P-5 schools in four school districts (including Milwaukee) receive grants for a three-year period. Per Wisconsin Statutes, a grant may not be renewed unless the state superintendent determines that the project met its objectives. The State Superintendent's report reviewed the performance of schools based on student testing and other outcome measures, as defined for the evaluation of P-5 school progress. His report also analyzed other program elements including staff inservice, parent involvement and mobility reduction efforts implemented in the P-5 school districts.

Six schools (including 2 of 21 from Milwaukee) completed their three-year funding cycles in 1998-99. In his annual report to the Legislature, the State Superintendent recommended that the two MPS P-5 schools reviewed continue in the program for another three-year funding cycle. For 1999-00, two other MPS schools involved in the P-5 program are completing their three-year funding cycles. MPS Research and Assessment also prepared an evaluation of each of these schools. These evaluations are included in Section III of this Report.

P-5 Performance 1999-00 MPS Accountability Report

The 1999-00 performance of all schools in the Milwaukee Public Schools, including the 21 P-5 schools, was reported to the board of School Directors and the public in January 2001. District-wide and school-level input and outcome data was detailed in this comprehensive report. In its Accountability System, the School Board has identified six Tier 1 accountability student achievement goals for all elementary, middle and high schools in 1999-00. Each school also selected five Tier 2 school-based achievement goals and prepared a school profile describing its educational focus, needs and strategies. While there is wide variance in achievement levels among P-5 schools, as a group, over the last 2 to 4 years, P-5 schools have narrowed the achievement gap between them and other district elementary schools.

Detailed Analysis of P-5 Accountability Measures

Three-Year Analysis of P-5 School Performance:

All eleven of the P-5 evaluation measures have three years of comparable data. The following summarizes the overall trend in each of these measures.

- **Student Attendance Rate** – The average attendance rate for P-5 schools has risen over the last three years from 91.8% to 92.8%. District-wide, elementary attendance also rose slightly, from 92.2% to 93.5%.
- **Grade 2 P-5 Writing Assessment** – The average rubric score for P-5 schools in 1998-99 has remained the same as the previous two years, at 4.3
- **Grade 3 Reading (WRCT)** – The percentage of 3rd graders achieving proficient or higher status on the WRCT has risen over each of the last three years (from 58.5% in 1997-98, to 58.9% in 1998-99, to 65.6% in 1999-00). The 1999-00 average rate of 65.6% is now higher than the district-wide rate of 63.4%.

- **Grade 5 P-5 Writing Assessment** – The average rubric score for P-5 schools rose to 4.6 in 1999-00, up from 4.3 the previous two years.
- **Grade 4 MPS Writing Assessment** – The percentage of grade 4 P-5 students scoring at or above the proficient level in 1999-00 was 29.7%, about the same as the year before, and up from 27.6% in 1998-99. The percentage of students attaining proficiency in 1999-00 for the district as a whole dropped from the previous year (37.6% to 29.1%).
- **Grade 4 WKCE Reading** – The average percentage of P-5 students scoring at or above the proficient level in Reading rose significantly in 1999-00 over the previous year (49% to 57%), and up even more from 1997-98 of 38%. The average percent in 1999-00 of 57% now mirrors the overall district rate of 58%.
- **Grade 4 WKCE Mathematics** – The average percentage of P-5 students attaining a proficient or higher score on the math portion of the WKCE also increased significantly in 1999-00 over the previous year (45% to 52%), up even more from 1997-98 of 20%. The average percent proficient in 1999-00 in P-5 schools of 52% now exceeds the district-wide total of 51%.
- **Grade 1 High Scope Learning** – The average percentage of grade 1 students tested at 12 P-5 schools employing this program declined in three of the four program areas tested over the last two years.
- **Pupil Behavior (Suspension)** – The average school percentage of P-5 students suspended (out-of-school) has risen slightly over the last two years (2.3% to 2.6%), but, is still lower than the overall district rate of 3.6% in 1999-00.
- **Staff Development Activities** – The number of staff development activities for P-5 schools rose slightly overall (1%) in 1999-00 compared to 1997-98, although the total participation of staff in these activities declined by 17% over this same time span.
- **Parent Involvement Activities** – The number of school activities involving parents for all P-5 schools has risen 22% since 1997-98 and their actual participation has increased by over 17%.

District-Wide Accountability Measures:

The district's accountability system identifies six major student achievement measures for evaluating all elementary schools. Four of these measures are also P-5 evaluation measures (student attendance rate, grade 3 WRCT (reading) and grade 4 WSAS (reading and mathematics)).

Collectively, P-5 schools compare quite favorably with all other MPS elementary schools in terms of overall student achievement. For example, four P-5 schools rank in the upper fourth of student achievement on the 1999-00 Wisconsin Knowledge and Concepts Examination in Reading and Math (Clarke Street, Kilbourn, Pierce and Riley). Ten of the 20 most improving schools on the 1999-00 Reading portion of the WKCE were P-5 schools, and 9 of the 20 most improving schools on the Math portion of the WKCE were P-5 schools. Six P-5 schools made both lists (Thirty-Seventh Street, Twenty-Seventh Street, Keefe, Palmer, Hopkins and Franklin)

Performance change:

Across ten of the eleven accountability measures by which P-5 schools are evaluated (the Grade 1 High Scope Learning Program involves just 12 schools), a majority of schools improved in eight of the areas in 1999-00 over the previous year. In fact, the average number of schools improving in these ten areas was 15 – representing three-fourths of all P-5 schools. Only on the MPS Grade 4 Writing Assessment and in Staff Training Activities did less than half of the P-5 schools improve over the previous year.

Sixteen of the 21 P-5 schools improved in six of the ten accountability measures from the previous year. Two schools (Green Bay Avenue and Thirty-Seventh Street) improved in 9 of the 10 areas. Another five schools (Holmes, Hopkins, Pierce, Siefert and Westside Academy) improved in eight areas.

Student Attendance

Chart 4
Student Attendance Rate

Chart 4 shows that the average attendance rate for P-5 schools mirrors the overall attendance rate for all MPS schools. The average attendance rate for the 21 P-5 schools rose in 1999-00 over the previous year, from 91.5% to 92.8%. A similar rise occurred for the district as a whole.

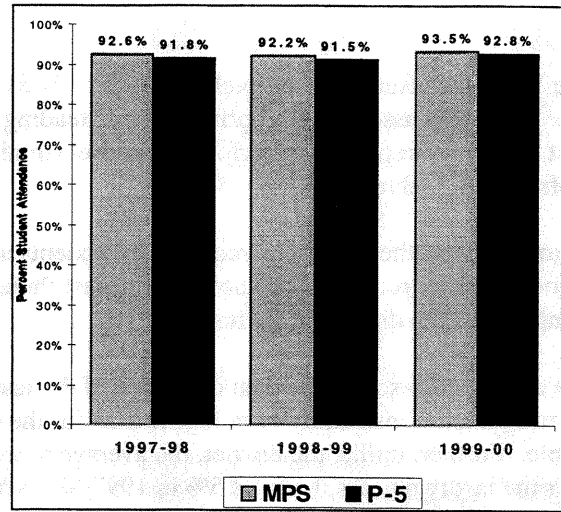


Chart 5

P-5 Student Attendance Rate for 1999-00 – By School

Chart 5 shows student attendance rates for each of the P-5 schools in 1999-00.

Four P-5 schools (Auer Avenue, Kagel, Kilbourn and Vieau) met the Board goal of at or above 95%. Three other schools met or exceeded the district-wide total of 93.5%

All other schools had attendance rates of at least 90%.

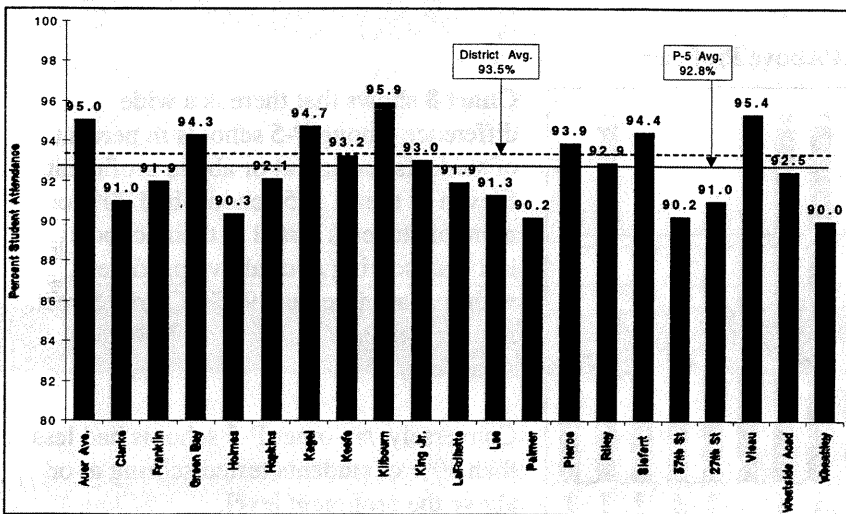


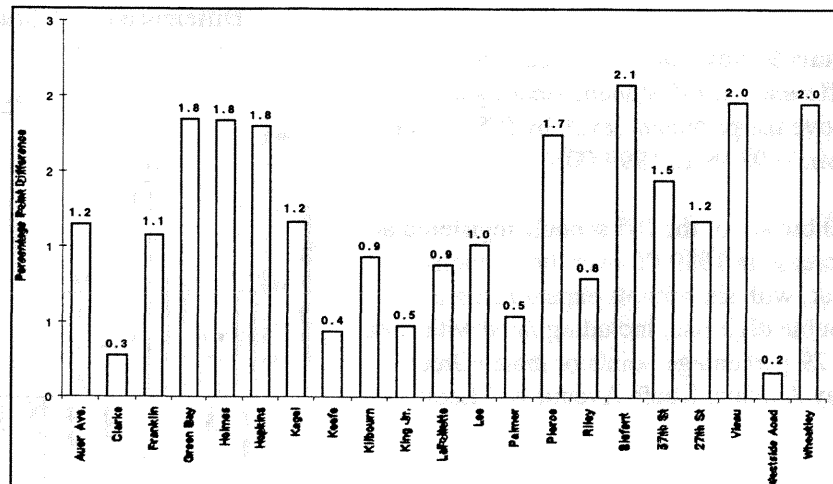
Chart 6

Difference in Student Attendance Rate – 1998-99 to 1999-00

Chart 6 shows the difference in student attendance rates from 1998-99 to 1999-00, by school.

All P-5 schools registered an increase in student attendance in 1999-00 over the previous year.

Thirteen schools posted gains of one percentage point or more, including three schools with increases of 2 or more percentage points (Siefert, Vieau and Wheatley).



Grade 3 Reading Test

The Wisconsin Reading Comprehension Test (WRCT) is a state mandated assessment of primary-level reading at grade 3. Test results are reported by performance level (minimal, basic, proficient and advanced).

Chart 7 shows the average percentage of students at the 21 P-5 schools scoring proficient or above for the last three years, compared to the district as a whole.

The average P-5 score has risen over each of the last three years and, has consistently been higher than for the district as a whole. Further, unlike the district, the average score has risen over the last two years, from 58.5% in 1997-98, to 58.9% in 1998-99, to 65.6% in 1999-00.

Chart 7
WRCT – Percent Scoring Proficient/Above

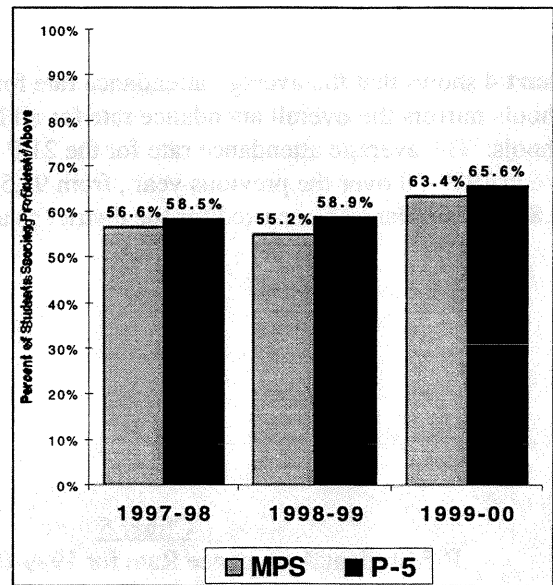


Chart 8

WRCT – Percent P-5 Students Scoring At/Above Proficient

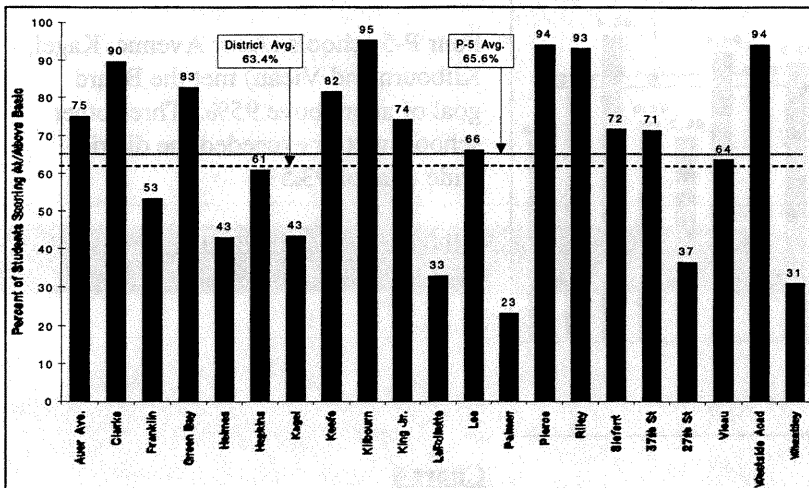


Chart 8 shows that there is a wide difference among P-5 schools in percent of students scoring at or above proficient. Eleven of the 21 P-5 schools had 70% or more of students tested at their schools last year scoring at or above proficient, with five at more than 90% (Clarke Street, Kilbourn, Pierce, Riley and Westside Academy).

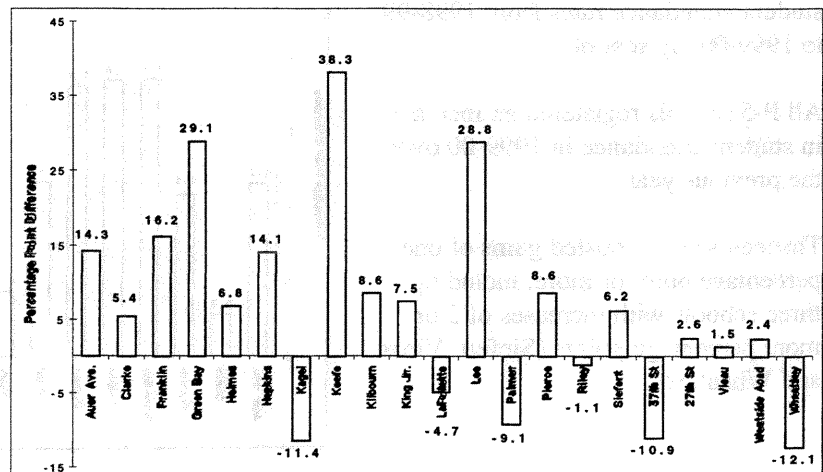
Conversely, six other P-5 schools had less than 50% of students tested scoring at or above the proficient level.

Chart 9

Difference in P-5 Students Scoring At/Above Proficient

Chart 9 shows the percentage point difference in P-5 students scoring at or above the proficient level, by P-5 school, from 1998-99 to 1999-00.

All but six of the P-5 schools registered an increase in 1999-00 over the previous year, with six schools experiencing a double digit rise, including three with rises of 29 percentage points or more (Green Bay Avenue, Keefe Avenue and Lee).



Second Grade Writing Assessment

Chart 10

Grade 2 – P-5 Writing Assessment

P-5 schools administer their own writing assessments in grades 2 and 5. Scores are recorded on a four point rubric, with a possible maximum score of 8 on the writing assessment.

Chart 10 shows that the average P-5 school score remained at 4.3 in 1999-00, the same average score as the two years before.

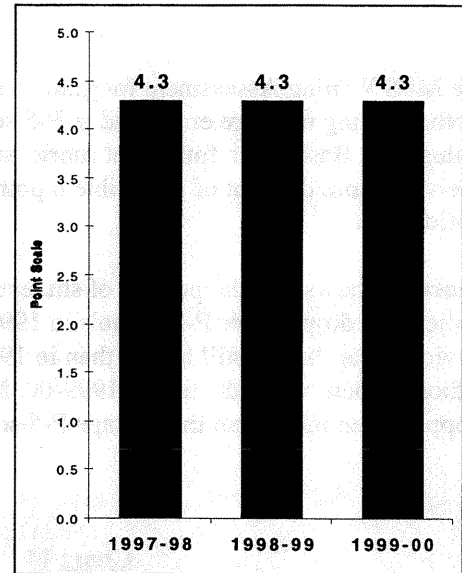


Chart 11

Grade 2 P-5 Writing Assessment – By School for 1999-00

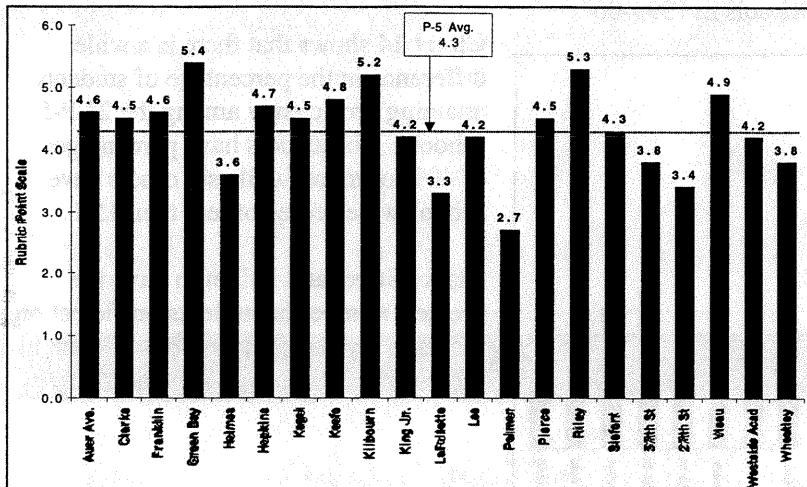


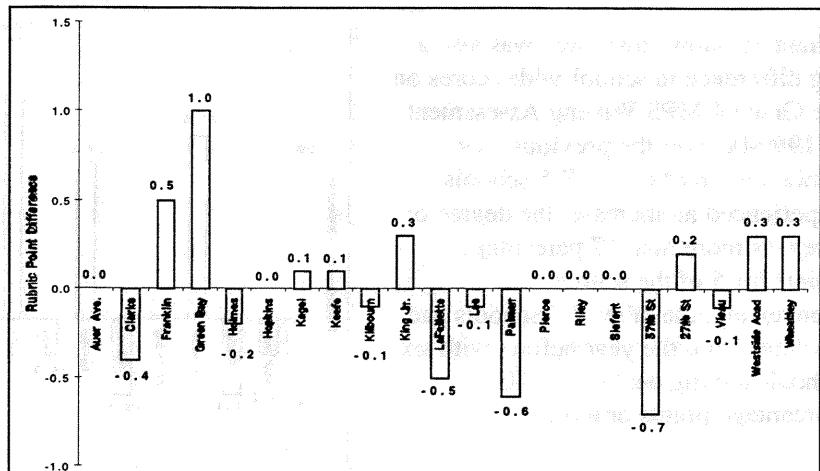
Chart 11 shows that eight P-5 schools have 1999-00 overall scores of 4.6 or higher, with three schools having scores over 5.0 (Green Bay Avenue, Kilbourn and Riley)

Chart 12

Difference in Grade 2 Writing Assessment – 1998-99 to 1999-00

Chart 13 shows that 13 P-5 schools had an increase or no change in their school wide grade 2 writing assessment scores in 1999-00 compared to the year before. Two schools (Franklin and Green Bay) had increases of 0.5 or more.

Conversely, eight other P-5 schools experienced declines, with LaFollette, Palmer and Thirty-Seventh Street having drops of 0.5 or more.



Fourth Grade Writing Assessment

Chart 13
Grade 4 MPS Writing Assessment

The MPS Writing Assessment for grade 4 students is another testing measure employed in P-5 school evaluation. Based on a four point rubric, students must receive a score of 6 out of a possible 8 points to achieve proficiency.

Chart 13 shows that the percent of students attaining proficiency dropped for P-5 schools in 1999-00 from the previous year, but, is still higher than in 1997-98. Although there was a decline in 1999-00, MPS schools dropped even more than the average P-5 school.

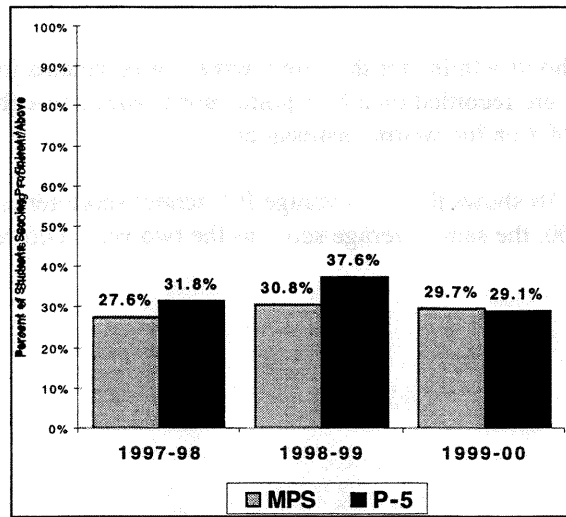


Chart 14

Grade 4 MPS Writing Assessment – P-5 Schools in 1999-00

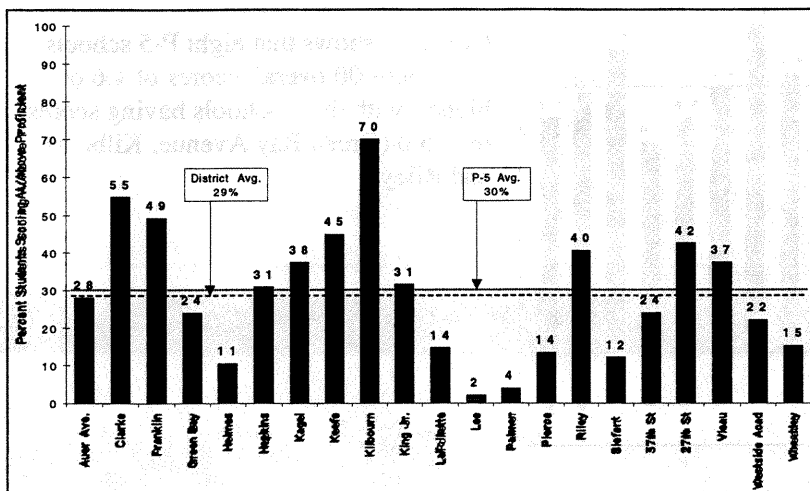


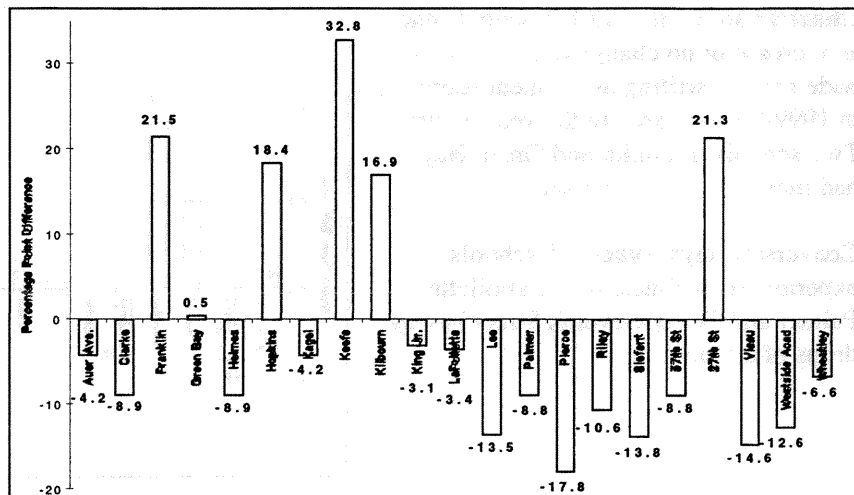
Chart 14 shows that there is a wide difference in the percentage of students attaining proficiency among the 21 P-5 schools. Six schools have percentages of 40% or more, while six others have school-wide scores of less than 15%.

Clarke Street and Kilbourn have the greatest number of students proficient on the MPS Grade 4 Writing Assessment in 1999-00 at 70% and 55% respectively

Chart 15

Difference in Grade 4 Writing Assessment – 1998-99 to 1999-00

Chart 15 shows that there was also a big difference in school-wide scores on the Grade 4 MPS Writing Assessment in 1999-00 over the previous year. While only 6 of the 21 P-5 schools experienced an increase, the degree of rise was more than 17 percentage points for 5 of the schools. Conversely, the other P-5 schools had declines from the year before, with six schools having declines of 10 percentage points or more.



Fifth Grade Writing Assessment

P-5 schools administer their own writing assessments in grades 2 and 5. Scores are recorded on a four point rubric, with a possible maximum score of 8 on the P-5 writing assessment

Chart 16 shows that there was a significant increase in the average P-5 school score on the grade 5 writing assessment in 1999-00 to 4.6, compared to 4.3 the prior two years.

Chart 16
Grade 2 P-5 Writing Assessment

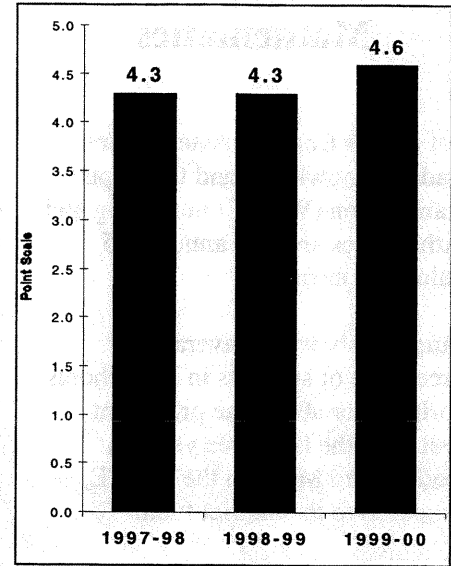


Chart 17

Grade 5 P-5 Writing Assessment – By School – for 1999-00

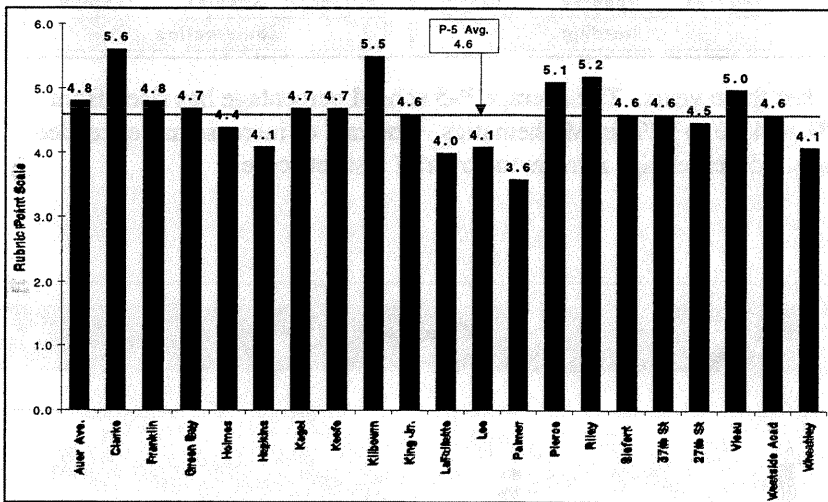


Chart 17 shows that 15 of the 21 P-5 schools have 1999-00 scores of 4.5 or higher, compared to just six schools at this level the year before.

Five schools have scores of 5.0 or higher (Clarke Street, Kilbourn, Pierce, Riley and Vieau).

Chart 18

Difference in Grade 5 Writing Assessment – 1998-99 to 1999-00

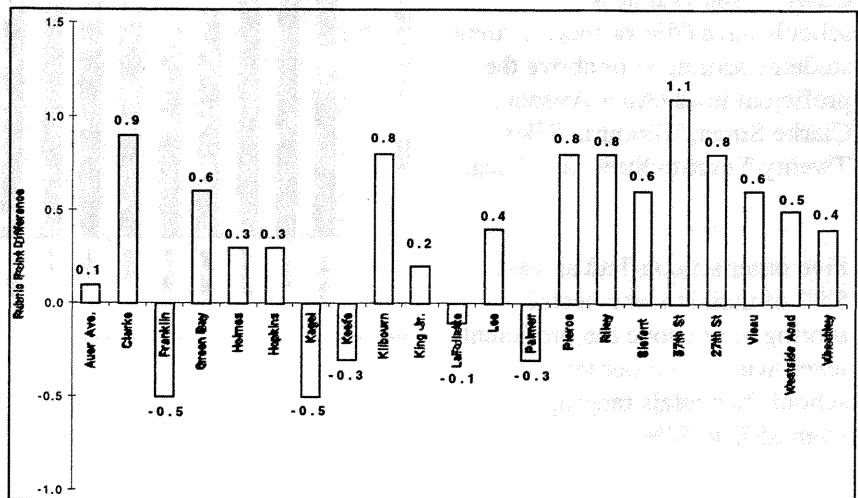


Chart 18 indicates that 16 of the 21 P-5 schools improved in overall grade 5 writing assessment scores in 1999-00 over the previous year. Six schools had increases of 0.8 percentage points or higher (Clarke Street, Kilbourn, Pierce, Riley, Thirty-Seventh Street and Twenty-Seventh Street).

Conversely, five other schools experienced decreases in scores from the previous year.

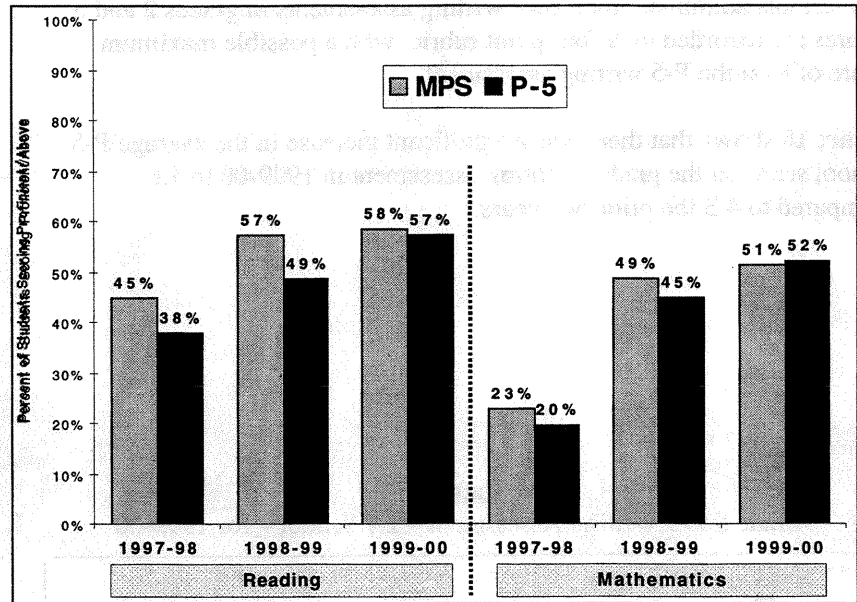
Fourth Grade WKCE Reading and Mathematics

Test results from the state-required Grade 4 Knowledge and Concepts Examination (WKCE) in reading and mathematics are also annual P-5 evaluation measures.

Chart 19 shows the average percentage of students in P-5 schools scoring at or above the proficient level over the last three years in Reading and Math on the WKCE, compared to the district total.

Chart 19 shows that there has been a steady increase in the percentage of P-5 students scoring at or above the proficient level in Reading and Math over the last three years. The average P-5 school percentage has risen from 38% to 49% to 57% in Reading, and from 20% to 45% to 52% in Mathematics. The rate of increase has exceeded the overall district rise. In 1999-00, the average P-5 percentage mirrors the overall district score.

Chart 19
Grade 4 WKCE – Reading and Mathematics



Reading

Chart 20 shows the percent of students tested at each P-5 school scoring at or above the proficient level in Reading on the 1999-00 WKCE.

Chart 20 shows that six P-5 schools have 65% or more of their students scoring at or above the proficient level (Auer Avenue, Clarke Street, Kilbourn, Riley, Twenty-Seventh Street and Vieau)

Five other schools had at least 55% of their students tested scoring at or above the proficient level, while the other ten P-5 schools had totals ranging from 35% to 52%.

Chart 20
Grade 4 WKCE – Reading – 1999-00 – by School

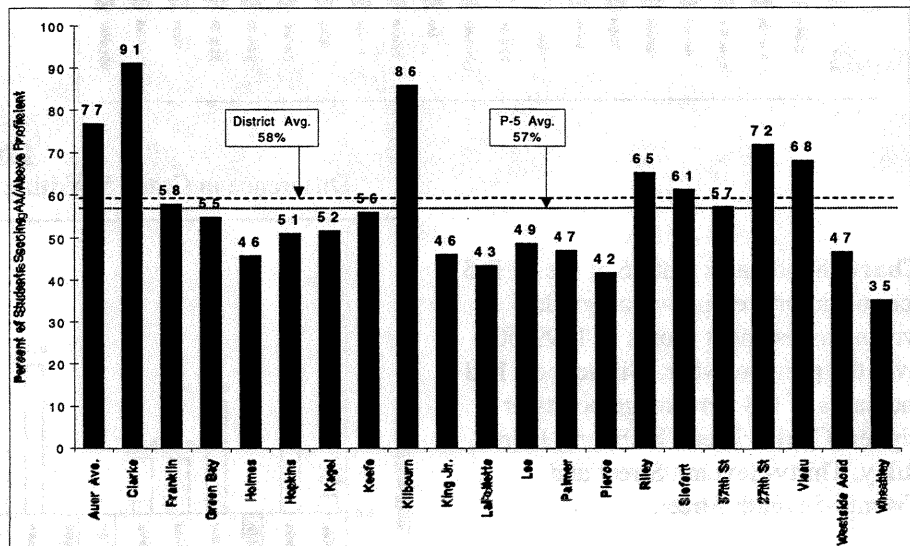


Chart 21

Difference in Grade 4 Reading – 1998-99 to 1999-00 – By School

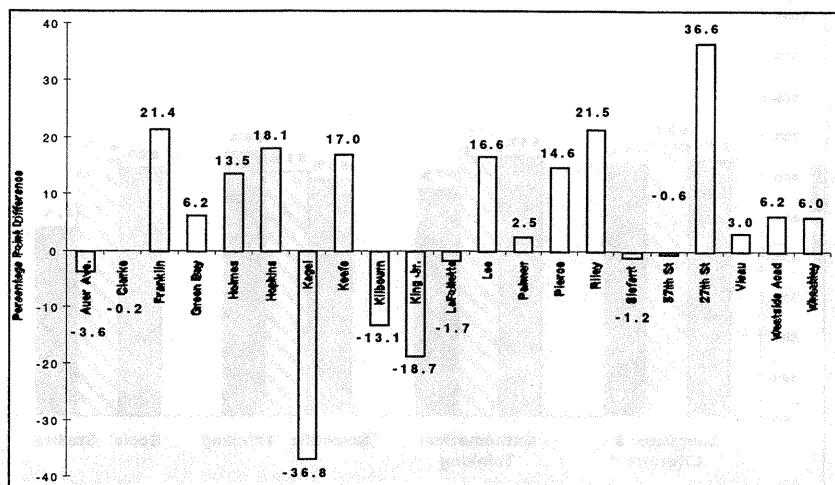


Chart 21 shows the percentage point difference in students attaining the proficient or above level in Reading for each P-5 school, from 1998-99 to 1999-00.

Thirteen of the 21 schools posted gains, including three with increases of more than 20 percentage points (Franklin, Riley and Twenty-Seventh Street). Conversely, eight other P-5 schools experienced decreases from the prior year.

Mathematics

Chart 22

Grade 4 WKCE – Mathematics – 1999-00 – by School

Chart 22 details the percentage of students tested on the Mathematics portion of the 1999-00 WKCE scoring at or above the proficient level. Three P-5 schools had 65% or more scoring at this level (Clarke Street, Kilbourn and Riley); two others (Lee and Siefert) were 63%. Five other P-5 schools had at least 50% proficient, while the other 11 schools had between 30% and 49% proficient.

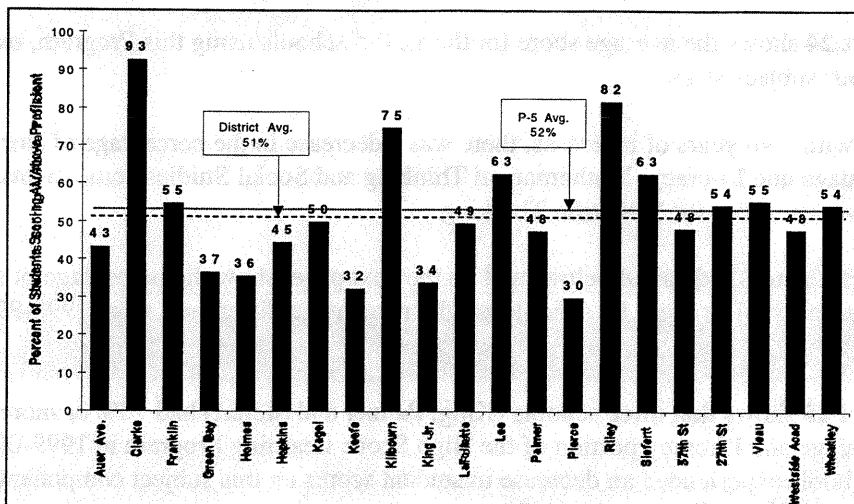
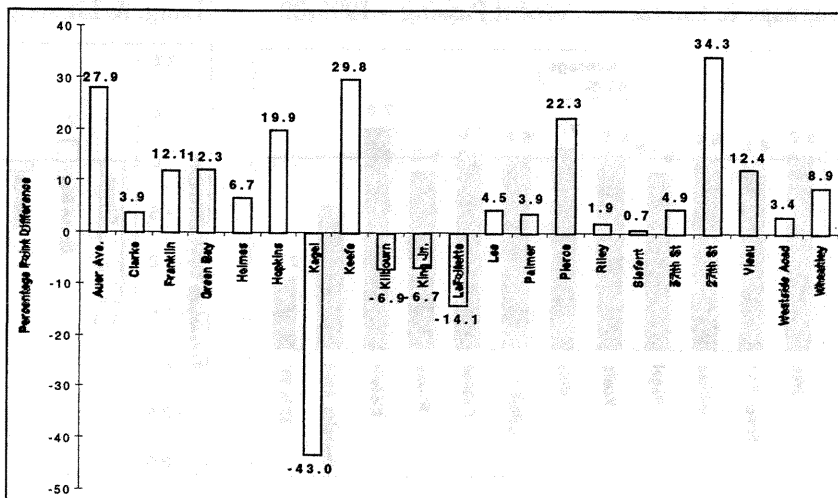


Chart 23

Difference in Grade 4 Mathematics – 1998-99 to 1999-00 – By School

Chart 23 details the percentage point difference in students reaching the proficient and above level, from 1998-99 to 1999-00. Seventeen of the 21 P-5 schools improved in 1999-00, including four schools with increases of 20 or more percentage points (Auer Avenue, Keefe, Pierce and Twenty-Seventh Street). Four other P-5 schools experienced decreases from the prior year.



First Grade

High Scope Learning Program

Twelve P-5 schools are involved in the first grade High Scope Learning Program. The test measures:

1. Language and Literacy
2. Mathematical Thinking,
3. Scientific Thinking, and
4. Social Studies

Schools use the High Scope Learning Program to assess student's academic strengths and weaknesses.

Chart 24

Grade 1 High Scope Learning Program – Subject Elements

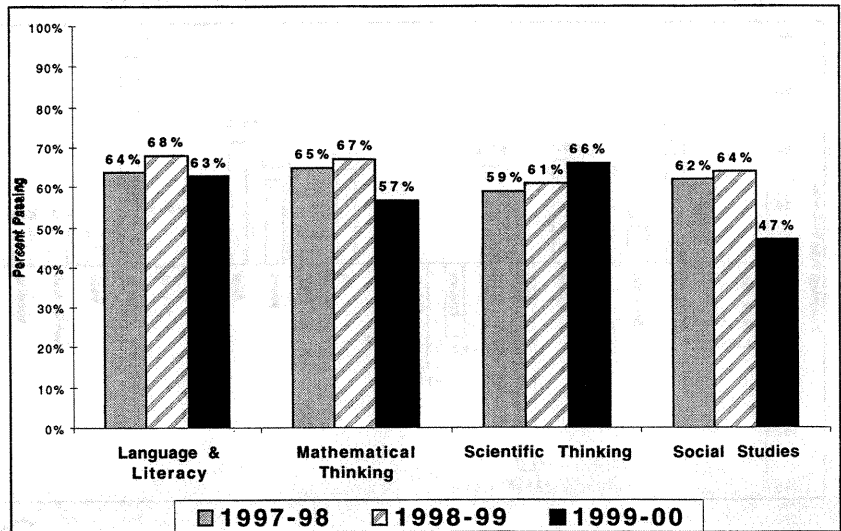


Chart 24 shows the average score for the 12 P-5 schools using this Program, over the last three years, for each of the four subject areas.

Following two years of increases, there was a decrease in the percentage of first grade students passing the Language and Literacy, Mathematical Thinking and Social Studies components. There was a slight increase in the average score for Scientific Thinking.

Charts 25 to 32, detailed below, and on the next page, show the percentage of students achieving mastery in each of the four subject areas by school and, the percentage difference, from 1998-99 to 1999-00.

Chart 25 shows that three schools (King, Palmer and Siefert) had 70% or more of their first graders passing the Language and Literacy portion of the High Scope Learning Program in 1999-00. **Chart 26** shows that nine of the 12 schools experienced a decrease in student scores on this subject component over the previous year. Three other schools had increases.

Chart 25

Language & Literacy – Percent Passing – 1999-00

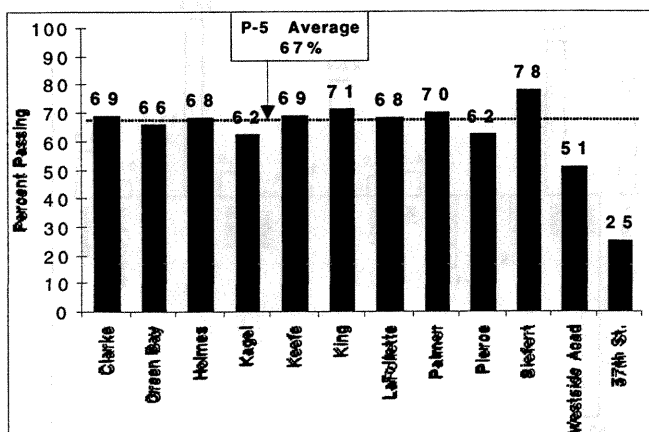
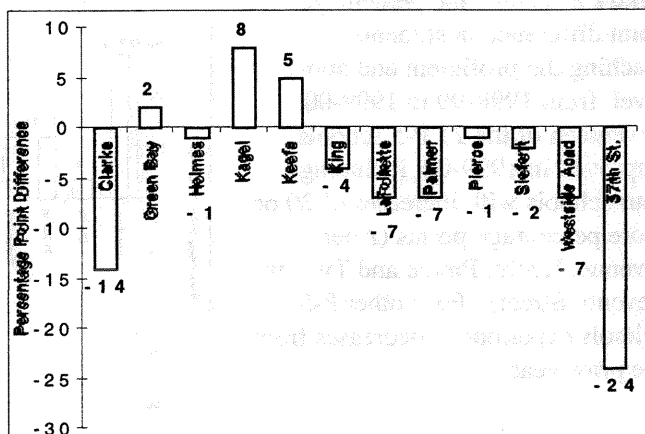


Chart 26

Lang. & Literacy – Percent Pt. Diff. 98-99 to 99-00



Mathematical Thinking – Scientific Thinking – Social Studies:

Charts 27 to 32, below, detail similar trends, overall, in student achievement, by school, in the other three areas of the High Scope Learning Program, although the degree of overall student mastery in 1999-00 and percentage point change varies somewhat by school.

Chart 27

Mathematical Thinking – Percent Passing – 1999-00

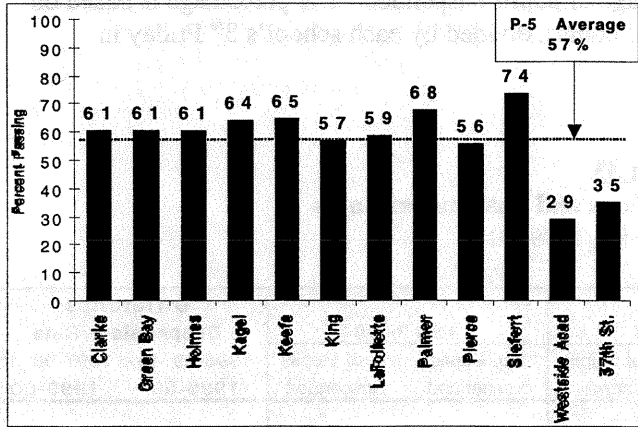


Chart 28

Math. Thinking – Percent Pt. Diff. – 989-99 to 99-00

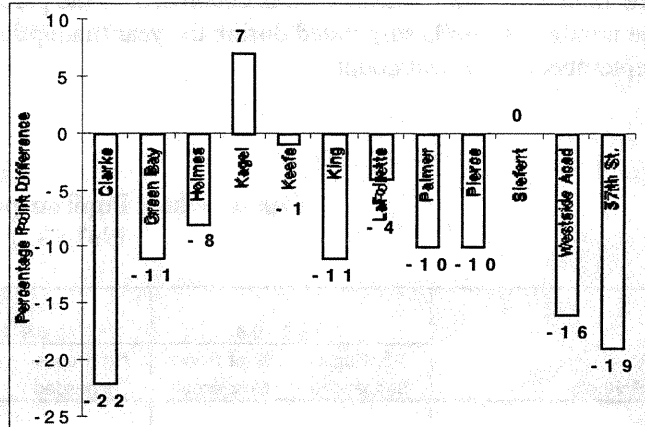


Chart 29

Scientific Thinking – Percent Passing – 1999-00

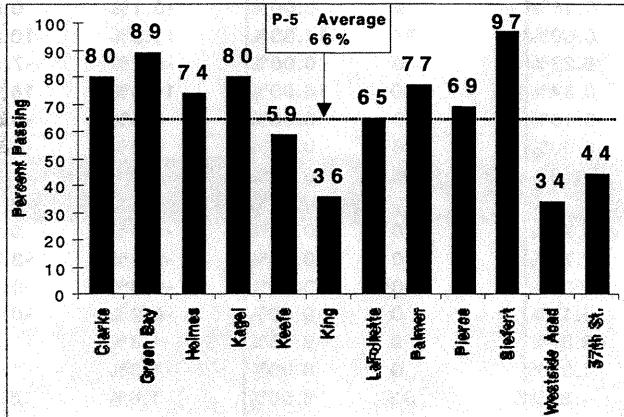


Chart 30

Scien. Thinking – Percent Pt. Diff. – 989-99 to 99-00

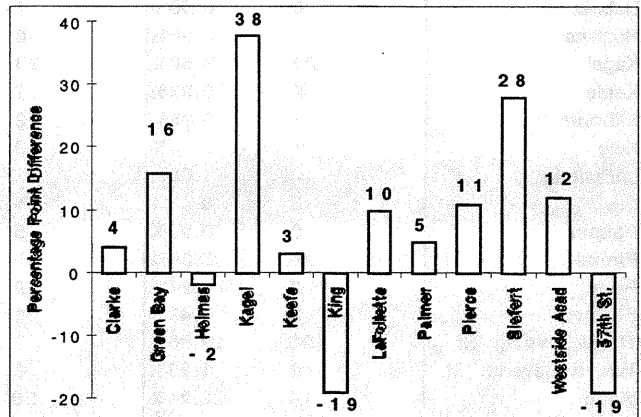


Chart 31

Social Studies – Percent Passing – 1999-00

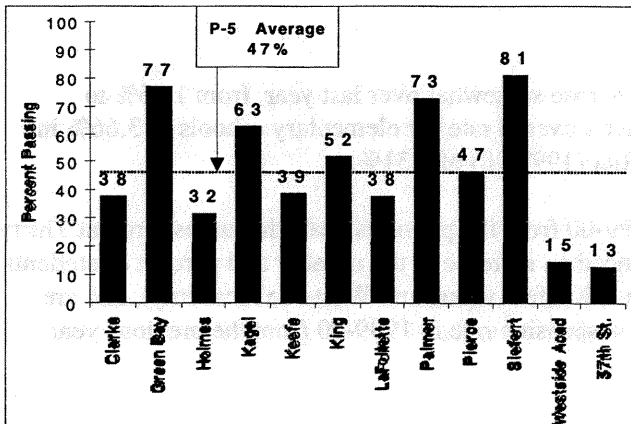
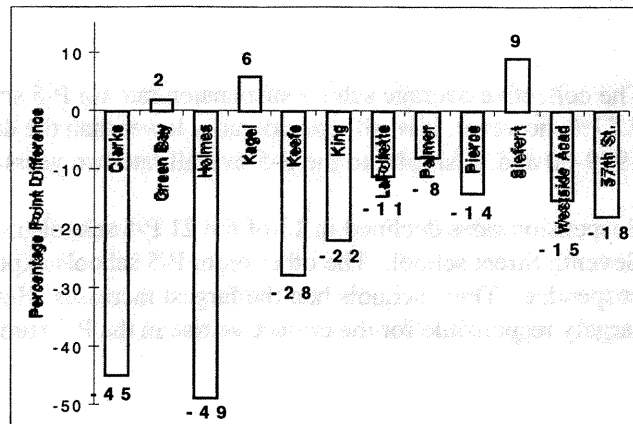


Chart 32

Social Studies – Percent Pt. Diff. – 98-99 to 99-00



Pupil Behavior

Pupil behavior is another accountability measure used in P-5 school evaluation. Pupil Behavior is defined as the number and percent of students suspended (out of school suspensions only). **Chart 33**, below, details pupil suspension data by school, for 1997-98, 1998-99 and 1999-00.

The number of pupils suspended is detailed, as is the percentage of pupils suspended. The percentage is based on the number of pupils suspended during the year (unduplicated count), divided by each school's 3rd Friday in September enrollment count.

Chart 33
Out of School Pupil Suspensions and Suspension Rates
1997-98, 1998-99, 1999-00

Schools	1997-98		1998-99		1999-00		Difference Suspension Rate	
	No. Pupils Suspended	% of Pupils Suspended	No. Pupils Suspended	% of Pupils Suspended	No. Pupils Suspended	% of Pupils Suspended	1998-99 to 1999-00	1997-98 to 1999-00
Auer	18	2.88%	21	3.51%	2	0.37%	-3.1%	-2.5%
Clarke	16	2.94%	0	0.00%	0	0.00%	0.0%	-2.9%
Franklin	9	1.27%	0	0.00%	0	0.00%	0.0%	-1.3%
Green Bay Ave.	6	1.06%	3	0.54%	0	0.00%	-0.5%	-1.1%
Holmes	0	0.00%	1	0.15%	0	0.00%	-0.1%	0.0%
Hopkins	4	0.56%	0	0.00%	74	11.33%	11.3%	10.8%
Kagel	27	7.50%	21	6.23%	0	0.00%	-6.2%	-7.5%
Keefe	2	0.33%	2	0.34%	60	16.90%	16.6%	16.6%
Kilbourn	1	0.25%	2	0.49%	0	0.00%	-0.5%	-0.2%
King	1	0.19%	0	0.00%	0	0.00%	0.0%	-0.2%
LaFollette	6	1.02%	1	0.19%	0	0.00%	-0.2%	-1.0%
Lee	3	0.47%	5	0.78%	1	0.18%	-0.6%	-0.3%
Palmer	0	0.00%	5	0.91%	0	0.00%	-0.9%	0.0%
Pierce	20	3.34%	16	2.79%	0	0.00%	-2.8%	-3.3%
Riley	2	0.27%	2	0.27%	0	0.00%	-0.3%	-0.3%
Siefert	3	0.49%	1	0.17%	0	0.00%	-0.2%	-0.5%
Thirty-Seventh St.	100	19.38%	32	6.37%	9	2.06%	-4.3%	-17.3%
Twenty-Seventh St.	8	1.25%	8	1.32%	0	0.00%	-1.3%	-1.3%
Vieau	14	2.24%	26	4.22%	38	6.00%	1.8%	3.8%
Westside Academy	4	0.53%	25	2.83%	92	10.19%	7.4%	9.7%
Wheatley	18	2.45%	26	3.76%	53	8.24%	4.5%	5.8%
TOTAL	262	2.31%	197	1.66%	329	2.77%	1.1%	0.5%

The collective average school suspension rate for P-5 schools rose somewhat over last year, from 1.66% to 2.77%, however, it is still considerably lower than the district's overall rate for elementary schools of 3.66% in 1999-00 and, is similar to the P-5 overall rate two years earlier (1997-98) of 2.31%.

Suspension rates declined in 13 of the 21 P-5 schools in 1999-00 from the previous year; the largest drop at Thirty Seventh Street school. The other eight P-5 schools experienced an increase in the number and percent of students suspended. Three schools had the largest increases (Hopkins, Keefe Avenue and Westside Academy), and are largely responsible for the collective rise in the P-5 student suspension rate in 1999-00 from the previous year.

Parent Involvement and Staff Training Activities

Two other important P-5 evaluation measures are developing and implementing useful parent involvement and staff training activities. Chart 34 (detailed below) and Chart 35 (on page 22) detail parent and staff development activities for all P-5 schools over the last three years (1997-98, 1998-99, 1999-00).

Chart 34
Parent Activities and Involvements
1997-98, 1998-99, 1999-00

Schools	Number of Activities			Percent Difference		Number of Involvements			Percent Difference	
	1997-98	1998-99	1999-00	9899 to 9900	9798 to 9899	1997-98	1998-99	1999-00	9899 to 9900	9798 to 9900
Auer	55	62	23	-62.9%	-58.2%	2,990	2,563	1,419	-44.6%	-52.5%
Clarke	47	64	59	-7.8%	25.5%	1,580	1,786	1,762	-1.3%	11.5%
Franklin	45	27	40	48.1%	-11.1%	1,540	1,540	1,512	-1.8%	-1.8%
Green Bay	16	26	62	138.5%	287.5%	764	898	1,900	111.6%	148.7%
Holmes	20	31	28	-9.7%	40.0%	3,680	4,122	5,117	24.1%	39.0%
Hopkins	22	29	38	31.0%	72.7%	742	1,011	1,038	2.7%	39.9%
Kagel	28	89	24	-73.0%	-14.3%	805	1,239	892	-28.0%	10.8%
Keefe	39	5	33	560.0%	-15.4%	4,002	4,153	4,493	8.2%	12.3%
Kilbourn	94	86	71	-17.4%	-24.5%	1,847	2,264	2,377	5.0%	28.7%
King	30	39	30	-23.1%	0.0%	1,755	1,955	1,729	-11.6%	-1.5%
LaFollette	6	14	40	185.7%	566.7%	143	1,394	2,180	56.4%	1424.5%
Lee	18	11	9	-18.2%	-50.0%	907	634	218	-65.6%	-76.0%
Palmer	14	11	19	72.7%	35.7%	936	384	687	78.9%	-26.6%
Pierce	35	41	39	-4.9%	11.4%	2,026	1,805	1,773	-1.8%	-12.5%
Riley	62	65	69	6.2%	11.3%	4,985	5,152	5,025	-2.5%	0.8%
Siefert	46	50	61	22.0%	32.6%	1,319	1,418	1,743	22.9%	32.1%
Thirty-Seventh	10	7	12	71.4%	20.0%	292	174	456	162.1%	56.2%
Twenty-Seventh	8	14	6	-57.1%	-25.0%	506	974	561	-42.4%	10.9%
Vieau	160	139	215	54.7%	34.4%	10,713	11,458	10,353	-9.6%	-3.4%
Westside Academy	23	29	30	3.4%	30.4%	1,378	1,150	1,976	71.8%	43.4%
Wheatley	29	17	77	352.9%	165.5%	1,211	604	4,574	657.3%	277.7%
TOTAL	807	856	985	15.1%	22.1%	44,121	46,678	51,785	10.9%	17.4%

Parent Involvement includes activities such as holiday and special events, concerts and field trips, open houses, parent conferences, Head Start classes, science fairs and computer classes, to name a few.

Chart 34 details the total number of activities and involvements by parents for the last three years and the percent differences, from 1997-98 to 1999-00, and from 1998-99 to 1999-00.

Both the number of activities and the number of parents participating at these activities have risen over each of the last two years. The total number of activities in 1999-00 is 985 in the 21 P-5 schools, an increase of 22.1% since 1997-98. The number of parents attending these activities (duplicated count) totaled 51,785 in 1999-00, a rise of 17.4% since 1997-98.

Fourteen of the 21 P-5 schools experienced an increase in the number of activities and parent involvements since 1997-98, including three schools (Green Bay Avenue, LaFollette and Wheatley) where the number of activities more than doubled. There were declines in eight other P-5 schools since 1997-98.

As with parent involvement activities, P-5 schools also vary widely in the number, type and focus of staff training activities undertaken during the year. A variety of workshops, seminars, inservice sessions and general planning and implementation activities are offered to professional staff by P-5 schools.

Many of the topics center on P-5 portfolios and assessments, team building, computer skills, writing, math and reading workshops, effective teaching strategies, multi-cultural sensitivity training, behavior modification, inclusion methods, and a variety of other topics.

Chart 35
Staff Training Activities
1997-98, 1998-99, 1999-00

Schools	Number of Topics			Percent Difference		Number of Involvements			Percent Difference	
	1997-98	1998-99	1999-00	9899 to 9900	9798 to 9900	1997-98	1998-99	1999-00	9899 to 9900	9798 to 9900
Auer	75	40	45	12.5%	-40.0%	654	301	228	-24.3%	-65.1%
Clarke	55	99	74	-25.3%	34.5%	568	707	1,372	94.1%	141.5%
Franklin	32	43	31	-27.9%	-3.1%	691	683	424	-37.9%	-38.6%
Green Bay	12	27	21	-22.2%	75.0%	83	270	172	-36.3%	107.2%
Holmes	15	31	61	96.8%	306.7%	1,963	1,311	1,164	-11.2%	-40.7%
Hopkins	15	47	8	-83.0%	-46.7%	296	405	695	71.6%	134.8%
Kagel	318	364	303	-16.8%	-4.7%	1,224	2,048	634	-69.0%	-48.2%
Keefe	59	34	50	47.1%	-15.3%	780	585	1,011	72.8%	29.6%
Kilbourn	68	68	62	-8.8%	-8.8%	396	354	201	-43.2%	-49.2%
King	34	40	31	-22.5%	-8.8%	1,635	1,618	1,504	-7.0%	-8.0%
LaFollette	33	63	57	-9.5%	72.7%	465	319	100	-68.7%	-78.5%
Lee	41	47	40	-14.9%	-2.4%	104	82	88	7.3%	-15.4%
Palmer	63	63	21	-66.7%	-66.7%	732	667	645	-3.3%	-11.9%
Pierce	137	108	106	-1.9%	-22.6%	1,278	988	754	-23.7%	-41.0%
Riley	77	62	86	38.7%	11.7%	386	392	344	-12.2%	-10.9%
Siefert	68	52	60	15.4%	-11.8%	594	464	387	-16.6%	-34.8%
Thirty-Seventh	25	6	15	150.0%	-40.0%	221	32	217	578.1%	-1.8%
Twenty-Seventh	15	16	19	18.8%	26.7%	467	391	119	-69.6%	-74.5%
Vieau	173	157	203	29.3%	17.3%	832	779	836	7.3%	0.5%
Westside Academy	38	130	89	-31.5%	134.2%	520	373	135	-63.8%	-74.0%
Wheatley	36	18	19	5.6%	-47.2%	663	461	1,040	125.6%	56.9%
TOTAL	1,389	1,515	1,401	-7.5%	0.9%	14,552	13,230	12,070	-8.8%	-17.1%

Chart 35 details the number of staff training topics and involvements by school for the last three years, as well as the number and percent difference in them from 1997-98 to 1999-00.

The number of staff training topics for all P-5 schools totaled 1,401 in 1999-00, a slight decline from last year, but an increase since 1997-98 (0.9%). Extremely tight school budgets last year contributed to less money available for staff development and many other activities.

Eight P-5 schools registered an increase in the number of staff training activities from 1997-98 to 1999-00, with increases of more than 70% for three schools (Holmes, LaFollette and Westside Academy). Conversely, thirteen other P-5 schools recorded declines in staff training activities over the last three years.

Section II.

Three Year Evaluation

Green Bay Avenue and Thirty Seventh Street School

Three Year P-5 School Evaluations

State P-5 legislation requires an evaluation of all schools enrolled in the program upon the completion of their three-year funding cycle. Green Bay Avenue and Thirty-Seventh Street schools completed their three year funding cycles in 1999-00. Their evaluations are detailed below.

Green Bay Avenue

Green Bay Avenue school is located on the near north side of Milwaukee. Nearly 97% of its 536 students enrolled in 1999-00 were African American. Green Bay Avenue has a large percentage of its students from low-income families, with over 95% of its total enrollment eligible for free and reduced lunch. Nearly one of every five students moves within the school year, and about a third of its enrollment is new to the school each year (excluding newly entering and graduating students). Despite these challenges, Green Bay Avenue has registered strong achievement gains in nearly every P-5 evaluation area. In fact, Green Bay Avenue (along with Thirty-Seventh Street school) improved in nine of the ten P-5 evaluation areas in 1999-00 over the previous year.

Green Bay Avenue has posted steady and impressive gains on the grade 4 Wisconsin Knowledge and Concepts Examination (WKCE) over the last three years. The percentage of students proficient or above has risen from 33% in 1997-98, to 42% in 1998-99 to 55% in 1999-00. Its 1999-00 score now ranks the school in the upper half of all MPS elementary schools, and its gain over the previous year ranks in the upper tenth of all schools. On the math component of the WKCE it has improved from 16% to 30% to 37% over the last three years, and, its gain last year was in the upper quarter of all MPS schools.

Green Bay Avenue's strongest gain though was on the Wisconsin Reading Comprehension Test (WRCT). Over the last three years, the percentage of its students tested on this important test attaining proficient or higher has risen from 48% in 1997-98, to 54% in 1998-99 to 83% in 1999-00. Its 1999-00 score now ranks the school in the upper tenth of all MPS schools in performance. And, its degree of improvement last year was in the upper 20% of all schools.

Green Bay Avenue's overall score on the P-5 Grade 2 Writing Assessment (5.4), based on an 8 point rubric, is the highest of all P-5 schools in 1999-00, and the degree of improvement over the previous year (from 4.4) is also the highest among all 21 P-5 schools. The school also posted a strong gain on the P-5 Grade 5 Writing Assessment in 1999-00, from 4.1 to 4.7. Its 1999-00 score exceeds the P-5 average of 4.6. Green Bay Avenue also increased the percentage of students scoring proficient or higher on the MPS grade 4 Writing Assessment, from 16% in 1997-98 to 24% in 1999-00, close to the district-wide total in 1999-00 of 29%. The school's student attendance rate also improved in 1999-00, from 92.5% to 94.3%, a gain of 1.8 percentage points. Its 1999-00 rate now ranks it in the upper third of all MPS schools. The number of students suspended (out of school) declined from 6 in 1997-98 to 0 in 1999-00.

Green Bay Avenue has stepped up its parent involvement and staff training activities over the last three years. The number of parent involvement activities has risen from 16 to 62 over the last three years, the send highest increase of all P-5 schools. Its total number of parent member participation (a duplicated count) was 5,117 in 1999-00, 3rd highest of all P-5 schools. The number of staff training activities has also risen significantly over the last two years (75%), as has the actual number of staff participants (a duplicated count), by 107% since 1997-98.

Thirty-Seventh Street

Thirty-Seventh Street school is located on the near west side of the school district. Nearly 94% of its 1999-00 student enrollment is African American, although a growing percentage of students are Asian (4% in 1999-00). An overwhelming percentage of its students are from low-income homes, with 97% of its students eligible for free and reduced lunch in 1999-00. Perhaps a most telling statistic indicating the school's educational challenges though is the number of students which move to and from Thirty-Seventh Street school from year to year and within the school year. Its student mobility rate (students who move during the school year) was 53% in 1999-00, the highest in the school district. Half of its student body in 1999-00 was attending school elsewhere the year before (minus the newly entering and graduating students).

Thirty-Seventh Street school posted the strongest gain in student achievement on the grade 4 WKCE of any school in the district in 1999-00 over the year before. The percentage of students scoring proficient or above on the Reading portion of the WKCE rose from 22% in 1998-99 to 57% in 1999-00. Its 1999-00 score now ranks the school in the middle third of all MPS schools in terms of performance. The improvement on the math portion of the grade 4 WKCE was even more dramatic. The percentage of students proficient or above rose from 11% in 1997-98, to 48% in 1999-00, ranking the school in the upper third of all schools in the district.

The school has refocused its teaching and learning practices over the last couple of years, supported on the belief that all children, even poor and highly mobile children, can learn at high levels. Thirty-Seventh Street school also recorded a strong gain on the grade 3 WRCT, with the percentage of students attaining proficient or above status, rising from 16% in 1997-98 to 71% in 1999-00, ranking it in the upper third of all MPS schools in terms of achievement.

Thirty-Seventh Street school also improved student achievement in writing. On the P-5 grade 2 Writing Assessment, its overall rubric average score rose from 3.6 to 3.8, from 1997-98 to 1999-00. On the grade 5 MPS writing assessment, its rubric average score rose from 3.5 to 4.6 in 1999-00, the greatest yearly increase of all 21 P-5 schools. It also improved the percentage of students scoring at or above the proficient level on the grade 4 MPS writing assessment, from 10% in 1997-98 to 24% in 1999-00. Its 1999-00 school score is close to the district total of 29%. The school attendance rate also rose in 1999-00 over the previous year, from 88.8% in 1998-99 to 90.2% in 1999-00.

The school also strove, and succeeded, in increasing the level of parental involvement, despite the highly mobile nature of many of its students and families. The number of parental involvement activities rose by 20% from 1997-98 to 1999-00, and there was an 11% increase in actual parent participation at the events. Similarly, there was an increase in the number of staff development and training activities of 150% from 1997-98 to 1999-00.

Three-Year Evaluation
Green Bay Avenue and Thirty-Seventh Street Schools
Demographic and Achievement Statistics
1997-98, 1998-99, 1999-00

Data Elements	Green Bay Avenue			Thirty-Seventh Street		
	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
Demographics						
Student Enrollment	566	552	536	516	502	436
Percent Eligible for Free/Reduced Lunch	93.3%	93.0%	95.0%	96.5%	97.9%	96.5%
Percent Mobility	21.9%	25.5%	21.3%	37.6%	41.5%	52.6%
Percent Stability	76.7%	71.7%	71.0%	61.5%	59.9%	50.0%
Achievement						
Student Attendance Rate						
School	93.9%	92.5%	94.3%	89.6%	88.8%	90.2%
P-5 Average	91.8%	91.5%	92.6%	91.8%	91.5%	92.6%
District Total	92.6%	92.2%	93.5%	92.6%	92.2%	93.5%
Grade 3 WRCT (% prof./abv.)						
School	48.5%	54.0%	83.0%	15.7%	82.4%	71.4%
P-5 Average	58.5%	58.9%	65.6%	58.5%	58.9%	65.6%
District Total	56.6%	55.2%	63.4%	56.6%	55.2%	63.4%
Grade 4 WKCE - Reading (% prof./abv.)						
School	33.3%	42.4%	54.7%	22.2%	52.4%	57.3%
P-5 Average	38.5%	50.7%	57.3%	38.5%	50.7%	57.3%
District Total	45.0%	57.4%	58.5%	45.0%	57.4%	58.5%
Grade 4 WKCE - Math (% prof./abv.)						
School	15.8%	30.3%	36.5%	10.9%	48.8%	48.2%
P-5 Average	20.1%	46.9%	52.1%	20.1%	46.9%	52.1%
District Total	23.0%	48.8%	51.2%	23.0%	48.8%	51.2%
Grade 2 P-5 Writing Ass. (rubric score)						
School	5.6	4.4	5.4	3.6	4.5	3.8
P-5 Average	4.3	4.3	4.3	4.3	4.3	4.3
District Total	NA	NA	NA	NA	NA	NA
Grade 5 P-5 Writing Ass. (rubric score)						
School	4.7	4.1	4.7	3.5	3.5	4.6
P-5 Average	4.3	4.3	4.6	4.3	4.3	4.6
District Total	NA	NA	NA	NA	NA	NA
Grade 4 MPS Writing Ass. (% prof./abv.)						
School	16.1%	23.5%	24.0%	10.0%	32.8%	24.0%
P-5 Average	27.6%	30.8%	29.7%	27.6%	30.8%	29.7%
District Total	31.8%	37.6%	29.1%	31.8%	37.6%	29.1%
Student Suspension Rate						
School	1.06%	0.54%	0.00%	19.38%	6.37%	2.06%
P-5 Average	2.31%	1.66%	2.77%	2.31%	1.66%	2.77%
District Total	3.46%	3.27%	3.60%	3.46%	3.27%	3.60%
No. Parent Involvements - Topics						
School	16	26	62	10	7	12
P-5 Total	807	856	984	807	856	984
District Total	NA	NA	NA	NA	NA	NA
No. Staff Training Activities						
School	12	27	21	25	6	15
P-5 Total	1,389	1,515	1,401	1,389	1,515	1,401
District Total	NA	NA	NA	NA	NA	NA

Section III.

School by School Description And Achievement Data

**AUER AVENUE SCHOOL
P-5 PLAN**

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- \$174,149 funded one Accelerated Reader/Technology teacher, a .5 Instructional Support Teacher, school-wide instructional materials, student incentives, field trips, staff development, and parent involvement.
- Reading support was provided for students identified as having additional needs in their literacy development. Research-based models of reading intervention programs were provided by trained teachers during the regular school year and in extended-year programs.
- Staff development included inservice for staff and parents.
- Parental participation and support included volunteer service, participation on the school council and parent meetings/workshops.
- Extended-day programs provided additional opportunities for students to read and earn points in the Accelerated Reader Program and to receive focused computer instruction correlated to district and state assessments.
- A school-wide writing teacher provided additional instructional support in developing students' process writing skills and targeting specific areas in need of improvement.
- Instructional Support Teachers were used to decrease class size for literacy instruction in Grades 1-6.
- Awards programs and student incentives were given to students for academic success, reaching reading goals in accelerated reading, study habits, citizenship, and attendance.
- Field trips were provided to build students' background across the curriculum, to enhance language development, and to develop community awareness.

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
75%	49%	77%	33%	47%	43%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
48.0%	60.7%	75.0%

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.5	4.6	4.6	4.3
4	30.0%	32.3%	28.1%	28.6%
5	4.7	4.7	4.8	4.6

*Note: Grade 4 - Percent At/Above Proficient

(AUER)

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	93	94	95

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	3	4	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	55	62	23
Number of Participations	2,990	2,563	1,419

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	75	40	45
Number of Participations	654	301	228

**CLARKE STREET SCHOOL
P-5 PLAN**

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- A budget of \$159,189 funded a program implementor, math and technology coordinator, and a parent involvement coordinator. Funds also provided for a "Project Seed" consultant to teach two classes of higher level math skills, and for the purchase of educational materials.
- Staff inservices included training in: "Power Writing" to improve writing skills; "SRA Direct Instruction" to improve reading decoding skills; "Junior Great Books" to improve higher level thinking skills in reading; P-5 Portfolio assessment skills; effective computer usage and implementing math instruction using "Investigations".
- An extended-day program offered a variety of programs including Scouts, tutoring, basketball, soccer, arts and crafts, and a special program for families called FAST.
- A school-wide Title I program funded four additional teachers to reduce the size of class instructional groups in reading, writing and math, a part-time science teacher, and a parent/community involvement coordinator.
- Special programs included: "Power Writing", "SRA Direct Instruction", "Project Seed", "Pure Phonics", "Junior Great Books", "Accelerated Reading", "High Scope" – an enriched kindergarten/first-grade program, and "Best Friends" – a pregnancy and self-esteem program for eighth-grade girls.
- Enrichment activities included multi-cultural presentations, Math Olympics, a student-produced original opera, an all-school science fair, camping, participation in the Stock Market Game, and "SHARP" – a social studies and arts collaboration with the Milwaukee Art Center.

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
56%	88%	91%	61%	93%	93%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
79.4%	84.3%	89.7%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
69%	63%	61%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
80%	66%	38%	47%

(CLARKE)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	5.0	4.9	4.5	4.3
4	72.1%	63.8%	54.9%	28.6%
5	4.2	4.7	5.6	4.6

*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	91	91	92

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	3	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	47	64	59
Number of Participations	1,580	1,786	1,761

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	55	99	74
Number of Participations	568	707	1,372

FRANKLIN SCHOOL
P-5 PLAN

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- Budget of \$194,909 funded one extra classroom teacher, one science teacher, two educational assistants, and instructional materials.
- A fulltime science teacher provided "hands on" experiences for all students in a science laboratory.
- Parental participation was increased through the work of an educational assistant who organized parent involvement programs.
- One extra teacher was used to further reduce class sizes to twenty to one.
- Two educational assistants provided individual and small group instruction using the Direct Instruction Method by SRA.

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
34%	46%	58%	13%	33%	55%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
46.8%	37.2%	53.4%

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.1	4.1	4.6	4.3
4	29.6%	27.7%	49.2%	28.6%
5	4.6	5.3	4.8	4.6

*Note: Grade 4 - Percent At/Above Proficient

(FRANKLIN)

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	91	91	92

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	1	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	45	27	40
Number of Participations	1,540	1,540	1,512

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	32	43	31
Number of Participations	691	683	424

GREEN BAY AVENUE SCHOOL
P-5 PLAN

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

The P-5 Program budget of \$138,349 has added to the educational program at Green Bay Avenue School by providing the following staff:

- Our science teacher has enriched the quality of our children's science curriculum.
- Our art teacher has provided an enriched art curriculum with emphasis on integrating classroom curriculum to increase visualization skills, expressible vocabulary and writing skills.
- Our parent coordinator has improved our communication with children's homes and encouraged a wider variety of parent involvement.
- Our classroom educational assistants have allowed teachers to increase the number and quality of "hands on" learning experiences.
- Our program implementor has added a significant feature to coordinated curriculum-planning activities for grade-level consistency.

Five multi-cultural programs in which parents, students, and staff illustrated an extensive four-week study of five specific cultures.

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
33%	42%	55%	16%	30%	37%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
48.5%	54.0%	83.0%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
66%	63%	61%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
89%	66%	77%	47%

(GREEN BAY)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	5.6	4.4	5.4	4.3
4	16.1%	23.5%	24.0%	28.6%
5	4.7	4.1	4.7	4.6

*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	94	93	94

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	1	1	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	16	26	62
Number of Participations	764	898	1,900

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	12	27	21
Number of Participations	83	270	172

**HOLMES SCHOOL
P-5 PLAN**

STANDARD PROGRAM FEATURES

- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- Budget of \$203,599 funded a reading teacher, librarian, two paraprofessionals, and instructional materials.
- The reading teacher was responsible for teaching, reinforcing, and accelerating students in reading and language arts.
- The librarian was responsible for maintaining the Media Center, exposing children to literature, and promoting student use of the library as a resource center.
- Two paraprofessionals provide classroom support, small group instruction, and additional tutoring in Math Investigations and reading.
- Inservice was provided on Computer Literacy, Reading Strategies, Mathematics-Problem Solving, and school reform.

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
30%	39%	46%	16%	22%	36%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
59.0%	36.3%	43.1%

**AVERAGE SCORE OF THIRD GRADE PUPILS
ON THE MPS SPANISH READING TEST
(46 Comprehension Items)**

98-99 Score	98-99 No. Tested	99-00 Score	99-00 No. Tested	P-5 98-99 Score	P-5 99-00 Score
40.0%	15	25.0%	16	41.6%	47.3%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
68%	63%	61%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
74%	66%	32%	47%

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	3.6	3.8	3.6	4.3
4	13.9%	19.5%	10.6%	28.6%
5	4.6	4.1	4.4	4.6

*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	89	89	90

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	0	0	11

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
28%	31%	51%	7%	26%	45%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
55.1%	46.7%	60.8%

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.7	4.7	4.7	4.3
4	17.2%	12.2%	30.7%	28.6%
5	3.7	3.8	4.1	4.6

*Note: Grade 4 - Percent At/ Above Proficient

(HOPKINS)

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	91	90	93

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	1	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	22	29	38
Number of Participations	742	1,011	1,038

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	15	47	8
Number of Participations	296	405	695

**KAGEL SCHOOL
P-5 PLAN**

STANDARD PROGRAM FEATURES

- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- The \$137,019 P-5 budget is used to fund educational assistants, supplies, and supplements our technology program.
- Six educational assistants funded by P-5 provide teaching support in classroom activities, the Writing-to-Read Lab, the Parent Center, the TCF Science Lab, and assist with related community affairs.
- The P-5 funded Writing-to-Read 2000 Lab Coordinator effectively and efficiently operated the lab for three kindergarten and three first-grade classes.
- The TCF Science Lab is supported by P-5 funds, used to purchase one educational assistant and additional science lab materials.
- Parents and staff attend the P-5/Title 1/Pre-College Conference every December.

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
36%	95%	52%	24%	87%	50%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
71.4%	54.8%	43.5%

**AVERAGE SCORE OF THIRD GRADE PUPILS
ON THE MPS SPANISH READING TESTS
(46 Comprehension Items)**

98-99 Score	98-99 No. Tested	99-00 Score	99-00 No. Tested	P-5 98-99 Score	P-5 99-00 Score
26.3%	19	47.4%	19	41.6%	47.3%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
62%	63%	64%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
80%	66%	63%	47%

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.1	4.4	4.5	4.3
4	44.7%	41.7%	37.5%	28.6%
5	4.9	5.2	4.7	4.6

*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	94	93	95

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	8	6	17

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	28	89	24
Number of Participations	805	1,239	892

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	318	364	303
Number of Participations	1,224	2,048	634

**KEEFE AVENUE SCHOOL
P-5 PLAN**

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of selected staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- The budget of \$189,004 funded 2 teachers, 2.5 educational assistants, field trips, inservice activities, and supplies/incentives.
- One teacher assisted in reading instruction and coordinated science activities.
- One teacher supervised the computer lab, coordinated computer lessons to support the classroom curriculum and was the technology coordinator for the school. This teacher also assisted in reading instruction.
- Educational assistants were assigned to Grades 2-5. Assignments were tailored to individual student needs.
- School-wide holiday programs and other special celebrations helped parents become a part of the Keefe Avenue family.
- High Scope State-Funded Language Program has been implemented for the all-day K5 and first-grade students. A computer-based developmental reading program, "Breakthrough to Literacy", was also funded for K5 and first grades.

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
35%	26%	56%	17%	15%	32%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
88.1%	43.3%	81.5%

**PERCENT OF FIRST GRADE PUPILS REACHING SECURE STATUS
ON HIGH SCOPE EVALUATION SCALE, SPRING 2000**

Language and Literacy	P-5 Schools Combined	Mathematical Thinking	P-5 Schools Combined
69%	63%	65%	57%

Scientific Thinking	P-5 Schools Combined	Social Studies	P-5 Schools Combined
59%	66%	39%	47%

(KEEFE)

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	4.9	4.7	4.8	4.3
4	11.7%	12.1%	44.9%	28.6%
5	4.3	5.0	4.7	4.6

*Note: Grade 4 - Percent At/Above Proficient

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	92	93	92

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	0	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	39	5	33
Number of Participations	4,002	4,153	4,493

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	59	34	50
Number of Participations	780	585	1,011

**KILBOURN SCHOOL
P-5 PLAN**

STANDARD PROGRAM FEATURES

- Kindergarten program was provided for four-year-old pupils.
- P-5 program was provided as a supplement to existing efforts.
- Class size was limited to a maximum of 25 students.
- Parent/community council was established to monitor and evaluate programs.
- Multidisciplinary Team was established for special need students.
- Evaluation of each staff member was prepared by principal.
- Inservice to meet school objectives was required of all staff.
- Meaningful parental involvement was secured.
- Annual evaluation testing was conducted per legislation.

UNIQUE PROGRAM FEATURES

- The budget of \$116,350 funded 5.0 educational assistants, .75 parent involvement assistant, inservice training, field trips, and instructional materials.
- One educational assistant staffed the computer/tutoring center and a second educational assistant provided tutoring and in-classroom assistance to pupils. The parent involvement assistant served as a school/community/parent coordinator.
- Teacher inservice focused on academic areas identified by the staff, parents, and principal. Inservice also included educational practices shown to be effective in improving student achievement, especially with at-risk students.
- Emphasis was placed on incentive programs in reading, language, math, and science which would result in greater student achievement.
- Portfolio assessment
- Accelerated Reading Program
- Science lab
- School-wide reading incentives

RESULTS

1. Norm-Referenced Test Data

GRADE 4 WKCE – READING AND MATH SUBTESTS

READING			MATHEMATICS		
Percent Proficient and Above			Percent Proficient and Above		
97-98	98-99	99-00	97-98	98-99	99-00
78%	93%	86%	48%	88%	75%

**COMPARISONS OF 1997-98, 1998-99, 1999-2000
WISCONSIN READING COMPREHENSION TEST RESULTS**

Percent of Students Scoring At Proficient and Above		
97-98	98-99	99-00
83.7%	86.7%	95.2%

2. Writing Sample

**AVERAGE SCORE FOR WRITING SAMPLE
FOR GRADES 2, 4, AND 5
(Maximum Score: 8)**

Grade	School 97-98	School 98-99	School 99-00	P-5 Average 99-00
2	6.0	5.3	5.2	4.3
4	58.6%	53.1%	70.0%	28.6%
5	4.8	4.7	5.5	4.6

*Note: Grade 4 - Percent At/Above Proficient

(KILBOURN)

3. Attendance Data

	97-98	98-99	99-00
Percent Student Attendance	95	95	96

4. Behavior Data

	97-98	98-99	99-00
Percent of Students Suspended	0	0	0

5. Parent Involvement Data

	97-98	98-99	99-00
Number of Activities	94	86	71
Number of Participations	1,847	2,264	2,377

6. Inservice Activity Data

	97-98	98-99	99-00
Number of Activities	68	68	62
Number of Participations	396	354	201