

Madison Metropolitan School District
Madison, Wisconsin

State of the District
January 2010

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Mission Statement

Madison Metropolitan School District

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.



January 2010

Dear Members of Our Community,

The mission of the Madison Metropolitan School District is as follows:

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

A year ago, a group of community and school staff members committed time to develop a revised Strategic Plan for the school district. As part of this, our mission statement was revised. This plan was approved by the Board of Education in September 2009 and will be reviewed and updated annually. For the foreseeable future, the plan will serve as our road map to know if we are making a difference relative to important student learning outcomes and to the future of our community. To make the most difference, we must continue to partner with you, our community. We are indeed very fortunate to be able to educate our children in a very supportive, caring community.

As a school district, our highest priority must be on our work related to teaching and learning. For our students and the community's children to become proficient learners and caring and contributing members of society, we must remain steadfast in this commitment.

Related to our mission, we have also identified the following belief statements as a district:

1. We believe that excellent public education is necessary for ensuring a democratic society.
2. We believe in the abilities of every individual in our community and the value of their life experiences.
3. We believe in an inclusive community in which all have the right to contribute.
4. We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant and culturally responsive.
5. We believe that every individual can learn and will grow as a learner.
6. We believe in continuous improvement informed by critical evaluation and reflection.

7. We believe that resources are critical to education and we are responsible for their equitable and effective use.
8. We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.

Purpose of this report

The purpose of this State of the District Report is to provide important information about our District to our community and to share future priorities.

Who do we serve?

To begin, it is important to describe who we are serving by providing information about our students.

Madison is the second largest school district in Wisconsin. We have 24,295 students enrolled.

	<u>1999-2000</u>	<u>2009-2010</u>
White	66%	50%
Black	18%	24%
Hispanic	6%	15%
Asian	10%	10%
Native American	1%	1%

- Dane County Census Data – 11% non-White
- 51.1% males, 48.9% females
- 327 Pre-kindergarten
- 11,705 Elementary School
- 5,027 Middle School
- 7,563 High School
- 65 languages spoken in the MMSD
- 3,832 English Language Learners (16% District, 6% State)
- 47% Free and Reduced Price Lunch Students (34% State) (27.6% in 1999-2000)
- 17.22% Students with Disabilities (14.11% State)

Our student population has changed a great deal and a key opportunity involves our addressing our diversity in ways that help our students learn how to deal with differences in good and just ways.

Academic Success

Academic rigor is the hallmark of Madison’s schools, and the results prove it.

- Madison students surpass their state peers in the percentage of students scoring in the highest performance category (Advanced) in 13 of 15 tests on basic skills in reading, language arts, math, science and social studies at the 4th, 8th and 10th grade levels.

- 20% more Madison high school students take advanced courses as compared to the state average, and a significantly higher percentage (29%), compared to the state average, pass Advanced Placement (AP) exams, demonstrating college-level proficiency.
- The MMSD has *more than seven times* the National Merit Scholar Semifinalists than a district its size would have on average. Each year, Madison has over 50 Semifinalists when a district Madison's size would typically have no more than seven, according to data from the National Merit Scholarship Corporation.
- MMSD students significantly outperform other students on the ACT college entrance exam – 13% higher than the U.S. average and 7% higher than the Wisconsin average. And a higher percentage of MMSD students take the ACT than the state average.

High school students can avail themselves of the Youth Options program, where students take classes for college and high school credit on the UW-Madison campus or at Madison Area Technical College.

Who provides service to our students and families?

	<u>Employees</u>	<u>FTEs</u>
Administration	140	139.25
Custodians	214	214.00
Educational Assistants	590	429.39
Coaches	395	NA
Food Service	146	94.94
MSCR	1,807	1,658.02
Non-represented Clerical	18	16.40
Professional	48	48.00
Security Assistants	25	24.63
Clerical/Technical	249	204.14
BRS	85	70.42
Therapy Assistants	38	33.91
Teachers	2,570	2,450.07
Trades	26	26.00
Substitutes	728	NA
Total	7,079	5,409

Members of our staff have also been recognized for outstanding accomplishments

- Wisconsin Elementary School Teacher of the Year (2009)
- Four Milken Family Foundation winners since 2000
- 17 Kohl Teacher Fellows since 2000
- 30 National Board Certified teachers, 2nd highest of all districts in the state
- 55% of full-time teachers have at least one master's degree
- Dance Educator of the Year (2009)

- Teacher of the Year award from Wisconsin Teachers of English to Speakers of Other Languages (2008)
- Teacher of the Year Award from Organization of American Historians (2007)
- Wisconsin Association of Family and Consumer Sciences Teacher of the Year (2007)

Under the No Child Left Behind requirements for high quality staff, it is important to note that 97% of our teaching staff and 100% of our paraprofessional staff meet these requirements. We have plans to ensure the remaining 3% of our teachers meet these requirements.

Our Mission-Work

As stated in our mission statement, our commitment is to ensure our students develop a love of learning and are civically engaged. It is critically important that our students develop well as learners and develop the necessary citizenship skills that will allow them to function effectively in an evermore complex world and be of assistance to the communities in which they eventually reside.

Relative to the need to have our students become enthusiastic learners for life, we are focusing on the following five priority strategies in our Strategic Plan:

- √ **All students reach their highest potential and we eliminate achievement gaps.**
- √ **Improve academic achievement for all students and ensuring student engagement and student support.**
- √ **Implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff.**
- √ **Rigorously evaluate programs, services and personnel and vigorously pursue the resources necessary to achievement our mission.**
- √ **Promote, encourage and maintain systems of practice that serve to unify and strengthen our schools, programs, departments, services and the district as a whole.**

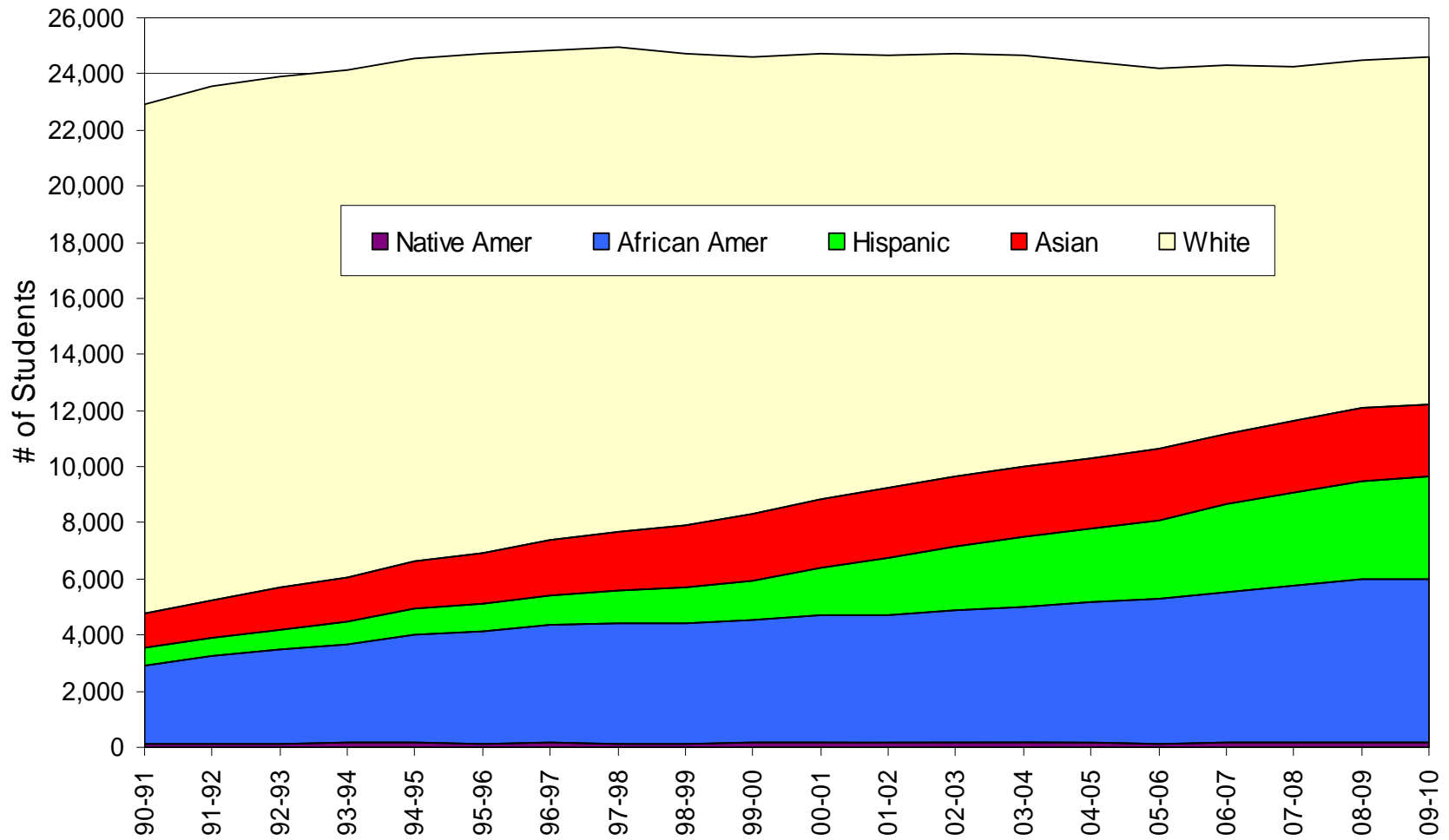
The Importance of Knowing How Our Students Are Doing

As a school district, we are committed to knowing how our students are performing and to using student data as the basis for making key judgments about our needs and programs/services to meet the needs of our students. The following information is provided about our students:

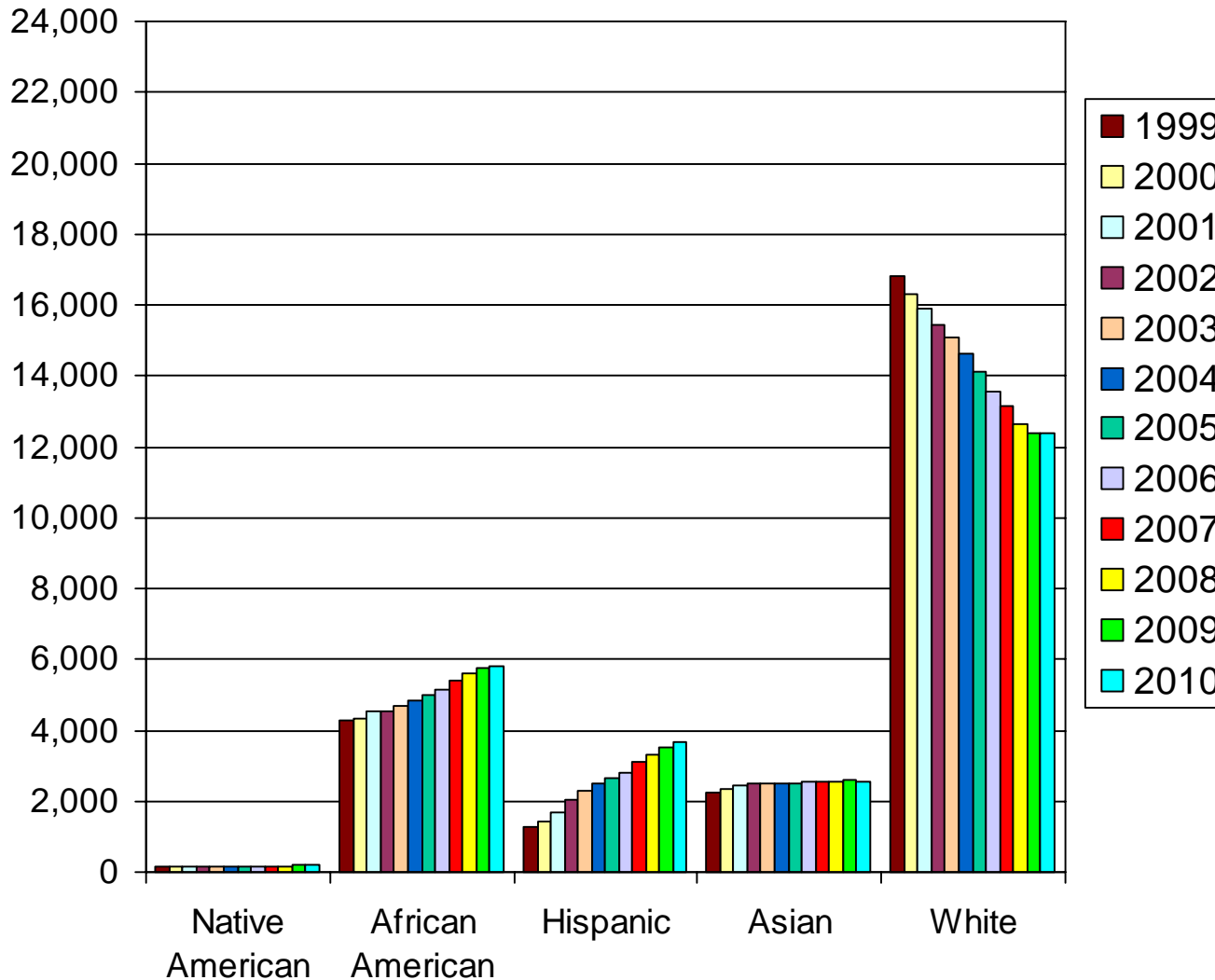
- District Demographics Over Time
- Data and Information on Reading
- Data and Information on Algebra and Geometry
- Data and Information on Attendance

District Demographics Over Time

MMSD ENROLLMENT BY ETHNICITY 1990-91 TO 2009-10



MMSD ENROLLMENT BY ETHNIC/RACIAL STUDENT SUBGROUP 1998-99 TO 2009-10



In 1999, white students comprised 68% of district enrollment. In 2010, white students comprise 50% of district enrollment. The proportion has decreased every year since 1999.

The fastest growing subgroup were Hispanic students which were 5% of district enrollment in 1999 and 15% in 2010.

**MADISON METROPOLITAN SCHOOL DISTRICT
DEMOGRAPHIC DATA
THIRD FRIDAY IN SEPTEMBER
PERCENTAGES**

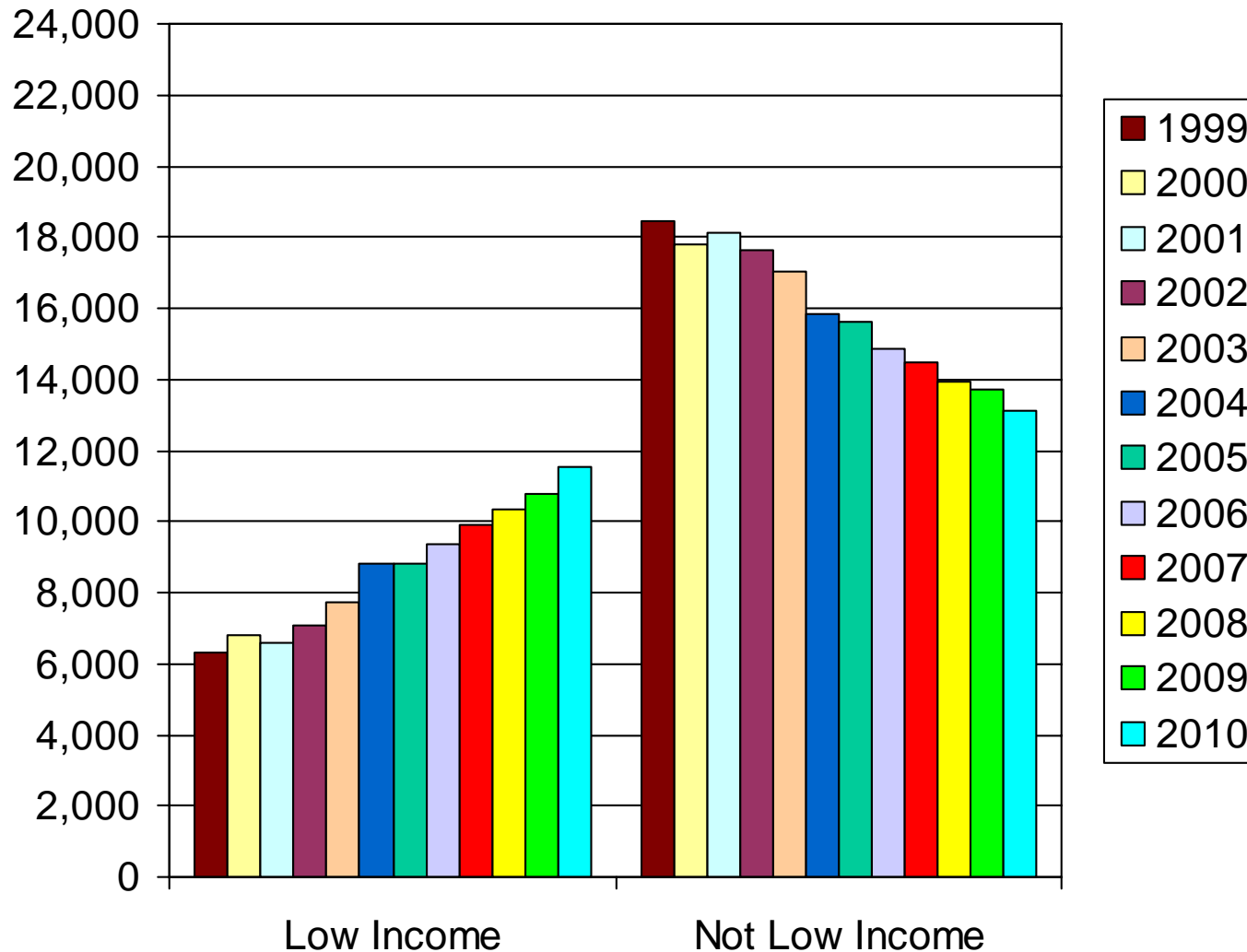
School Year	Total Students	Native American	African American	Hispanic	Asian	White	Low Income Students	Special Education Students	ELL Students
1990-91	22907	0.5%	12.2%	2.8%	5.3%	79.2%	20.3%	9.8%	3.0%
1991-92	23558	0.6%	13.2%	2.8%	5.5%	77.9%	20.7%	10.3%	3.3%
1992-93	23919	0.6%	13.9%	3.1%	6.3%	76.2%	21.7%	10.4%	3.4%
1993-94	24138	0.6%	14.5%	3.4%	6.5%	74.9%	21.7%	11.1%	4.5%
1994-95	24558	0.6%	15.7%	3.7%	7.1%	72.9%	24.2%	11.6%	4.3%
1995-96	24725	0.6%	16.2%	3.8%	7.5%	71.9%	24.2%	12.1%	3.9%
1996-97	24824	0.6%	16.9%	4.2%	8.0%	70.3%	26.4%	12.1%	4.5%
1997-98	24962	0.6%	17.1%	4.6%	8.6%	69.2%	25.5%	12.4%	5.3%
1998-99	24748	0.6%	17.3%	5.1%	9.1%	68.0%	25.5%	13.8%	5.4%
1999-00	24600	0.7%	17.7%	5.8%	9.6%	66.2%	27.6%	14.8%	7.6%
2000-01	24724	0.7%	18.4%	6.8%	9.8%	64.3%	26.7%	15.9%	8.4%
2001-02	24688	0.7%	18.4%	8.3%	10.1%	62.5%	28.7%	16.3%	10.6%
2002-03	24747	0.7%	19.0%	9.3%	10.2%	60.9%	31.3%	16.4%	11.3%
2003-04	24635	0.7%	19.7%	10.1%	10.1%	59.4%	35.8%	16.1%	12.4%
2004-05	24430	0.6%	20.5%	10.9%	10.2%	57.7%	36.0%	16.5%	13.6%
2005-06	24218	0.6%	21.2%	11.6%	10.6%	56.0%	38.6%	16.2%	13.3%
2006-07	24342	0.7%	22.1%	12.7%	10.4%	54.1%	40.6%	16.6%	14.6%
2007-08	24268	0.7%	23.1%	13.6%	10.5%	52.1%	42.7%	15.5%	15.7%
2008-09	24189	0.8%	23.6%	14.3%	10.7%	50.6%	44.6%	15.6%	15.5%
2009-10	24295	0.8%	23.8%	14.5%	10.8%	50.3%	46.9%	15.4%	15.8%

Note: Data are from 3rd Friday September Official Count Date

**MADISON METROPOLITAN SCHOOL DISTRICT
DEMOGRAPHIC DATA
THIRD FRIDAY IN SEPTEMBER
COUNTS**

School Year	Total Students	Native American	African American	Hispanic	Asian	White	Low Income Students	Special Education Students	ELL Students
1990-91	22907	120	2801	641	1209	18136	4652	2235	697
1991-92	23558	130	3107	670	1304	18347	4882	2426	788
1992-93	23919	139	3325	739	1496	18220	5198	2483	809
1993-94	24138	149	3496	831	1579	18083	5246	2669	1080
1994-95	24558	158	3844	914	1732	17910	5950	2846	1059
1995-96	24725	139	4009	942	1847	17788	5975	2981	970
1996-97	24824	154	4205	1035	1983	17447	6545	3010	1113
1997-98	24962	138	4264	1159	2135	17266	6357	3098	1320
1998-99	24748	137	4275	1267	2247	16822	6319	3408	1345
1999-00	24600	162	4347	1434	2365	16292	6794	3637	1868
2000-01	24724	161	4554	1679	2425	15905	6611	3920	2072
2001-02	24688	175	4541	2042	2501	15429	7076	4036	2613
2002-03	24747	164	4695	2305	2512	15071	7740	4058	2794
2003-04	24635	164	4851	2481	2495	14644	8823	3976	3062
2004-05	24430	153	4999	2669	2502	14107	8794	4025	3330
2005-06	24218	145	5145	2804	2561	13563	9360	3931	3223
2006-07	24342	161	5381	3097	2536	13167	9879	4035	3566
2007-08	24268	171	5596	3303	2547	12651	10357	3766	3804
2008-09	24189	192	5698	3462	2594	12243	10786	3763	3760
2009-10	24295	194	5771	3533	2617	12231	11399	3749	3832

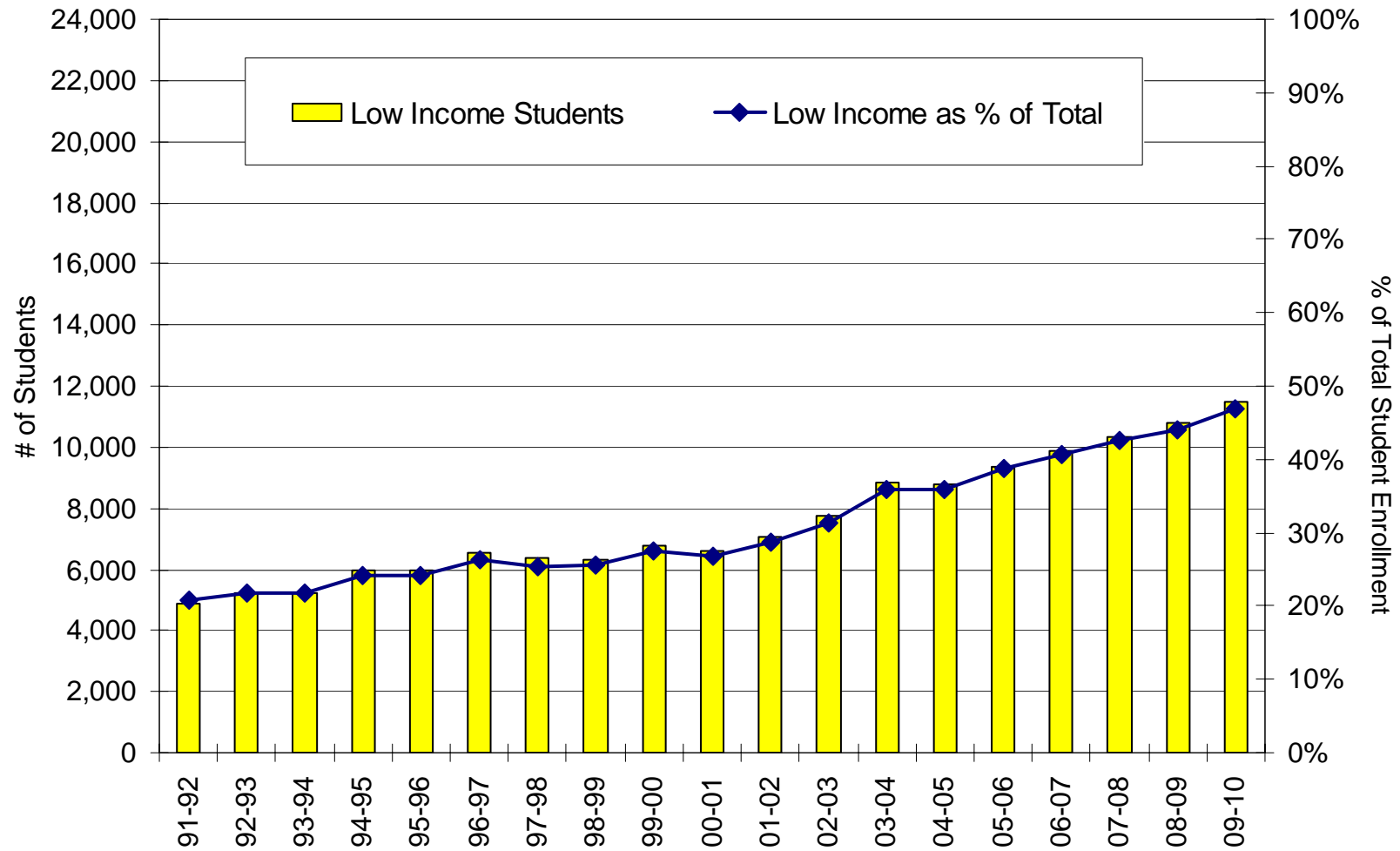
MMSD ENROLLMENT BY INCOME STATUS 1998-99 TO 2009-10



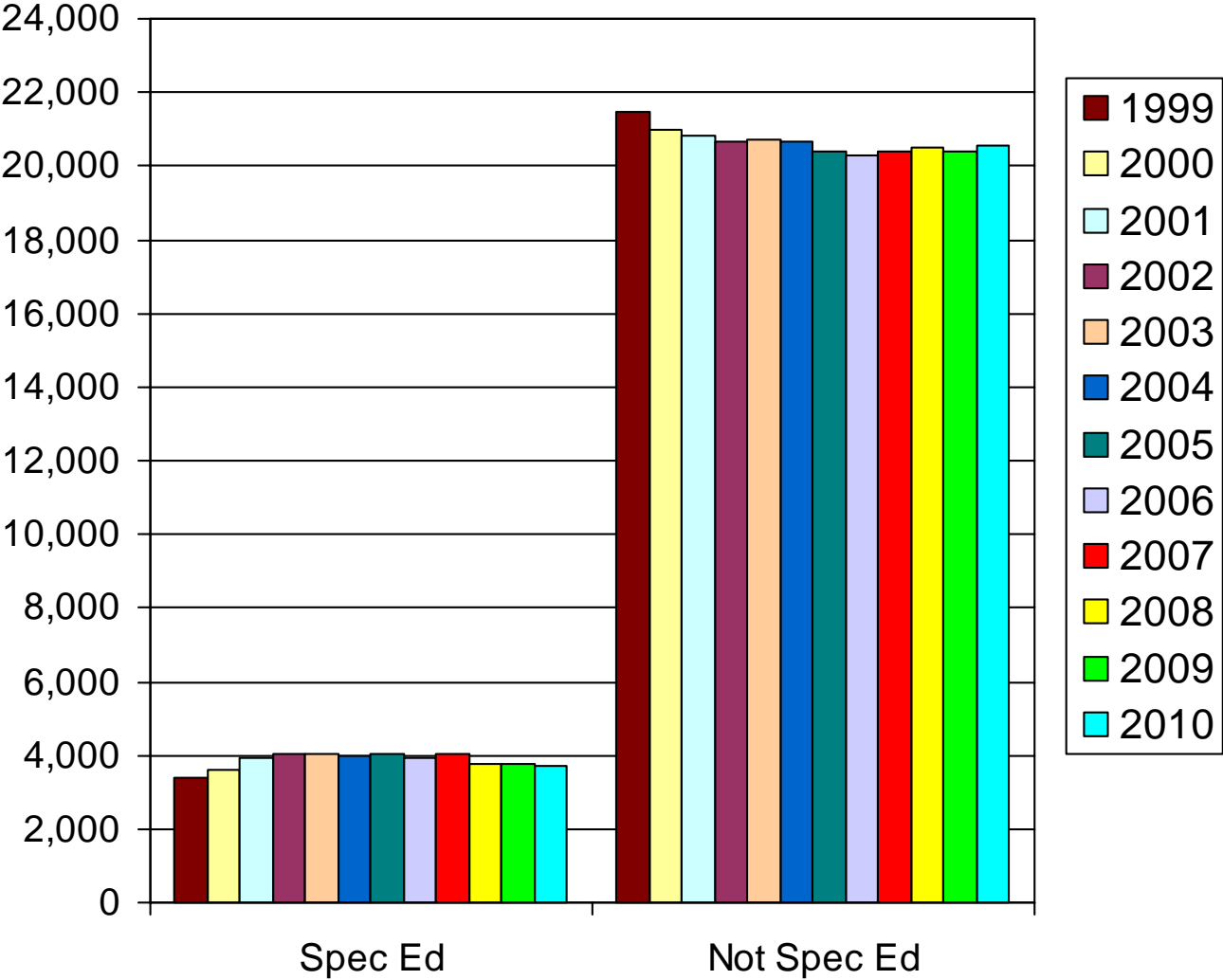
The number of students considered low income has increased within the district, particularly over the past five years.

Over 47% of students reside in low income households this school year.

MMSD LOW INCOME ENROLLMENT 1991-92 TO 2009-10

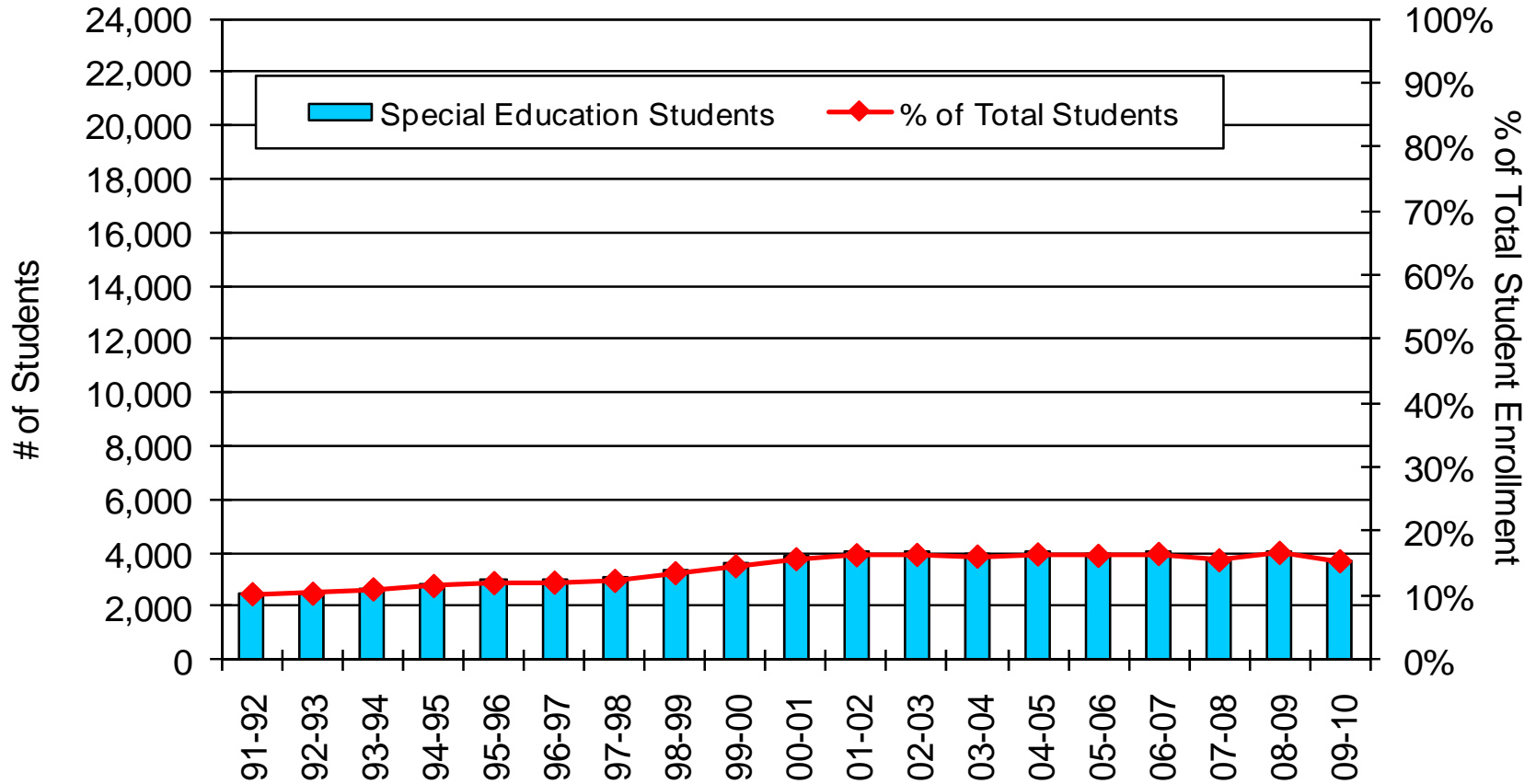


MMSD ENROLLMENT BY SPECIAL EDUCATION STATUS 1998-99 TO 2009-10

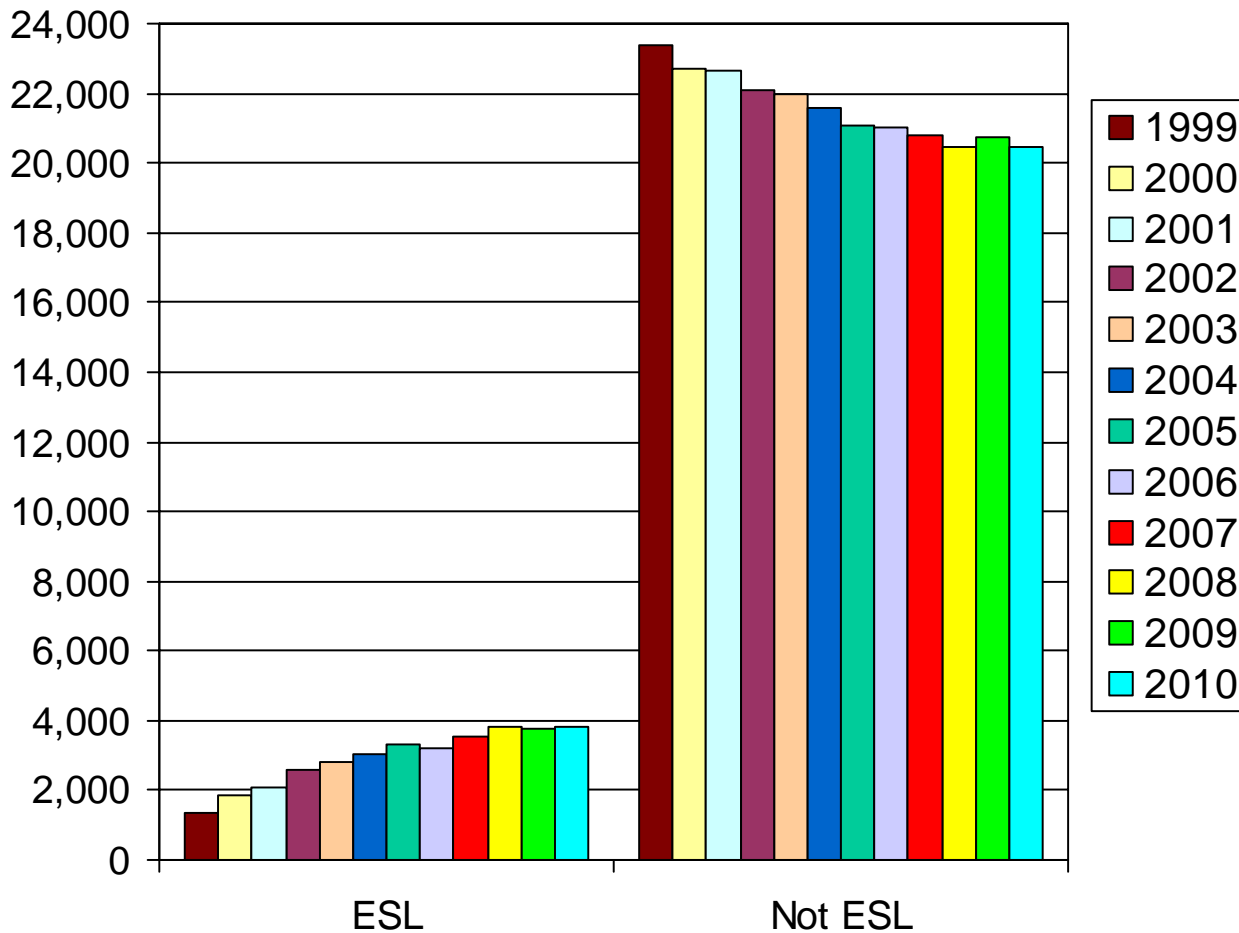


The proportion and number of students which receives special education services has remained stable since 2002 (about 4000 students and 16% of total district enrollment).

MMSD SPECIAL EDUCATION ENROLLMENT 1991-92 TO 2009-10



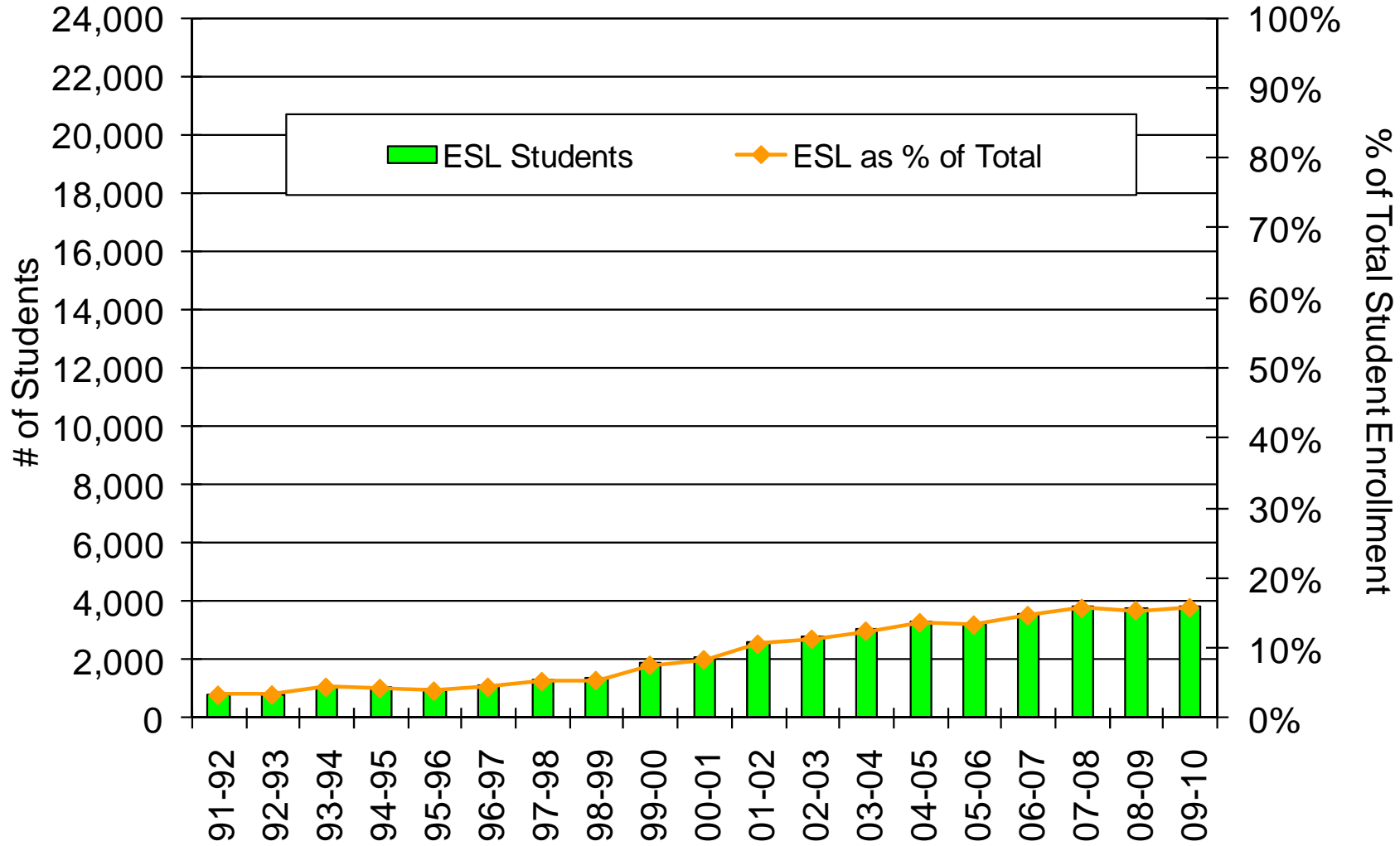
MMSD ENROLLMENT BY ESL STATUS 1998-99 TO 2009-10



ESL enrollment continued a steady upward trend again in 2009-10 that began over 10 years ago.

This year, over 3,800 students (16% of total district enrollment) were eligible for English as a Second Language services.

MMSD ESL ENROLLMENT 1991-92 TO 2009-10



MMSD ESL ENROLLMENT BY FIRST LANGUAGE SEPTEMBER 2009

Language	Count	% of Total Enrollment
English	19,233	79.16%
Spanish	2,937	12.09%
Hmong	740	3.05%
Mandarin/Chinese	226	0.93%
Korean	133	0.55%
Tibetan	76	0.31%
Lao	66	0.27%
Khmer	82	0.34%
Arabic	69	0.28%
French	71	0.29%
Albanian	44	0.18%
Russian	33	0.14%
Other African	49	0.20%
Vietnamese	45	0.19%
Japanese	26	0.11%
Hindi	31	0.13%
Cantonese	18	0.07%
Other (53 languages)	416	1.71%
total	24,295	100.00%

All students complete 3rd grade able
to read at grade level or beyond

Board of Education Reading Priority

Reading at or beyond grade level by end of 3rd grade.

Background

Meeting the Board of Education reading priority – reading at or beyond grade level by the end of 3rd grade – sets an initial benchmark for literacy achievement. The intent of this benchmark is to provide early intervention as students enter MMSD schools so that the stage is set for success throughout their academic career and in life beyond.

- Beginning in the fall of 2005-06, the federal *No Child Left Behind* Act required states to test all students in reading and math in grades 3 through 8 and once in high school. In Wisconsin, this test changed from a norm-referenced to a criterion-referenced test that compares a student's performance to a specific set of criteria. Student performance is reported by proficiency categories and is used to determine the adequate yearly progress of students at the school, district and state levels.
- The Wisconsin Knowledge and Concepts Examination—Criterion-Reference Test administered in the fall of a student's fourth grade year is the central yardstick for measuring reading achievement at the end of the primary grades.
- In the 2008-09 WKCE-CRT Reading Test, 75 percent of MMSD fourth graders scored at proficient or advanced reading levels. This is a 1% increase from 2007-08.
 - Our white student subgroup maintains a proficient or advanced rating at the 90th percentile, as it has over the past five years. This trend continues through the middle school years.
 - Students learning English as a second language posted stable scores in the proficient and advanced categories combined for 2008-09, while our Southeast Asian students and our African American students increased their numbers in the proficient and advanced categories.
 - The gap between our low-income students and non-low income students decreased slightly in 2008-09. This includes a 2% decrease in the number of low income students landing in the minimal category.
 - A four percentage point decrease was recording in the number of Special Education students performing at the minimal level confirming that more students are moving toward proficient.

Policies, Procedures and Practices: As a district, we are working to intensify and accelerate instruction through the use of comprehensive and collaborative instructional supports and professional development that bring teams of professionals together to

problem solve around student achievement. Multiple approaches are being implemented in order to strive for continuous improvement in our elementary literacy program.

Increased Instructional Time: Elementary schools schedule a ninety-minute uninterrupted block of time for literacy instruction since the implementation of the Guide for Elementary School Instructional Design in 2004-05. During this time, teams of teachers with varying areas of expertise work together to meet the literacy needs of all students.

The SAGE Initiative to Reduce Class Size: Primary classrooms of 15 students increase the time a teacher can devote to each individual student. SAGE goals connect to proficiency levels of the elementary standards-based report card. Report card data is analyzed by building-based teams. These teams set School Improvement Goals and create action plans that target specific needs.

Implementation of Assessments: The Primary Language Arts Assessment (PLAA) measures a student's literacy development from kindergarten through fifth grade proficiency. A student's performance on the tasks creates an individual profile that documents growth in reading comprehension and writing skills over time. Teachers use this assessment data along with observations of student work to guide instruction and meet student needs in reading and writing.

Consistency of Instruction: Consistency of practice and language impacts the learning of students who transfer within district schools. Similar instruction and assessment practices along with common language ensure that students have fewer interruptions in their literacy learning. Our professional development related to Core practices focuses on teacher decision-making using formative assessment data gathered during classroom learning. This data is analyzed and used to focus instruction on the needs of the students.

Aligning MMSD Literacy to Standards and Research-Based Instruction: The Wisconsin Model Academic Standards and updated MMSD Grade Level Standards serve as a district-level organizing structure that sets high expectations for student learning. In addition, the K-5 report card articulates a standards-based set of literacy concepts and processes to communicate student progress toward grade level proficiency. Grading guides developed at each grade inform teacher decisions around reporting of student progress.

Culturally Responsive Practices: As a district, we are investigating and piloting practices that engage and motivate students from a variety of backgrounds and cultures. As we identify practices that support student efficacy, we incorporate these strategies in all district and building level professional development in order to affect instruction throughout the district. Falk and Mendota Elementary are working collaboratively in order to document best practices in culturally relevant literacy instruction. Our ultimate goal is to develop culturally relevant instructional models and materials that support the district effort to decrease the achievement gap and eliminate disproportionality in targeted demographic areas.

Interventions: As we work to develop a Comprehensive Response to Intervention (RtI) Literacy Model, we are investigating and implementing various interventions that support additional and intensified instruction focused on individual student need. These interventions are provided in addition to Core Instruction and explicitly target components of the Balanced Literacy program. These interventions are accessible to teachers and can be documented within the Student Intervention Monitoring System (SIMS). Building-level teams are implementing strategies that support specific student groups demonstrating need at each site. Successful strategies are shared across the district to be implemented widely.

Professional Development

Instructional Resource Teachers: This comprehensive effort supported by Title One, Teaching and Learning, Educational Services and Student Services was initiated in 2007-08. It strives to raise student achievement by helping teachers improve literacy instruction through collaborative problem solving and job-embedded professional development. School-based teacher leaders facilitate reflection around classroom practices by working with teaching teams to collaboratively analyze student work and decipher next steps in teaching. Instructional Resource Teachers from across the district congregate bi-weekly to share strategies that support implementation of Literacy Core practices. Teacher leaders embed these strategies in ongoing professional development at each school to support the transfer of new learning into classroom practice.

Teacher Expertise: Teacher professional development in best practices of literacy instruction provides common understandings for teachers and common structures for K-5 students. The *Primary Literacy Notebook* and *Intermediate Literacy Notebook* based on National research and written by teams of MMSD teacher leaders, serve as the MMSD teacher professional development resources in core practice instruction. Language Arts instructional resource teacher support is available as teachers implement these practices in their classrooms. In addition, online learning options are available to support implementation of core practices.

Alongside the *Literacy Notebooks*, intensive efforts at both the district and school level are focusing on an effort to improve K-5 writing instruction. Research supports the strong reciprocal nature of reading and writing skills. The Lucy Calkins Units of Study in Writing are being implemented across the district with the support of both building and District-level Instructional Resource Teachers leading conversations around effective instructional practice. Institutes and workshops to support implementation are ongoing.

Kindergarten Leadership Team: A team of experienced kindergarten teacher leaders is working together to develop oral language assessment and instruction guidelines for the district. They are investigating Core practices and Interventions that support our most emergent literacy learners as they become accustomed to the academic language prevalent in our classrooms. Their recommendations and guidelines will influence classroom practices and professional development across our district kindergarten classrooms.

Preschool Literacy and Math Project: In its tenth year, the Preschool Literacy and Math Project provides support and professional development for early childhood caregivers, education staff and administrators in theory and best practices in early literacy and math from birth to age 5. The Preschool Literacy and Math resource teachers work collaboratively with community early childhood agencies to:

- Sponsor a series of full-day professional development workshops called Launching into Literacy and Math. Over 500 early childhood caregivers and educators throughout the Madison area attend one or more of the three sessions.
- Coordinate and support professional development for non-regulated family, friend and neighbor caregivers in low-income areas through structured, professionally-led Play and Learn Groups. There are sixteen MMSD programs available at “fixed” and “mobile” sites throughout the MMSD attendance area.
- Represent MMSD on various collaborative early childhood care and education initiatives to support early literacy and math development and provide early literacy and math resources, both online and in workshops for center-based parent meetings, Head Start, staff meetings and family childcare provider support groups.
- Provide leadership, professional development, resources and coaching for the six-week MMSD K-Ready summer school programs that serve approximately 300 children who scored below a readiness level on the MMSD kindergarten screener.

Support for Students

Reading Recovery: Reading Recovery teachers provide intensive literacy instruction in one-on-one tutorial sessions to our most at-risk first grade readers at 22 schools across the district. Each year approximately 200 first graders benefit from Reading Recovery instruction. Ongoing professional development and coaching by Reading Recovery Teacher Leaders keeps Reading Recovery teachers current on strategies to accelerate students’ reading ability.

Instructional Teams: Instructional teams including Title I, Special Education, English as a Second Language, Bilingual Resource Teachers and classroom teachers work collaboratively to offer consistency to struggling students. They work inclusively to offer small group instruction and intervention within the classroom environment.

Summer School: The district continues to provide a comprehensive Extended Learning Summer School program at six summer school sites. In literacy, the program serves all eligible students completing grades K-8. The six-week summer school session in literacy offers K-2 students over 100 hours of instruction and intermediate students 50 hours. This program supports students needing extended time and instruction in order to meet proficiency levels in the next grade. Summer school teachers receive intensive professional development and support during the course of summer school to implement core literacy practices in their classrooms.

Community Learning Centers: Eight elementary schools now offer extended after-school learning in Community Learning Centers. Students targeted for academic support receive facilitated literacy lessons provided by tutors and volunteers. AmeriCorps volunteers implement a literacy program at both Midvale and Lowell. Volunteers provide services to children three days per week in after-school programs and during the school day.

Schools of Hope: This partnership between United Way of Dane County, the school district, RSVP of Dane County, Madison Teachers Inc., the Wisconsin State Journal, WISC-TV 3, University of Wisconsin-Madison, and others encourages community volunteers to support preschool and elementary students in reading. A combination of federal grant funding, United Way financial support and school district in-kind contributions supports a team of 18 AmeriCorps members. These AmeriCorps members coordinate the literacy tutoring and school-home reading connections at most MMSD elementary schools and several community-based programs throughout the community. In addition, the Schools of Hope Project annually provides approximately 25 to 30 part-time AmeriCorps members who primarily assist with the K-Ready program during the MMSD summer school session.

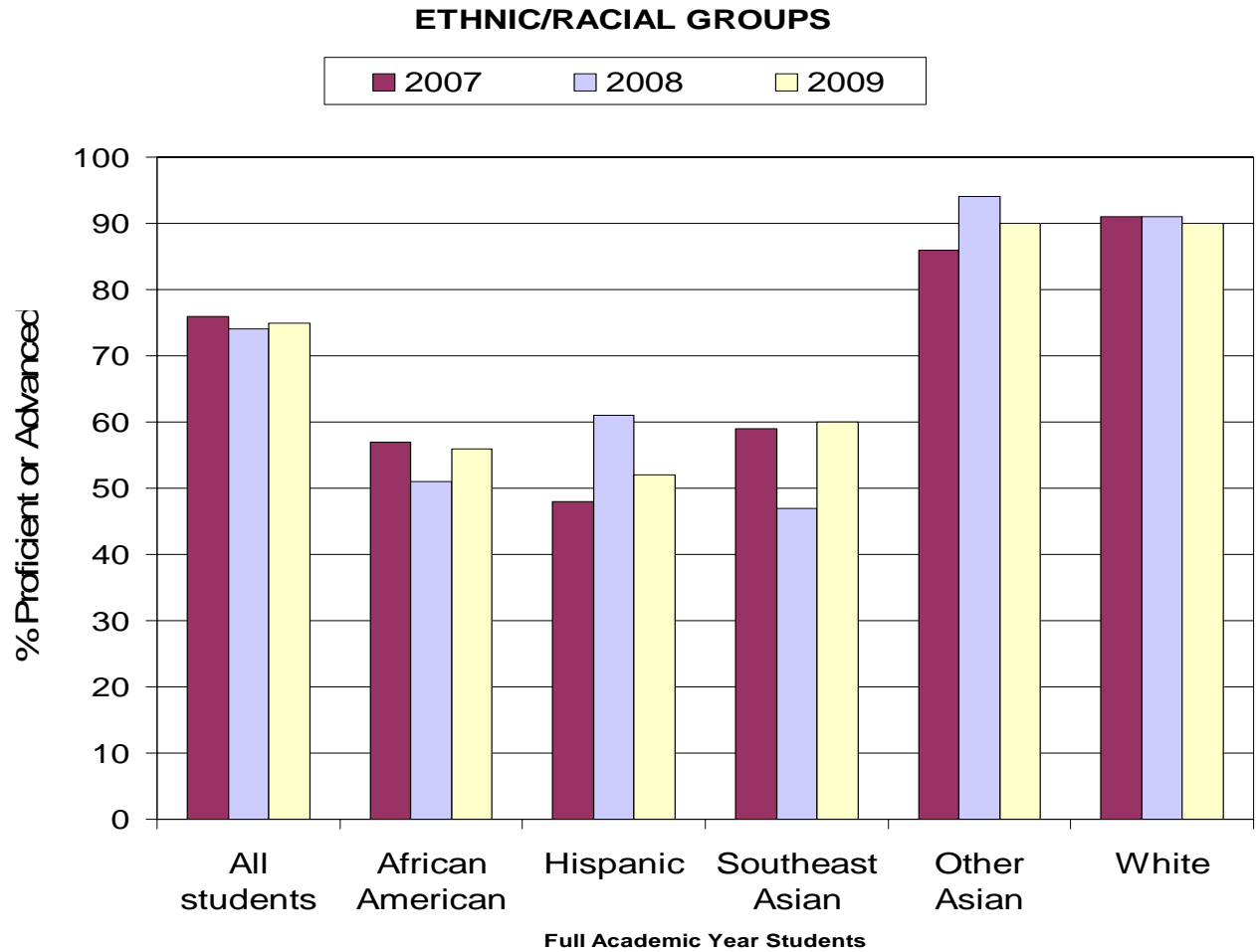
4th Grade WKCE Reading Data Notes

- Students included in the data are full academic year students which is consistent with the WI DPI accountability reporting procedures.
- ELL students are defined by WI DPI as any student with an English Proficiency level of 5 or less at the time of testing.

WISCONSIN KNOWLEDGE & CONCEPTS EXAM (WKCE)

GRADE 4 READING

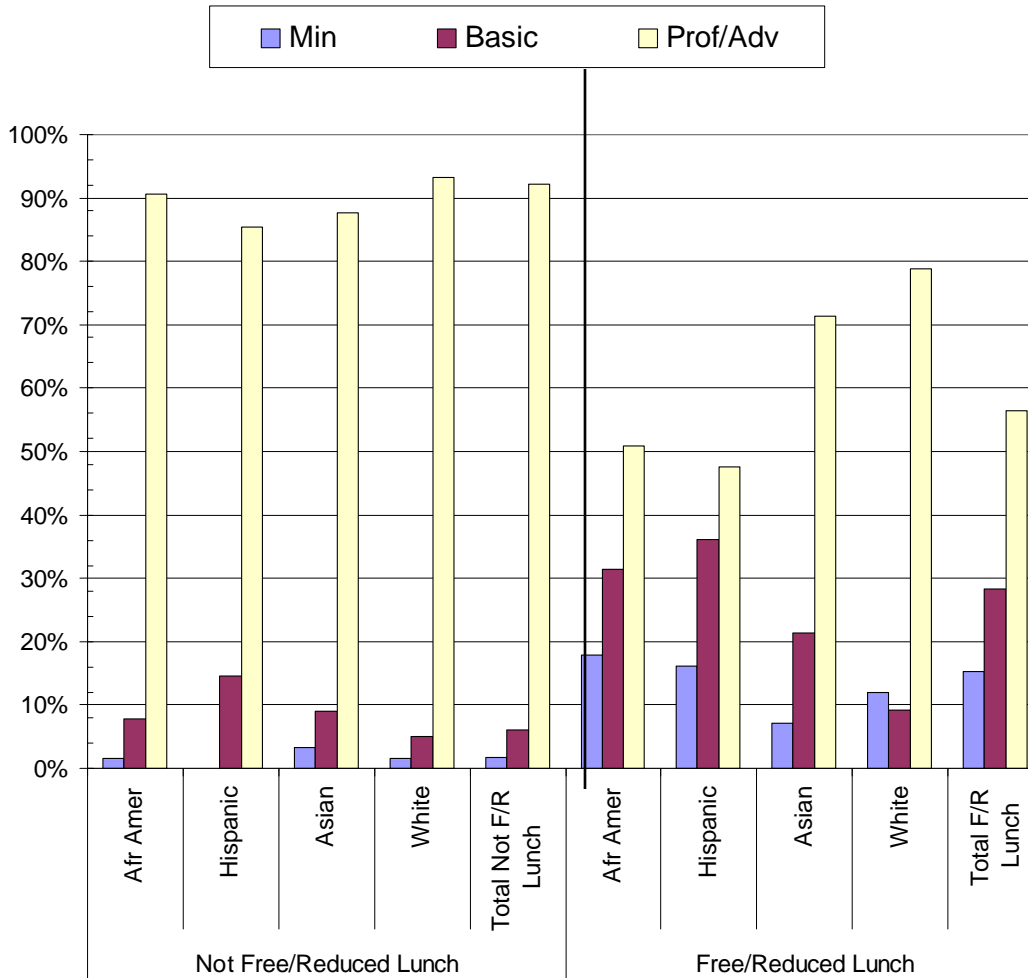
PROFICIENT OR ADVANCED PERFORMANCE



- District wide 75% of students scored proficient or advanced in reading in 2008-09 a 1% increase from 2007-08.
- Southeast Asian and African American students posted increases in percent proficient or higher reading levels between 2007-08 and 2008-09.

WKCE GRADE 4 READING 2008-09

FAY by Ethnic/Racial Group and Socio-Economic Status

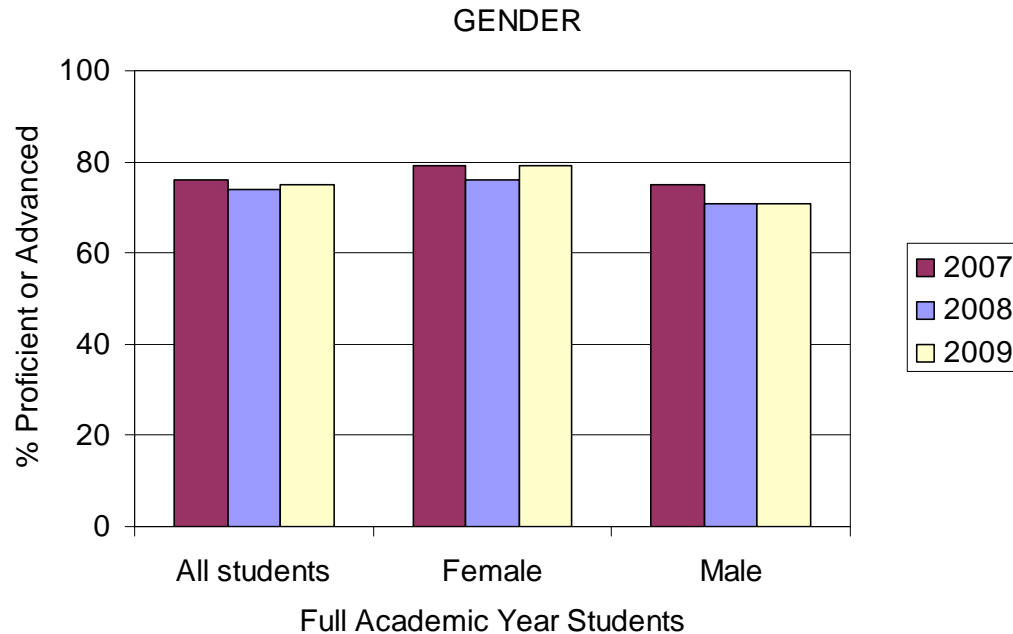


Greater variation exists across ethnic/racial subgroups for low income student versus not low-income student proficiency levels.

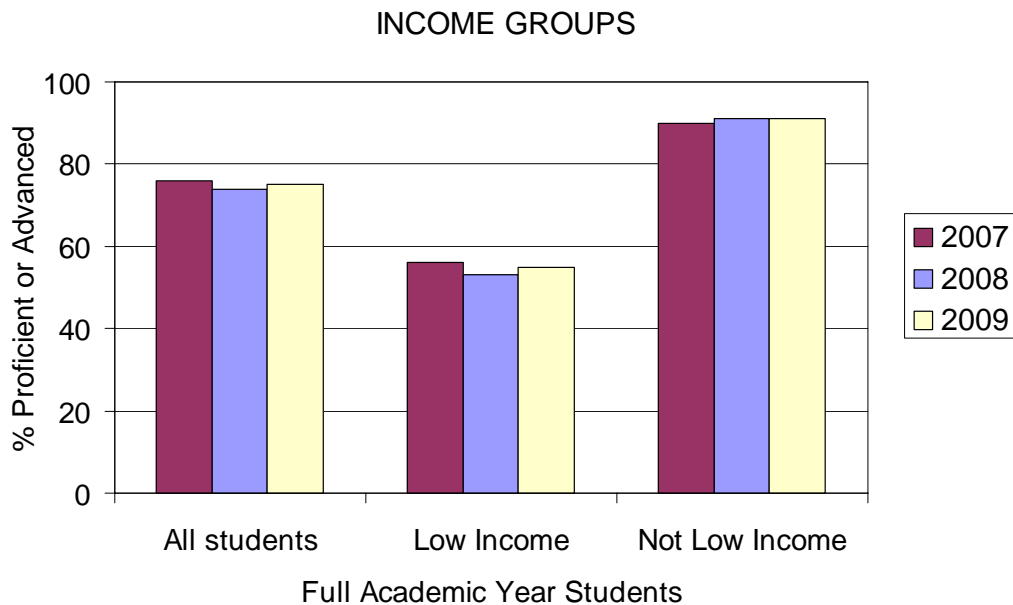
The greatest gap exists between Hispanic and White students. 15% of not low income Hispanic students performed below proficient compared to 7% of not low income White students. 52% of low income Hispanic students performed below proficient versus 21% for Whites – a gap of 31 points.

The gap between not-low income African American and White students performing below proficient is 2 points (9% vs. 7%), whereas the gap between low income students for those same groups is 28 points (49% vs. 21%).

WKCE GRADE 4 READING PROFICIENT OR ADVANCED PERFORMANCE

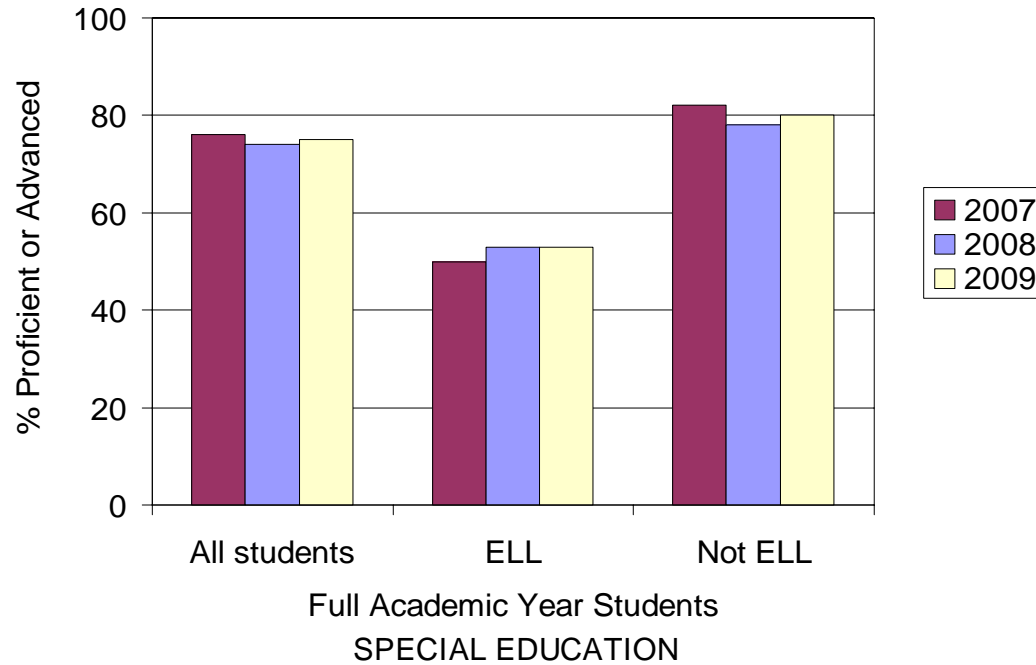


- A slightly higher proportion of female students scored proficient or advanced in reading compared to males.



- The gap in reading proficiency between students in low income households and those living in not-low income households decreased slightly 2007-08 and 2008-09.

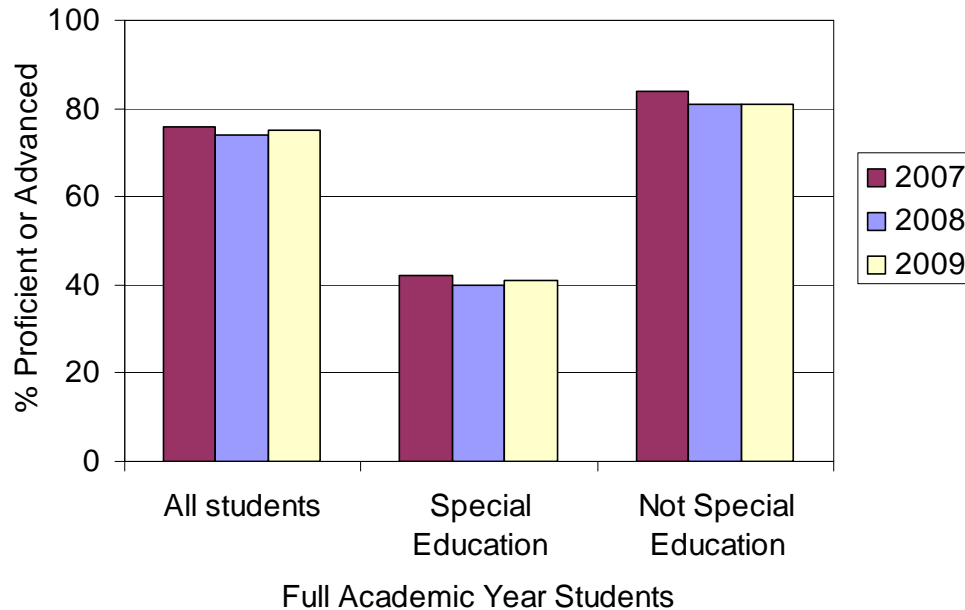
ENGLISH LANGUAGE LEARNERS (ELL)



WKCE GRADE 4 READING PROFICIENT OR ADVANCED PERFORMANCE

- The proportion of ELL students scoring proficient or higher is stable, while the proportion of non-ELL students scoring proficient or higher increased slightly in 2008-09.

SPECIAL EDUCATION

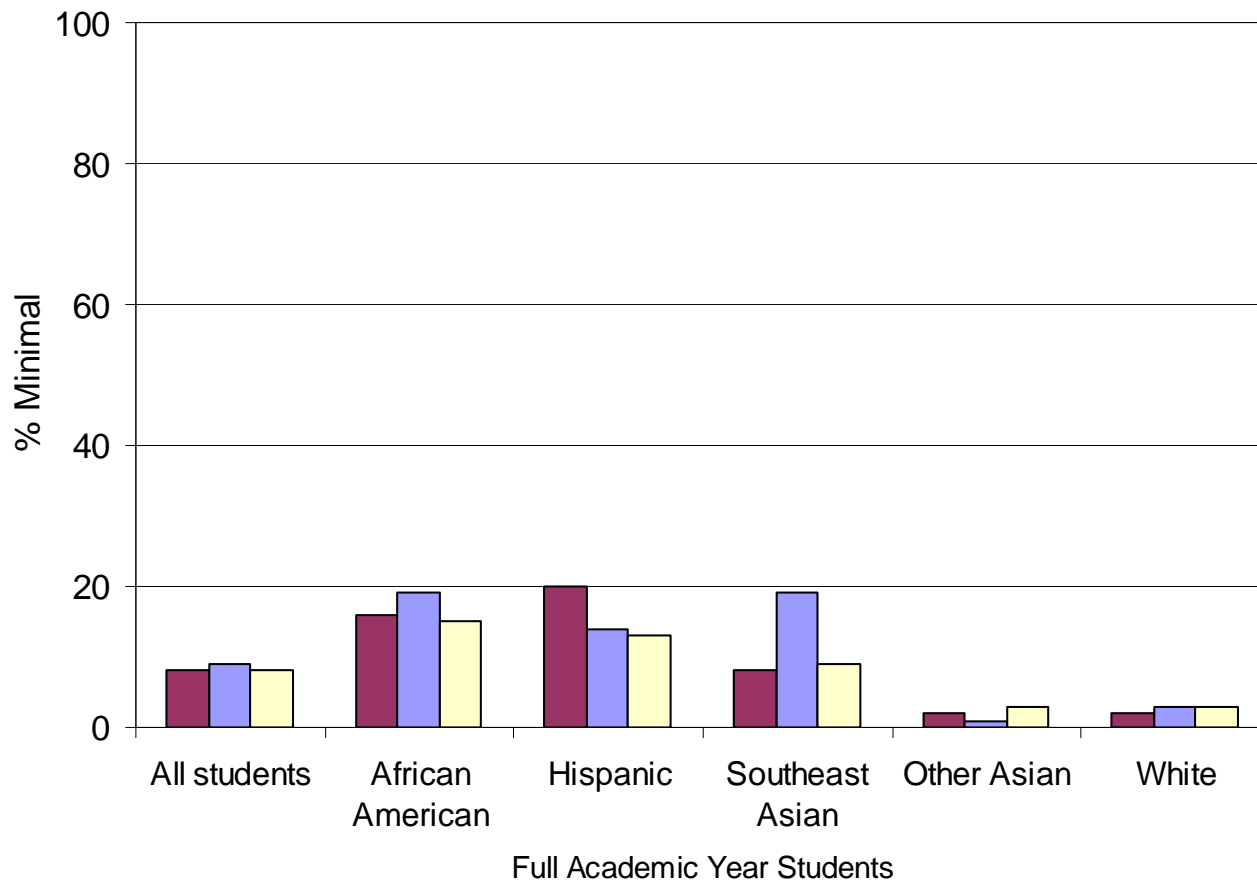


- In 2008-09, the proportion of special education students who scored proficient or higher increased 1%.

* Both ELL and Special Education numbers traditionally fluctuate due to performance, group composition, and test eligibility.

WKCE GRADE 4 READING MINIMAL PERFORMANCE

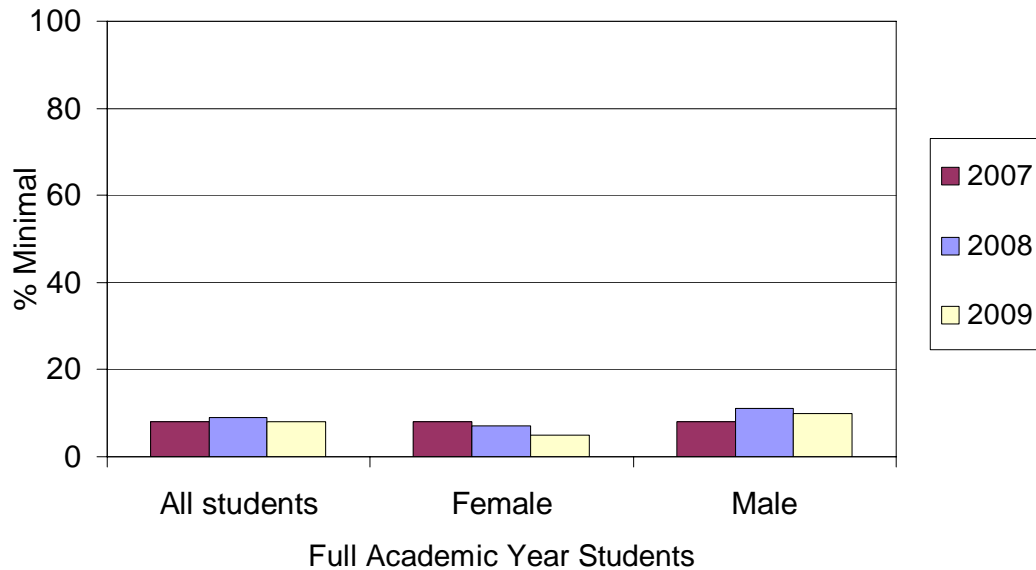
ETHNIC/RACIAL GROUPS



- African American, Hispanic and Southeast Asian students had a decline in the % of students scoring minimal on the WKCE Reading Test.

**The smaller numbers of students in some ethnic/racial subgroups make percentage changes highly variable.*

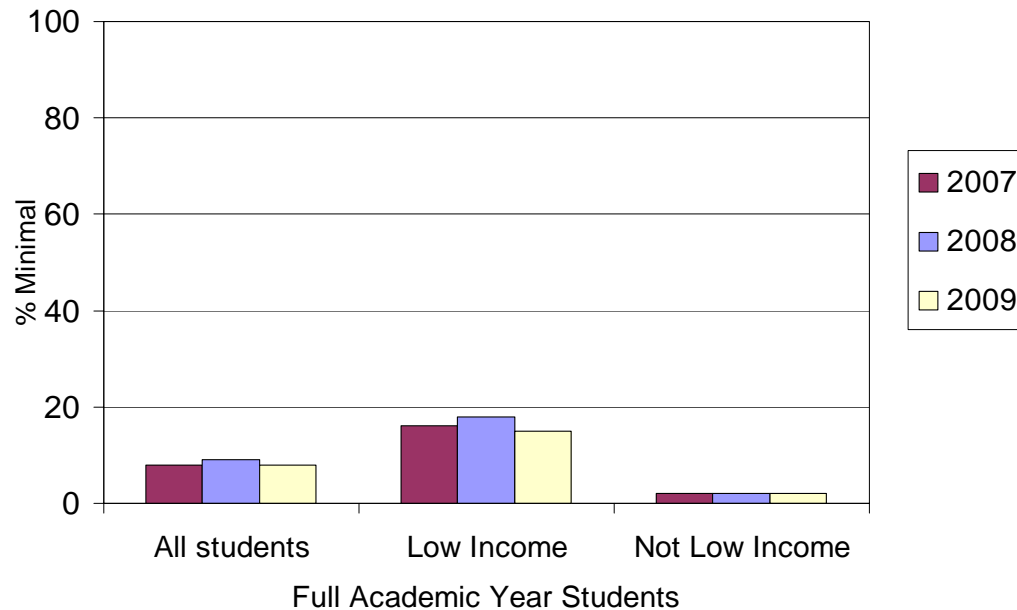
GENDER



WKCE GRADE 4 READING MINIMAL PERFORMANCE

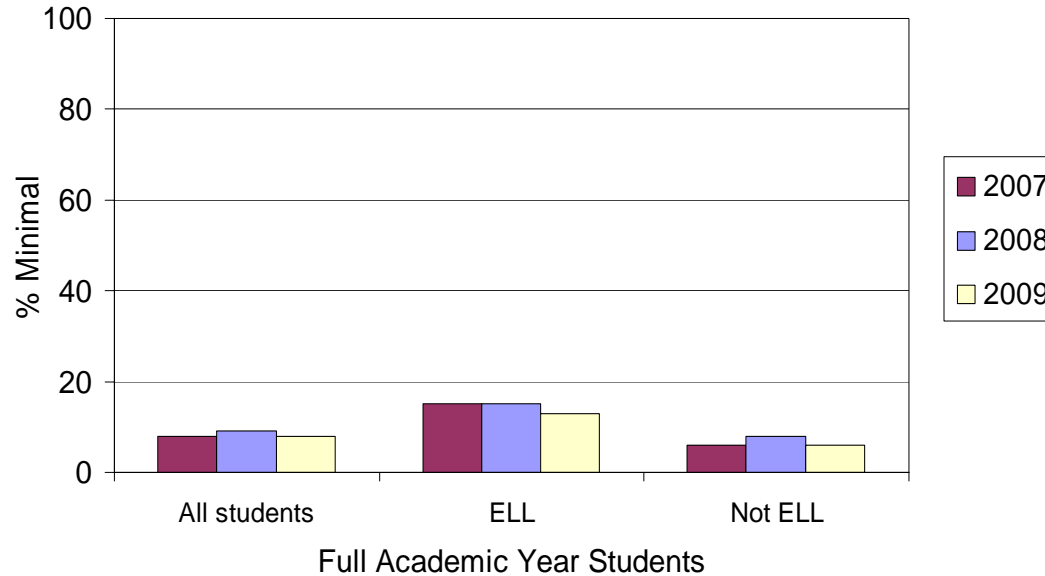
- Males who scored at the minimal level decreased by 1% in 2009 while the percentage of females scoring minimal decreased by 2%.

INCOME GROUPS



- Fifteen percent of students in low income households scored minimal in reading, down by 2 points from last year, versus 2 percent of students in non-low income households who scored minimal which was unchanged from the previous two years.

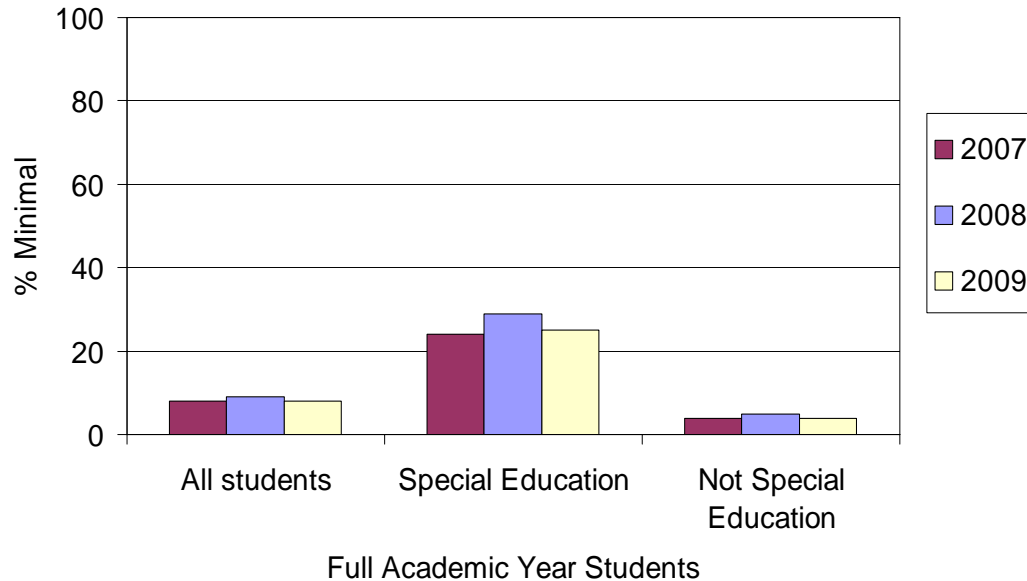
ENGLISH LANGUAGE LEARNERS (ELLs)



WKCE GRADE 4 READING MINIMAL PERFORMANCE

- ELL students performing at the minimal level decreased 2 percentage points from 2008.

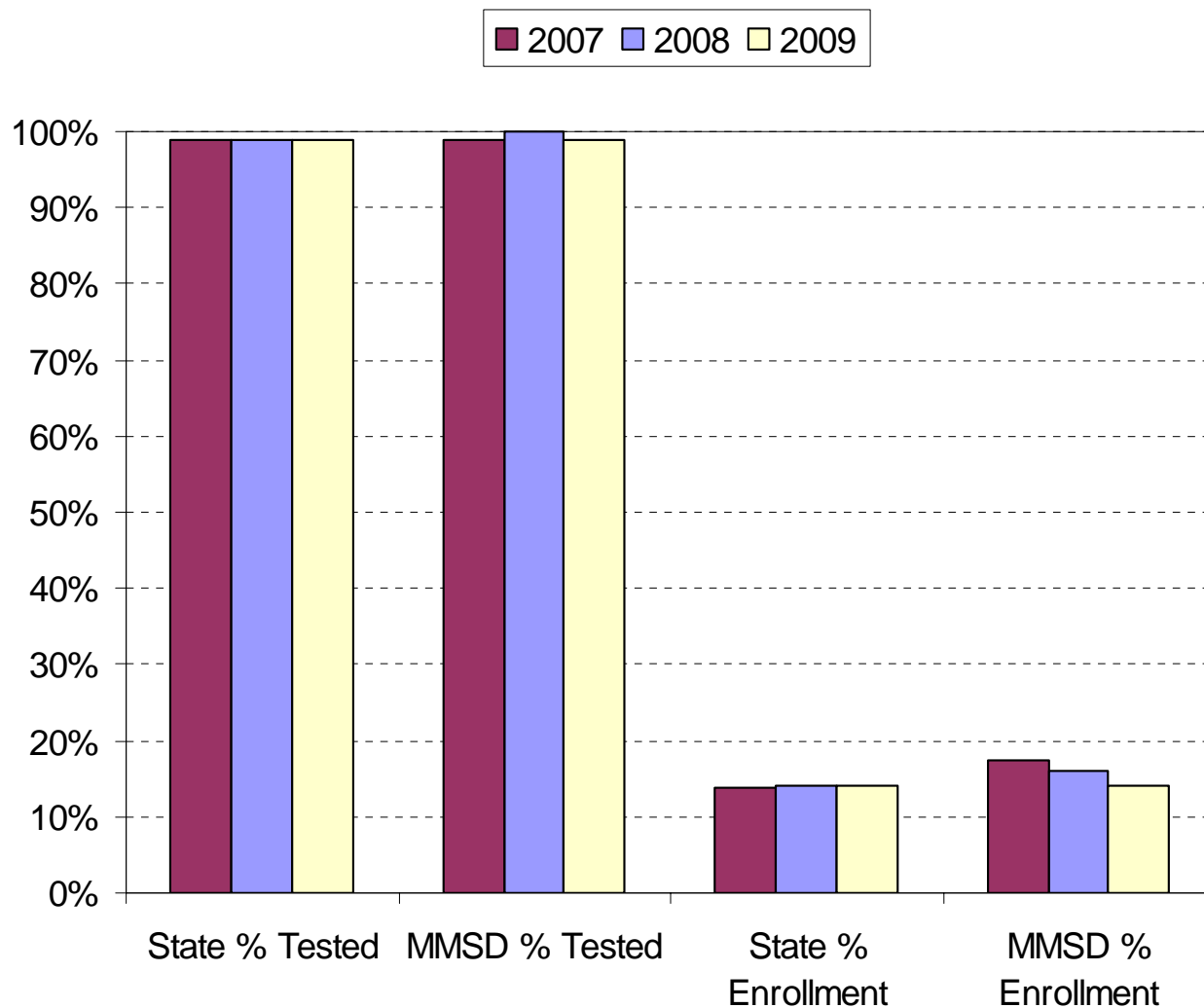
SPECIAL EDUCATION



- Twenty-five percent of Special Education students performed at the minimal level, compared to 29% the previous year.

**The alternate assessment for ELLs was eliminated in 2006-07, requiring students with English language proficiency levels of 1 and 2 to take the regular test. As a result, the number of ELL students scoring minimal in reading increased significantly.*

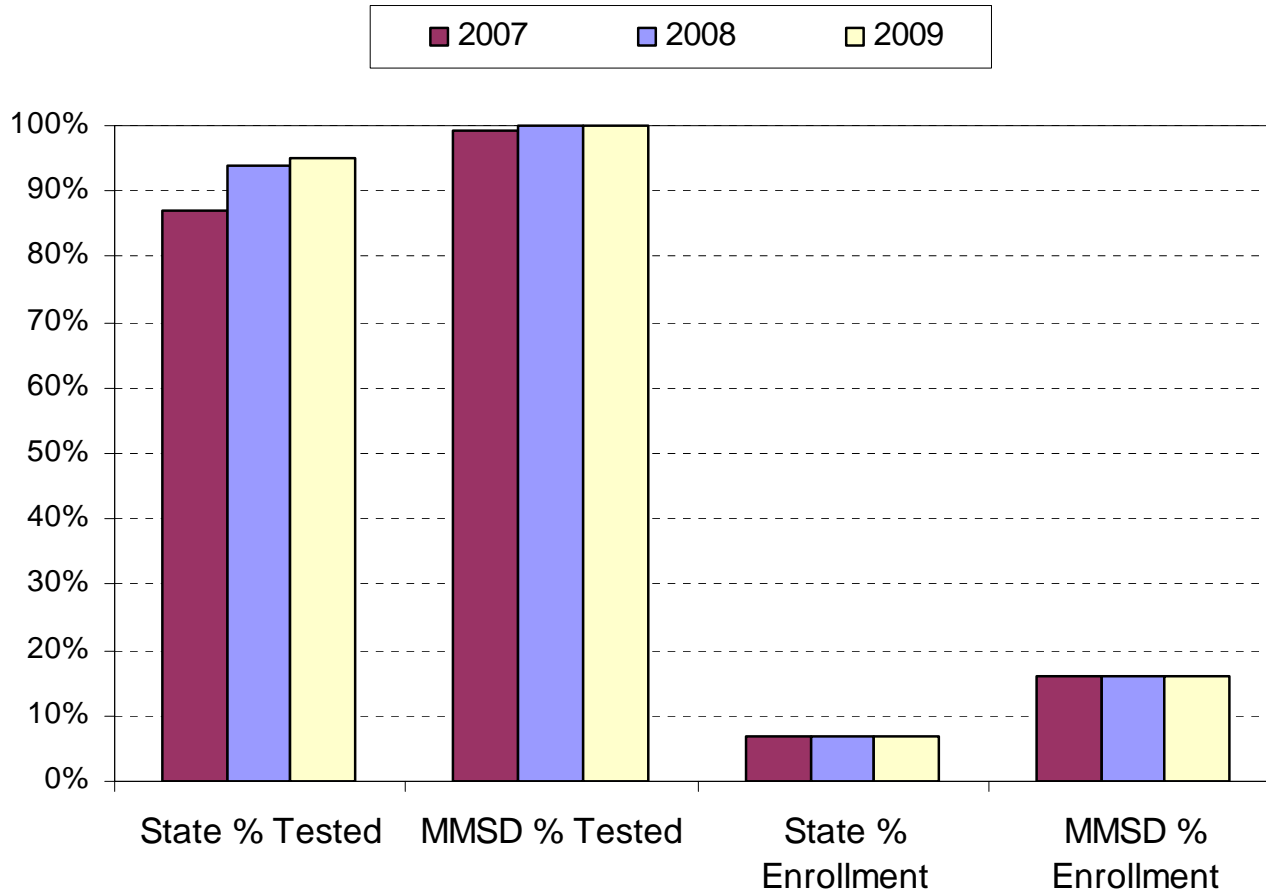
WKCE GRADE 4 READING SPECIAL EDUCATION Enrollment Percentage and Percentage Tested



Special education enrollment as a percentage of total enrollment was nearly identical for both MMSD and the state.

MMSD, like the state, had 99% of its special education students participate in the reading portion of the 4th Grade WKCE.

WKCE GRADE 4 READING ENGLISH LANGUAGE LEARNERS (ELL) Enrollment Percentage and Percentage Tested



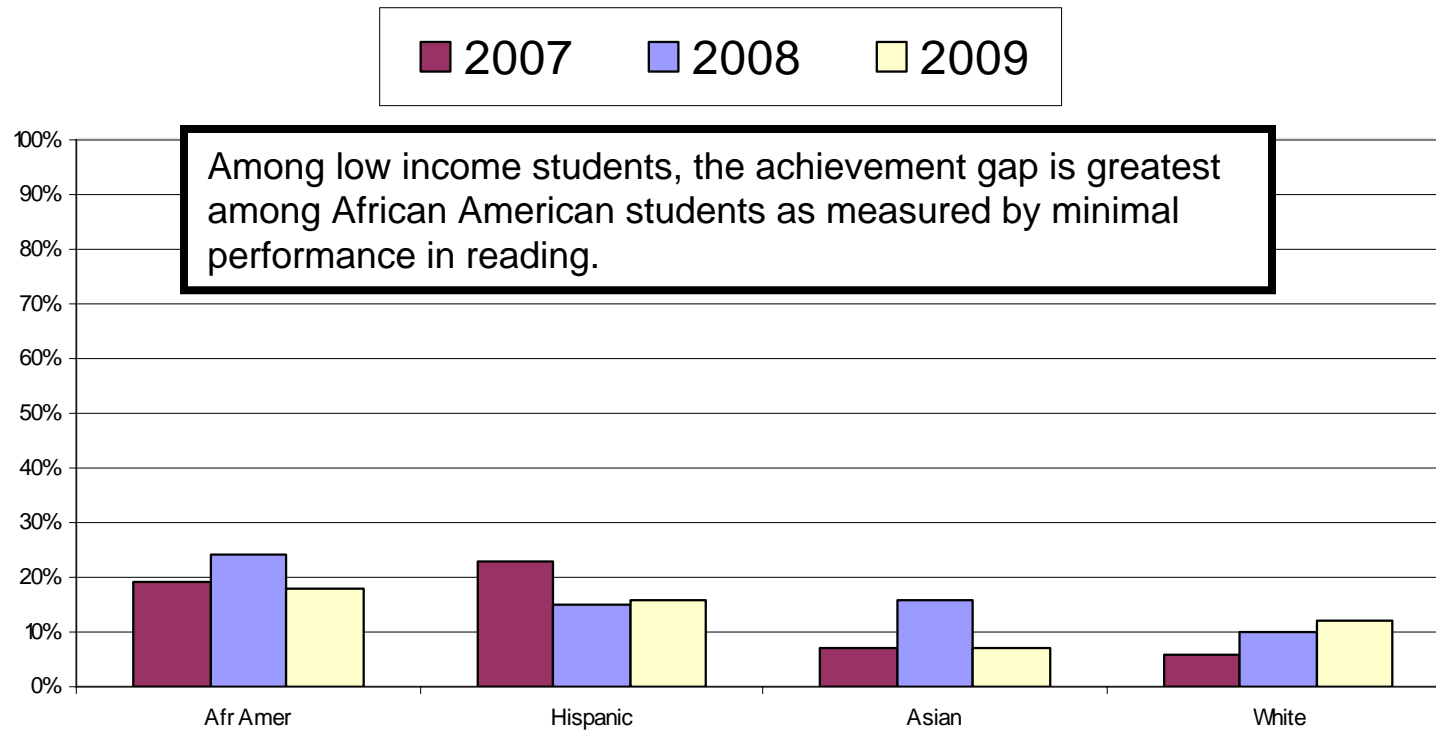
As a percentage of enrollment, MMSD has more than double the number of ELL students when compared to the state as a whole.

All of MMSD's English language learners participated in testing compared to 95% statewide.

WKCE GRADE 4 READING

Minimal Proficiency

FAY Low Income Students by Ethnic/Racial Subgroup

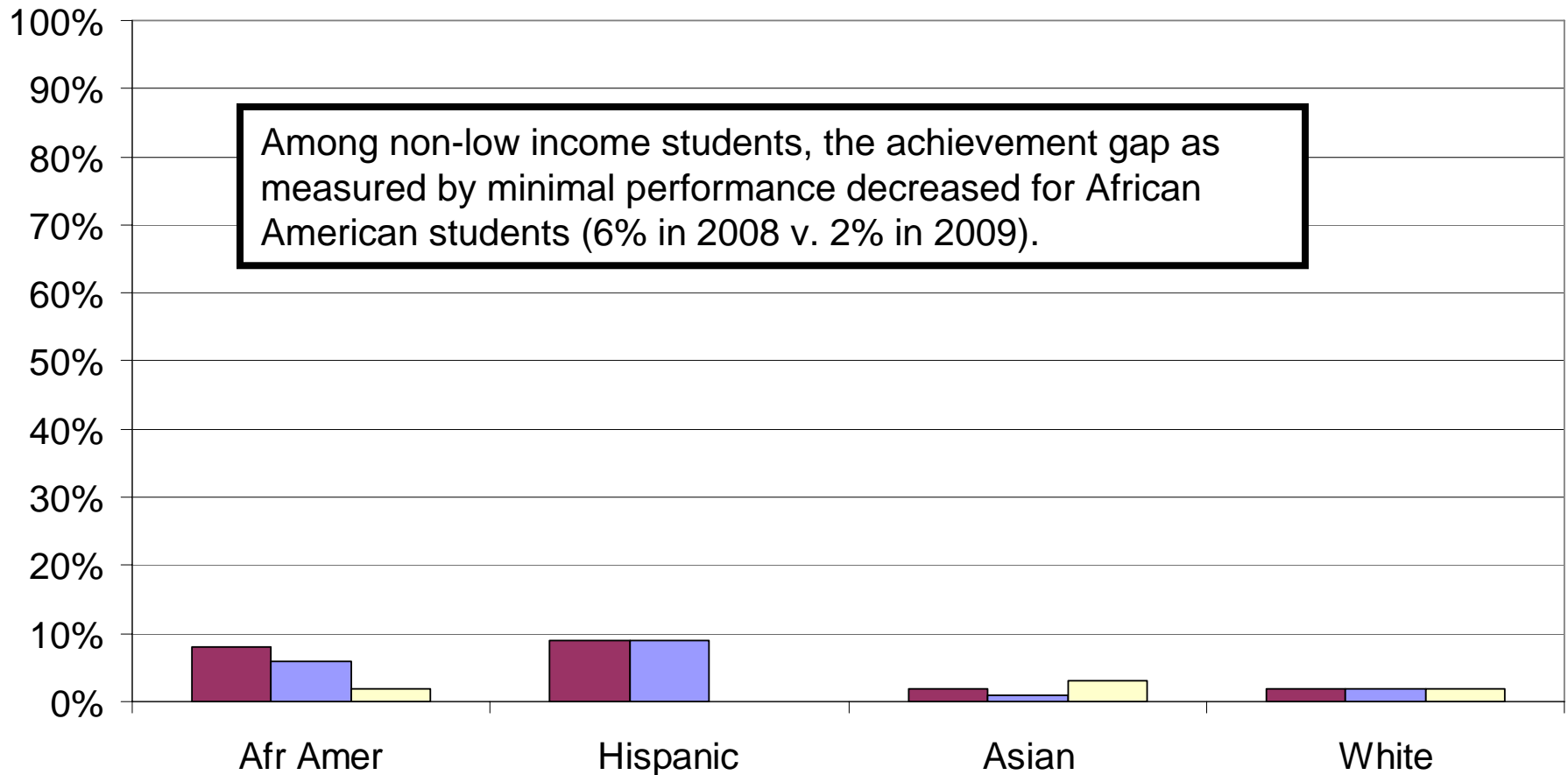


WKCE GRADE 4 READING

Minimal Proficiency

FAY Not Low Income Students by Ethnic/Racial Subgroup

2007 2008 2009



All students complete Algebra by the end of 9th grade and Geometry by the end of 10th grade

Board of Education Mathematics Priority

Completion of Algebra by the end of 9th grade, Geometry by the end of 10th grade

Background

Progress toward meeting the Board of Education mathematics priority has been steady. With the recognition that not all students learn at the same rate and that summer school may be needed for some students to achieve this goal, the data is now reported as – completion of Algebra by the *beginning* of 10th grade and Geometry by the *beginning* of 11th grade. Especially notable in this progress is the 100% increase in Algebra completion by the end of grade 9 by ESL, Special Education and low income students from the 1999-00 school year to the 2004-05 school year. Algebra completion for African American and Hispanic students by the beginning of 10th grade continues to improve and has reached a 100% increase from 1999-00 to 2005-06.

- The largest relative gain in Algebra between the previous year measure, 2008-09, and this school year was among white students.
- Students living in low income households who successfully completed Algebra by grade 10 at the beginning of 2009-10 increased since the previous year.
- Asian students are more likely to complete Geometry than other ethnic subgroups.
- The rate for Geometry completion for females continues to be slightly higher than their male counterparts.
- Meeting this priority requires instructional changes in elementary school, middle school and high school and changes in policy and procedures.

Policies, Procedures and Practices

This priority had deeply embedded system- and school-based policy, procedures and practices that needed to be eliminated. The following timeline captures efforts to dismantle the policies, procedures and practices that impeded achievement of the priority.

- November 1998: BOE adopted Algebra/Geometry priority
- April 2002: BOE amended the graduation policy to stipulate that the two (2) credits of mathematics required for graduation include one in Algebra and one in Geometry or two in Integrated Mathematics which interweave strands of algebra and functions, statistics and probability, geometry, trigonometry and discrete mathematics
- August 2003: BOE policy requiring credits in Algebra and Geometry or two credits in integrated mathematics (or higher level courses) goes into effect for entering 9th graders.
- Effective August 2001: Memorial eliminates classes lower than Algebra
- Effective August 2001: Middle School Leadership Teams established
- Effective August 2002: La Follette eliminates classes lower than Algebra
- Effective August 2003: East eliminates classes lower than Algebra
- Effective August 2003: West eliminates classes lower than Algebra

- Effective August 2004: Math Masters Project implemented
- Effective August 2005: Math Masters II Project implemented
- Effective August 2006: Leadership teams in all comprehensive high school courses
- April 2007: Math Task Force appointed
- September 2008: Math Task Force Report received by Board
- November 2009: Administrative Response to the Math Task Force Approved.

Aligning MMSD Mathematics to Standards and Research-Based Instruction

In addition to removing policy and procedural barriers that failed to encourage students to enroll in Algebra or Geometry and those that actually kept them out of Algebra in 9th grade, the district is making certain that all students who enroll in mathematics classes have an opportunity to develop a strong understanding of the most important mathematical concepts. MMSD has high expectations for students in mathematics courses. The K–8 grade level content and process standards articulate the important concepts that all students should be able to know and demonstrate. The K-8 Mathematics Standards play an integral role in ensuring students are prepared for Algebra by 9th grade. Over the course of the past two years, high school teachers and 8th grade Algebra teachers have been working to extend these standards through 10th grade.

Professional Development

Many MMSD staff continued to be actively engaged in enhancing their skills in 2008-09 in order to help students successfully complete the mathematics course in which they were enrolled. Teacher leaders are continually being developed at all grade levels to improve the standards-based mathematics instruction of MMSD students. MMSD K-12 mathematics initiatives are consistent with our District's vision that race will not be a predictor of achievement in mathematics coursework.

High School: In 2006-07, leadership teams for each of the core courses (Algebra, Geometry and Integrated Mathematics) were developed with representatives from all four comprehensive high schools. Teacher leaders received professional development on standards-based education as well as shared strategies across the district for meeting the needs of all students in mathematics. During the 2007-08 and 2008-09 school years, the leadership teams worked diligently to write a set of district standards for 9th and 10th grade level mathematics that will extend the K-8 mathematics standards currently in place. For reference, the team was provided the *Wisconsin Model Academic Standards for Mathematics* and the *Principles and Standards for School Mathematics* from the National Council of Teachers of Mathematics. Department Chair meetings continued to work on standardization of courses offered, course sequences and course numbering across the district with implementation planned for 2009-10.

In partnership with the Minority Student Achievement Network, MMSD participated in a five district study aimed at improving achievement in Algebra. The Strategic Educational Research Partnership (SERP) worked closely with teachers and administrators to design and implement this study aimed at measuring the effects of improved assignments in Algebra. Instead of providing practice problems with no guidance as can be typical in many Algebra classrooms, the assignments used worked out problems aimed at common misconceptions with reflective questions attached embedded within the assignments. This provides support for students who would typically be working on these problems independently without support systems within their home life. Preliminary findings based on short-term implementations were very promising.

Middle School: A Mathematics Resource Teacher worked with teachers in their classrooms on standards-based instruction and assessment. She also facilitated a middle school leadership team that meets several times per year to develop building-level leadership for effective mathematics instruction. The Mathematics Resource Teacher has been working in partnership with the leadership team to design standards-based assessments and recording tools that can be used by teachers across the district as we transitioned toward a standards-based report card in the middle school. The curriculum and assessment tools were made available through the extensive middle school mathematics intranet website.

Building-based grade level teams comprised of regular education and special education teachers met throughout the year to develop grading guides in mathematics to provide additional support in implementing this standards-based assessment system. Each team focused on power standards from one of the math books and defined levels of proficiencies for each. These grading guides will be finalized and shared across the District to improve the clarity of expectations for all students in middle school mathematics.

During summers 2008 and 2009, summer school teachers received intensive professional development from teacher leaders in accelerating the mathematical understandings of students who have previously been minimally successful. Many of these teachers became full time teachers within the district this year and this provides an opportunity to begin their professional development.

Elementary School: In 2007-08, a comprehensive professional development initiative was implemented in all elementary schools. Since 2007-08, each elementary school has a minimum of a half-time Instructional Resource Teacher. This initiative strives to improve student achievement by helping classroom teachers improve their understanding of mathematics (and literacy) through collaborative problem solving and job-embedded professional development. Building-based elementary instructional resources teachers participate in intensive professional development on a weekly basis with support from district instructional resource teachers and program support teachers.

MMSD continued to identify a comprehensive list of curricular materials that would support the K-5 Mathematic Standards and the instructional framework that is described

in the *Learning Mathematics* notebooks. An eleven school pilot of the Investigations resources was implemented to identify necessary components of the programs and identify professional development needs as well as adaptation strategies. Building-based instructional resource teachers from the eleven schools met regularly to discuss strategies and provide feedback to the pilot. Also, two days were provided for teachers from all eleven schools to meet and provide additional feedback about these resources. During the spring of 2009 and based upon the pilot work, the Balanced Mathematics Course Resource list was provided to all schools. In addition, with ARRA and Title I funding, many of the resources have already been provided to schools for their review, planning and implementation of the course over the next three years.

Teaching and Learning provided six online courses throughout the 2008-09 year for all elementary staff. Two of the courses focused on the implementation of the *Learning Mathematics* notebooks and the implementation of the Four Block teaching methods. The remaining four courses were aimed at deepening teachers' content knowledge in the areas of Number, Geometry and Measurement. The feedback from teachers was positive and attendance in all courses was at the maximum allowed.

Based upon the success of the Math Masters Project, MMSD was granted another Title IIB competitive grant to work with grades three through five teachers on math content knowledge and pedagogy. Development of a three-year professional development plan was initiated in the spring of 2007 in partnership with University of Wisconsin STEM faculty. The initial workshops were offered in August of 2007 and continued throughout the year with cohorts of teachers from across the district receiving professional development through workshops and classroom embedded coaching. In 2007-08, an additional cohort of teachers began to engage in this content based professional development. School year 2008-2009 marked the final year of the Expanding Mathematics Knowledge grant work. One additional outcome of this work, was a series of problem solving activities within a variety of contexts that has been provided via the math website to all teaching staff.

Teaching and Learning Staff have been developing a system of intervention strategies at the K-2 and 3-5 grades that will be provided via the SIMS system. Professional development on these interventions has been embedded within SIMS trainings and provided through a summer institute focused solely on the mathematics interventions. Additional professional development opportunities are planned for 2009-2010 school year.

All Extended Learning Summer School teachers received intensive professional development in accelerating the mathematical understandings of students who have previously been minimally successful. This professional development was facilitated by Math Resource Teachers during the week before summer school began. Many of these teachers will be full time teachers within the district the following year and this provides an opportunity to begin their professional development.

Support for Students

Summer School: In summer 2009, MMSD's comprehensive summer school program included nearly 60 hours of mathematics instruction for students in grades 3-8 without the mathematics understanding necessary to succeed at the next level. In 2009, a K-2 math intervention program was embedded within the literacy courses throughout the district for all students. MMSD was able to offer professional development to the mathematics summer school teachers before summer school started and in-class coaching during the summer school session.

Math Tutoring Project: MMSD collaborates with the Urban League of Greater Madison on a project that organizes mathematics tutoring resources for elementary through high school students. MMSD's role, in addition to providing a place and time for students to receive the tutoring support, includes extensive work on how to tutor students in standards-based mathematics. Math Instructional Resource Teachers and MMSD classroom teachers conduct tutor-training sessions as facilitated by the Urban League.

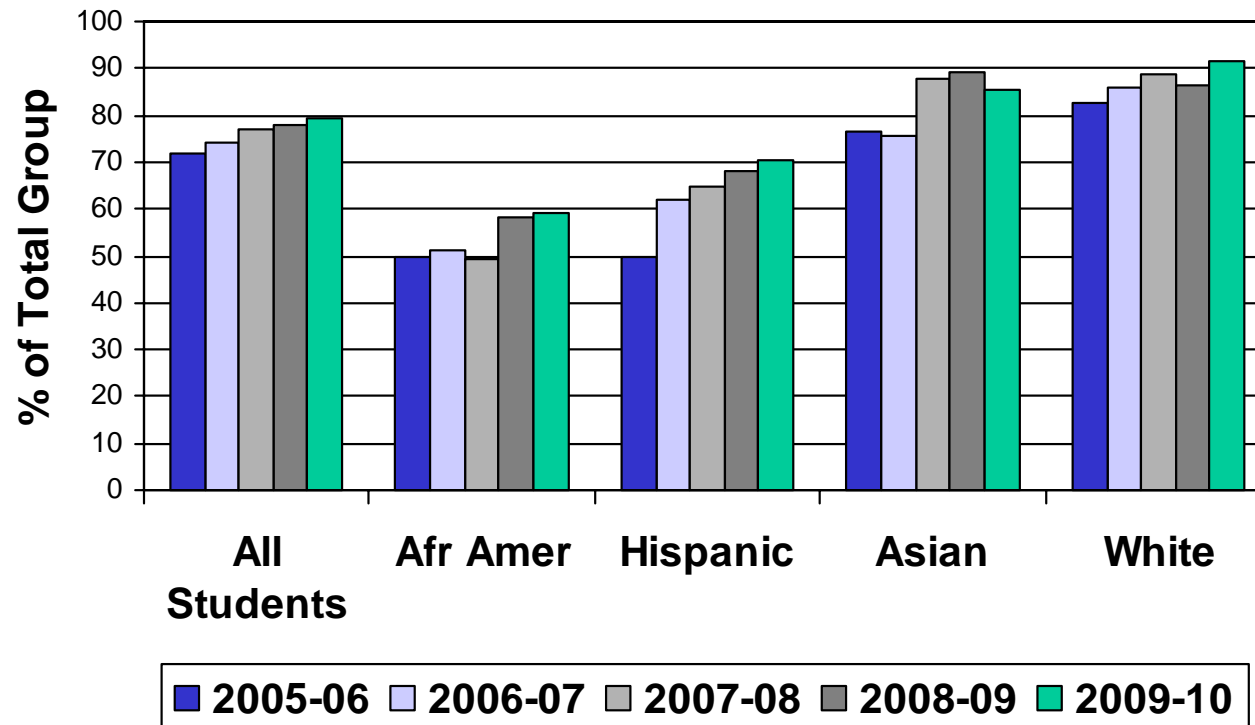
Mathematics Support in High Schools: In addition to the support teachers provide to students during their planning periods and before and after school, MMSD high school students can take advantage of cross-age tutoring or other formal tutoring opportunities.

Creating Support Beyond High School: In collaboration with MATC and the Career and Technical Education division of Teaching & Learning, the high schools are in the process of implementing a course to enhance student transitions into post-secondary mathematics. This course began in fall 2007 at two primary high schools and the students who successfully complete this course will receive credit from both MMSD and MATC. Preparations were made during the 2007-2008 school year to add this course to the other two high school course schedules. This course is directed at students who would not typically take a third year of mathematics in high school.

Access to Technology: Through funding from the SCALE partnership, a graphing calculator rental program was developed with thirty calculators in the spring of 2008 at all four high schools. Additional calculators were purchased in 2009 through reimbursement from participation in the SERP Algebra Assignments study. This program allows more students access to higher level mathematics courses that require such technology, regardless of their socio-economic status.

ALGEBRA COMPLETION BEGINNING OF GRADE 10 2006 TO 2010

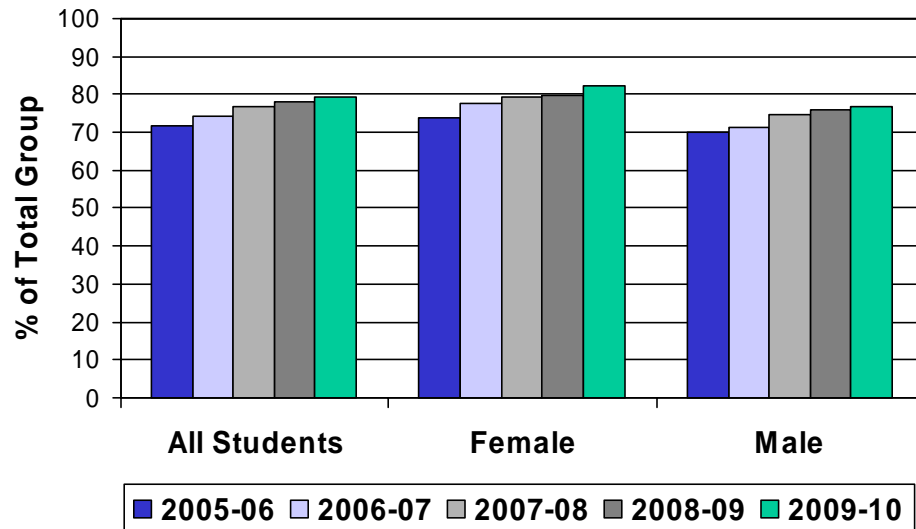
ETHNIC GROUPS



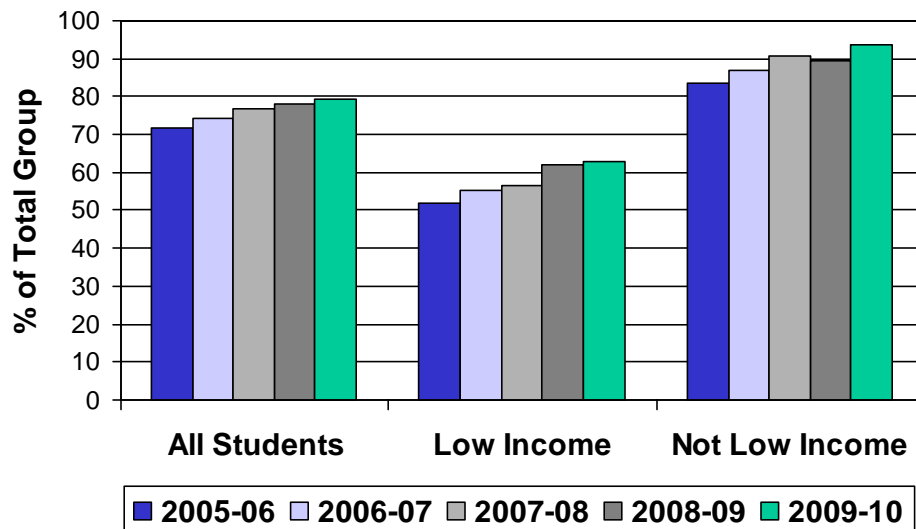
Algebra completion by the beginning of grade 10 continued to rise for the majority of the ethnic and racial subgroups as of 2009-10.

The largest relative gain between the previous year of measure (2008-09) and this school year was among white students.

GENDER



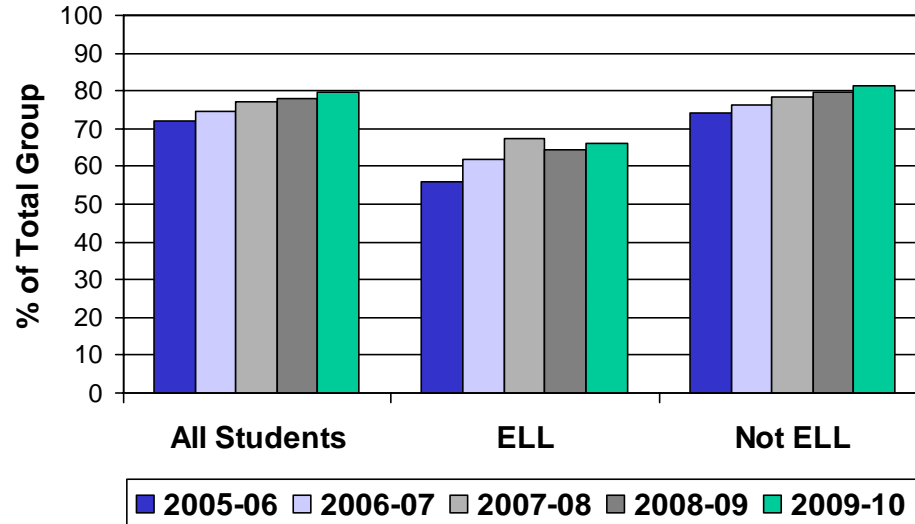
INCOME GROUPS



ALGEBRA COMPLETION BEGINNING OF GRADE 10 2006 TO 2010

- Both males and females continue to successfully complete algebra by grade 10 at an increasing rate over the past 5 years.
- The number of students who successfully completed algebra by grade 10 at the beginning of 2009-10 increased by .8% for low income students and 4.3% for non-low income students.

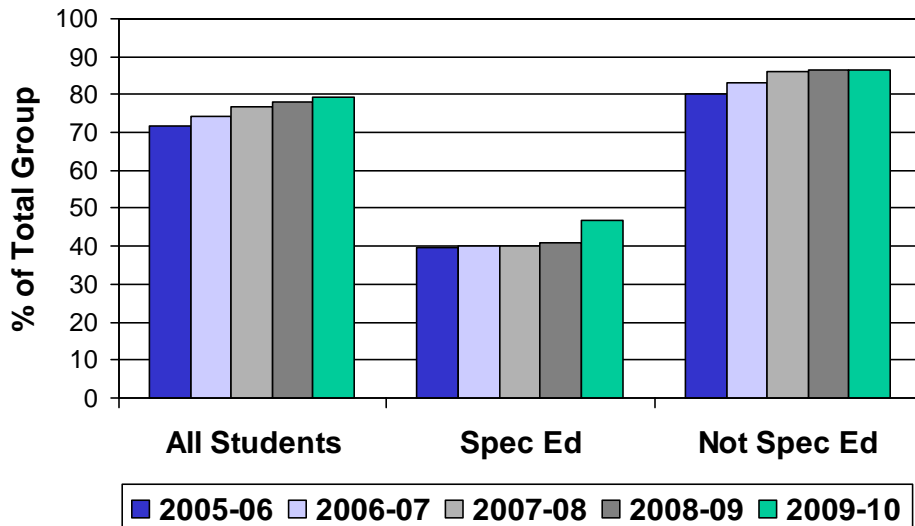
ENGLISH LANGUAGE LEARNERS (ELLs)



ALGEBRA COMPLETION BEGINNING OF GRADE 10 2006 TO 2010

- Algebra completion increased 2% for ELL students over the past year.

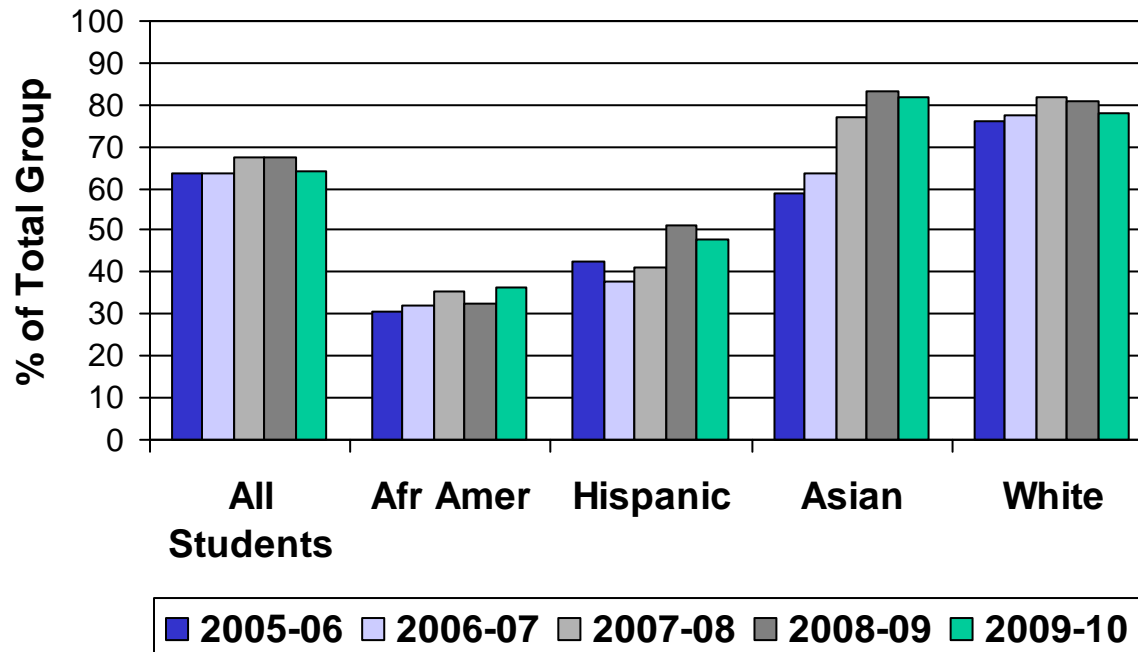
SPECIAL EDUCATION



- Algebra completion by students receiving special education services by the beginning of grade 10 increased 5.8% this past year. Algebra completion by students not receiving special education services remained the same as last year.

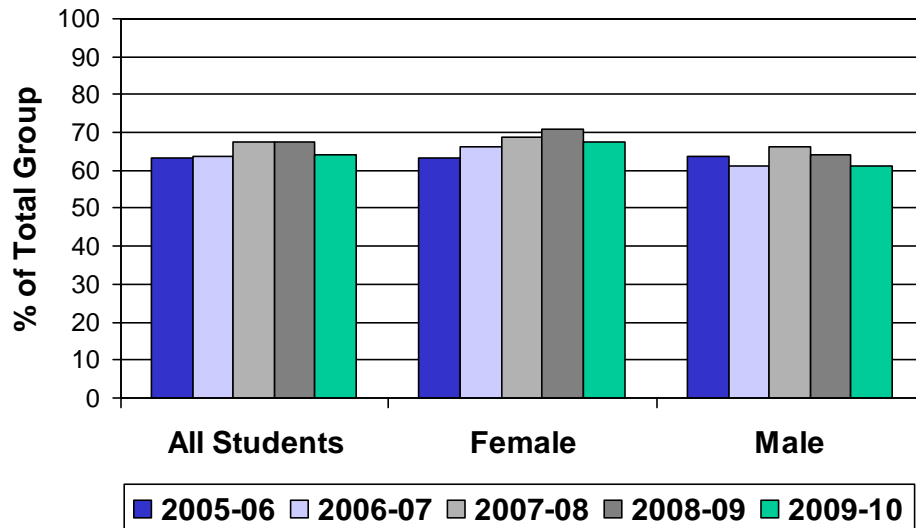
GEOMETRY COMPLETION BEGINNING OF GRADE 11 2006 to 2010

ETHNIC GROUPS

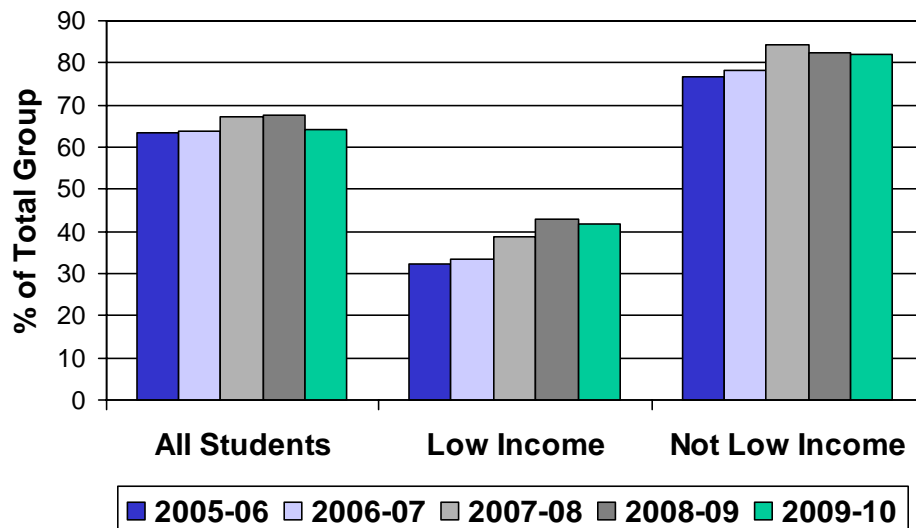


- As of the beginning of the 2009-10 school year, 68% of all students successfully completed geometry by grade 11. Geometry completion increased 4% for African American students while the other subgroups saw a decrease compared to the previous year.
- Asian students continue to be the most likely to complete geometry than any other ethnic subgroup.

GENDER



INCOME GROUPS

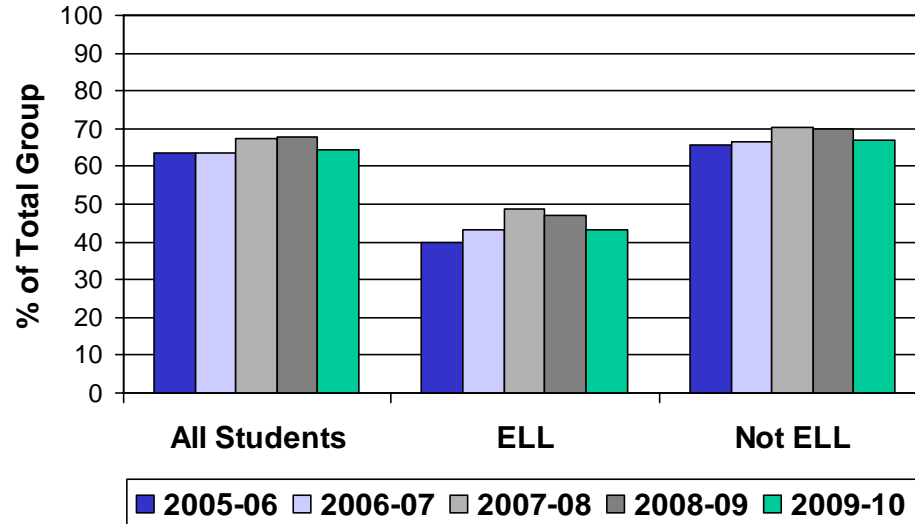


GEOMETRY COMPLETION BEGINNING OF GRADE 11

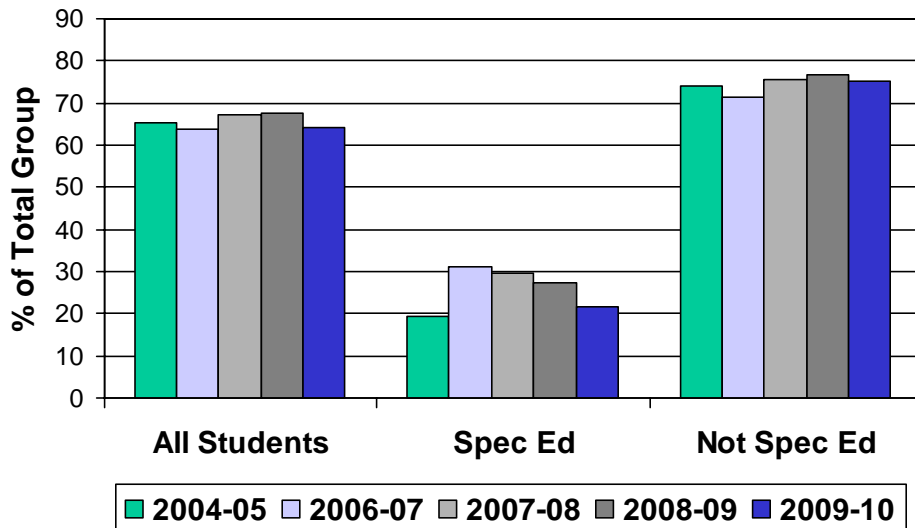
2006 to 2010

- Geometry completion among females continues to be higher than their male counterparts as of the beginning of the 2009-10 school year. The rate for males decreased by 3% from one year ago.
- The rates for both students living in low income households and students living in non-low income households completing geometry by grade 11 fell slightly as of the beginning of 2009-10.

ENGLISH LANGUAGE LEARNERS (ELLs)



SPECIAL EDUCATION



GEOMETRY COMPLETION BEGINNING OF GRADE 11

2006 to 2010

- The rate for students receiving ESL/Bilingual services decreased by 4% while the rate for students not receiving ESL/Bilingual services fell 3.1% for geometry completion by the beginning of grade 11.
- Over three fourths of non-special education students continue to complete geometry by the beginning of grade 11 while the rate for students receiving special education services fell 5.8%.

All students, regardless of racial, ethnic, socioeconomic or linguistic subgroup, attend school at a 94 percent attendance rate at each grade level

Board of Education Attendance Priority

All students, regardless of racial, ethnic, socioeconomic or linguistic subgroup, attend school at least 94% of the time

Background

Greater success in learning is achieved by regular school attendance. **Attendance Matters!** and sharing this message must be the collective responsibility of **ALL** MMSD staff.

Communicating an expectation of regular school attendance is strongest when it is a consistent message from all MMSD staff. It begins with a welcoming “Good morning” at every doorway, a “Happy to see you” in the hallway, a “Where’s Danny? Tell him we miss him when he is not here” as the teacher is taking daily class attendance and for students with two days of unexcused absence a phone call to the parent from their teacher saying “We miss Arlene and I will help her catch-up with the learning she missed.” The simple yet critical message from ALL staff needs to be “We need you here every day” “We miss you when you are not in school & you miss important learning with your classmates when you are absent.”

In 2009 the **Attendance Matters!** message has been communicated in many different ways:

- Revised MMSD Habitual Truancy Notice letter to parent/guardians begins with “**Every school day counts in a child's academic life**” and ends with “**We want to help your child succeed in school.**”
- **ATTENDANCE MATTERS! emails** sent throughout the year to school social workers
- **ATTENDANCE MATTERS!** trilingual **signs** posted throughout school buildings
- La Movida **live radio broadcast** focused on Attendance Matters!
- School Social Worker meeting focused on successful attendance strategies in MMSD
- School newsletters / letters to parent/guardians identified importance of everyday attendance
- Flyers stressing the importance of every day attendance with suggestions on how to establish good attendance patterns distributed at Kindergarten registration
- This year a focus of the registration message will be explaining 2009 WI Act 41 on **Kindergarten mandatory attendance** for five year olds and & First Grade admission

In 2008-09 the **MMSD Habitual Truancy rate was 7.4%**, a **1.6% drop** (~395 students)

- We had a **decrease in truancy** rates among all ethnicities
 - American Indian/Alaskan Native – 14.4% a decrease of 4.2%
 - Asian/Pacific Islander – 3.3% a decrease of .9%
 - Black – 17.4% a decrease of 4 %
 - Hispanic – 7.9% a decrease of 2.7%
 - White – 3.1% a decrease of .6%

- We had an **increase in attendance** rates of low income students at all levels
 - Elementary – 94.3% a 1% increase
 - Middle – 93.3% an .8% increase
 - High – 88.3% a 3.1% increase!
- We had an **increase in African American students’ attendance** rates at all levels
 - Elementary – 93.5% a 1% increase
 - Middle – 92.4% a .4% increase
 - High – 87.1% a 3.5% increase!

Policies, Procedures and Practices

The Elementary, Middle and High School Attendance and Safe Arrival Manuals are available in each school. Attendance policies are included in all school handbooks. These documents provide school staff, parents, teachers and members of the community with specific strategies that positively impact student attendance.

- Attendance plans and safe arrival manuals for each level provide building administrators the information and support to provide leadership to school staff.
- Social workers are assigned to all schools. They have the clear expectation of helping school staff focus on student attendance and work with principals and staff to provide building-wide leadership in promoting everyday attendance.
- School student services staff (social workers, counselors, psychologists and nurses) meet with the principal to review student attendance data and to develop intervention plans to improve students’ attendance.
- Specific interventions are articulated in the attendance protocols and procedures. Interventions include strategies to monitor safe arrival, to promote good attendance, to respond to both excessive excused absences and unexcused absences, i.e. truancy and to address habitual truancy, i.e. 5 or more unexcused absences.
- School nurses are assigned to all schools. They monitor attendance patterns of students when health factors appear to account for multiple absences and intervene with those students.
- Truancy and habitual truancy prevention strategies are being used throughout the schools to provide consistent interventions with students who are truant. The goals are to determine contributing factors and to coordinate appropriate school and community interventions to improve attendance. The Attendance Improvement/Truancy Prevention Social Worker works with school staff in supporting the implementation of attendance improvement interventions.

- During 2008-09, the Director of Student Services convened the Dane County Truancy Plan Committee (DCTPC) as required every four years by Wisconsin State Statute to review the impact of truancy and to develop a comprehensive approach to truancy reduction. In addition to MMSD staff, this committee is comprised of county social services, community members, parents, other Dane County school districts, the municipal and circuit courts, and law enforcement. An outcome goal of DCTPC is to organize an annual Dane County Truancy Summit to explore specific areas of need and approaches to improve school attendance.

Alignment to Research-Based Practices

- MMSD Research and Evaluation Department provides principals and student services staffs with instructions and the tools necessary to generate data reports about student attendance. To assist support staff in becoming actively data-driven, specialized R & E training sessions are held on gathering IC data for analysis, interpretation, sharing with staff and for use in planning.
- Truancy Prevention Auto Alert emails are programmed to be sent to the school social worker when a student in grades K – 8 has had 3 unexcused absences. Immediate identification and intervention can prevent a student from becoming habitual truant (5 UX days)
- Drop Out Prevention Alert - *using IC attendance data*, 9th grade students were identified who, based on research findings, would be likely to drop out of high school without an attendance intervention
- School-based Habitual Truancy Court - Madison Municipal Court Judge Dan Koval began holding court at West one year ago and began at Lafollette this past November.
- Students' absences and attendance rates are provided to parents with every school report card.

Professional Development

- Recent research focused on the strong links between good attendance and positive school engagement, relationships, and learning from Kindergarten through Grade 12 has been shared with school social workers along with resources to utilize with staff, students and families.
- District-wide professional development sessions are conducted for school social workers to both share current successful approaches and consider new strategies to improve student attendance. This will be a facet of the January 2010 All Student Services and Alternative Programs meeting on Parent Involvement & Mental Health with workshops featuring new and established efforts across MMSD for communicating with, serving and involving families in school-based programming.

- Staff development tools including videos, Power Points, and discussion guides that focus on the attendance patterns have been created and distributed. Two of these resources focus specifically on Hmong and African American high school students. These tools are available for use with staff, students, parents and community members.

Student Support

- Student Services staff identify individual students or entire subgroup of students with whom it is necessary to develop systematic and specific plans to improve attendance rates and patterns. Implementation strategies include home visits, support groups, mentoring programs, tutorial help, counseling, schedule changes, referral to community resources and many others. Each child who has an attendance problem has a unique underlying root cause for the problem, often requiring individualized or small group supports.
- Student services staff pay special attention to attendance patterns of students who transition into or out of schools. Information about attendance and effective strategies are shared during the transitions from elementary to middle school and from middle to high school as well as between schools when there are mid-year changes in school placement.
- The Attendance Improvement/Truancy Prevention Social Worker facilitates the referrals for Habitual Truancy to the Municipal and the Juvenile Circuit Court and oversees coordination and communication and follow-up among the courts, agencies and the school.

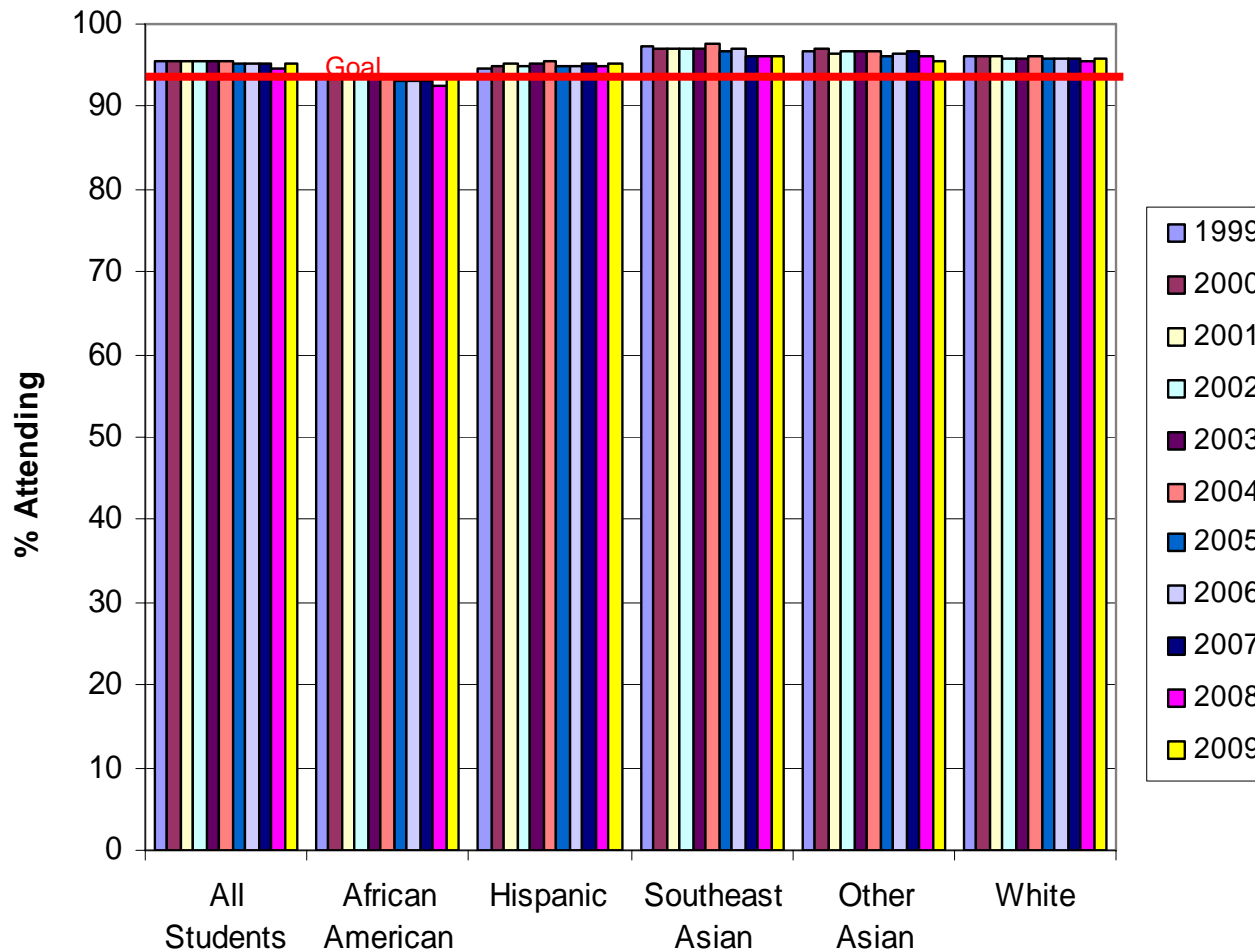
Goals for 2010 Attendance Improvement/Truancy Prevention

- Create truancy prevention programs to be alternative options to families going to court
 - Collaborate with Dane County Dept. of Human Services in identifying how best to address the complex needs of families whose children are missing a lot of learning. This is an idea that came from the DCDHS/MMSD Social Workers December Joint Collaboration meeting. An initial idea is to seek funding for an existing community based agency to provide specialized services for families of elementary aged students who are habitually truant.
 - Create a culturally relevant middle school truancy prevention curriculum based intervention to be offered to parent/s & their child as an alternative to proceeding to circuit court.
 - Pursue the creation of a pilot School Attendance Review Board (SARB), as described in the 2008-09 Dane County Truancy Plan Committee Report, to address habitual truancy.
- Using the Positive Behavior Support Universal Model, collaborate with the PBS Team in the creation of Attendance Matters! Cool Tools for all students.

- Using the Positive Behavioral Support Secondary model, collaborate with the PBS Team in the creation of attendance improvement small group activities as a specialized intervention.
- Using the Positive Behavior Support Tertiary Model, redesign the current Habitual Truancy Conference procedures to increase parent/family voice, choice and ownership.
- Create an **Attendance Matters!** truancy prevention brochure for use throughout the community and in schools with parents and students, at Parent/Teacher Conferences or Habitual Truancy Conferences.

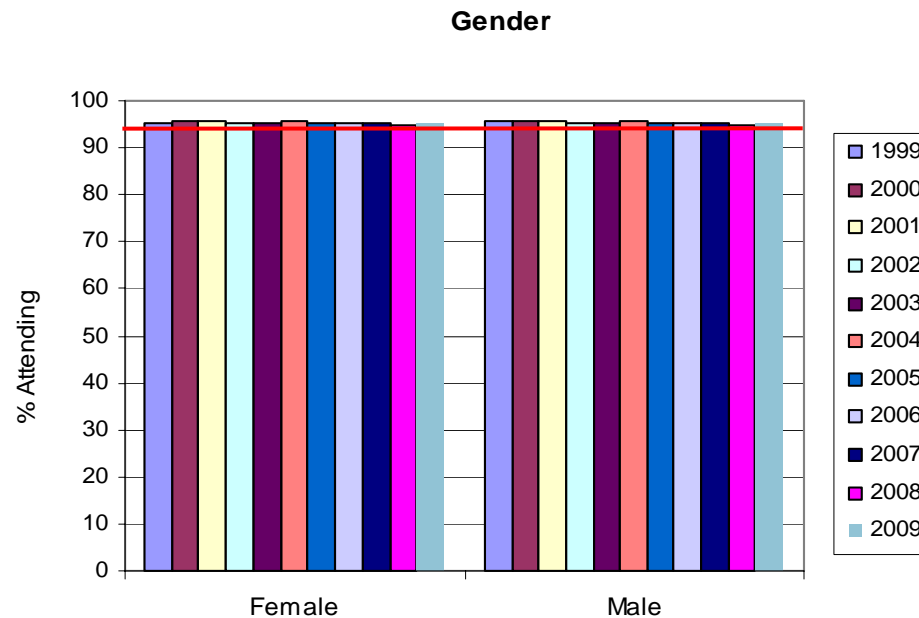
ELEMENTARY SCHOOL ATTENDANCE 1998-99 to 2008-09

Ethnic/Racial Groups



- The attendance rate of elementary students as a group continues to be above the 94% goal.
- All ethnic subgroups, except for African American (93.5% rate for 2008-09, 92.5% for 2007-08, continue to meet the 94% attendance rate goal.

ELEMENTARY SCHOOL ATTENDANCE 1998-99 to 2008-09



- Males and females both continue to meet the 94% attendance goal at the elementary level.



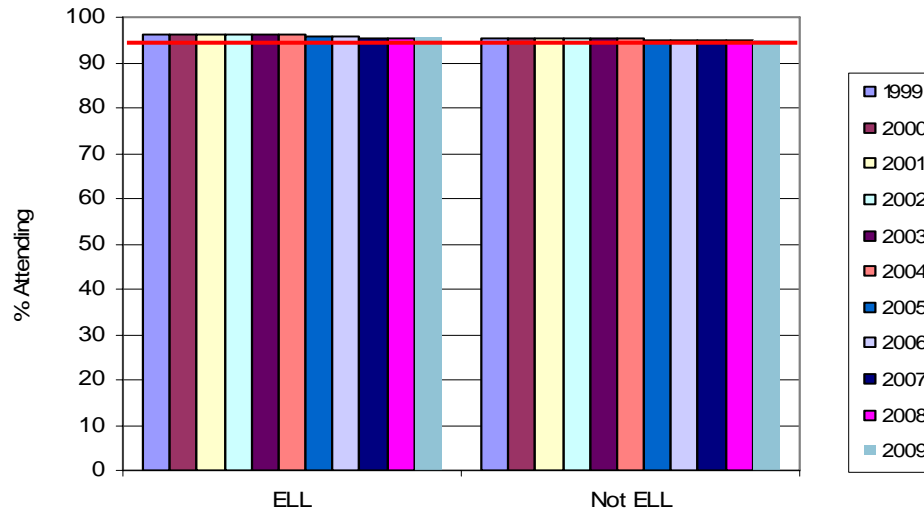
- Elementary students who live in non-low income households meet the 94% attendance goal. Elementary students who live in low income households are also making the goal this year (94.3%). It has increased from (93.3%) in 07-08

ELEMENTARY SCHOOL ATTENDANCE

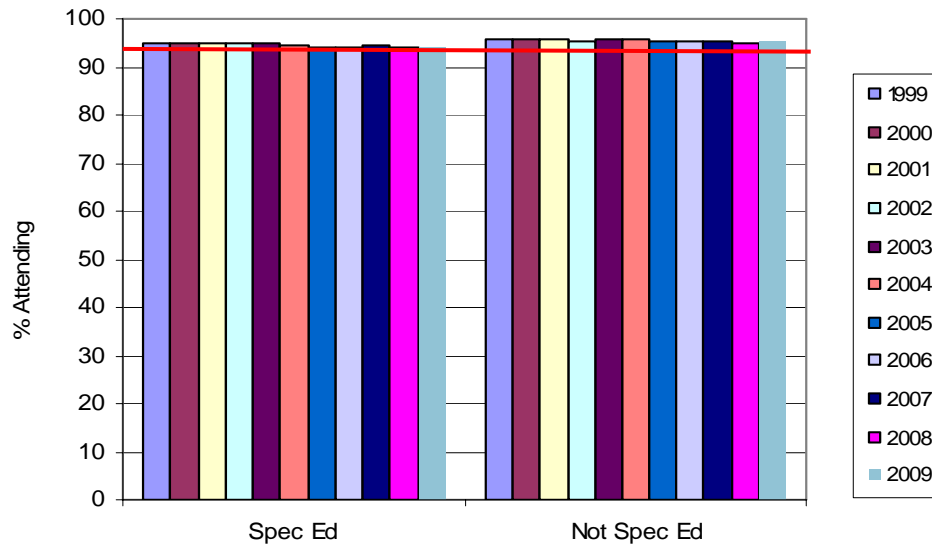
1998-99 to 2008-09

- Students who receive ELL services, and those who do not, continue to meet the 94% attendance goal.

English Language Learners (ELL)



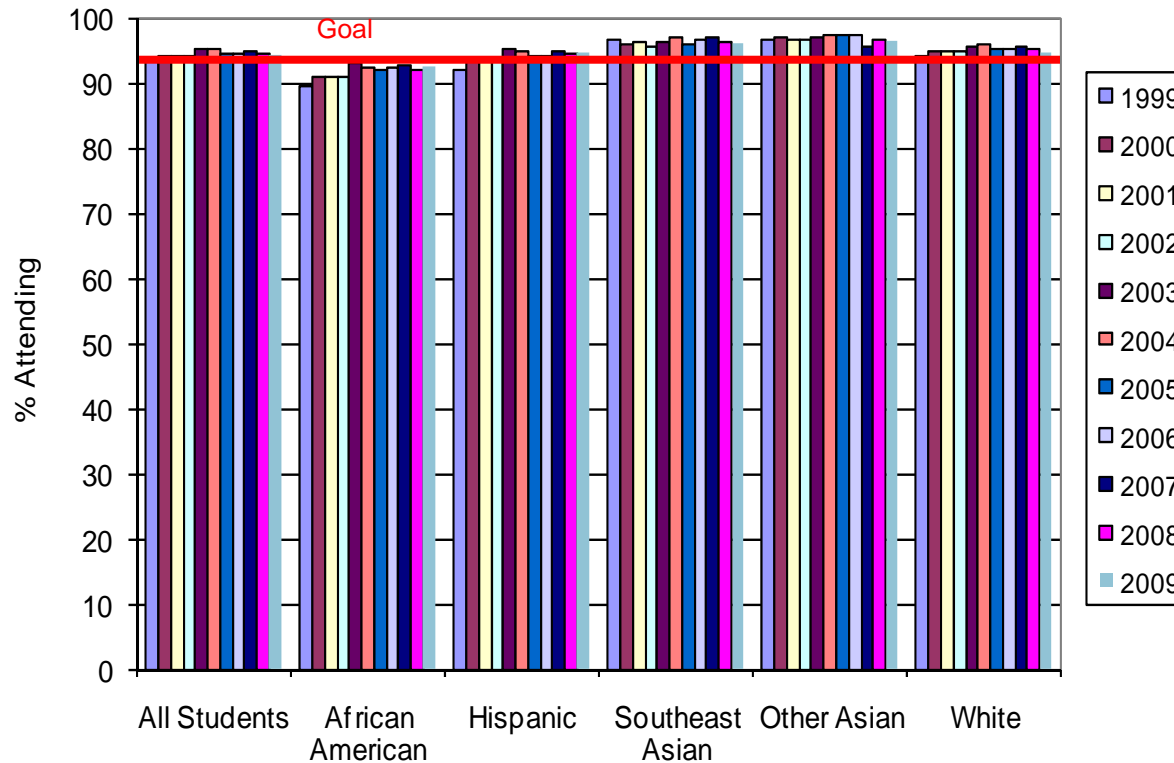
Special Education



- Students who receive special education services, and those who do not, continue to meet the 94% attendance goal.

MIDDLE SCHOOL ATTENDANCE 1998-99 to 2008-09

Ethnic/Racial Groups



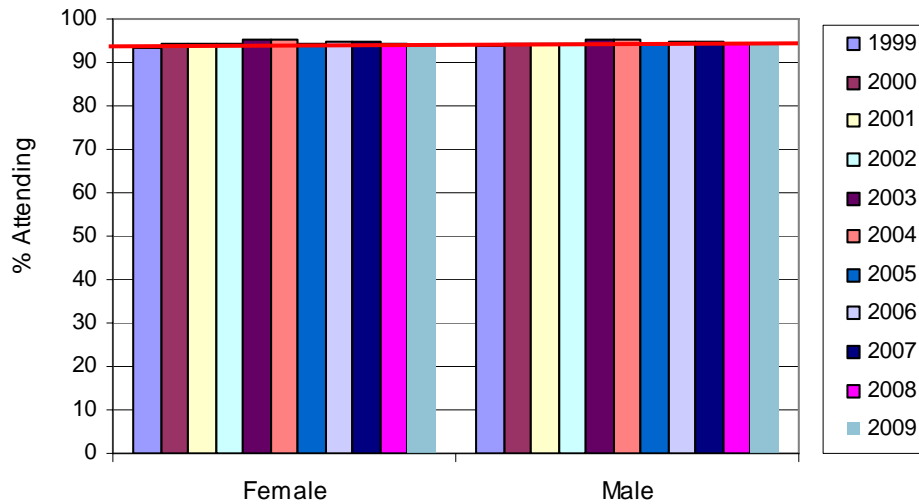
- Middle school students as a group have met the 94% attendance rate goal for the past 8 years.
- The ethnic subgroups of Southeast Asian, Other Asian, White, and Hispanic middle school students met the 94% goal in 2008-2009. African American students increased slightly from 92.0% in 2007-08 to 92.4% in 2008-09.

MIDDLE SCHOOL ATTENDANCE

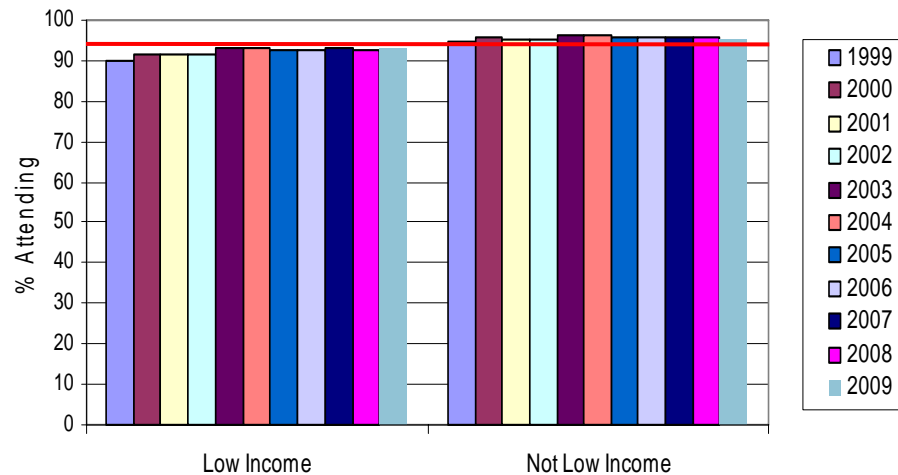
1998-99 to 2008-09

- In 2008-09, both males and females met the District goal of 94% attendance.
- In 2007-08, students from non low income households attended school at 95.1%.
- Low income students attended at 93.3% (this is an increase from 92.5% in 2007-2008).

Gender



Income Groups

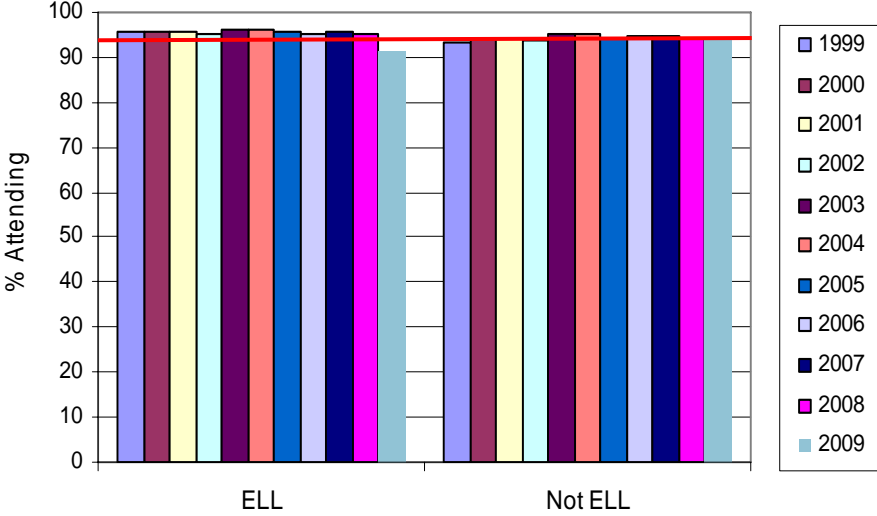


MIDDLE SCHOOL ATTENDANCE

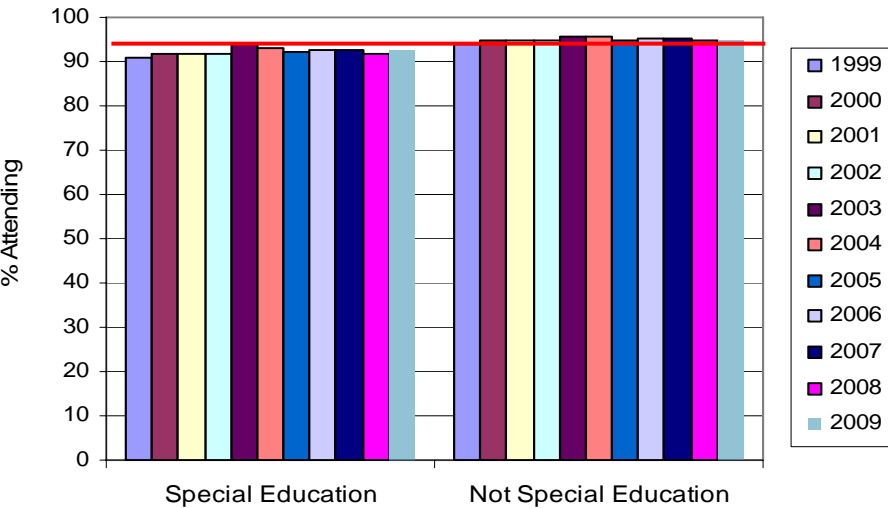
1998-99 to 2008-09

- ELL middle school students attendance rate has dropped below 94% for the first time in 9 years. It dropped to 91.3% from 95.2% in 07-08
- Middle school students who receive special education services did not meet the 94% goal in 2008-09. They have been below 94% for the past 11 years.
- Middle school students who do not receive special education services continue to meet the 94% attendance goal.

English Language Learners (ELL)

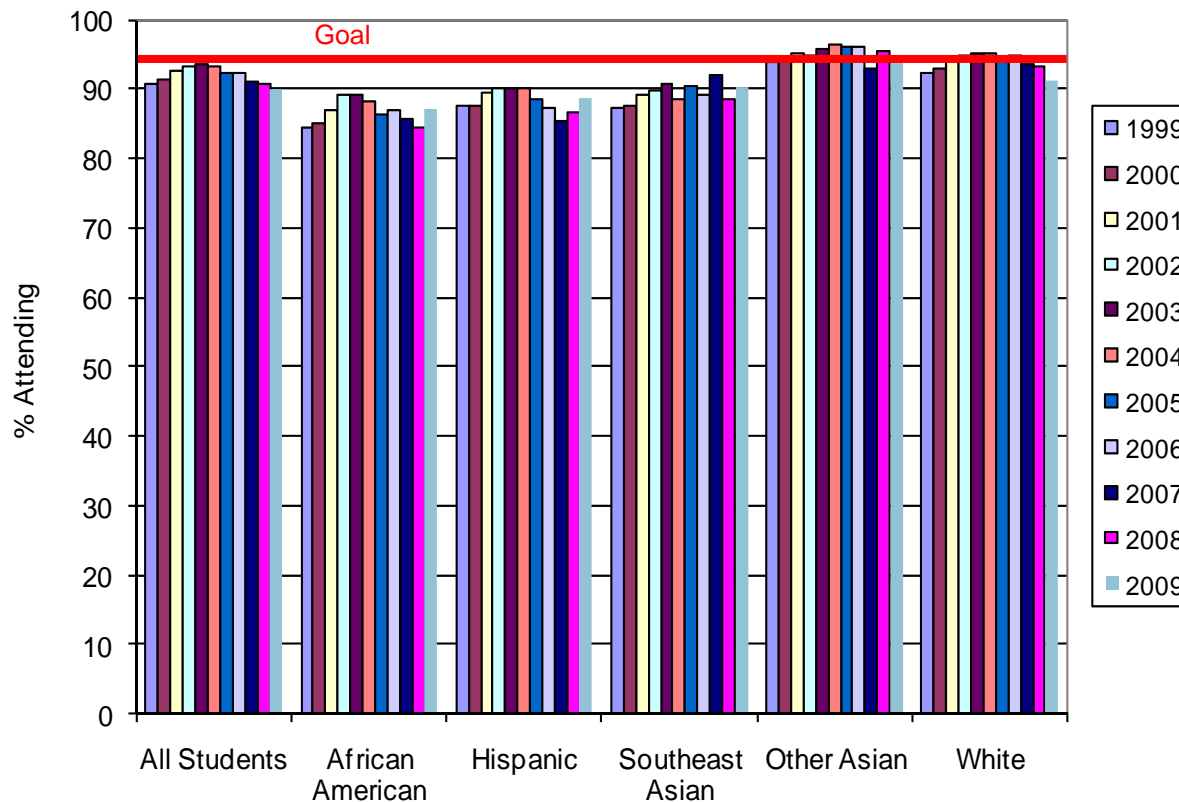


Special Education



HIGH SCHOOL ATTENDANCE 1998-99 to 2008-09

Ethnic/Racial Groups

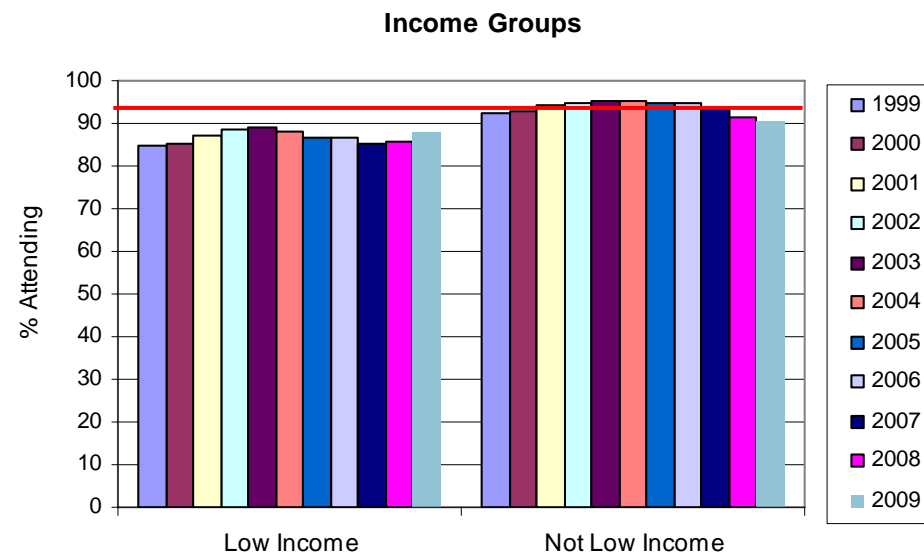
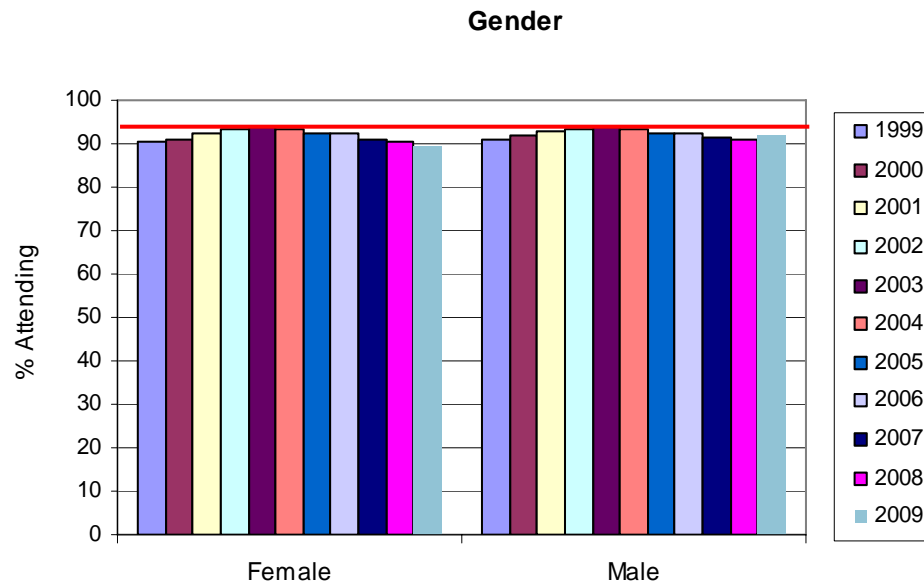


- The attendance rate of high school students as a group dropped from 90.7% in 2007-08 to 89.9% in 2008-09.
- African American attendance increased from 84.6% to 87.1% at high school.
- Hispanic students increased from 86.7% to 88.8%
- Southeast Asian students increased from 88.7% in 2007-08 to 90.4% in 2008-09.

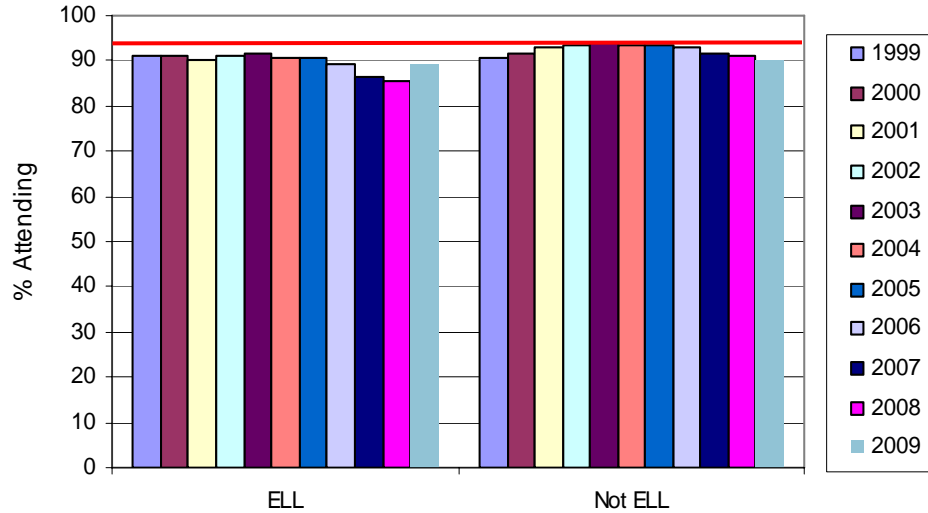
HIGH SCHOOL ATTENDANCE

1998-99 to 2008-09

- Neither high school aged males nor females as groups met the 94% attendance goal in 2008-09. Males had a slight increase in attendance rates from 90.8% in 2007-08 to 91.9% in 2008-09.
- High school students from low income households attend school at a significantly lower rate than those from non-low income households (88.3% for Low Income, 90.3% for non-Low Income).



English Language Learners (ELL)

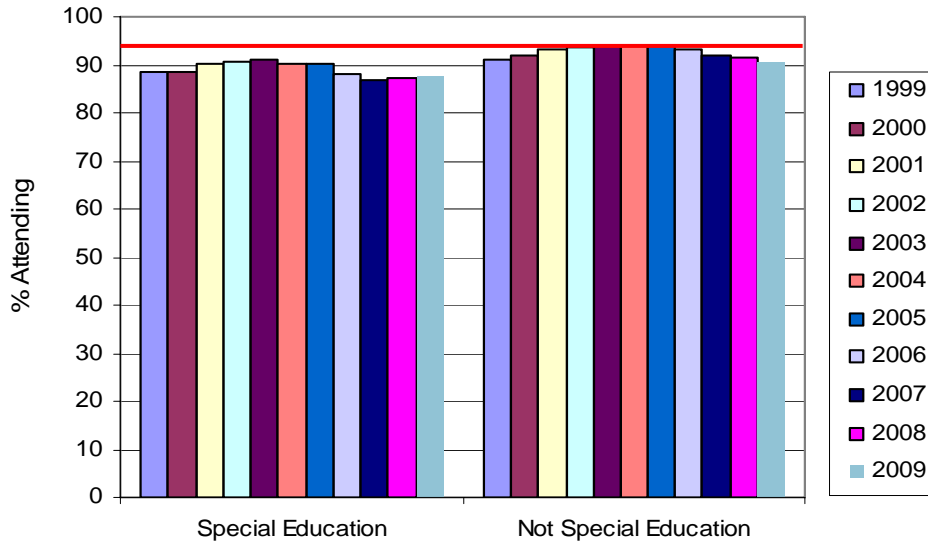


HIGH SCHOOL ATTENDANCE

1998-99 to 2008-09

- Attendance of ELL students increased from 85.6% in 2007-08 to 89.2% in 2008-09. Non ELL students decreased (91.3% to 90.0%).

Special Education



- In 2007-2008, high school students who receive special education services increased slightly from the prior year (87.1% to 87.5%).

Current Measures and New Beginnings

This year marks the tenth year of public reporting on prior Board of Education Priorities for reading, mathematics achievement and school attendance.

Current Measures

1. All students complete third grade able to read at grade level or beyond.
 - Beginning in the fall of 2005-06, the federal No Child Left Behind Act required all states to test all students in reading from grades 3-8 and once in high school. This test replaced the former Wisconsin Reading Comprehension Test. MMSD now reports on three years of data for students in grade 4.
 - District-wide, 75% of students scored proficient or advanced in reading on the 2008-09 WKCE, which is a 1% increase.
 - Southeast Asian and African American students posted increases in percent of proficient or higher reading levels between 2007-08 and 2008-09.
 - The gap between white students and minority students shrunk for all but Hispanic students in 2009. Ninety percent of white students were proficient or higher in reading compared to 56% percent of African American students (a gap of 34 points) and 80% of Asian students (a gap of 10 points). Between 2008 and 2009, the gap between white students and Asian or African American students decreased moving from 19 to 10 points for Asian students and 40 to 34 points for African Americans. Whereas, the gap for Hispanic students increased from 30 points in 2008 to 38 points in 2009, with 53% performing proficient or higher in reading.

2. All students complete Algebra by the end of ninth grade and Geometry by the end of tenth grade.
 - The largest relative gain in Algebra between the previous year measure, 2008-09, and this school year was among white students.
 - Students living in low income households who successfully complete Algebra by grade 10 at the beginning of 2009-10 increased since the previous year.
 - The gap in Algebra completion between white students (92%) and minorities declined for all but Asian students in 2009. The gap between white and African American students was 33 and 21 for Hispanic students. The completion rate for Asian students fell somewhat in 2009, 85% compared to 89% the prior year. The four year change in gap for African American and Asian students remains virtually unchanged while the gap for Hispanic students declined 11 points for the same period.
 - The rate for Geometry completions for females continues to be slightly higher than their male counterparts.

- The gap between Geometry completion for white (78%) versus minority student groups is as follows: African Americans' completion rate is 36%, a gap of 42; Hispanic student's completion rate is 48%, a gap of 30 while Asian students have a higher Algebra completion rate than whites (82% vs. 78%). The four year change in gap for African American and Hispanic students showed small improvements, declines of 4 and 3 points, respectively. But Asian students showed dramatic gains geometry completion over the past 4 years, 82% this year compared to just 59% in 2005-06, resulting in a 21 point reduction in the gap.
3. All students, regardless of racial, ethnic, socioeconomic or linguistic subgroup, attend school at a 94 percent attendance rate at each grade level.
- The attendance rate of elementary students as a group continues to be above the 94% goal.
 - All ethnic subgroups, except for African American (93.5% rate for 2008-09, 92.5% rate for 2007-08) continue to meet the 94% attendance goal.
 - The gap in elementary attendance rates between white and minority students is small with a difference of 2.2 for African Americans, .4 for Hispanic and just .2 for Other Asian students. Southeast Asian students attend at a slightly higher rate than whites, 96.2 versus 95.7 in 2009.

2009-2010 marks an important transition year. During 2009-2010, the Board of Education approved a new Strategic Plan, Fine Arts Task Force, Math Task Force and Talented and Gifted Plan. To mark this transition, the former Board of Education Priorities Report has been folded into a more comprehensive report, which is now known as the State of the District Report.

On an annual basis, the State of the District Report will include updated information describing the status of achievement in broader perspectives, including progress on achievement related to the Strategic Plan goals and action plans, the annual Equity Report, and progress of the major initiatives supporting academic achievement, inclusive of the Fine Arts Task Force, Math Task Force and the Talented and Gifted Plan.

New core measures that the District will use to determine how our students are doing include:

- **WKCE Reading and Math Grades 4 and 8 - Percentage Proficient or Higher**
Goal/Objective Area: Student – Achievement for All Students
 This measure is similar to the reading goal used in the past. It is based on the percent of students considered proficient on the Wisconsin state test. It includes reading and math at grades 4 and 8. The measure is calculated by taking the number of students scoring

proficient or advanced on the test divided by the number of students eligible to take the test.

- **WKCE Reading and Math Grades 4 and 8 - Above 90th State Percentile**
Goal/Objective Area: Curriculum – Accelerated Learning
In addition to the percentage of students scoring at the proficient or higher performance levels on the state WKCE test, this measure reports the percentage scoring at the 90th state percentile or higher. It addresses the issue of high achievement. The calculation is the number of students scoring at the 90th state percentile divided by the total students taking the test in that school year period. (State percentiles are used because the WKCE is not a national test and therefore does not have national normative performance benchmarks.)
- **On Track for Graduation – Grade 9**
Goal/Objective Area: Student – Achievement for All Students
This measure focuses on grade 9 as a critical transition year to ensure students are on track to achieve the important outcome of graduation. Recent research indicates a strong predictive relationship between students not attaining a minimum number of credits during their first year of high school and whether or not they ultimately graduate. This measure is calculated as the number of grade 9 students obtaining the desired level of credits during that school year divided by the total number of grade 9 students.
- **Advanced Course Participation Rate**
Goal/Objective Area: Curriculum – Accelerated Learning
The goal is to increase the number of students taking Advanced courses. This measure will help monitor successful student achievement. Advanced courses will be consistently defined across schools as indicated in the TAG plan. Base line data will then be established.
- **ACT Composite Scores – Above 90th National Percentile**
Goal/Objective Area: Curriculum – Accelerated Learning
This measure addresses high achievement by being defined as the percentage of students scoring at the 90th national percentile or higher on the ACT. The composite score consists of ACT's combined scoring across all subject areas of the test, i.e., reading, math, language, science reasoning. The calculation is the number of students scoring at the 90th national percentile divided by the total students taking the test in that school year.
- **Attendance – Kindergarten, Grade 6, and Grade 9**
Goal/Objective Area: Student – Transitions
This measure focuses on the transition points for students, i.e., entering elementary school, middle school, and high school. The measure calls for increasing the percentage of students with an average annual attendance rate above 90 percent. The focus will be on supporting chronic non-attenders. Average annual attendance per student is calculated by taking the number of days attended divided by the number of days the student was enrolled.
- **Graduation and Completion Rate**
Goal/Objective Area: Student – Transitions; Curriculum – Accelerated Learning
The graduation and completion rate is a critical outcome measure for the work of our organization. The graduation and completion rate shall be measured using the method defined by the Wisconsin DPI. This allows for benchmark comparisons across the state as well as measuring our own progress over time. The specific calculation used by DPI is: students receiving a regular diploma, a high school equivalency diploma (HSED), and

general equivalency diploma (GED) for a given school year shall be divided by the official number of grade 12 students enrolled on the September membership count date that school year, plus the number of students identified as dropouts in grade 11 the previous school year, plus the number of students identified as dropouts in grade 10 two school years ago, plus the number of students identified as dropouts in grade 9 three school years ago.

- **Suspensions – All Grades**

Goal/Objective Area: Systems/Organizations - Climate

The goal is to decrease the number of behavior events that result in a suspension (either an in-school or out-of-school suspension). The performance measure is calculated as the percentage of students experiencing at least one suspension, i.e., the total number of students with one or more suspensions divided by the student enrollment on the September membership count date. The goal is to decrease the percent of students suspended.

Our Schools

As a district, we have tremendous pride in the work being done in our schools. Our staff remains dedicated to the proposition of all students achieving to their fullest potential by continuing to focus on improving their practice as educators and support staff. The following information summarizes the important work being done in our schools.

Elementary Schools

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

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

Following are some of the unique programs offered in the elementary schools:

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

Students are taught to read using a Balanced Literacy approach – a combination of phonics, whole word recognition, and writing instruction in large blocks of uninterrupted time.

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

MSCR provides after school programs in eight schools to provide students with academic and other activities. After school tutoring is provided by Schools of Hope United Way and Community Learning Center grants.

Middle Schools

MMSD has 11 middle schools that are located in neighborhoods throughout the city. The schools range in enrollment size from 700+ to 250 at our smallest schools, Wright and Spring Harbor. While each school has its own unique personality, all schools adhere to the MMSD middle school design that requires consistent instruction in all the schools in academics, world language, art, music,

wellness, career exploration, technology and other electives. All schools focus on literacy needs as well and most provide remedial instruction using Read 180.

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

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

High Schools

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

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

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

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

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

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

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

Key District Reports

Over the past two years, the Board of Education has reviewed and taken action on four key reports including Equity Task Force, Mathematics Task Force, Fine Arts Task Force, and the Talented and Gifted Plan. Below is brief information summarizing the work continuing to be done in these areas.

Equity Task Force

This Equity update is slightly longer than the other reports as there has not been a recent update.

The Board of Education adopted Equity Policy 9001 on June 2, 2008, incorporating recommendations from the Equity Task Force. MMSD administration is charged with developing an annual report of the extent to which progress is being made on specific measures in eliminating gaps in access, opportunities and achievement. Data on the distribution of staff as well as of financial and programmatic resources across schools are also provided in the report.

Within the context of MMSD's Educational Framework, student achievement in 3rd grade literacy, algebra/geometry completion, and attendance rates were the primary measures determining the extent to which all students were achieving academic and social success. Based on those measures, significant academic and social achievement gaps remained prevalent, especially among students qualifying for free-reduced lunch, and African American and Hispanic students (see Report on Board of Education Priorities, November 2008). While data also indicated that African American and Hispanic students are more likely to be suspended, there was also evidence that African American and Native American students are being disproportionately identified for special education.

Information presented in this report provides the basis from which the MMSD will measure future progress in meeting the three goals set forth in the BOE equity policy. Specific performance measures indicating progress towards eliminating gaps in access, opportunities and achievement are drawn from the revised Strategic Plan Objectives and Action Steps. The Strategic Plan also serves to inform critical issues related to the specified equity goals.

- 1. The district will eliminate gaps in access, opportunities, and achievement by recognizing and addressing historic and contemporary inequities.**

Performance Measures for Access, Opportunities, and Achievement

- Number and percentage of students scoring at the proficient/ready to learn level on the Kindergarten Screener

- On Track for graduation – 9th grade
- Graduation completion rates
- Disproportionality in special education data (i.e., risk ratio)
- Number and percentage of students taking advanced classes
- Number and percentage of students scoring at each proficient level on standards-based grades K-8
- Number and percentage of students scoring at each proficient level on assessments (WKCE 4th and 8th grade)
- Number and percentage of students successfully completing all courses (successful is defined as a grade of “C” or higher) in 9-12

2. The district will recognize and eliminate inequitable policies and practices at the district level.

Indicators of Equitable Policy and Practice

- K-12 staffing formula
- 6-12 allocation formula
- Title I Funds
- Facilities Maintenance Report
- Technology
- Professional Development
- School Improvement

3. The district will recognize and eliminate inequity in and among schools.

Indicators for Determining In Equity in Site-Based Allocation

- Narrative explaining Principal flexibility in allocating site-based funding (i.e., SIP and PD budget)
- Suspension data

The Equity Report will also include summary information about MMSD initiatives currently taking place that are specifically focused on increasing access, opportunities, and academic achievement for all students. The following initiatives are examples of the district’s commitment to serving the needs of all students.

Advancement Via Individual Determination (AVID)

This school-based, for credit program, is focused on traditionally underrepresented college or technical school bound students and first generation post-secondary education participants. The program focuses on teaching students critical skills in preparing for postsecondary success. All four high schools implemented the program. MMSD is in a productive and fiscally supportive partnership with the Boys & Girls Club called AVID/TOPS.

Cultural Relevance

In 2008-09, the position of Cultural Relevance Instructional Resource Teacher was created to support elementary schools in developing and implementing culturally relevant curriculum, instruction and assessment. Mendota and Falk Elementary serve as pilot programs whereby staff is engaged in six strands of professional development directly related to cultural relevant pedagogy and practice. Professional development is provided in collaboration with UW Madison

and WI Department of Public Instruction. A Cultural Relevance Instructional Resource Teacher has recently been hired, through ARRA funds, to support secondary teachers.

Dual Immersion Language Program

In 2009-10 school year, Leopold Elementary School will pilot a dual immersion language option for incoming kindergarten students. The goal of the dual language program is for students to become proficient on grade level curriculum in both English and Spanish by the end of fifth grade. Currently a team of district leaders are developing a plan to expand dual immersion language programming to other elementary schools as well as middle and high schools.

Fine Arts Task Force

The Fine Arts Task Force administrative recommendations were approved by the Board of Education on July 13, 2009. The progress for the 2009-2010 action steps include curriculum development work in both music and visual arts, instructional resources and inventory reviews, community partnership enhancement discussions with the Overture Center for the Arts partnership, fine arts programming financial data gathering to assist with a multi-year plan, studying arts liaison positions around the country, and staff development plans which explore instructional strategies to engage all learners.

Staff teams have met in fall and will continue throughout the year to assist in areas outlined in the action steps of the recommendations. Teams who have already met, or will start soon, include the Music Curriculum Guide Team, the Visual Arts Curriculum Guide Team, Music Inventory Review Team, Visual Arts Safety Team, the High School Fine Arts Chairpersons, and each of the area High School Secondary Music staff.

There are a few areas that are also in process and have required some time to include a broader array of stakeholders in the execution of the action plans. These areas include the use of the Madison Arts and Creativity in Education Team and the investigation of fee waiver use and process. Additional information and details concerning the progress of the recommendations from the Fine Arts Task Force & MMSD Administrative Recommendations will be available within an upcoming February 2010 mid-year report presented by Julie Palkowski, Coordinator of Fine Arts.

Math Task Force

Mathematics staff will be provided professional development aimed at continuous improvement in leadership and in quality instructional practices through the Lenses on Learning program and the Middle School Mathematics Specialist program. The District will also continue to work towards implementation of common balanced mathematics resources at the elementary level and common courses/resources at the high school level. All Mathematics Division work will remain focused on implementing research-based instructional strategies to

eliminate the achievement gap. Student voice will be gathered as data for the Lenses on Learning professional development.

Talented and Gifted Plan (TAG)

Progress continues toward the goals contained in the Talented and Gifted Education Plan that was approved August 17, 2009. Assessment tools continue to be reviewed to support the student identification process. To support the programming action steps, TAG staff will work with principals in the spring to support cluster grouping and advanced course offerings at the high school level continue to be assessed for consistency. Action plans to address advanced course offerings will be developed, with support of district and high school leadership teams, in early spring. TAG staff continues to work with many District as well as out-of-district resources to support progress of the Plan, including working with District administration, the Educational Services Department, Student Services, Race and Equity, Research and Evaluation, building based staff such as Learning Coordinators and Instructional Resource Teachers, and experts in the field of gifted education. The Talented and Gifted Advisory Committee will continue to provide input as progress continues, with meetings scheduled through June 2010.

The Financial Status of the District and Information about the 2009-10 Budget

The Madison Metropolitan School District financial condition remains strong with the completion of the 2008-09 fiscal year ending June 30, 2009. The district's General Fund (10) expenditures were less than budgeted allowing the district to increase fund balance by \$10.8 million. The 2009-10 budget provides resources for a sound education for the district's children. The adopted 2009-10 budget continues to put resources where they are most needed in the classrooms. The spending under the budget is a total for all funds of \$370,287,470 which is an increase of \$2,275,184 or a .06% increase over 2008-09. The total property tax levy increased by \$7,910,679 or 3.5% with a mill rate increase of .37 or 3.77%.

The total Madison Metropolitan School District budget includes many funds. A fund is a separate set of accounting records, segregated for the purpose of carrying specific activities. A fund is established to demonstrate that financial resources are being used only for permitted purposes. The Wisconsin Department of Public Instruction specifies the various funds required to be used by Wisconsin school districts. The funds providing instructional resources are within the General Fund (10) and Special Education Fund (27).

2008-09 REVENUE RECAP

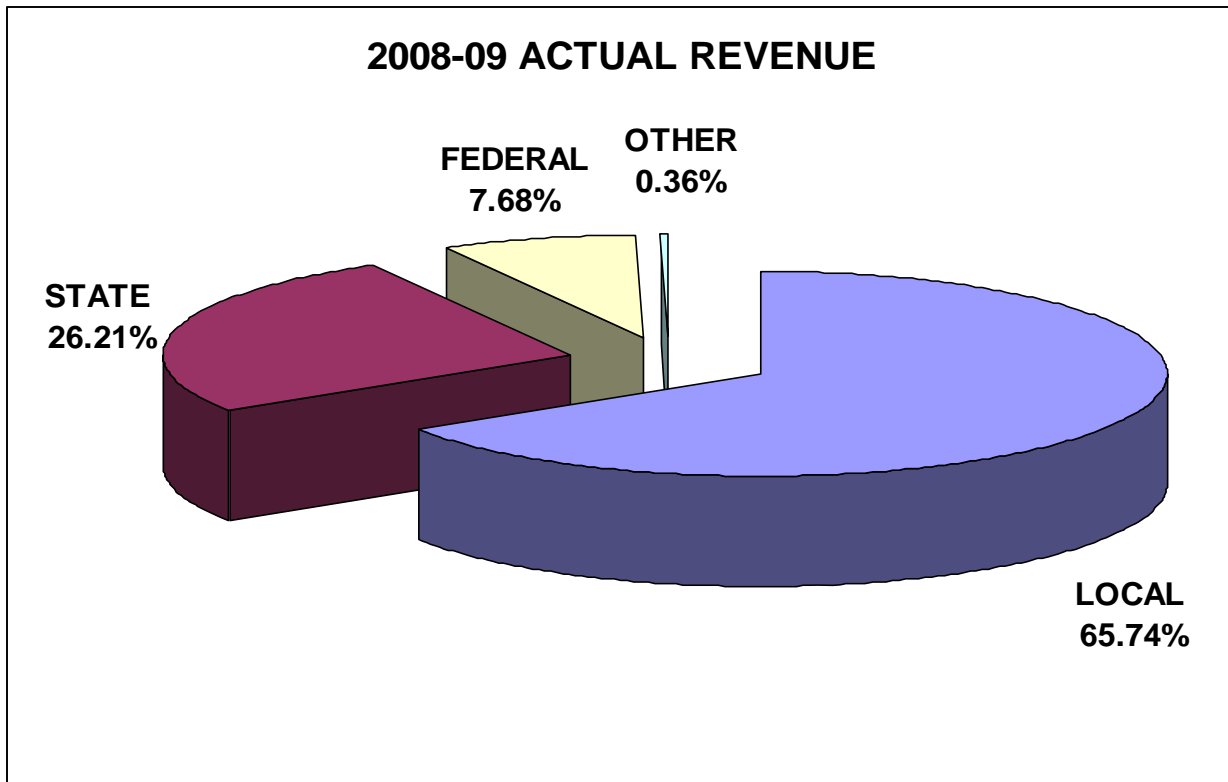
The following table shows the actual revenue received for the 2008-09 school year for the two funds that provide funding for instructional programs: (1) General Fund, and the (2) Special Education Fund.

FUND	2008-09 ACTUAL	PERCENT
GENERAL FUND	\$254,295,498	91.60%
SPECIAL EDUCATION FUND	67,681,788	8.40%
TOTAL	\$321,977,286	100.00%

In 2008-09 the actual revenue received for Funds 10 and 27 were \$0.1 million or .03% less than budgeted, whereas the General Fund (10) revenues received were \$2.1 million or .7% less than budgeted.

The following table and graph show the breakdown of 2008-09 Actual Revenue by Local, State, Federal, and Other sources.

FUND	LOCAL	STATE	FEDERAL	OTHER
GENERAL	\$170,655,858	\$65,762,338	\$16,705,264	\$1,172,038
SPECIAL ED	41,027,999	18,640,047	8,013,742	0
TOTAL	\$211,683,857	\$84,402,385	\$24,719,006	\$1,172,038
PERCENT	65.74%	26.21%	7.68%	0.36%



2009-10 REVENUE BUDGET

The following table shows the budgeted revenue for the 2009-10 school year for the two funds that provide funding for instructional programs.

FUND	2009-10 BUDGET	PERCENT
GENERAL FUND	\$258,754,750	91.85%
SPECIAL EDUCATION FUND	73,922,107	8.15%
TOTAL	\$332,676,857	100.00%

The revenue budget for 2009-10 is \$332,676,857, which is an increase of \$10,699,571 or 3.3% from the 2008-09 actual revenue amount of \$321,977,286. The General Fund accounts for \$10,623,691 of that increase.

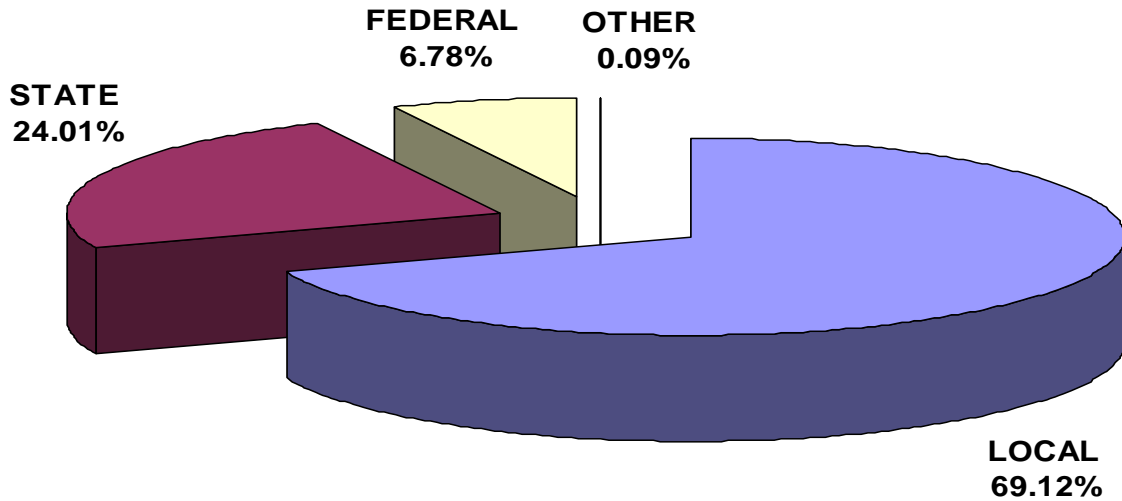
The 2009-10 budget utilizes \$2,624,060 of the General Fund balance, and an additional \$4,793,604 in Donation (21), Debt Service (39), and Community Services (80) fund balance. The use of fund balance was utilized in the effort of reducing the overall tax impact. The District realizes that without changes to the current state funding formula, each school year may require additional revenue enhancement and expenditure reductions to balance the budget. The District also realizes that continued expenditure reductions may have an adverse effect on the educational programs of the District.

The following table and graph show the breakdown of 2009-10 Budgeted Revenue by Local, State, Federal, and Other sources.

FUND	LOCAL	STATE	FEDERAL	OTHER
GENERAL	\$182,526,812	\$63,300,738	\$12,624,904	\$302,296
SPECIAL ED	47,415,735	16,575,508	9,930,864	0
TOTAL	\$229,942,547	\$79,876,246	\$22,555,768	\$302,296
PERCENT	69.12%	24.01%	6.78%	0.09%

Projected revenue for the 2009-10 school year shows a decrease in the percentage of total revenue coming from federal sources. Federal revenue sources decreased from \$24.7 million to \$22.5 million due to the classification of Federal Stabilization Funds received through Equalization Aid in 2008-09. The percentage of total revenue coming from State sources decreased from 26.21% to 24.01% due to a lower percentage increase in the amount of state equalized aid the District will receive in 2009-10. The percentage of total revenue coming from local sources increased.

2009-10 REVENUE BUDGET



2008-09 EXPENDITURE RECAP

The following table shows the actual expenditures for the 2008-09 school year for the two funds that provide funding for instructional programs. Note that the expenditures shown for the General Fund do not include the Transfer to Fund 27. This transfer must be subtracted out to prevent double reporting of Special Education Fund expenditures.

FUND	2008-09 ACTUAL	PERCENT
GENERAL FUND	\$243,879,486	78.28%
SPECIAL EDUCATION FUND	67,681,788	21.72%
TOTAL	\$311,561,274	100.00%

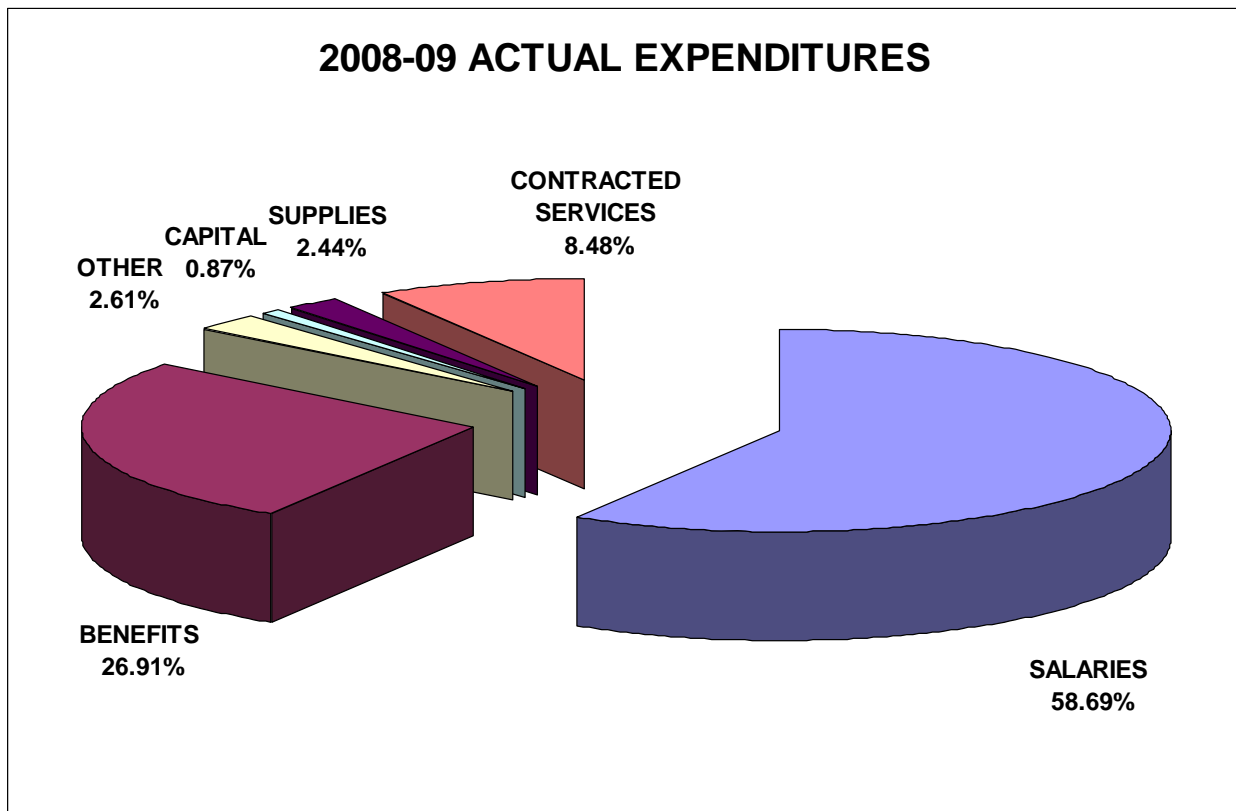
Actual expenditures for the above funds for the 2008-09 school year were \$10.5 million or 3.29% lower than budgeted. The actual expenditures within the General Fund were \$9.1 million or 3.62% less than budgeted, while the actual expenditures within the Special Education Fund were \$1.4 million or 2.06% less than budgeted. The major

reasons for the General Fund actual expenditures being lower than the budgeted expenditures were:

- Various Contingency funds were not needed
- Lower number of additional staff were hired during the school year (unallocated positions)
- Transportation price consistency and route efficiencies
- Lower substitute teacher costs than projected
- Benefit costs were under projections
- Reduction in amount needed to support the Food Service Operations

Another way of looking at expenditures is by major category. The following table and graph show the 2008-09 Actual Expenditures by six major categories.

FUND	SALARIES	BENEFITS	OTHER	CAPITAL	SUPPLIES	CONTRACTED
GENERAL	\$140,533,165.97	\$63,982,846	\$7,884,850	\$2,187,293	\$7,153,538	\$22,137,793
SPEC ED	42,320,389	19,861,383	237,324	536,209	439,990	4,286,492
TOTAL	\$182,853,555	\$83,844,229	\$8,122,174	\$2,723,502	\$7,593,528	\$26,424,286
PERCENT	58.69%	26.91%	2.61%	0.87%	2.44%	8.48%



2009-10 EXPENDITURE BUDGET

The following table shows the budgeted expenditures for the 2009-10 school year for the two funds that provide funding for instructional programs. Note that the expenditures shown for the General Fund do not include the Transfer to Fund 27. This transfer must be subtracted out to prevent double reporting of Special Education Fund expenditures.

FUND	2009-10 BUDGET	PERCENT
GENERAL FUND	\$261,378,810	77.95%
SPECIAL EDUCATION FUND	73,922,107	22.05%
TOTAL	\$335,300,917	100.00%

Based on a total budget-to-budget comparison, the 2009-10 fiscal year called for an increase of \$2,275,184 or .06% in expenditures over the 2008-09 budget. The budget for 2009-10 was actually started in 2008 with a forecast that projected out for 5 years a deficit that led the district to the final adopted budget in the fall of 2009.

In the fall of 2008, the District projected an \$8 million budget deficit for 2009-10. In November of 2008 the district was given voter approval for a three year operating referendum: \$5 million in 2009-10, \$4 million in 2010-2011, and \$4 million in 2011-2012. The approved operating referendum has a shared cost plan between property tax payers covering \$5 million and the district covering \$3 million of the total \$8 million deficit.

Updated budget projections in spring 2009 projected that 2009-10 expenditures would exceed revenues by approximately \$3.9 million. In order to provide a balanced budget in which budgeted revenues equaled budgeted expenditures and in which fund balance was not used to resolve the deficit, the District presented a preliminary list of \$3.9 million in revenue enhancements/expenditure reductions to the Board in May 2009.

Major reductions included:

- Reduction of 45 FTE teachers/educational assistants through stricter allocations within existing guidelines
- Streamlining transportation with two providers instead of four for a cost savings
- Debt service payoff due to 2008-09 TIF

The spring budget was adopted by the Board of Education and included amendments to add back in class and a half (21.2 FTE), and Ready, Set Goal programming.

The State 2009-2011 budget impacted the district funding significantly and upon October certifications of Equalization Aid and Revenue Limits the 2009-10 fall revised

budget projected a \$2.8 million deficit. The District presented a list of \$2.8 million in expenditure reductions to balance the budget. These reductions included:

- Reduction in Board of Education Contingency funds
- Elementary teacher salary budget reduction due to historical starting salaries and the vacancy rate used during the budgeting process
- Reduction in Substitute teacher budgets due to historical analysis

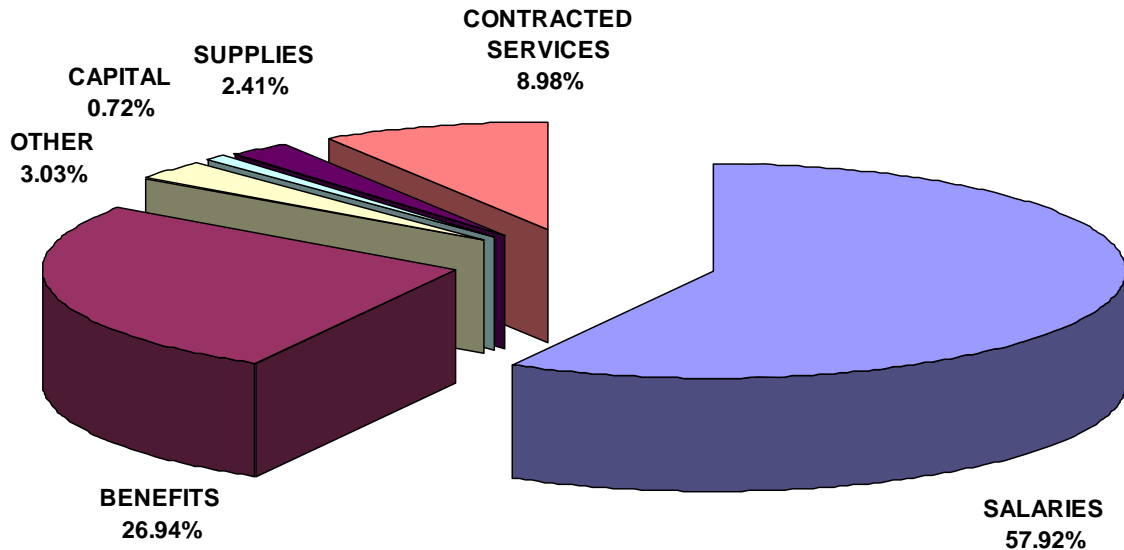
With the fall budget adoption the Board of Education amended the 2009-10 fall revised budget in an effort to lower the tax impact for property tax payers. The below amendments were approved and funded by cost elimination and fund balance.

- Eliminate the Community Services Fund (80) indirect cost transfer
- Eliminate the Board of Education Contingency in the Community Services Fund (80)
- Eliminate the remaining levy in the Debt Service Fund (39)
- Defer taxing for the Walgreen's property tax chargeback settlement
- Forego levying levy authority for a portion of the final year of the Maintenance Referendum
- Reallocation of identified Community Service Fund (80) expenditures to the General Fund (10)

The following table and graph shows the breakdown of 2009-10 budgeted expenditures by major category:

FUND	SALARIES	BENEFITS	OTHER	CAPITAL	SUPPLIES	CONTRACTED
GENERAL	\$148,589,391	\$68,477,331	\$9,596,547	\$2,191,939	\$7,705,152	\$24,818,450
SPEC ED	45,623,404	21,849,247	568,957	230,824	367,647	5,282,028
TOTAL	\$194,212,795	\$90,326,579	\$10,165,504	\$2,422,763	\$8,072,798	\$30,100,478
PERCENT	57.92%	26.94%	3.03%	0.72%	2.41%	8.98%

2009-10 BUDGETED EXPENDITURES



The percentage breakdown of 2009-10 expenditures shows an increase in salaries, benefits, supplies and contracted services with a decrease in capital. The increases are due mainly from salary and benefit rate increases.

Salaries and fringe benefits account for 84.86% of the District's budget in 2009-10 versus 85.6% in 2008-09. For 2009-10, salaries have decreased from 58.69% to 57.92% of the District's budget, while fringe benefits have increased from 26.91% to 26.94% of the District's budget.

FINANCIAL CONDITION

The District's financial condition remains strong. At June 30, 2009 the District General Fund balance was \$35.3 million, up \$10.4 million from the June 30, 2008 balance of \$24.9 million.

The 2009-10 budget will require use of District fund balance. In order to fund the budgeted deficit the district will utilize \$2,624,060 of General Fund balance, and an

additional \$4,793,604 in Donation (21), Debt Service (39), and Community Services (80) fund balance.

The 2010-2011 budget process has already begun. The District will present a five year forecast upon its completion where any budget surplus/deficit will be discussed.

While the Madison Metropolitan School District, like other Wisconsin districts, is feeling the negative effect of the state imposed revenue limits and the most recent adopted state budget, the District remains in a good financial condition. The District enjoys a MIG 1 rating by Moody's Investor Service. The most recent review was completed in the fall of 2009.

REVENUE LIMITS

The 2009-10 Budget conforms to all applicable laws and revenue limits required by the State of Wisconsin.

Revenue limits were enacted on August 12, 1993 and they continue to be in effect. Revenue limits control the District's two main sources of revenue – property tax and equalized state aid. Revenue limits are structured to assure that increases in equalized aid are used to reduce local property taxes. Since the 1993-94 school year, the amount of money a school district spends is not the main determining factor in the amount of property taxes people pay. Rather, property tax increases (or decreases) are determined by a formula that considers enrollment, prior year property taxes, prior year equalized state aid, and a CPI adjustment factor set by the State.

2009-10 STAFFING

The following compares 2008-09 and 2009-10 budgeted positions.

Enrollment and demographic needs dictate the staff members to maintain the same level of services from 2008-09 to 2009-10 represented in the chart below:

STAFFING CHANGES BY POSITION

Type	2008-09 Adopted Budget (Revised Chart*)	2009-10 Balanced Budget	FTE Change 2009-10 Balanced Budget/ 2008- 09 Revised Budget	% Change
District Administrators	42.96	42.00	(0.96)	-2.23%
Position Principals	46.00	46.00	-	0.00%
Assistant Principals	21.00	21.00	-	0.00%
Professionals	32.25	30.25	(2.00)	-6.20%
Nursing Staff	25.20	25.74	0.54	2.14%
Guidance	32.50	36.40	3.90	12.00%
Social Worker/Psych	77.60	78.20	0.60	0.77%
Teachers	2,239.20	2,230.95	(8.25)	-0.37%
BRS	76.45	79.11	2.66	3.48%
Custodians	210.25	211.35	1.10	0.52%
Educational Assistants	382.42	385.98	3.56	0.93%
Nurse Assistants	26.74	27.50	0.77	2.86%
Food Service Workers	99.29	100.23	0.94	0.95%
Trades/Maintenance	24.00	26.00	2.00	8.33%
Security Assistants	26.00	26.35	0.35	1.35%
Clerical	187.50	193.24	5.74	3.06%
Non Union Hourly	15.75	16.75	1.00	6.35%
Non Union Professional	51.14	57.25	6.11	11.95%
Noon Lunch Supervision	48.71	46.97	(1.74)	-3.56%
Miscellaneous	-		-	0.00%
Board of Education	7.00	7.00	-	0.00%
TOTAL	3,671.95	3,688.27	16.32	0.44%

* Revised to correct for manual adjustments between classifications of employees on the chart.

2009-10 SUMMARY FTE BY FUNDING SOURCE

	Fund 10	Fund 27	Fund 41	Fund 50	Fund 80	Fund 99	TOTAL
Administrative-Perm	119.55	7.00	1.20	5.00	9.50	0.96	143.21
Teacher-Perm	1,779.23	545.49	0.00	0.00	8.25	0.00	2,332.97
Perm Non-Union Hourly	7.49	0.00	0.00	0.00	0.25	0.00	7.74
Clerical/Technical-Perm	165.19	8.67	0.00	1.74	23.53	0.00	199.13
EA/HCA-Perm	123.59	289.89	0.00	0.00	0.00	0.00	413.48
Cust/Operation-Perm	196.50	0.00	0.00	4.85	10.00	0.00	211.35
Maint/Trades-Perm	16.80	0.00	9.20	0.00	0.00	0.00	26.00
Food Service-Permanent	0.00	0.00	0.00	99.60	0.00	0.00	99.60
PermNon-Union Professional	23.00	0.00	0.00	2.00	31.16	0.00	56.16
Misc-Perm	79.75	35.91	0.00	0.00	0.00	0.00	115.66
Sub--SEA Floater	0.00	3.75	0.00	0.00	0.00	0.00	3.75
Noon Lunch Supervision	44.40	0.00	0.00	1.48	0.00	0.00	45.88
Security	24.34	0.00	0.00	0.00	2.00	0.00	26.34
Board of Education	7.00	0.00	0.00	0.00	0.00	0.00	7.00
TOTAL	2,586.84	2,586.84	10.40	114.67	84.69	0.96	3,688.27

2009-10 DEBT SERVICE

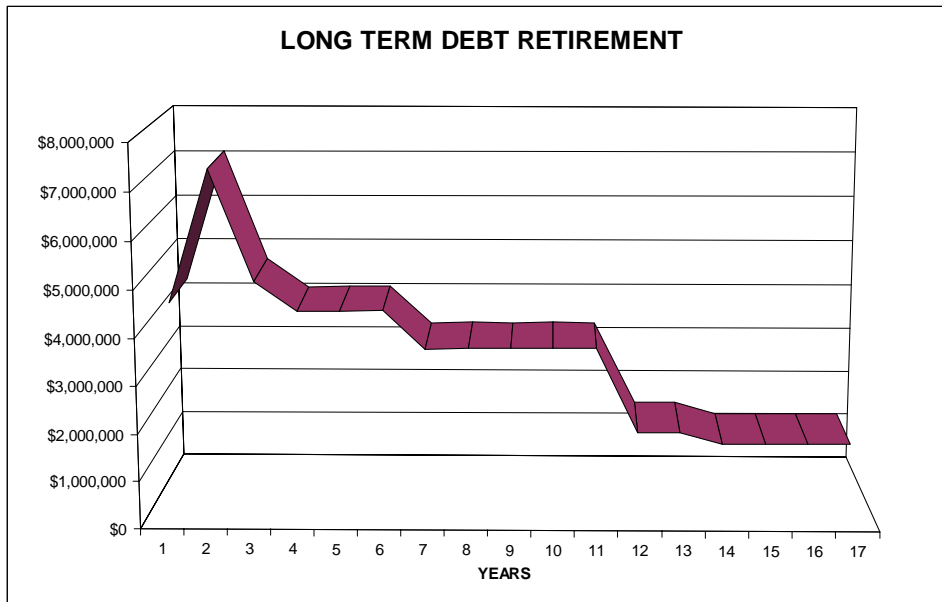
The District has aggressively pursued refunding existing debt in recent years that has resulted in several million dollars of long-term interest savings. One such refunding was made during the 2009-10 school year. The refunding of debt are viewed favorably by bond rating agencies.

State law restricts the amount of outstanding debt for school districts. As of June 30, 2009, the District's total outstanding debt was 1.72% of the allowable limit – down from 1.83% as of June 30, 2008. The current long-term debt will be retired in 17 years as shown on the following graph based on the debt retirement schedule. It is important to

remember that the debt service expenditure budget is based on the principal and interest paid during 2009-10, which takes place in October and April. However, the Debt Service Fund tax levy is based on the principal and interest paid during the period March 15, 2010 through March 14, 2011.

LONG-TERM DEBT RETIREMENT

YEAR	PAYMENT
1	\$4,406,251
2	7,231,525
3	4,862,037
4	4,240,725
5	4,245,125
6	4,252,025
7	3,440,300
8	3,453,550
9	3,453,400
10	3,462,500
11	3,461,100
12	1,663,750
13	1,664,950
14	1,413,950
15	1,415,750
16	1,420,550
17	1,426,513



FACILITY NEEDS

In a school district containing nearly \$250 million of infrastructure, an on-going need exists for both major and minor repairs. Buildings, roofs, lawns, parking lots, plumbing, air conditioning systems, boilers, walls, floors, ceilings, electrical systems deteriorate and need to be replaced or repaired. The District would need approximately \$5-7 million every year to keep the buildings and sites in good repair. However, State imposed revenue limits have reduced the amount of dollars available for facility needs.

Since 1999, the District has mainly used maintenance referendum authority for funding maintenance projects within the districts existing facilities. An additional annual \$500,000 in referendum authority was approved for renovation, repair, and replacement of technology and instructional equipment. 2009-10 is the last year the district has referendum authority to raise these funds.

The 2009-10 budget includes \$2,098,043 General Fund budget and \$6,515,178 has been included in the Capital Projects Fund budget. In the 2009-10 fall budget adoption process the Board of Education amended the Capital Projects Fund to reduce the referendum levy authority by \$2.1 million.

The District also uses dollars from the operating budget for minor and emergency repairs. The history of these expenditures is shown in the following table:

CAPITAL EXPENDITURES

Fiscal Year	Fund	General Maintenance Expenditures	Maintenance Referendum Expenditures	Technology Referendum Expenditures	Total Expenditures
2003-04	10	2,597,739	4,737,000		7,334,739
2004-05	10	2,315,587	4,863,000		7,178,587
2005-06	10	2,841,698	2,944,258	306,617	6,092,573
2006-07	10	2,855,061	7,280,324	512,907	10,648,292
2007-08	10	3,478,158	4,538,622	717,756	8,734,536
2008-09	10	2,034,524	13,093	388,127	9,479,411
	41	2,868,194	4,175,473		
2009-10	10	1,473,670	-	624,373	8,613,221
	41	2,950,745	3,564,433		

COMMUNITY SERVICE FUND

Statute 120.13(19) allows school boards to establish a Community Service Fund and to establish and collect fees to cover all or part of the costs. The budget for the Community Service Fund is adopted by the Board as part of the current budget process required in Statute 65.90. The Board is also allowed to establish a tax levy necessary to operate the Community Service Fund, the amount of which would be the net cost of the programs accounted for in the fund.

The Community Service Fund is used to account for programs that are not elementary and secondary educational programs, but have the primary function of serving the community. Budgeted fund expenditures for 2009-10 include costs associated with:

- Public use of district buildings
- Taping of Board of Education meetings and Media Production services
- Madison School and Community Recreation Programming
- Community Outreach Programs
- Planetarium programs
- Pre-School Literacy

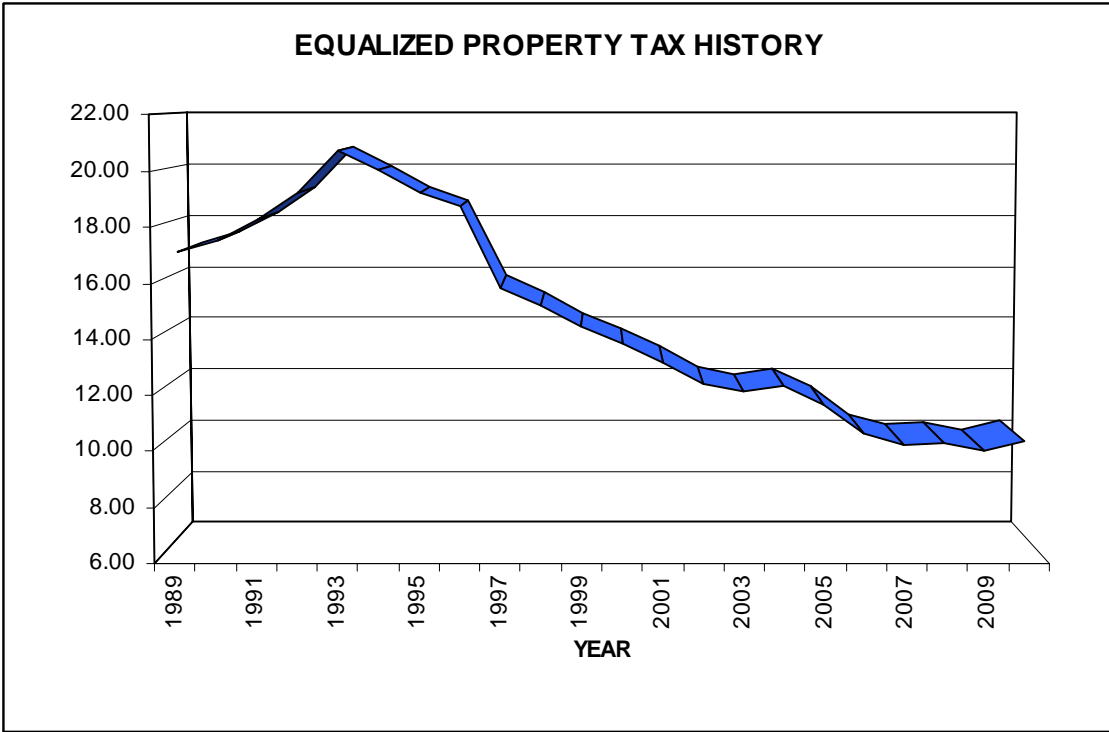
These costs are netted against any income generated by community service programming to determine the tax levy for the fund. The 2009-10 levy for the Community Service Fund will be \$8,298,483.

2009-10 TAX LEVY AND TAX RATE

The 2009-10 budget calls for a \$7,910,679 increase in the total tax levy from \$226,330,285 to \$234,240,964. This is a 3.5% increase. The tax levy for the General Fund will increase 10.51% while the tax levy for the Debt Service Fund (39), Capital Expansion Fund (41) and Community Services Fund (80) will decrease due to the use of fund balance to lower the overall tax impact.

The 2009-10 equalized tax rate is \$10.18 per thousand dollars of equalized property value. This is an increase of 38 cents from the 2008-09 rate of \$9.81, which is an increase of 3.85%. On average, a person with property valued at \$250,000 will pay \$92.50 more in property taxes for school purposes in 2009-10. The final tax rate was finalized in late October.

The following graph shows a 22-year history of the equalized tax rate. It has ranged from a high of \$20.69 in 1992-93 to a low of \$9.81 in 2008-09.



Personal Stories

Important information about our district can be conveyed by those we serve, our students and parents, and by those who provide service to our students, our staff. Below are some personal stories about our district.

“Hawthorne means to me a multi-cultural school setting with teachers and parents on the same page with one common goal, the growth and development of our children to strive for perfection. It's about teachers who care about our children's future.

Learning is the school's top priority. Then comes safety and fun. No one is refused due to race, color or creed. Everybody is important here. Parents' input is also in high regards.

Doing volunteer work keeps parents and teachers working closely together to insure our children reach their highest potential. That's what my Hawthorne means to me.”

*Kimberly Lee
Parent of Hawthorne Elementary School students*

“Our experience with the Madison School District, in particular Huegel School, has been very positive. We have two boys who are in 1st and 2nd grade presently. When they were younger, we seriously considered home schooling. But as Kindergarten drew closer, we decided to give the Madison Schools a try.

Both of our boys have benefited from caring teachers and staff who teach at their level. They also have made many friends and have learned how to relate, respect and have fun with kids of special needs and from different backgrounds/family situations than their own.

As a parent who is in the school quite often, I am so glad we made the decision to try Huegel School.”

*Michelle Simon
Parent of Huegel Elementary School students*

Being in tough classes, like Chemistry, throughout high school was a challenge. Since I arrived in Madison at the age of ten not even being able to speak English, I never thought I could have success in some of the most rigorous courses this district has to offer.

Madison East High School has helped me feel accepted. Without all the diversity at this school, I may have dropped out or quit trying to do well.

My GPA (3.62) is one of the accomplishments I am most proud of, and my success is due in part to the teachers who have believed in and encouraged me since I arrived in Madison as a ten-year-old.

*Jeanet Ugalde
12th Grade Student
East High School*

“It is a bittersweet feeling knowing I am leaving the hallways of my youth. With all of the great opportunities that high school offers, I have been able to open my mind to new ideas and build strong friendships.

Because of the helpful connection I have made with faculty, I have been able to be a part of different leadership groups here at Memorial. These experiences include Student Voice, Student Senate, and mentoring at the elementary and middle feeder schools with presentations on violence, peer pressure, and bullying.

Overall, high school has not only provided me with an education but also with leadership skills. These skills were reinforced through many varsity sports, which inspire me to reach out to the community.

All of these activities that I have been a part of have prepared me to face challenges in my life.”

*Dareon Henderson
12th Grade Student
Memorial High School*

“As a teacher, I value this district’s uncompromising search for answers to help ALL students achieve and grow proud of who they are.

I experience this cultural expectation when principals and staff problem-solve around students with a can-do attitude.

I see it when the district invests in our capacity for collaborative dialogue and reflection, about student progress and improved instructional practices.

I see it when we develop curricula that differentiate instruction for the highest achieving students as well as the lowest.

I feel it as our district lives its commitment to honor and respect the rich diversity of our students, parents, families and staff.

Especially now, with mounting pressure and shrinking resources, I appreciate that our actions reflect our shared dedication to every child’s success.

*Leah Creswell
Math Instructional Resource Teacher
Glendale Elementary School*

“Kailins, Hein, Hoffman, Doyle, Klausmeiers, Anderson, Egan, Steckelberg. Not just names from my past, but unforgettable MMSD teachers who helped to inspire me in the 70s and 80s.

In the last 19 years, I have taught in both public and private schools, in two different states and two foreign countries. For my own children’s education and a fulfilling career, I chose to return to MMSD.

MMSD is a community that provides educational opportunities, support, diversity, security, and a sense of belonging for its students, parents, and staff. As a child, I was eager to attend school every morning. Many years later, I still am. And just as my teachers in MMSD made an impact on my life, I hope to make a difference in the lives of my students.”

*Betsy Sato
8th Grade English and ESL Teacher
Hamilton Middle School*

“Our school is rich in tradition but accepting of change. Collaboration is not just a buzz word anymore, it is our action.

We are a community high school filled with diversity, leadership and high expectations.

We are enriched by the partnerships and resources our community has provided us.

We are encouraged by our students and their resiliency and strength.

A significant percentage of our staff are former students and fierce advocates.

We are a staff that is not afraid to roll up our sleeves to work hard to make a difference and improve the quality of education.

We are proud of where we have been - focused on what we can become.

We are La Follette High School.”


*Jena Acker
Guidance Counselor
La Follette High School*

Summary

We are very proud of the work being done in the Madison Metropolitan School District. At the same time, we know there is much work ahead if all of our students are to develop well as learners and citizens. Our challenges are many, including significant financial issues which are tied to school funding problems within our state.

Because we understand the relationship between a high quality education and important life outcomes, we take our responsibility to educate children well very seriously. We also understand the trust our community places in us and will continue to listen and engage with members of our community as we further our mission-work as a proud, long-standing institution within our community. The potential of all of our children is in our hands; we are eager to work with you in fulfilling this honorable goal.

Sincerely,

A handwritten signature in cursive script that reads "Daniel A. Nerad". The signature is written in black ink and is positioned below the word "Sincerely,".

Daniel A. Nerad, Ed.D.
Superintendent of Schools

DAN:aw

Appendix

- Tenth Graders With/Without Algebra Data Table.....i
- Eleventh Graders With/Without Geometry Data Tableii
- Attendance Data Table.....iii

**TENTH GRADERS WITH/WITHOUT ALGEBRA
AT BEGINNING OF 10TH GRADE**

		10TH GRADE 2005-2006 SCHOOL YEAR					10TH GRADE 2006-2007 SCHOOL YEAR					10TH GRADE 2007-2008 SCHOOL YEAR					10TH GRADE 2008-2009 SCHOOL YEAR					10TH GRADE 2009-2010 SCHOOL YEAR				
		NO CREDIT IN ALGEBRA	ALGEBRA BY 10TH	TOTAL	NO CREDIT IN ALGEBRA	ALGEBRA BY 10TH	TOTAL	NO CREDIT IN ALGEBRA	ALGEBRA BY 10TH	TOTAL	NO CREDIT IN ALGEBRA	ALGEBRA BY 10TH	TOTAL	NO CREDIT IN ALGEBRA	ALGEBRA BY 10TH	TOTAL	NO CREDIT IN ALGEBRA	ALGEBRA BY 10TH	TOTAL							
GENDER	Female	279	26.3	782	73.7	1061	228	22.5	784	77.5	1012	202	20.8	771	79.2	973	195	20.1	773	79.9	968	158	17.9	723	82.1	881
	Male	328	29.8	771	70.2	1099	298	28.5	748	71.5	1046	246	25.3	728	74.7	974	236	24.0	747	76.0	983	205	23.0	687	77.0	892
ETHNICITY	Nat Amer	4	40.0	6	60.0	10	4	36.4	7	63.6	11	4	30.8	9	69.2	13	4	40.0	6	60.0	10	10	52.6	9	47.4	19
	Afr Amer	223	50.3	220	49.7	443	217	48.9	227	51.1	444	225	50.8	218	49.2	443	182	41.8	253	58.2	435	189	41.0	272	59.0	461
	Hispanic	106	50.0	106	50.0	212	89	38.0	145	62.0	234	75	35.4	137	64.6	212	76	32.1	161	67.9	237	63	29.6	150	70.4	213
	Asian	54	23.4	177	76.6	231	52	24.2	163	75.8	215	23	12.2	166	87.8	189	21	10.7	176	89.3	197	25	14.7	145	85.3	170
	Total Minority	387	43.2	509	56.8	896	362	40.0	542	60.0	904	327	38.2	530	61.8	857	283	32.2	596	67.8	879	287	33.3	576	66.7	863
	White	220	17.4	1044	82.6	1264	164	14.2	990	85.8	1154	121	11.1	969	88.9	1090	148	13.8	924	86.2	1072	76	8.4	834	91.6	910
ESL	Not ELL	486	25.8	1400	74.2	1886	424	23.7	1368	76.3	1792	368	21.6	1333	78.4	1701	355	20.4	1384	79.6	1739	290	18.6	1267	81.4	1557
	ELL	121	44.2	153	55.8	274	102	38.3	164	61.7	266	80	32.5	166	67.5	246	76	35.8	136	64.2	212	73	33.8	143	66.2	216
LOW INCOME	Free Lunch	316	51.1	302	48.9	618	323	46.8	367	53.2	690	295	46.6	338	53.4	633	274	39.0	429	61.0	703	274	38.7	434	61.3	708
	Reduced Lunch	65	37.6	108	62.4	173	40	33.1	81	66.9	121	44	29.9	103	70.1	147	35	32.1	74	67.9	109	27	27.0	73	73.0	100
	Low Income	381	48.2	410	51.8	791	363	44.8	448	55.2	811	339	43.5	441	56.5	780	309	38.1	503	61.9	812	301	37.3	507	62.7	808
	Not Low Income	226	16.5	1143	83.5	1369	163	13.1	1084	86.9	1247	109	9.3	1058	90.7	1167	122	10.7	1017	89.3	1139	62	6.4	903	93.6	965
SPEC EDUC	No Spec Educ	341	19.8	1378	80.2	1719	274	16.7	1363	83.3	1637	217	13.9	1345	86.1	1562	211	13.4	1368	86.6	1579	195	13.4	1263	86.6	1458
	AUT	12	63.2	7	36.8	19	7	46.7	8	53.3	15	12	50.0	12	50.0	24	18	62.1	11	37.9	29	6	33.3	12	66.7	18
	CD	29	96.7	1	3.3	30	33	97.1	1	2.9	34	24	96.0	1	4.0	25	24	96.0	1	4.0	25	20	95.2	1	4.8	21
	ED	70	75.3	23	24.7	93	60	69.8	26	30.2	86	61	72.6	23	27.4	84	47	68.1	22	31.9	69	35	58.3	25	41.7	60
	HI	0	0.0	3	100.0	3	4	66.7	2	33.3	6	1	25.0	3	75.0	4	2	50.0	2	50.0	4	1	33.3	2	66.7	3
	LD	125	54.8	103	45.2	228	115	56.7	88	43.3	203	99	55.9	78	44.1	177	92	56.1	72	43.9	164	70	54.7	58	45.3	128
	OHI	20	45.5	24	54.5	44	23	45.1	28	54.9	51	24	51.1	23	48.9	47	27	46.6	31	53.4	58	25	51.0	24	49.0	49
	S/L	10	47.6	11	52.4	21	10	38.5	16	61.5	26	9	50.0	9	50.0	18	8	44.4	10	55.6	18	10	37.0	17	63.0	27
	VI	0	0.0	1	100.0	1						0	0.0	2	100.0	2	1	100.0	0	0.0	1		0.0	4	100.0	4
	Spec Educ	266	60.3	175	39.7	441	252	59.9	169	40.1	421	231	60.0	154	40.0	385	220	59.1	152	40.9	372	168	53.3	147	46.7	315
All Students	607	28.1	1553	71.9	2160	526	25.6	1532	74.4	2058	448	23.0	1499	77.0	1947	431	22.1	1520	77.9	1951	363	20.5	1410	79.5	1773	




Completed Algebra includes all those in the data warehouse who have completed 1 or more credits of Algebra, all those in Geometry at beginning of 10th grade, and/or all those who have completed 1 or more credits of Geometry.

**ELEVENTH GRADERS WITH/WITHOUT GEOMETRY
AT BEGINNING OF 11TH GRADE**

		11TH GRADE 2005-2006 SCHOOL YEAR					11TH GRADE 2006-2007 SCHOOL YEAR					11TH GRADE 2007-2008 SCHOOL YEAR					11TH GRADE 2008-2009 SCHOOL YEAR					11TH GRADE 2009-2010 SCHOOL YEAR							
		NO CREDIT IN GEOMETRY		GEOMETRY BY 10TH			TOTAL	NO CREDIT IN GEOMETRY		GEOMETRY BY 10TH			TOTAL	NO CREDIT IN GEOMETRY		GEOMETRY BY 10TH			TOTAL	NO CREDIT IN GEOMETRY		GEOMETRY BY 10TH			TOTAL	NO CREDIT IN GEOMETRY		GEOMETRY BY 10TH	
GENDER	Female	357	36.9	611	63.1	968	343	33.8	673	66.2	1016	303	31.4	661	68.6	964	277	29.1	674	70.9	951	326	32.7	672	67.3	998			
	Male	352	36.3	618	63.7	970	406	38.8	640	61.2	1046	325	33.7	639	66.3	964	340	35.8	611	64.2	951	410	38.8	647	61.2	1057			
ETHNICITY	Nat Amer	11	78.6	3	21.4	14	9	60.0	6	40.0	15	6	46.2	7	53.8	13	7	53.8	6	46.2	13	6	54.5	5	45.5	11			
	Afr Amer	240	69.6	105	30.4	345	256	68.1	120	31.9	376	244	64.4	135	35.6	379	267	67.6	128	32.4	395	315	63.6	180	36.4	495			
	Hispanic	81	57.4	60	42.6	141	124	62.3	75	37.7	199	124	58.8	87	41.2	211	101	48.8	106	51.2	207	140	52.0	129	48.0	269			
	Asian	82	41.2	117	58.8	199	81	36.5	141	63.5	222	49	23.0	164	77.0	213	31	16.7	155	83.3	186	34	18.2	153	81.8	187			
	Total Minority	414	59.2	285	40.8	699	470	57.9	342	42.1	812	423	51.8	393	48.2	816	406	50.7	395	49.3	801	495	51.5	467	48.5	962			
	White	295	23.8	944	76.2	1239	279	22.3	971	77.7	1250	205	18.4	907	81.6	1112	211	19.2	890	80.8	1101	241	22.0	852	78.0	1093			
ESL	Not ELL	603	34.2	1159	65.8	1762	612	33.6	1208	66.4	1820	500	29.8	1179	70.2	1679	515	30.1	1194	69.9	1709	606	33.2	1220	66.8	1826			
	ELL	106	60.2	70	39.8	176	137	56.6	105	43.4	242	128	51.4	121	48.6	249	102	52.8	91	47.2	193	130	56.8	99	43.2	229			
LOW INCOME	Free Lunch	320	70.3	135	29.7	455	378	70.4	159	29.6	537	388	66.3	197	33.7	585	363	60.9	233	39.1	596	474	60.4	311	39.6	785			
	Reduced Lunch	70	57.9	51	42.1	121	69	50.7	67	49.3	136	50	38.2	81	61.8	131	45	38.5	72	61.5	117	55	44.4	69	55.6	124			
	Low Income	390	67.7	186	32.3	576	447	66.4	226	33.6	673	438	61.2	278	38.8	716	408	57.2	305	42.8	713	529	58.2	380	41.8	909			
	Not Low Income	319	23.4	1043	76.6	1362	302	21.7	1087	78.3	1389	190	15.7	1022	84.3	1212	209	17.6	980	82.4	1189	207	18.1	939	81.9	1146			
SPEC EDUC	No Spec Educ	473	29.8	1113	70.2	1586	477	28.6	1189	71.4	1666	385	24.3	1198	75.7	1583	359	23.2	1187	76.8	1546	405	24.8	1227	75.2	1632			
	AUT	12	70.6	5	29.4	17	12	60.0	8	40.0	20	12	75.0	4	25.0	16	17	68.0	8	32.0	25	20	74.1	7	25.9	27			
	CD	23	100.0	0	0.0	23	26	96.3	1	3.7	27	27	100.0	0	0.0	27	27	100.0	0	0.0	27	32	100.0	0	0.0	32			
	ED	45	83.3	9	16.7	54	60	76.9	18	23.1	78	50	83.3	10	16.7	60	57	86.4	9	13.6	66	82	88.2	11	11.8	93			
	HI	1	25.0	3	75.0	4	1	33.3	2	66.7	3	5	71.4	2	28.6	7	2	50.0	2	50.0	4	3	100.0	0	0.0	3			
	LD	125	62.5	75	37.5	200	136	67.3	66	32.7	202	114	65.5	60	34.5	174	116	71.2	47	28.8	163	131	74.0	46	26.0	177			
	OHI	22	59.5	15	40.5	37	32	64.0	18	36.0	50	25	58.1	18	41.9	43	32	62.7	19	37.3	51	47	72.3	18	27.7	65			
	S/L	4	33.3	8	66.7	12	5	38.5	8	61.5	13	10	55.6	8	44.4	18	6	42.9	8	57.1	14	11	61.1	7	38.9	18			
	VI	4	80.0	1	20.0	5	0	0.0	1	100.0	1						0	0.0	2	100.0	2	2	100.0	0	0.0	2			
	Spec Educ	236	67.0	116	33.0	352	272	68.7	124	31.3	396	243	70.4	102	29.6	345	258	72.5	98	27.5	356	331	78.3	92	21.7	423			
All Students		709	36.6	1229	63.4	1938	749	36.3	1313	63.7	2062	628	32.6	1300	67.4	1928	617	32.4	1285	67.6	1902	736	35.8	1319	64.2	2055			

MADISON METROPOLITAN SCHOOL DISTRICT
ATTENDANCE RATES BY STUDENT GROUP

		SCHOOL YEAR												
Level	Group	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Elementary	All Students	95.7	95.5	95.5	95.6	95.5	95.4	95.4	95.6	95.1	95.1	95.1	94.8	95.1
	African American	93.2	93.3	93.7	93.6	93.6	93.5	93.5	93.7	93.1	93.1	93.0	92.5	93.5
	Hispanic	94.3	94.3	94.5	94.8	95.1	95.0	95.3	95.6	95.0	94.9	95.1	94.8	95.3
	Southeast Asian	97.5	97.2	97.2	97.1	97.1	97.0	97.1	97.6	96.9	96.9	96.2	96.2	96.2
	Other Asian	96.9	96.2	96.6	96.9	96.6	96.6	96.6	96.6	96.0	96.4	96.6	96.0	95.5
	White	96.3	96.0	96.0	96.1	96.0	95.9	95.9	96.1	95.8	95.9	95.9	95.6	95.7
	Female	95.6	95.4	95.4	95.6	95.5	95.3	95.4	95.6	95.1	95.1	95.1	94.7	95.1
	Male	95.8	95.5	95.6	95.6	95.5	95.4	95.4	95.6	95.1	95.2	95.1	94.9	95.1
	Low Income	94.0	93.9	94.2	94.3	94.3	94.2	94.1	94.3	93.7	93.7	93.7	93.3	94.3
	Not Low Income	96.6	96.3	96.2	96.3	96.2	96.1	96.2	96.5	96.1	96.2	96.2	96.0	95.8
	ELL	96.2	95.8	96.2	96.2	96.2	96.0	96.1	96.4	95.6	95.6	95.5	95.3	95.6
	Not ELL	95.7	95.4	95.5	95.5	95.4	95.3	95.3	95.5	95.0	95.1	95.0	94.7	94.9
	Special Education	95.2	95.0	94.9	94.8	94.8	94.7	94.7	94.6	94.0	94.2	94.3	94.2	94.2
	Not Special Education	95.8	95.6	95.6	95.8	95.7	95.5	95.5	95.8	95.3	95.3	95.3	94.9	95.2
Middle	All Students	93.6	94.0	93.5	94.3	94.2	94.1	95.2	95.2	94.4	94.6	94.9	94.4	94.4
	African American	89.6	89.9	89.4	91.0	91.1	91.0	93.0	92.4	91.9	92.2	92.7	92.0	92.4
	Hispanic	91.7	91.8	92.1	93.4	93.5	93.6	95.1	95.0	94.0	94.1	94.9	94.6	94.8
	Southeast Asian	95.6	96.1	96.6	96.0	96.2	95.6	96.4	97.0	95.9	96.6	97.0	96.4	96.2
	Other Asian	97.0	96.9	96.6	97.0	96.6	96.8	97.0	97.4	97.4	97.3	95.4	96.8	96.4
	White	94.4	94.9	94.3	95.0	94.9	94.8	95.7	95.9	95.0	95.2	95.4	95.1	94.6
	Female	93.5	93.8	93.3	94.3	94.2	94.1	95.0	95.1	94.5	94.6	94.8	94.5	94.4
	Male	93.8	94.1	93.7	94.4	94.3	94.1	95.4	95.3	94.4	94.5	94.9	94.3	94.5
	Low Income	90.3	90.7	90.2	91.4	91.6	91.7	93.4	93.3	92.4	92.6	93.2	92.5	93.3
	Not Low Income	94.9	95.3	94.9	95.5	95.3	95.2	96.2	96.3	95.7	95.9	96.0	95.8	95.1
	ELL	96.1	96.5	95.8	95.6	95.6	95.3	96.2	96.3	95.5	95.3	95.7	95.2	91.3
	Not ELL	93.5	93.9	93.4	94.2	94.1	94.0	95.1	95.1	94.3	94.5	94.7	94.4	94.2
	Special Education	90.9	91.5	90.8	91.8	91.7	91.6	93.7	93.2	92.3	92.5	92.6	91.7	92.7
	Not Special Education	94.1	94.4	94.1	94.9	94.9	94.7	95.6	95.7	95.0	95.1	95.4	95.0	94.8
High	All Students	90.3	90.7	90.9	91.4	92.7	93.3	93.6	93.3	92.5	92.5	91.1	90.7	89.9
	African American	82.5	83.7	84.6	85.2	87.0	89.1	89.4	88.3	86.3	87.1	85.6	84.6	87.1
	Hispanic	84.3	84.6	87.7	87.5	89.6	90.3	90.2	90.1	88.7	87.4	85.3	86.7	88.8
	Southeast Asian	86.7	85.9	87.4	87.6	89.2	89.9	90.7	88.5	90.3	89.3	92.2	88.7	90.4
	Other Asian	93.6	93.6	93.9	94.2	95.2	94.9	95.9	96.5	96.0	96.1	93.0	95.5	94.4
	White	92.2	92.5	92.3	93.0	94.4	94.7	95.1	95.1	94.6	94.7	93.7	93.3	91.1
	Female	90.1	90.6	90.7	91.1	92.4	93.1	93.6	93.4	92.5	92.6	90.9	90.5	89.6
	Male	90.5	90.7	91.0	91.7	93.0	93.5	93.6	93.1	92.5	92.3	91.3	90.8	91.9
	Low Income	83.3	84.0	84.7	85.4	87.2	88.7	89.2	88.2	86.8	86.8	85.3	85.2	88.3
	Not Low Income	92.0	92.2	92.4	92.9	94.2	94.7	95.0	95.0	94.7	94.9	93.8	93.6	90.3
	ELL	89.4	90.8	90.9	91.0	90.2	91.0	91.4	90.7	90.2	89.3	86.5	85.6	89.2
	Not ELL	90.3	90.6	90.9	91.4	92.9	93.5	93.8	93.5	92.7	92.8	91.7	91.3	90.0
	Special Education	88.6	88.4	88.5	88.5	90.3	90.7	90.9	90.1	87.5	88.3	86.8	87.1	87.5
	Not Special Education	90.5	90.9	91.2	91.8	93.2	93.8	94.1	93.9	93.5	93.3	92.0	91.4	90.5

 Improved attendance rate from previous year
 Same attendance rate as previous year
 Decreased attendance rate from previous year