

Report on
Board of Education
Priorities

November 2008

**MADISON METROPOLITAN
SCHOOL DISTRICT**

Dan Nerad, Superintendent

Report on Board of Education Priorities

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Report on Board of Education Priorities

Board of Education Goals

This year marks the ninth year of public reporting on the Board of Education Priorities for reading and mathematics achievement and school attendance. The data present a clear picture of District progress on each of the priorities. The document also reflects the deep commitment of the Madison Metropolitan School District to assuring that all students have the knowledge and skills needed for academic achievement and a successful life.

- 1. All students complete 3rd 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 74% of students scored proficient or advanced in reading on the 2007-08 WKCE, which is a 2% decline.
 - Hispanic and Other Asian students posted increases in percent of proficient or higher reading levels between 2007 and 2008.

- 2. All students complete Algebra by the end of 9th grade and Geometry by the end of 10th grade.**
 - The largest relative gain in Algebra between the previous year measure, 2007-08, and this school year was among African American students.
 - Students living in low income households who successfully completed Algebra by grade 10 at the beginning of 2008-09 increased since the previous year.
 - The rate for Geometry completions for females continues to be slighter higher than their male counterparts.

- 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 (92.5% rate for 2007-08, 93.0% rate for 2006-07 and 93.1% for the previous two years) continue to meet the 94% attendance goal.

This report includes information about district initiatives that support students' goal attainment. In the context of the MMSD Educational Framework, the initiatives described for the literacy and the mathematics priorities focus primarily within the LEARNING component and those described for the attendance priority focus primarily within the ENGAGEMENT component. It is important to note that underlying the success of any efforts that focus on LEARNING or ENGAGEMENT is the significance of RELATIONSHIPS.

At the same time that MMSD staff are working on strengthening curriculum, enhancing instructional expertise, and developing structures to support student achievement and attendance, MMSD staff are devoting considerable thought, time, and effort to enhancing relationships between staff and students. The district believes that positive RELATIONSHIPS with students built on

- the assumptions that all students want to do well in school and that when they don't, it is the adult's responsibility to find out why;
- the belief that each adult's relationship with students can have a positive effect;
- the commitment to making every day a new beginning for every child; and
- the use of encouragement and support as the tools for interacting with students

will enhance all efforts to improve student LEARNING and ENGAGEMENT.

District Demographics Over Time

Demographic Analysis

Enrollment Data

Overall, the total enrollment of Madison Metropolitan School District (MMSD) total has remained relatively unchanged for the past sixteen years with between 24,000 and 25,000 students (24,496 in 2008-09). However, the complexion and makeup of the student body has changed substantially.

Race/Ethnicity

In 1991-92 nearly four out of every five students enrolled in the district was white. In 2007-08, almost half of all students (49.5%) in MMSD were students of color.

Income Status

In addition to ethnicity and race, the socio-economic characteristics of MMSD have changed significantly. Between 1990-91 and 2008-09 the relative change in the percentage of students enrolled in the district residing within low income households increased by over 100%. This year, over 44% of Madison students come from low income homes (eligible for free or reduced price lunch).

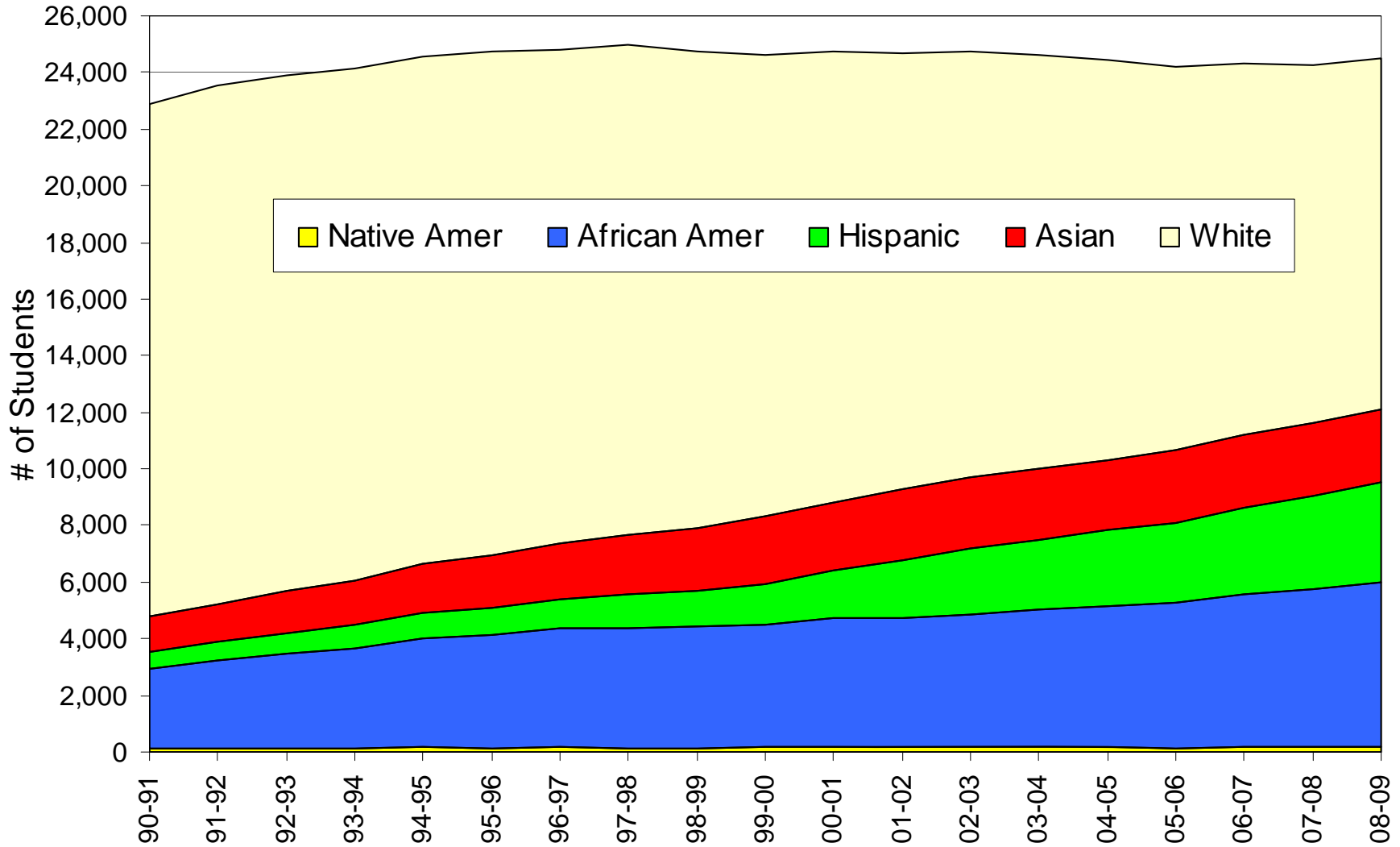
Special Education Status

The proportion of district students requiring specific forms of educational programming has also changed during the past several years. The percentage of students receiving special education services has increased from just under ten percent in 1990-91 to just under seventeen percent today. There is an increase in the percent of special education students this year (15.5% in 2007-08 to 16.7% in 2008-09).

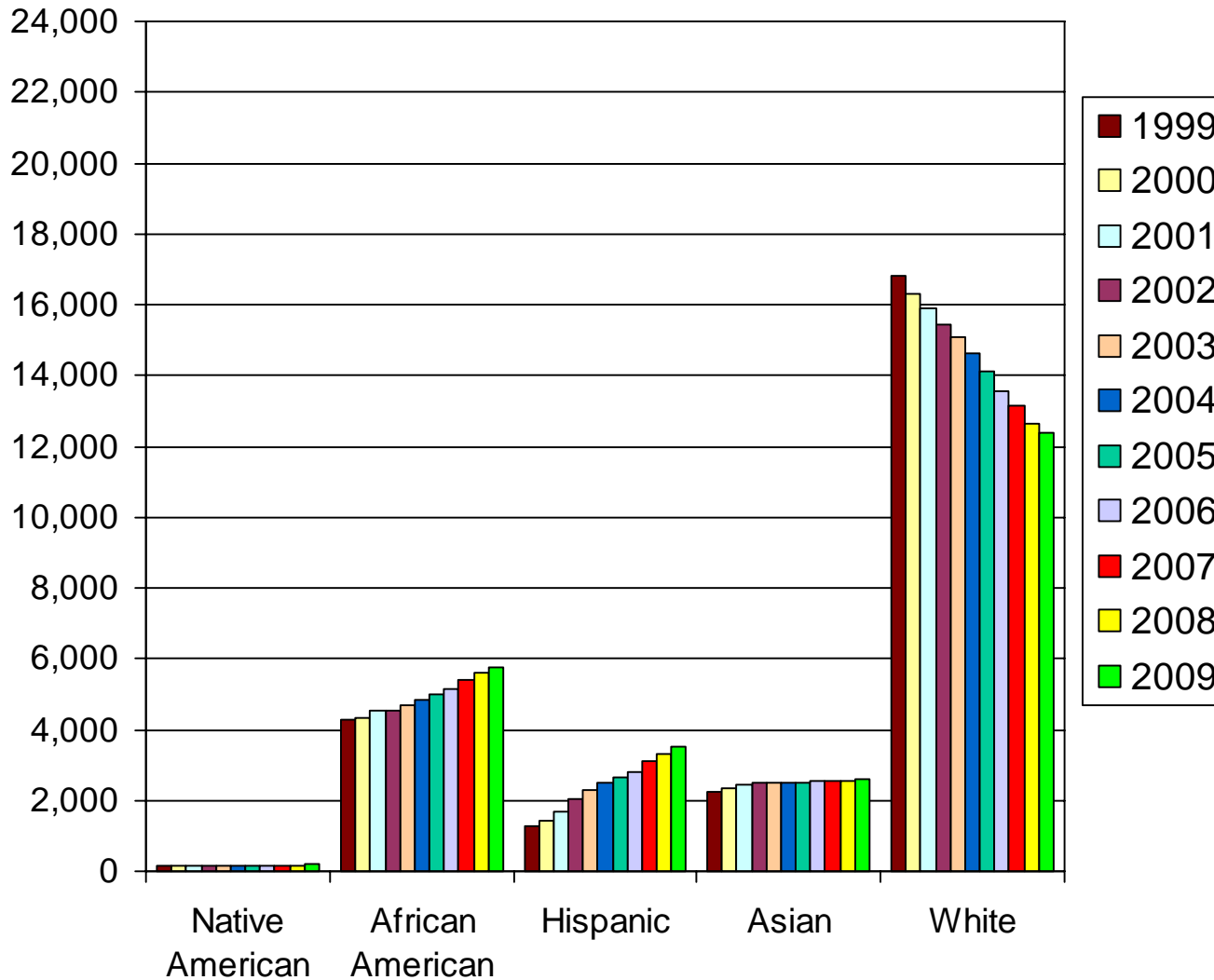
English as a Second Language Status

One of the single most dramatic changes in the enrollment characteristics of the district is the number of students eligible for English as a Second Language (ESL) services. In 1991-92, fewer than seven hundred students were eligible for ESL services. Last year, the number of ESL eligible students increased to just under four thousand, a 500 percent increase since 1991-92. The vast majority of that change is from students whose first language is Spanish. This year (2008-09) there is a slight decline in the number of ESL students (3804 in 2007-08 to 3760 in 2008-09). ESL students comprise about 15% of Madison student enrollment.

MMSD ENROLLMENT BY ETHNICITY 1990-91 TO 2008-09



MMSD ENROLLMENT BY ETHNIC/RACIAL STUDENT SUBGROUP 1998-99 TO 2008-09



In 1999, white students comprised 68% of district enrollment. In 2009, white students comprise 51% 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 14% in 2009.

**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	24496	0.8%	23.6%	14.4%	10.7%	50.5%	44.4%	16.7%	15.3%

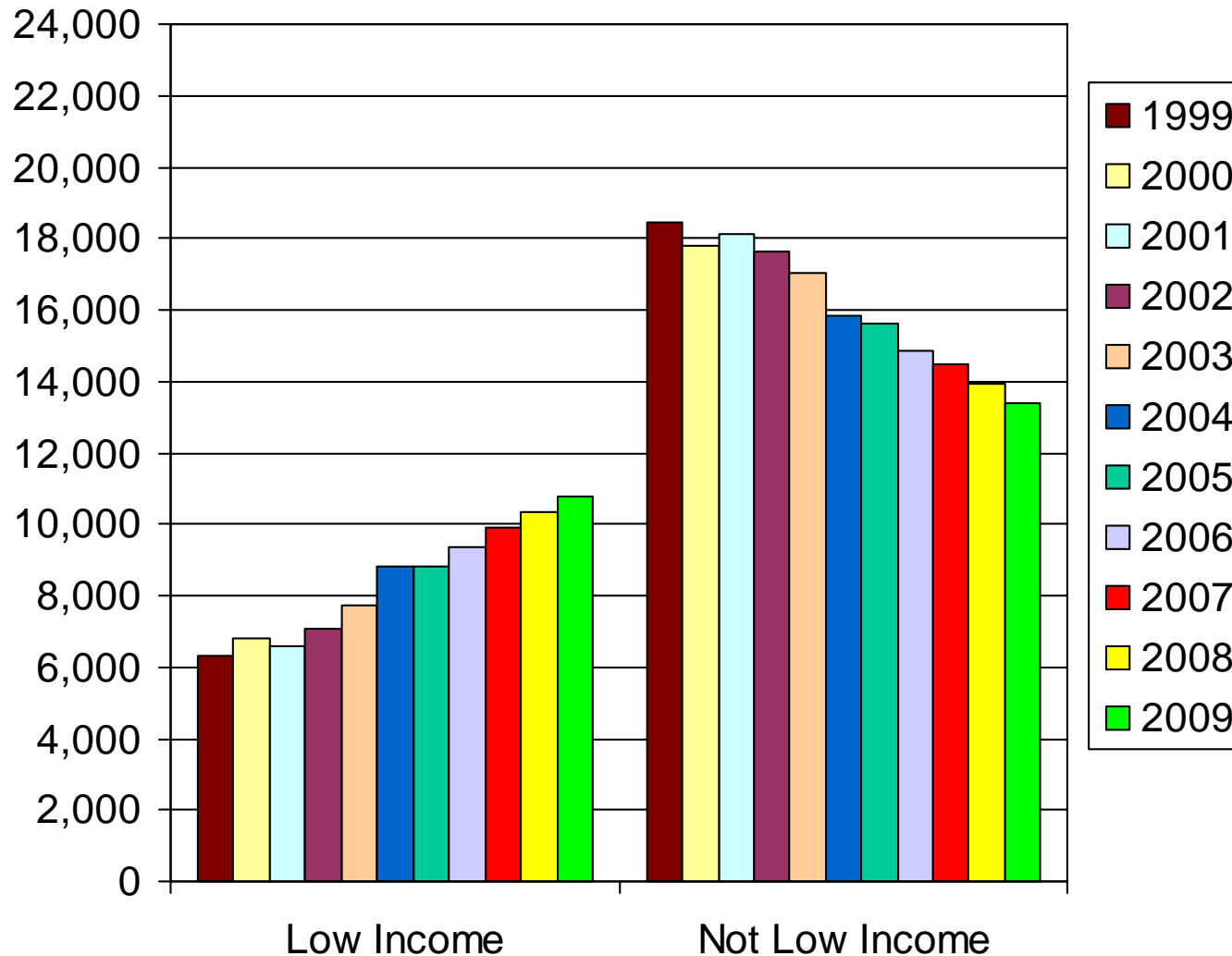
Note: Data are from 3rd Friday September Official Count Date

**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	3781	3760

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

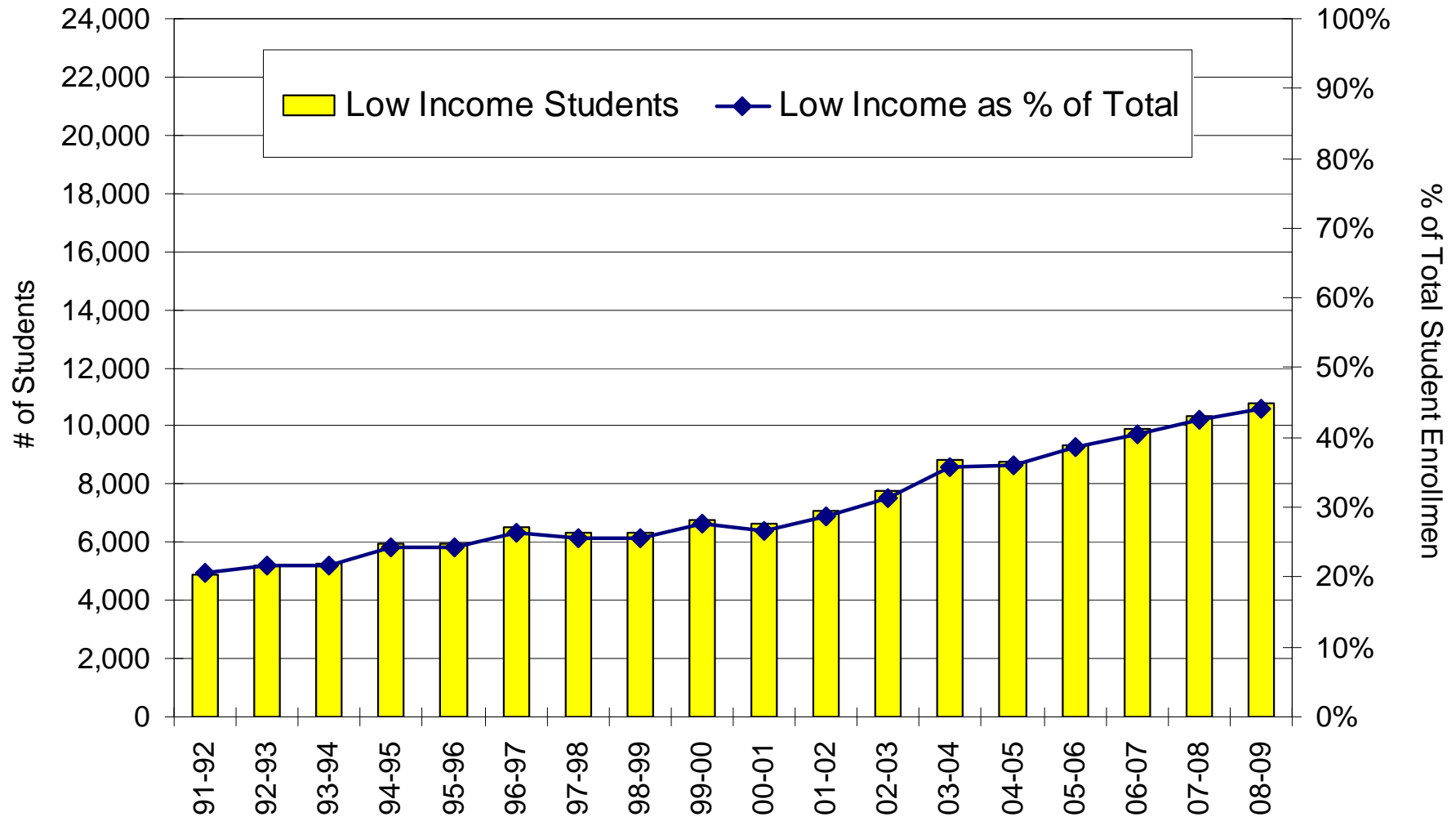
MMSD ENROLLMENT BY INCOME STATUS 1998-99 TO 2008-09



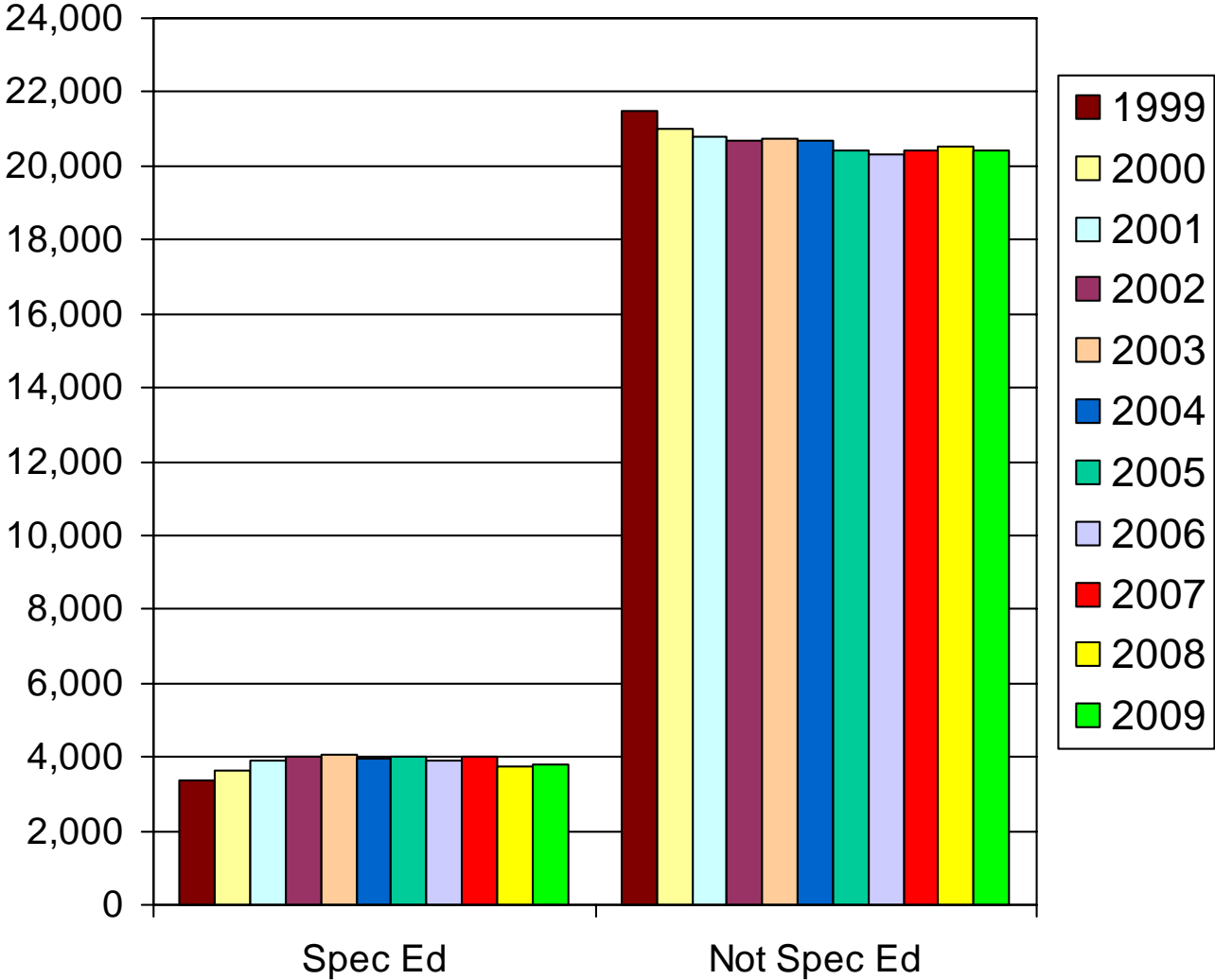
The number of students considered low income has increased within the district, particularly over the past five years.

Over 40% of students reside in low income households this school year.

MMSD LOW INCOME ENROLLMENT 1991-92 TO 2008-09

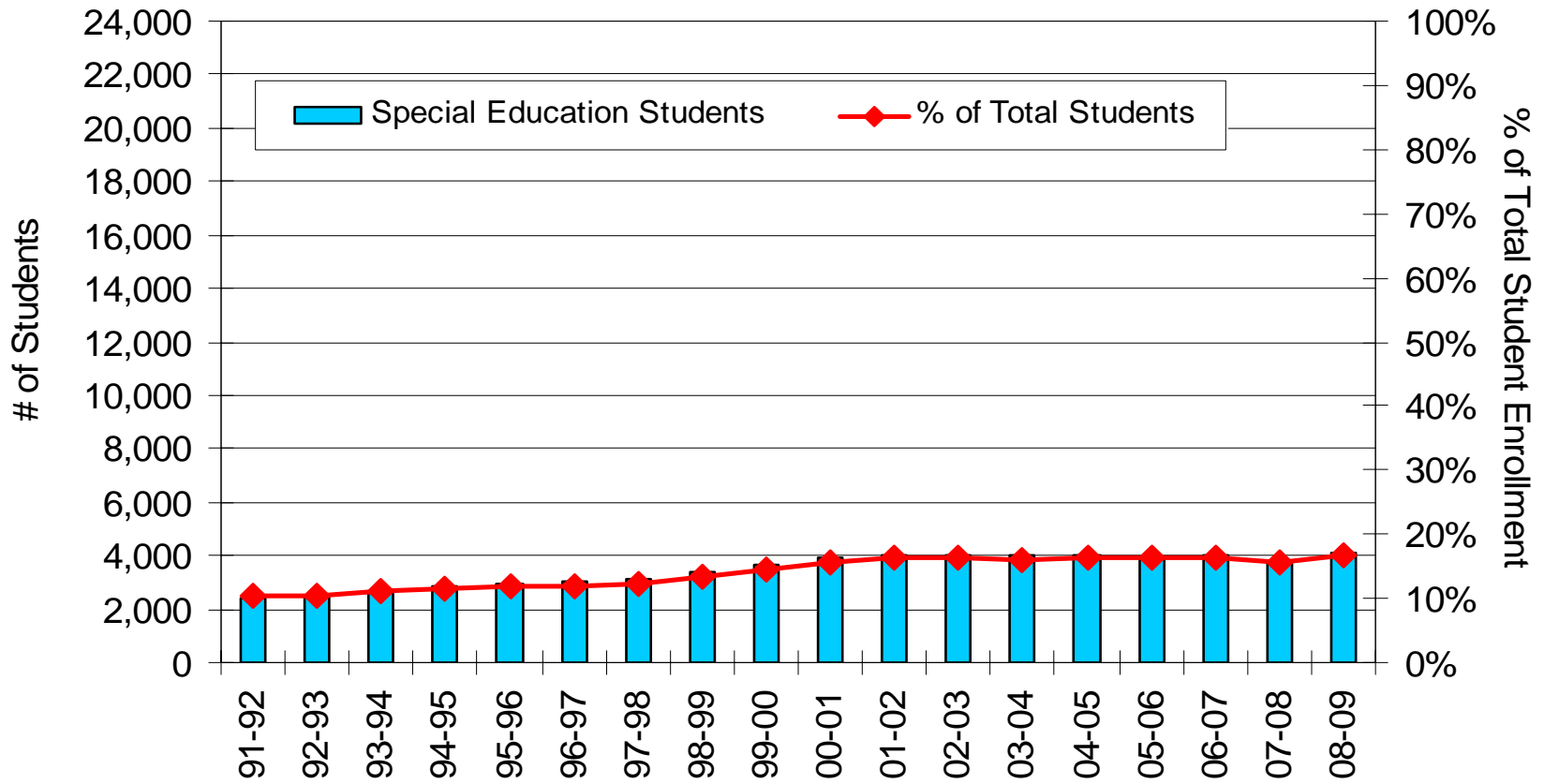


MMSD ENROLLMENT BY SPECIAL EDUCATION STATUS 1998-99 TO 2008-09

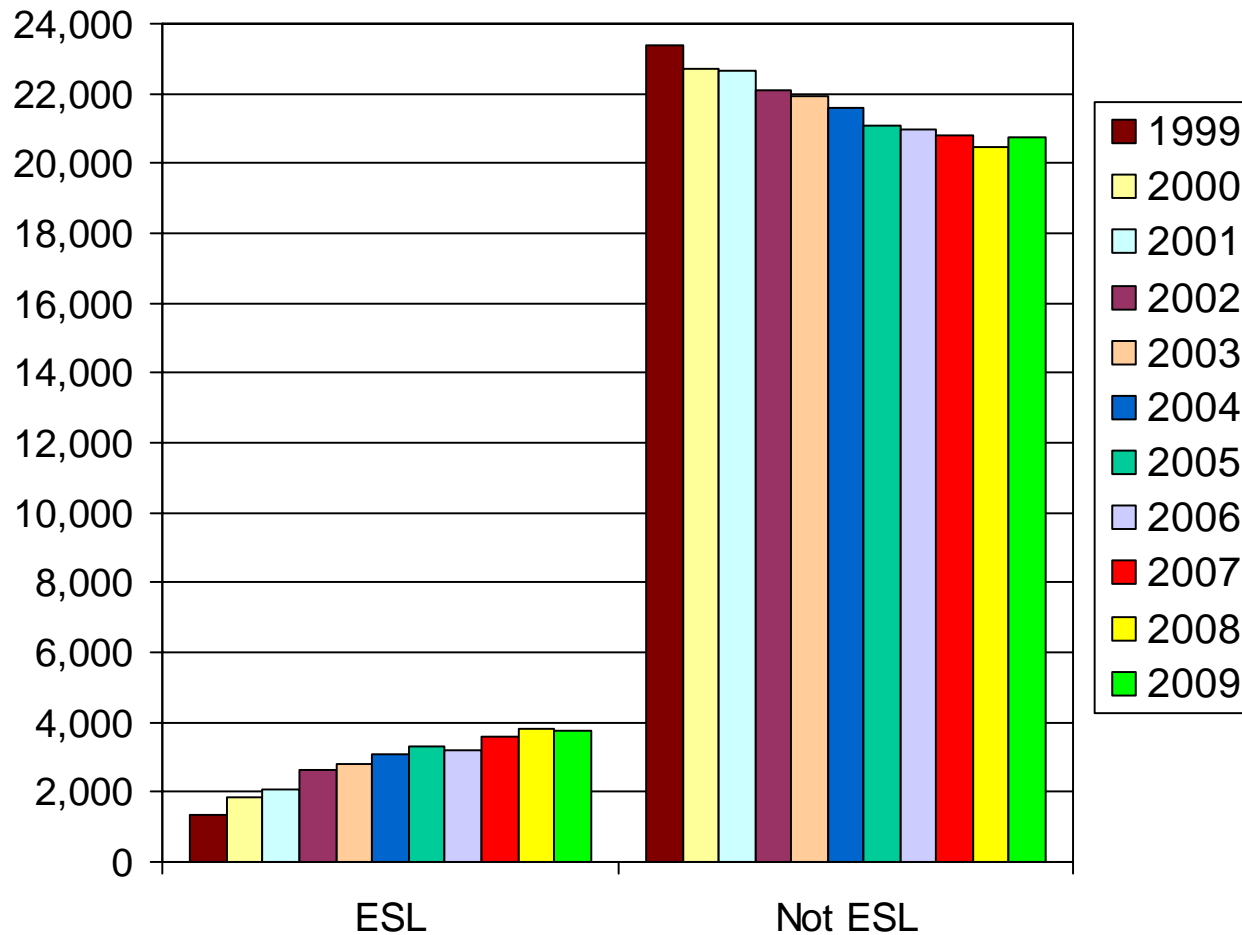


The proportion and number of students which receives special education services has remained stable since 2002 (about 4000 students and 16% of total district enrollment).

MMSD SPECIAL EDUCATION ENROLLMENT 1991-92 TO 2008-09



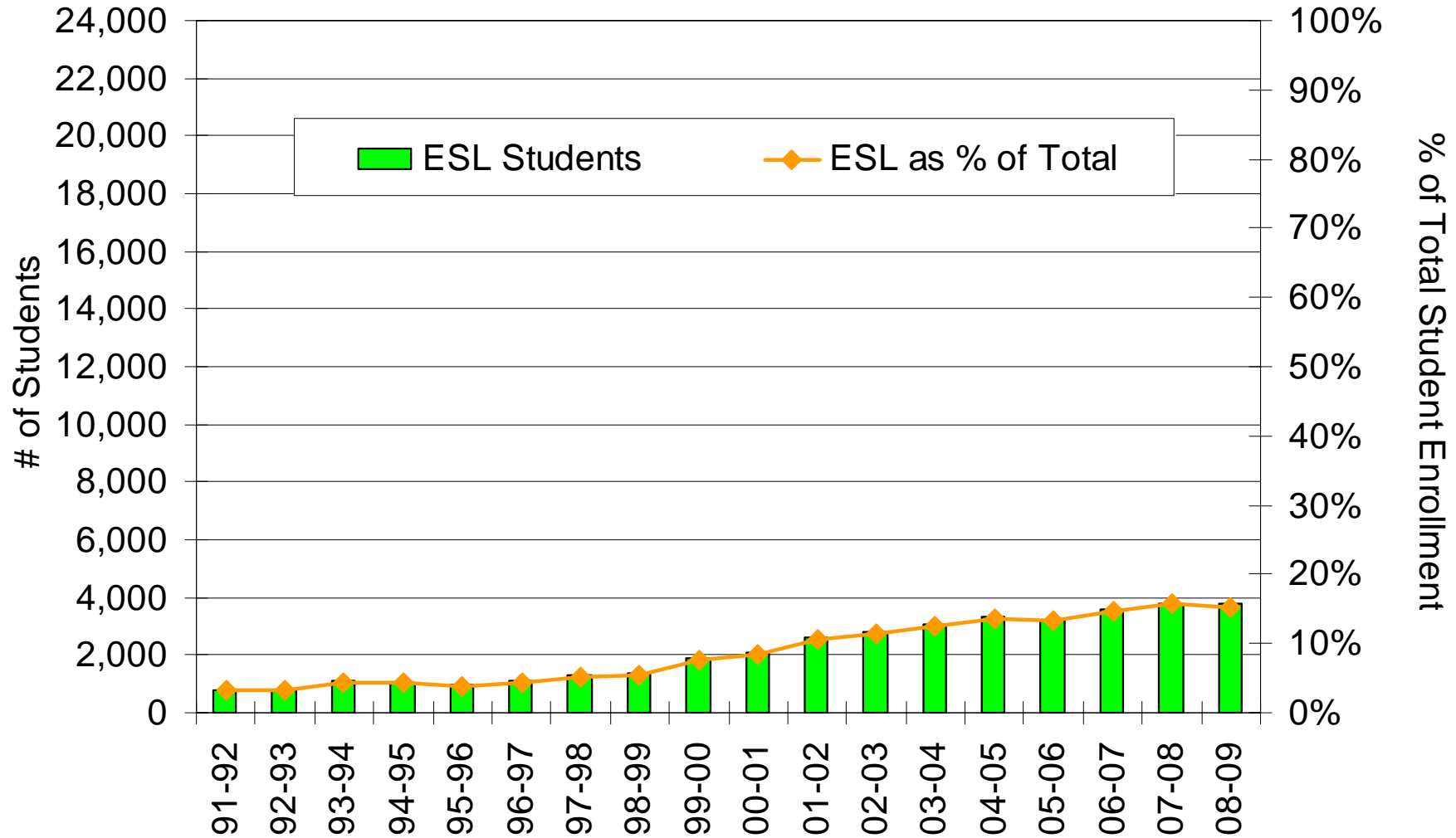
MMSD ENROLLMENT BY ESL STATUS 1998-99 TO 2008-09



ESL enrollment continued a steady upward trend again in 2008-09 that began over 10 years ago.

This year, over 3,700 students (15.4% of total district enrollment) were eligible for English as a Second Language services.

MMSD ESL ENROLLMENT 1991-92 TO 2008-09



MMSD ESL ENROLLMENT BY FIRST LANGUAGE SEPTEMBER 2008

Language	Count	% of Total Enrollment
English	19601	80.02%
Spanish	2798	11.42%
Hmong	782	3.19%
Mandarin/Chinese	222	0.91%
Korean	150	0.61%
Tibetan	76	0.31%
Lao	63	0.26%
Khmer	73	0.30%
Arabic	70	0.29%
French	65	0.27%
Albanian	52	0.21%
Russian	41	0.17%
Other African	50	0.20%
Vietnamese	34	0.14%
Japanese	22	0.09%
Hindi	26	0.11%
Cantonese	18	0.07%
Other (46 languages)	353	1.44%

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 (WKCE-CRT) administered in the fall of a student's fourth grade year now becomes the central yardstick for measuring reading achievement at the end of the primary grades.
- In the 2007-08 WKCE-CRT Reading Test, 75 percent of MMSD fourth graders scored at proficient or advanced reading levels. This is a 2% decline from 2006 - 07.
 - Our white student subgroup maintains a proficient or advanced rating above the 90th percentile, as it has over the past five years. This trend continues through the middle school years.
 - In 2007-08, students learning English as a second language showed a 2% increase in the proficient and advanced categories combined. This slight increase comes on the heels of a dip in 2006-07 related to a change in test protocol that requires all English Language Learners to be tested.
 - As our population of students living in poverty grows, the gap between our low-income students and non-low income students widens. WKCE testing in 2007-08, revealed a 37 percentage point gap between these two sub-groups, as compared to a 30% gap in 2002-03.
 - The increasing poverty rate takes a toll on our work toward closing the achievement gap as well. At the fourth grade level, the gap between our white students and black students continues to widen. These gaps both narrow by at least 10 percentage points as students beginning eighth grade.

Policies, Procedures and Practices

The third grade reading priority set forward an agenda that encouraged changes in system and school-based policy, procedures and practices at the elementary level in order to advance student achievement. As a district, we are working to intensify and accelerate instruction through the use of comprehensive and collaborative supports and professional development that bring teams of professionals together to problem solve around student achievement.

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/Intermediate Reading Assessment (PLAA/IRA) measures a student's literacy development from kindergarten through fifth grade. 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.

Culturally Responsive Practices: As a district, we are investigating 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. 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.

Consistency of Instruction: Consistency of practice and language impacts the learning of students who transfer within district schools. The similar instruction and assessment practices along with common language ensure that students have fewer interruptions in their literacy learning.

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.

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 weekly to deepen understandings around literacy and math pedagogy and share strategies that support implementation. 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* written by teams of MMSD teacher leaders in literacy, 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 in development to support implementation of core practices.

Preschool Literacy and Math Project: In its ninth 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 450 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 fourteen 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 development and provide early literacy 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. 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.

Title I: Two instructional frameworks offer consistency to struggling readers in Title I programs offering small group instructional options. For early readers at K-2, the *Apprenticeship* model follows a specific lesson format patterned on components of a Reading Recovery lesson. At the intermediate grades, *Soar to Success* offers a lesson framework built upon the reciprocal reading strategies of predicting, questioning, clarifying and summarizing.

Summer School: The district continues to provide a comprehensive Extended Learning Summer School (ELSS) program at six summer school sites. In literacy, the program serves all eligible students completing grades K-5. 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 (CLC). Students targeted for academic support receive facilitated literacy lessons provided by tutors and volunteers. AmeriCorps volunteers implemented a literacy program at both Midvale and Lowell. Volunteers provided services to children three days per week in after-school programs and during the school day.

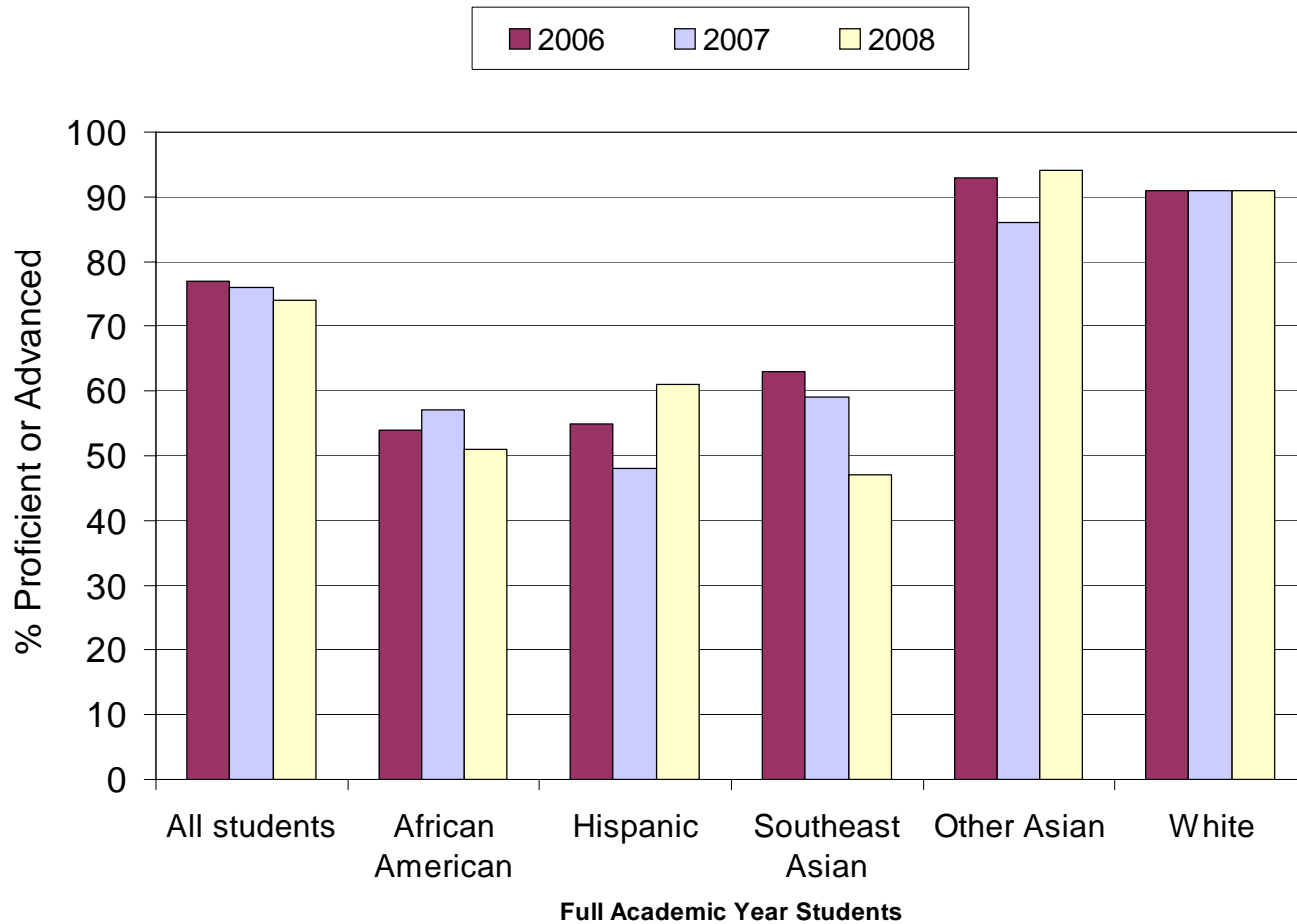
Schools of Hope: This partnership of United Way of Dane County, the school district, RSVP of Dane County, Madison Teachers Inc., the Wisconsin State Journal, WISC-TV 3, University of Wisconsin-Madison, and others encourages community volunteers to support preschool and elementary students in reading. A combination of federal grant funding, United Way financial support and school district in-kind contributions supports a team of 17 AmeriCorps members. These AmeriCorps members coordinate the literacy tutoring and school-home reading connections at most MMSD elementary schools, several community-based programs and selected low-income preschool sites 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

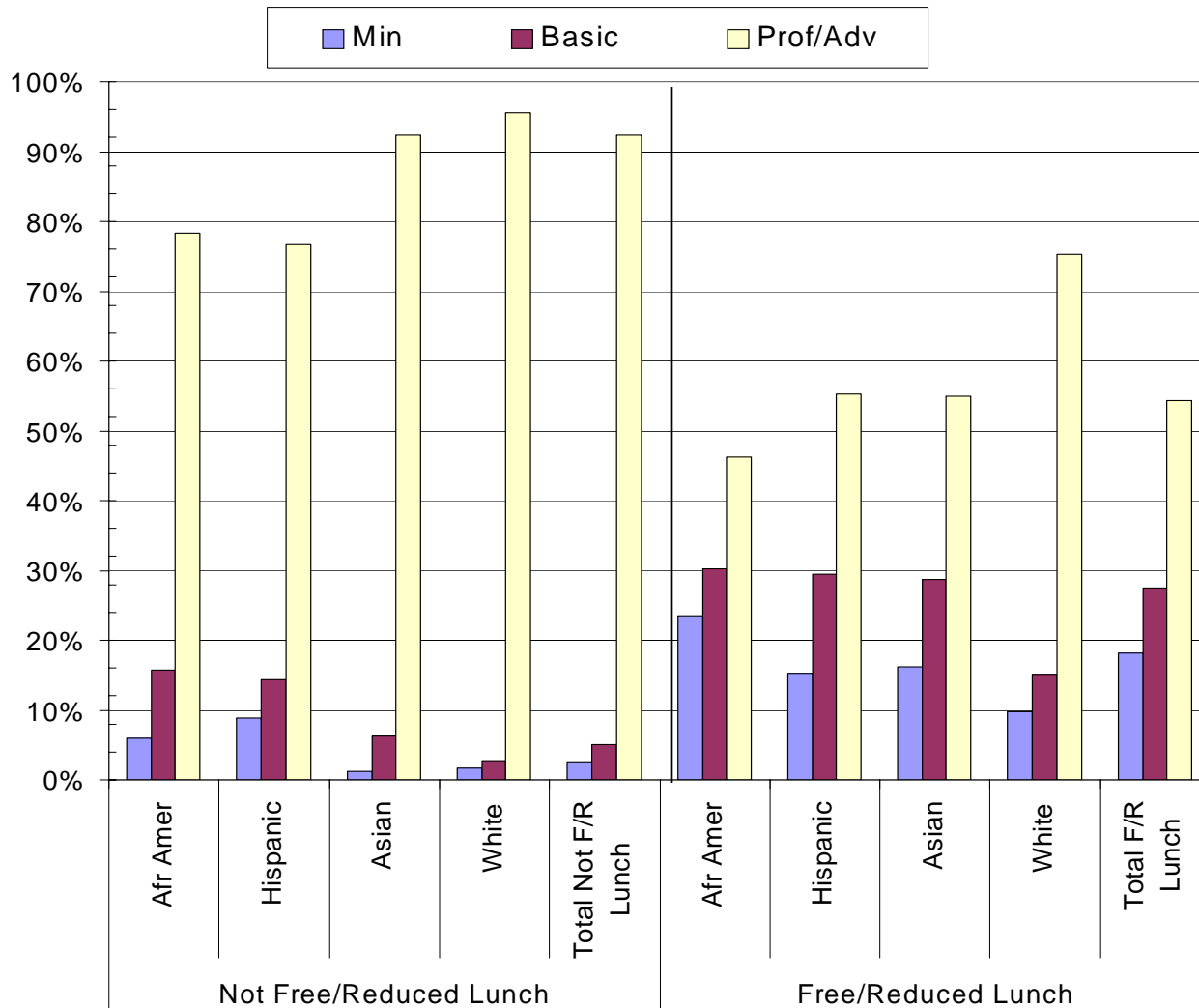
ETHNIC/RACIAL GROUPS



- District wide 74% of students scored proficient or advanced in reading on the 2007-08 WKCE , a 2 point decline from one year ago.
- Hispanic and Other Asian students posted increases in their percent of proficient or higher reading levels between 2007 and 2008.

WKCE GRADE 4 READING 2007-08

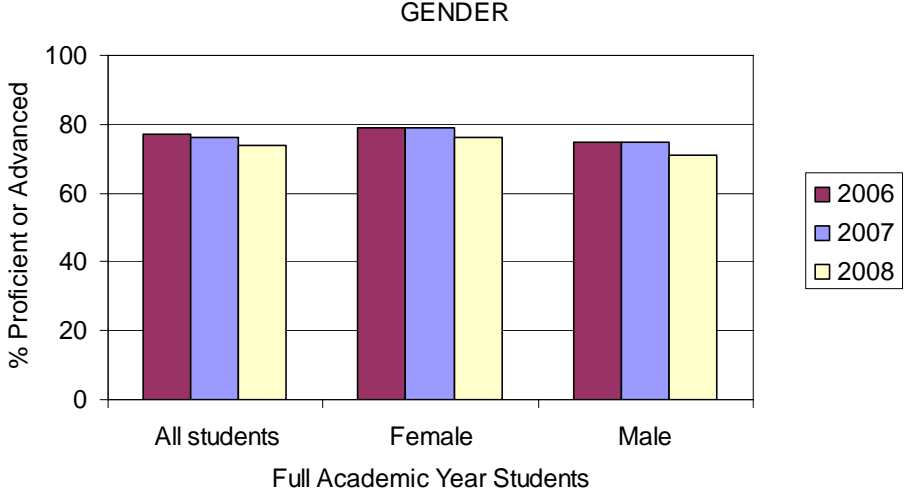
by Ethnic/Racial Group and Socio-Economic Status



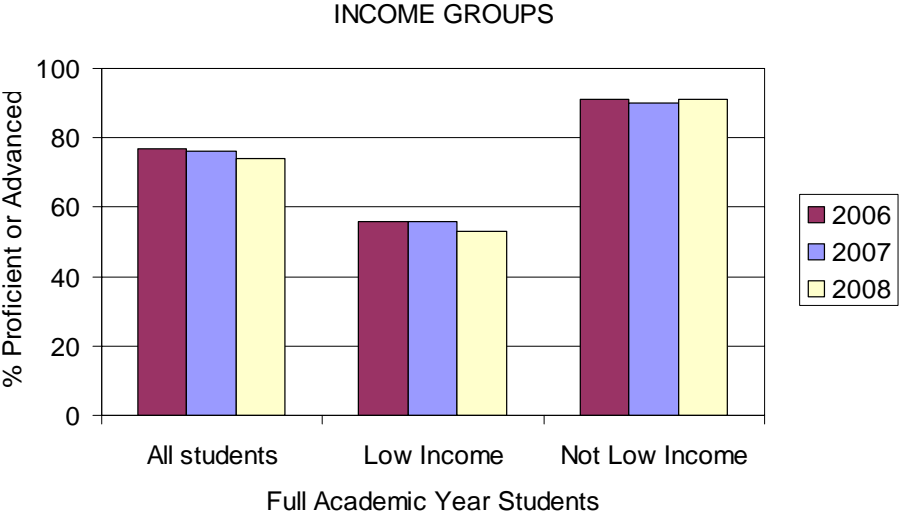
Much greater variation in proficiency levels exists across Ethnic/Racial subgroups among low income students versus not low-income students.

For example, the gap between not-low income African American and White students performing below proficient is 17 points (22% vs. 5%), whereas the gap between low income students for those same groups is 29 points (54% vs. 25%).

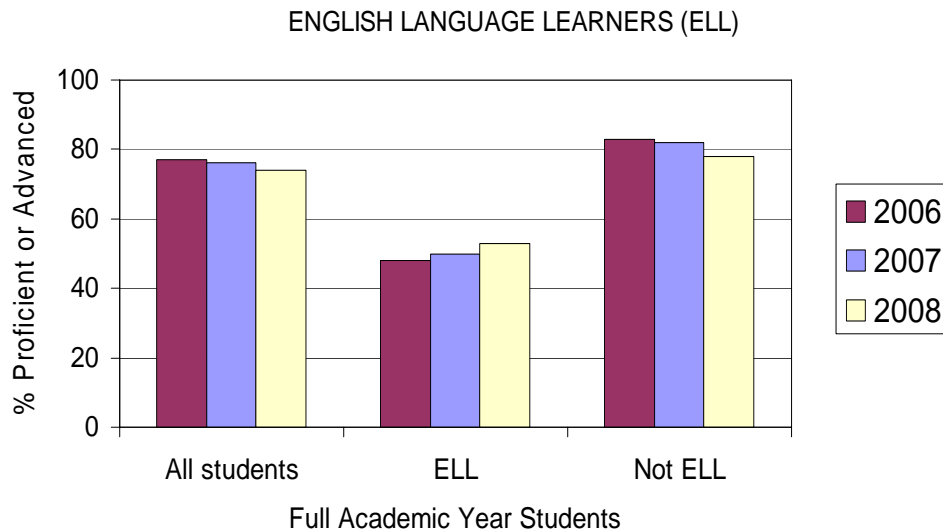
WKCE GRADE 4 READING PROFICIENT OR ADVANCED PERFORMANCE



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

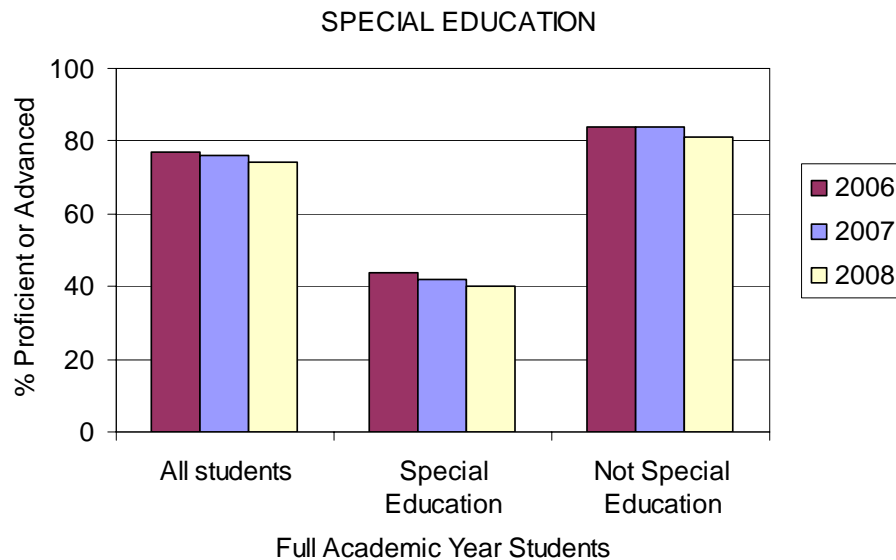


- The gap in reading proficiency between students in low income households and those living in not-low income households grew slightly between 2007 and 2008.



WKCE GRADE 4 READING PROFICIENT OR ADVANCED PERFORMANCE

- The proportion of ELL students scoring proficient or higher continues to grow, while the proportion of non-ELL students scoring proficient or higher has decreased slightly.

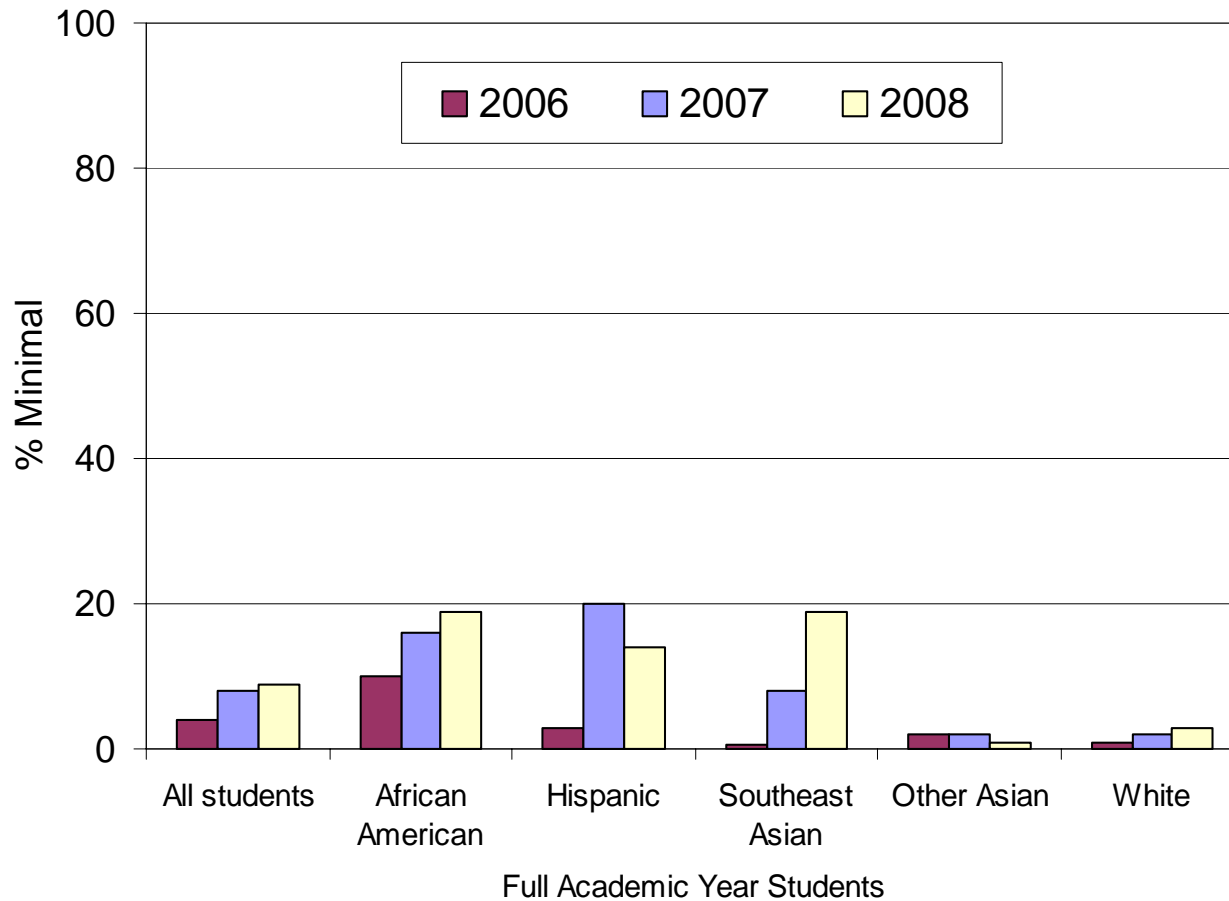


- In 2008, the proportion of special education students who scored proficient or higher decreased slightly as did the percentage of non-special education students.

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

WKCE GRADE 4 READING MINIMAL PERFORMANCE

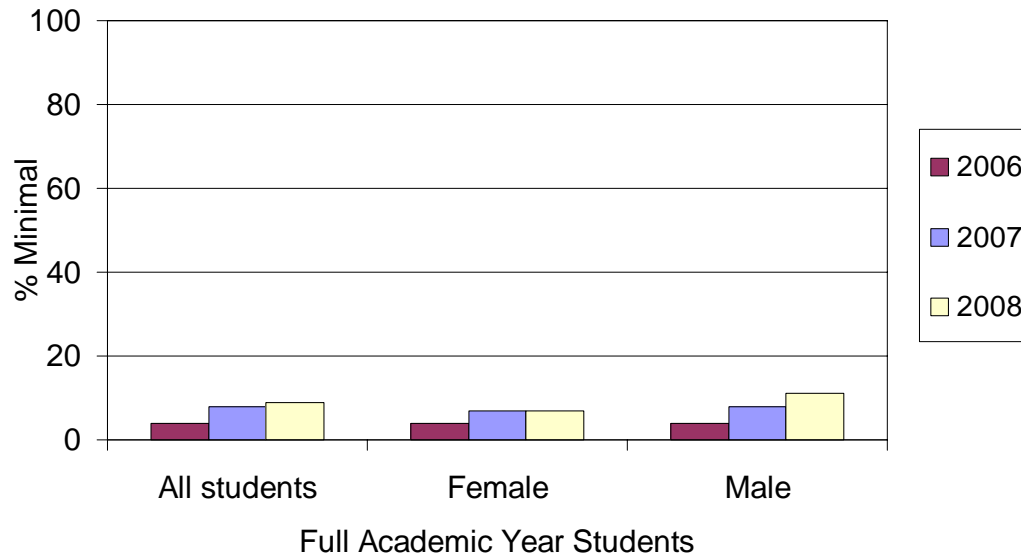
ETHNIC/RACIAL GROUPS



- African American and Southeast Asian had the largest percentage of students scoring minimal in reading across ethnic groups.

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

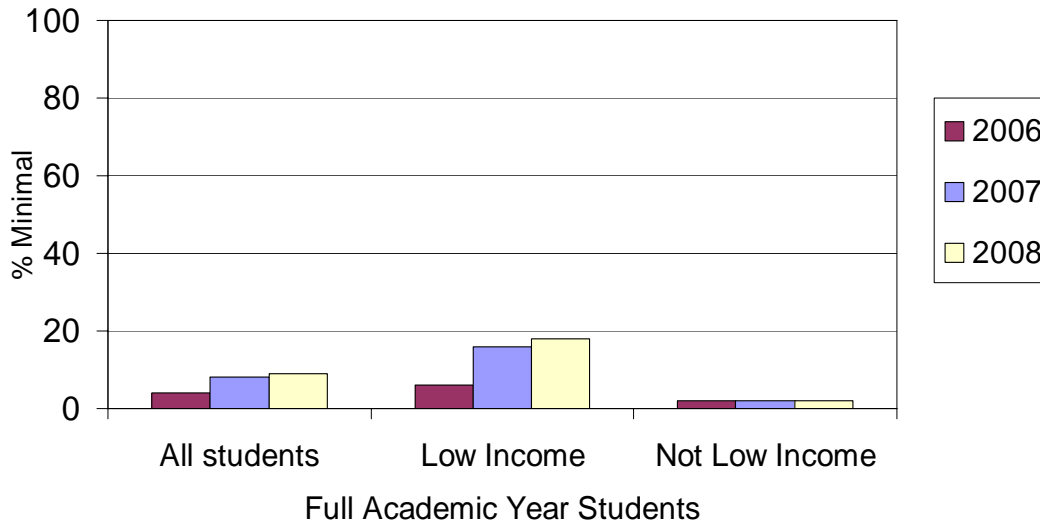
GENDER



WKCE GRADE 4 READING MINIMAL PERFORMANCE

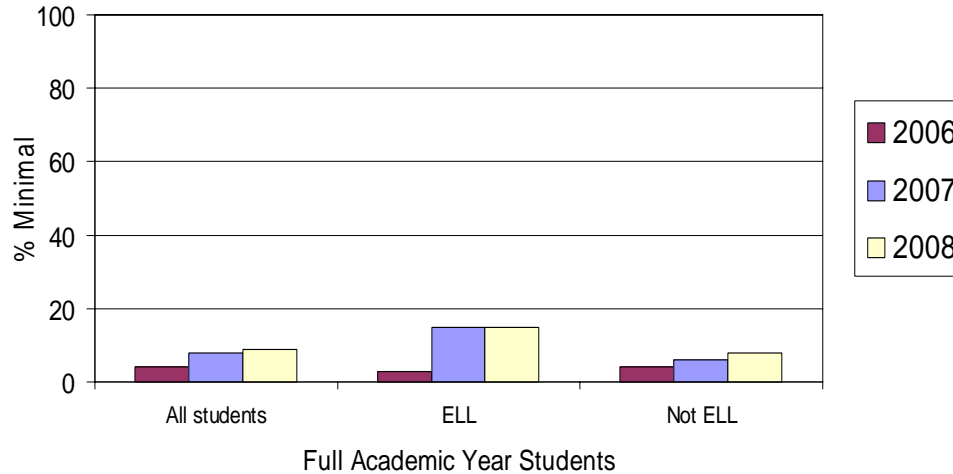
- Males who scored at the minimal level increased from 8 to 11% in 2008 while the percentage of females scoring minimal remained unchanged for the same period.

INCOME GROUPS



- Eighteen percent of students in low income households scored minimal in reading, up 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.

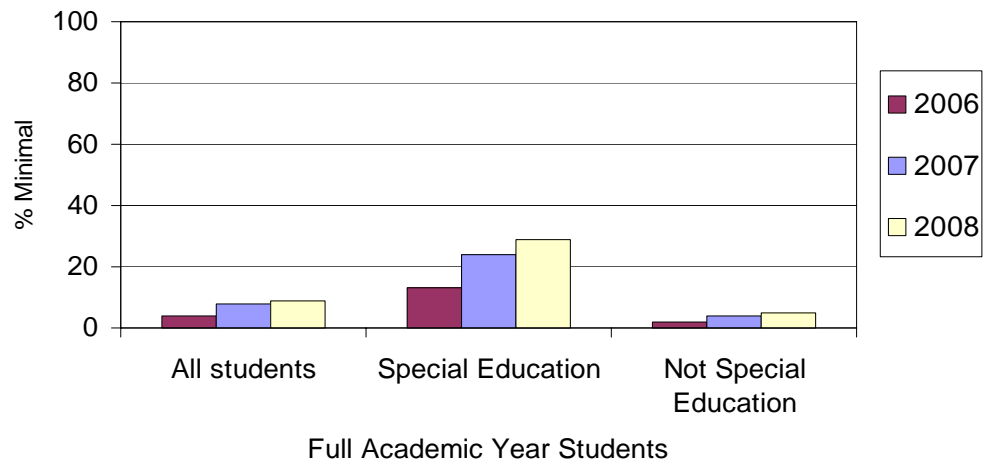
ENGLISH LANGUAGE LEARNERS (ELLs)



WKCE GRADE 4 READING MINIMAL PERFORMANCE

- ELL students performing at the minimal level, remains at 15% for the second year.* Eight percent of non-ELL students read at the minimal level compared to 6% last year .

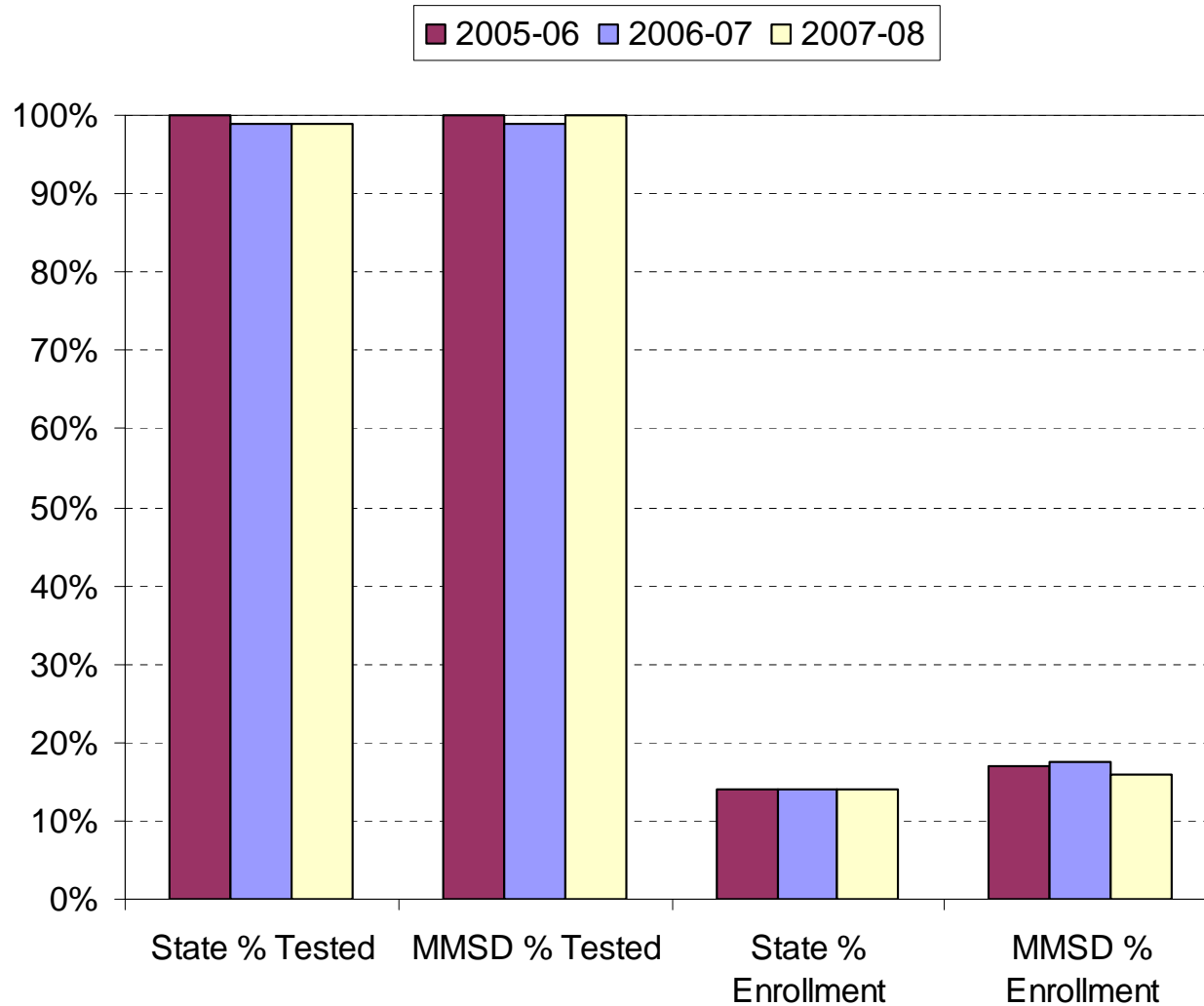
SPECIAL EDUCATION



- Twenty-nine percent of Special Education students performed at the minimal level, compared to 24% last 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.*

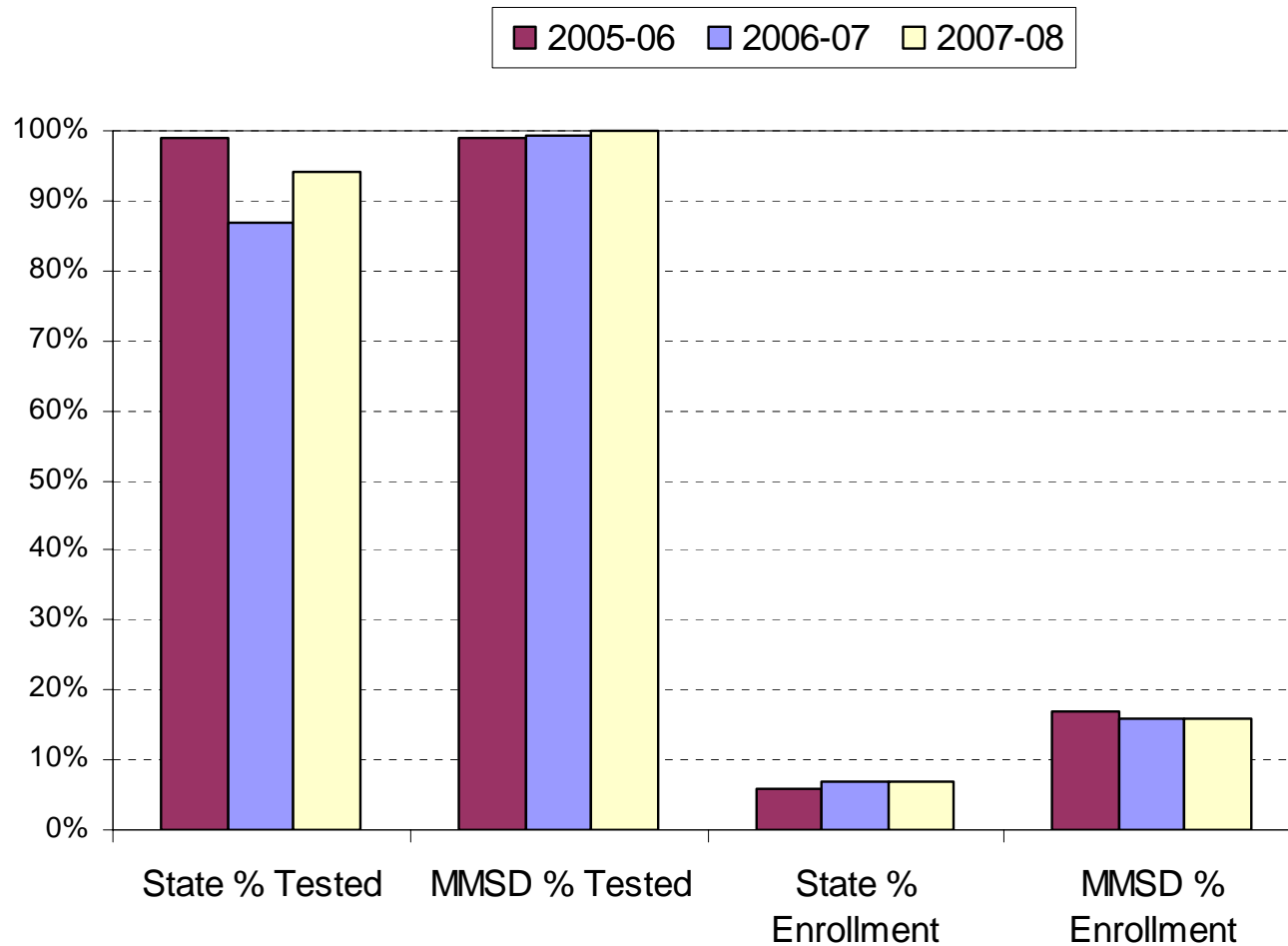
WKCE GRADE 4 READING SPECIAL EDUCATION Enrollment Percentage and Percentage Tested



Special education enrollment as a percentage of total enrollment was 2% higher in MMSD than across the state.

MMSD had 100% of its special education students participate in the reading portion of the 4th Grade WKCE, compared to 99% statewide.

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



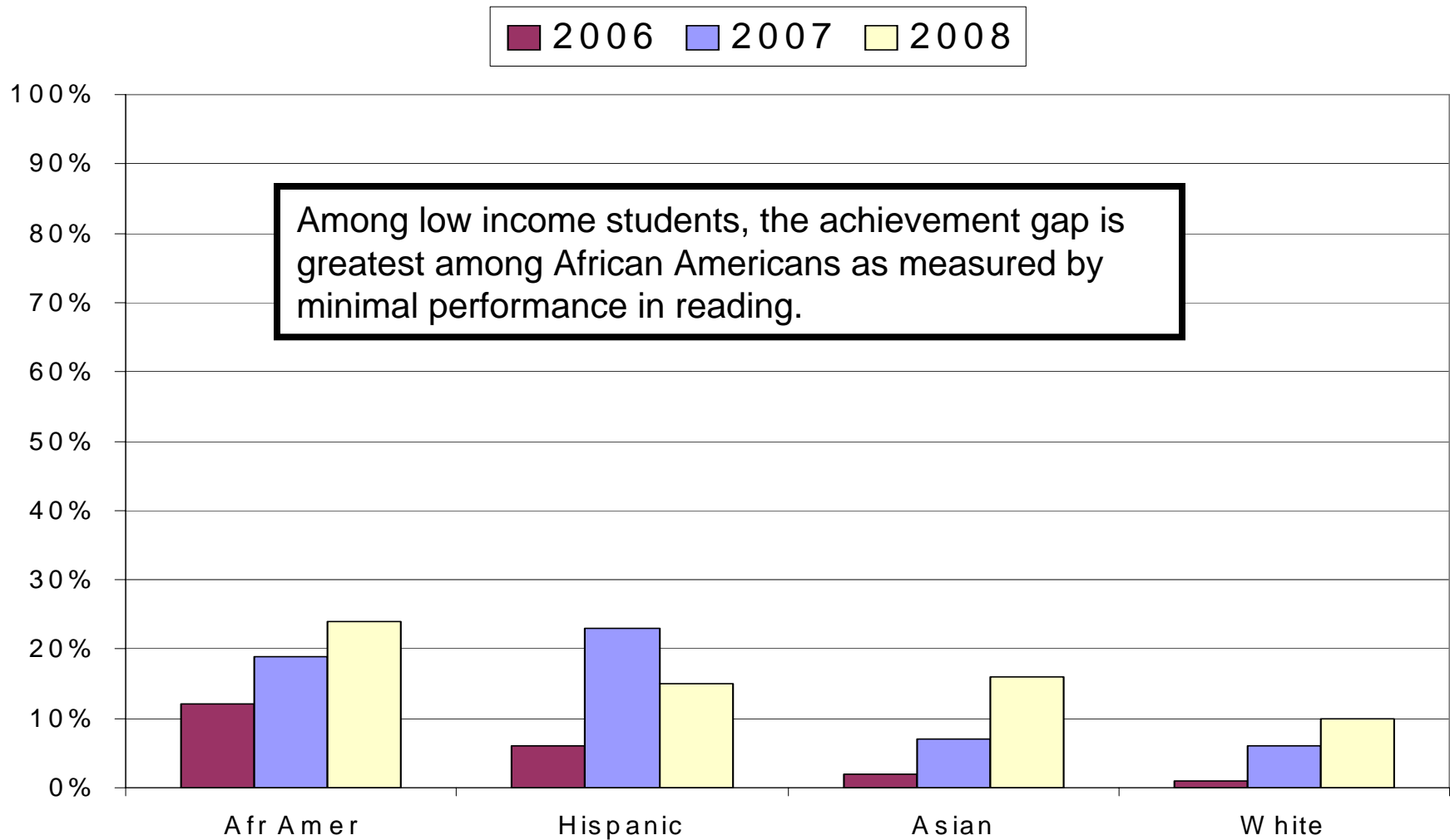
As a percentage of enrollment, MMSD has more than double the number of ELL students when compared to the state as a whole.

All of MMSD's English language learners participated in testing compared to 94% statewide.

WKCE GRADE 4 READING

Minimal Proficiency

Low Income Students by Ethnic/Racial Subgroup

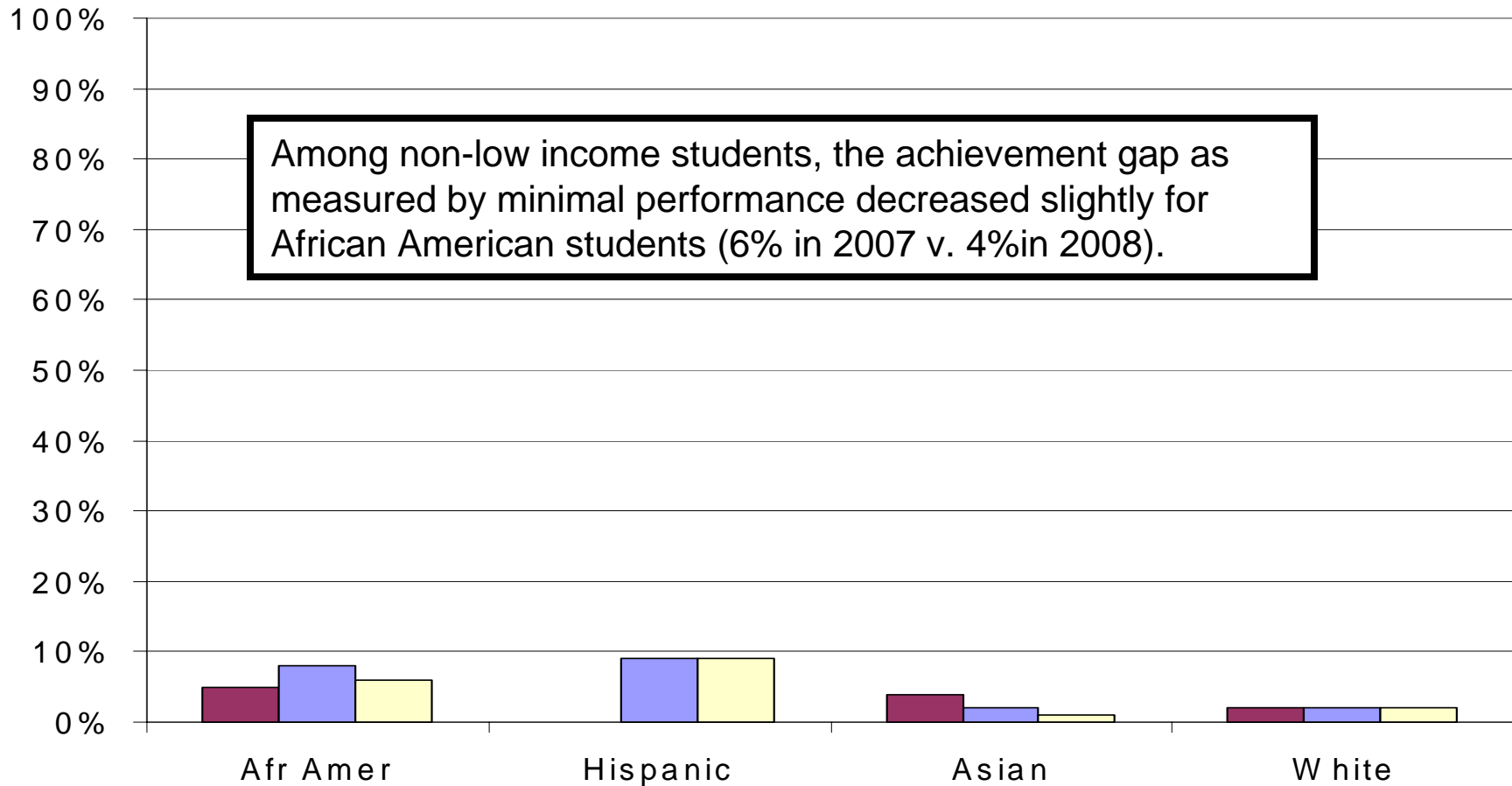


WKCE GRADE 4 READING

Minimal Proficiency

Not Low Income Students by Ethnic/Racial Subgroup

2006 2007 2008



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, 2007-08, and this school year was among African American students.
- Students living in low income households who successfully completed Algebra by grade 10 at the beginning of 2008-09 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 core high school courses
- April 2007: Math Task Force appointed
- September 2008: Math Task Force Report received by Board

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.

Algebra and Geometry competencies establish the key concepts that all student earning a credit in Algebra and Geometry need to understand. The Integrated Mathematics classes (a curriculum that interweaves strands of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics), offered as a choice for students at two high schools, provides students with rigorous mathematics curriculum including an opportunity to master the Algebra and Geometry competencies. Because research is clear that articulated, coordinated instruction is essential to student learning, MMSD continues to review programs, improve standards-based alignment and provide support to teachers to improve their instructional practices at all levels.

MMSD K-12 mathematics initiatives are consistent with our District’s vision that race will not be a predictor of mathematics achievement. A critical partner in our MMSD mathematics initiatives over the past five years has been the SCALE Project (System-Wide Change for All Learners and Educators). SCALE was a National Science Foundation math/science partnership grant in which MMSD partnered with higher education and multiple districts nationwide from 2002-08. The MMSD partnership in SCALE has been invaluable in providing access to a rigorous, research-based learning community regarding the content and pedagogy of K-12 mathematics and the systemic structures that must be in place to ensure all students achieve at high levels.

Professional Development

Many MMSD staff continued to be actively engaged in enhancing their skills in 2007-08 in order to help students successfully complete the mathematics course in which they enrolled. Teacher leaders are continually being developed at all grade levels to improve the standards-based mathematics instruction of MMSD students.

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. Support for these efforts was funded through

SCALE. 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. In 2007-08, 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 used 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.

Middle School: Teachers new to the middle school mathematics curriculum participated in a three-day workshop during 2007-08. This professional development enhanced staff expertise in both mathematics content and pedagogy. The workshops were facilitated by teacher leaders from across the district. Also during summer 2008, 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 become full time teachers within the district this year and this provides an opportunity to begin their professional development.

Mathematics Resource Teachers worked with teachers in their classrooms on standards based instruction and assessment. Resource teachers also facilitated a middle school leadership team that meets several times per year to develop building-level leadership for effective mathematics instruction. Members of this leadership team conducted the professional development workshops for teachers new to CMP in 2007-08. The Mathematics Resource Teachers have 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.

In addition, through funding from the Diversity in Mathematics Education grant, two half-day workshops were offered for all middle school mathematics teachers in preparation for the 2008-2009 implementation of the standards-based instructional and assessment system in the middle schools. During the first half day, teachers were introduced to standards-based practices in mathematics and encouraged to pilot these practices in their classrooms. On the second half day, teachers came together to share lessons learned from their pilots and collectively problem solve and plan for the upcoming initiative.

Elementary School: The content of elementary mathematics instruction in MMSD is standards-based, supported through teacher's guides "*Learning Mathematics in the Primary Grades*" and "*Learning Mathematics at the Intermediate Grades*".

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.

During 2005-06, a grant from the Madison Community Foundation was focused on developing a systematic and embedded intervention for first graders with low mathematics achievement. During the 2006-07 school year, all first grade teachers received intensive professional development on implementing high leverage intervention strategies in their classrooms. An introductory version of the professional development was provided to all kindergarten and second grade staff. During 2007-08, continuing professional development on primary mathematics interventions was provided to 62 representatives from kindergarten and second grade classes from across the district. This will begin to prepare the District's primary teachers for the implementation of the SIMS project in 2008-09.

In 2006-07, a district team of teachers created an intermediate instructional framework titled, "*Learning Mathematics in the Intermediate Grades.*" The guide provides suggestions for classroom organization, assessments and a balanced approach to teaching all strands of mathematics. The intermediate guide was completed by the end of the year and was the focus of professional development for 2007-08. Two days of professional development was offered to 4th and 5th grade teachers in all schools and to 3rd grade teachers in Title I schools.

Through Diversity in Mathematics Education funding, eleven teacher leaders from across the district participated on a committee to develop an Intervention Chapter for the "*Learning Mathematics in the Intermediate Grades*" instructional guide. This chapter extended the work from previous years on intervention in the primary grades and served as a resource for the design and implementation of the SIMS project.

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 through workshops and classroom embedded coaching. In 2007-08, an additional cohort of teachers began to engage in this content based professional development.

A group of eighteen representatives from schools across the district engaged in an introductory conversation regarding identification of core curricular resources that could be implemented across the district at the elementary level. Preliminary work involved reviewing the new Investigations curriculum and creating an alignment document with the MMSD K-5 Mathematics Standards. The consensus from the group was to proceed

forward with a pilot of the materials in 2008-09 to reach a deeper understanding of the new materials and their alignment with MMSD standards.

All Extended Learning Summer School (ELSS) 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 2008, 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 2008, 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.

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

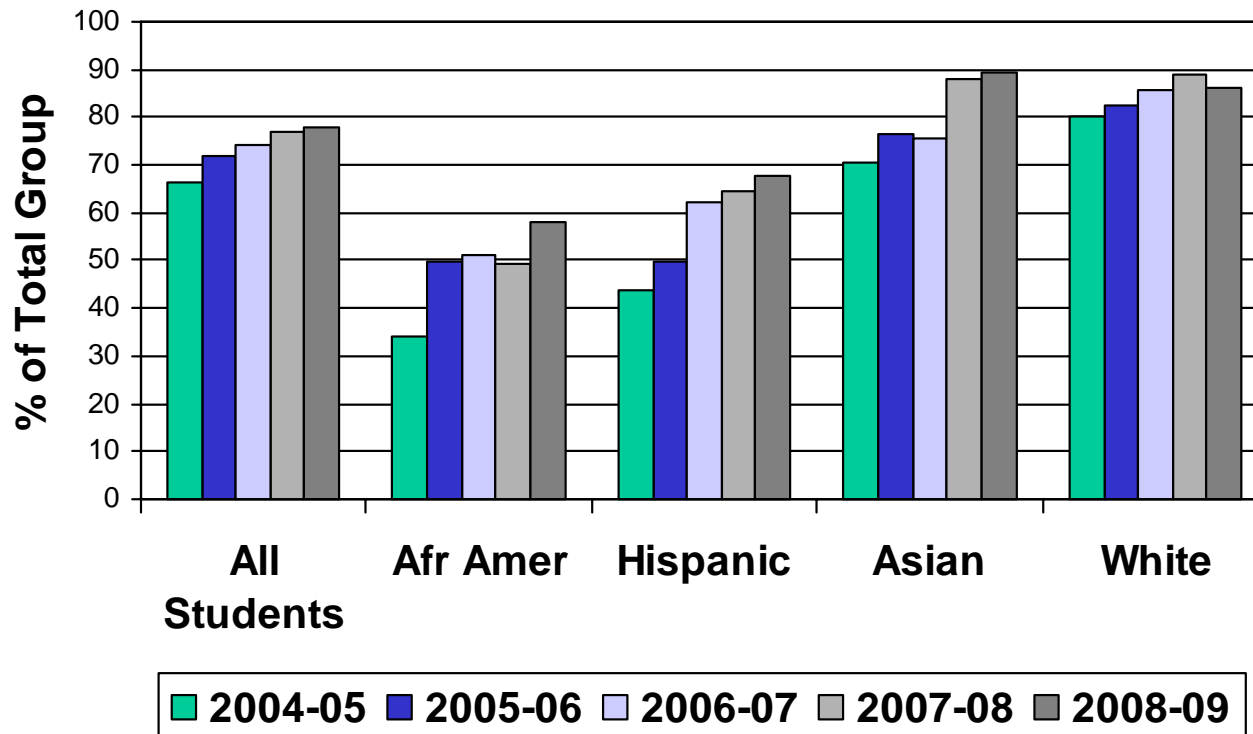
Mathematics Support in High Schools: In addition to the support teachers provide to students during their planning periods and before and after school, MMSD high school students can take advantage of cross-age tutoring or other formal tutoring opportunities.

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. 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 2005 TO 2009

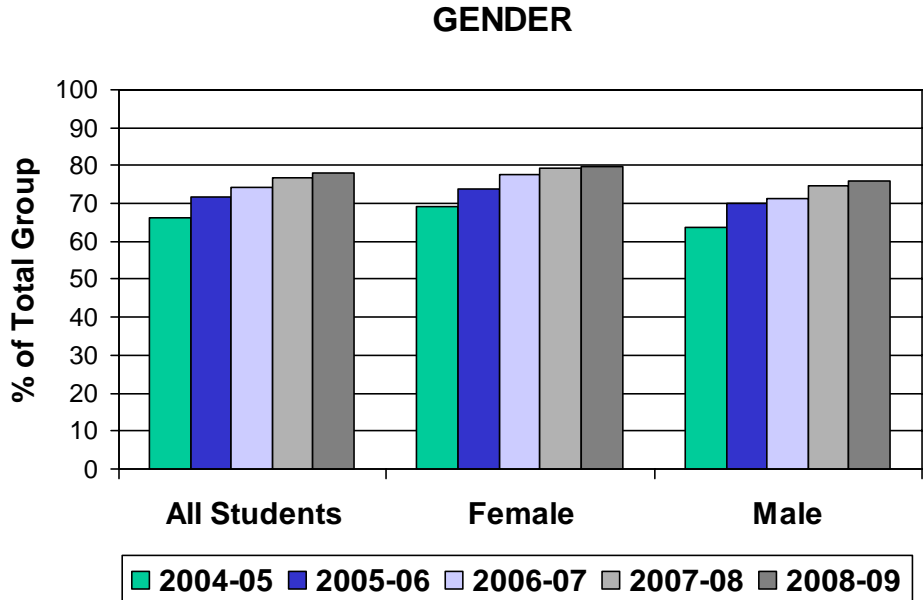
ETHNIC GROUPS



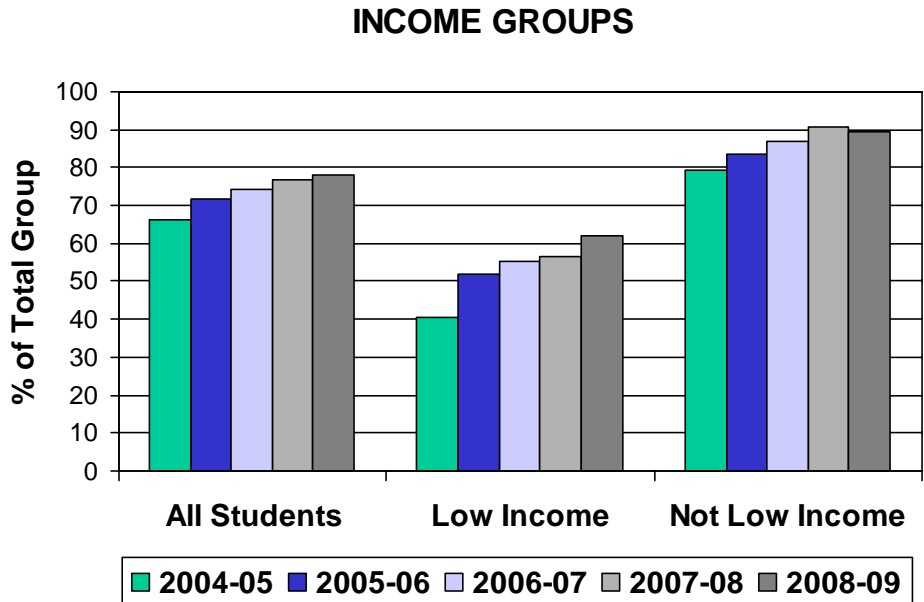
Algebra completion by the beginning of grade 10 continued to rise for the majority of the ethnic and racial subgroups as of 2008-09.

The largest relative gain between the previous year of measure (2007-08) and this school year was among African American students.

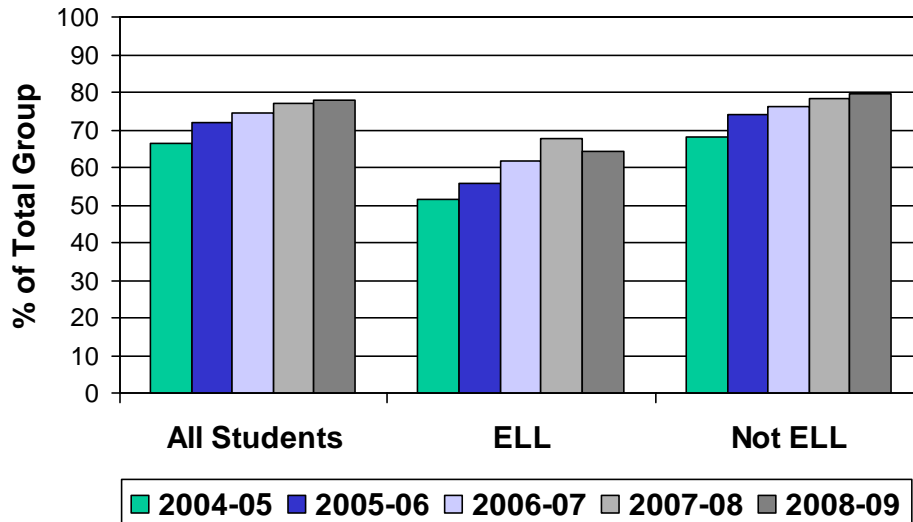
ALGEBRA COMPLETION BEGINNING OF GRADE 10 2005 TO 2009



- 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 2008-09 increased by 5.4% for low income students and decreased slightly for non-low income students.



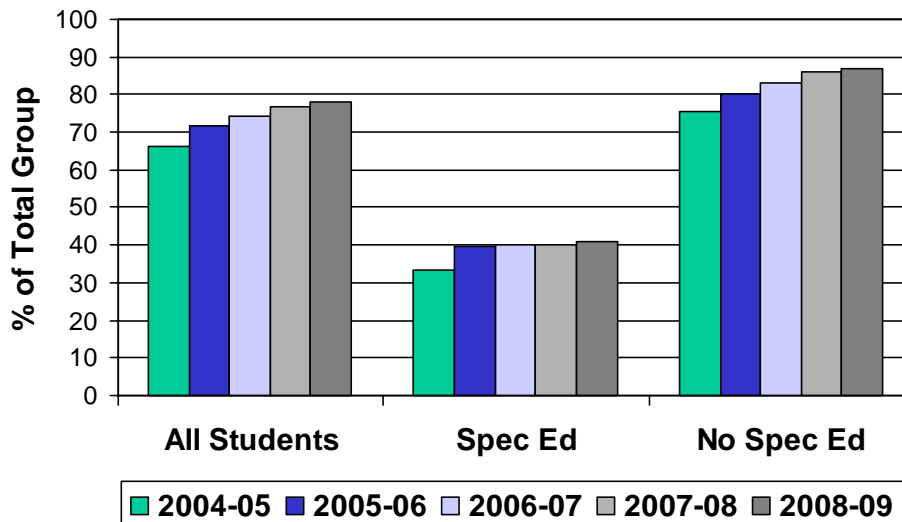
ENGLISH LANGUAGE LEARNERS (ELLs)



ALGEBRA COMPLETION BEGINNING OF GRADE 10 2005 TO 2009

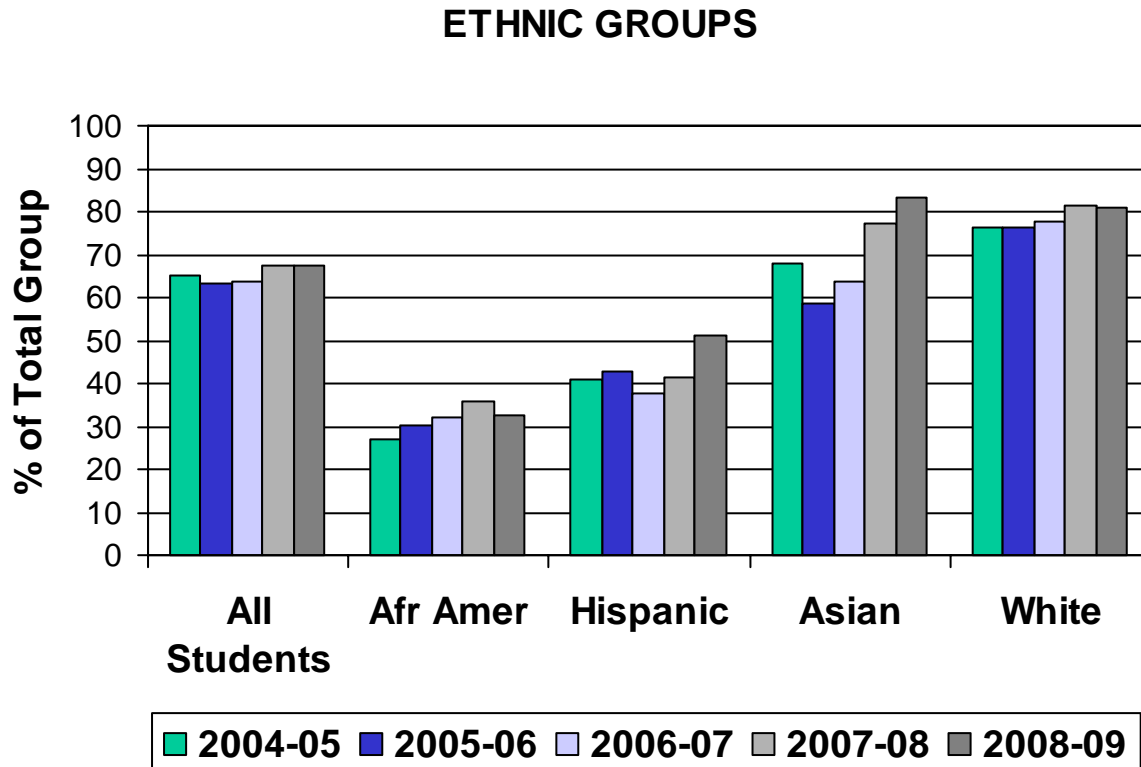
- Algebra completion decreased 3.3% for ELL students over the past year.

SPECIAL EDUCATION



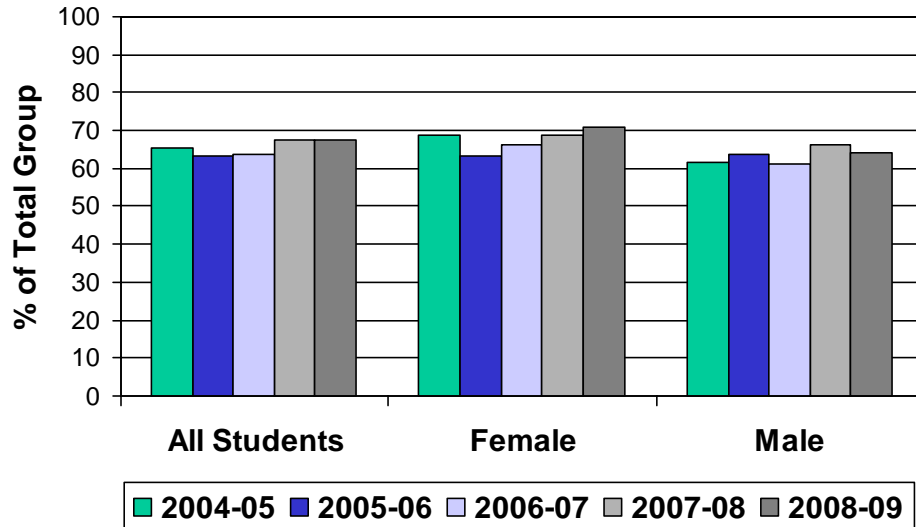
- Algebra completion by students receiving special education services by the beginning of grade 10 has been increasing since 2005. Algebra completion by students not receiving special education services has also continued to improve.

GEOMETRY COMPLETION BEGINNING OF GRADE 11 2005 to 2009

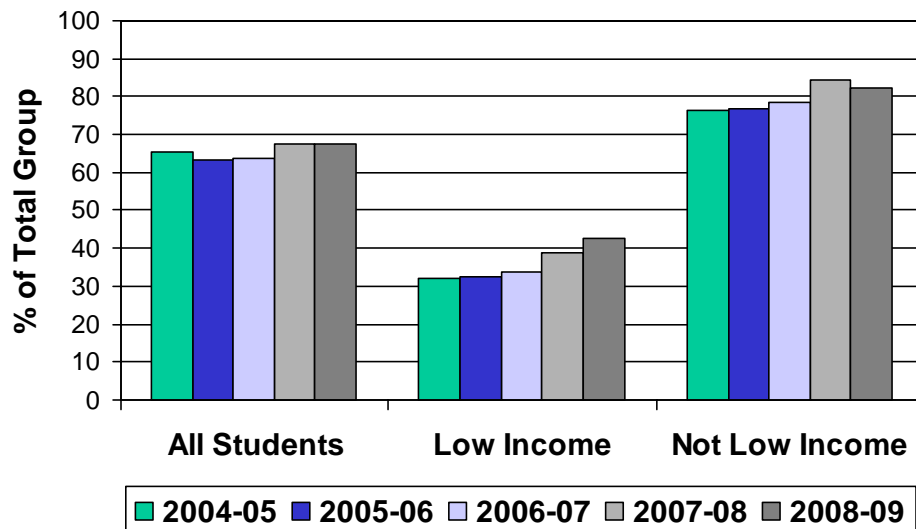


- As of the beginning of the 2008-09 school year, 68% of all students successfully completed geometry by grade 11. Geometry completion increased for Asian and Hispanic subgroups but decreased for African American students compared to the previous year.
- Asian students continue to be the most likely to complete geometry than any other ethnic subgroup.

GENDER



INCOME GROUPS

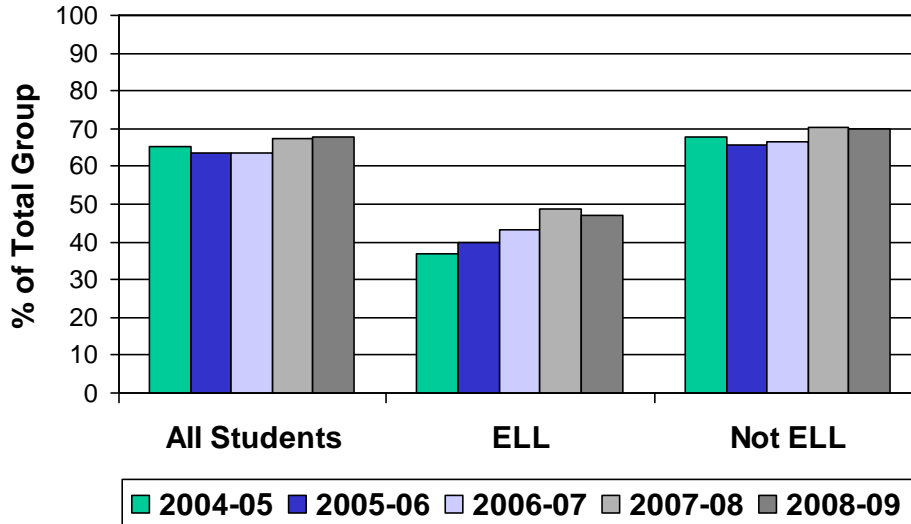


GEOMETRY COMPLETION BEGINNING OF GRADE 11

2005 to 2009

- Geometry completion among females continues to be higher than their male counterparts as of the beginning of the 2008-09 school year. The rate for males decreased by 2.1% from one year ago.
- Students living in low income households continue to increase the group's completion rate. The rate for students living in non-low income households completing geometry by grade 11 fell 1.9% as of the beginning of 2008-09.

ENGLISH LANGUAGE LEARNERS (ELLs)

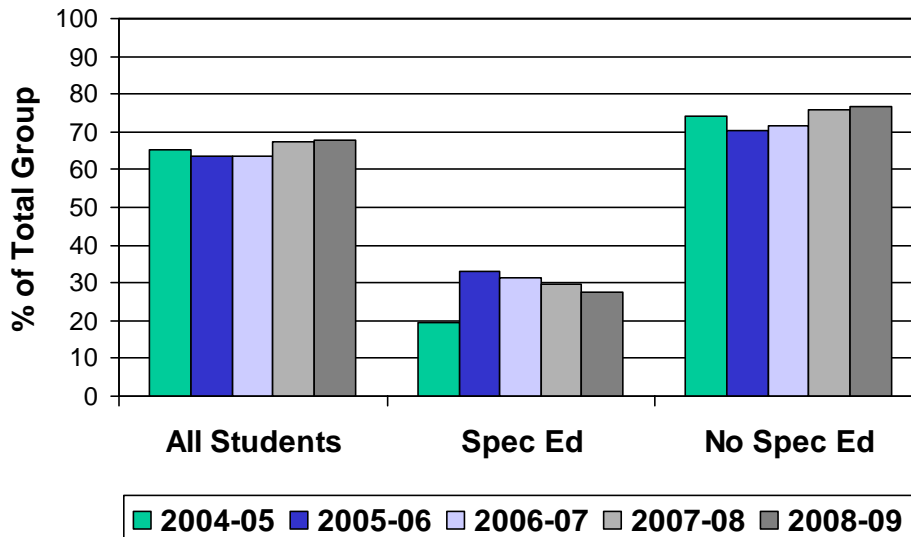


GEOMETRY COMPLETION BEGINNING OF GRADE 11

2005 to 2009

- The rate for students receiving ESL/Bilingual services decreased by 1.4% for geometry completion by the beginning of grade 11.

SPECIAL EDUCATION



- Over three fourths of non-special education students completed geometry by the beginning of grade 11 at the beginning of this school year compared to just over one fourth of the students receiving special education services.

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

- There are attendance plans and safe arrival manuals for each level. Building administrators have the information and support necessary to provide leadership to school staff.
- Specific interventions for each level are articulated in the attendance protocols and procedures documents. These interventions include strategies to monitor safe arrival, promote good attendance, and respond both to few absences and to truancy or habitual truancy patterns.
- Social workers are assigned to all schools. They have the clear expectation of focusing on student attendance and work with principals to provide building-wide leadership in the area of attendance.
- Members of the student services staff (social workers, counselors, psychologists and nurses) meet with the principal to review attendance trends and to develop a school plan to improve attendance.
- School nurses are assigned to all schools. They monitor attendance patterns of students and intervene with those students when health factors appear to account for multiple absences.

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.
- During the 2008-2009 school year, the Director of Student Services is convening the Dane County Habitual Truancy Plan Task Force 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.

Alignment to Best Practices

- Attendance plans for each level reflect current research and thinking on increasing attendance and decreasing tardiness, absences and drop-out rates.

- At the beginning of each year, Research and Evaluation provides principals and student services staffs with instructions and the tools necessary to generate a data report about the attendance of children who missed more than 6% of school in the preceding year, whether excused or unexcused.
- Students' absences and attendance rates are provided to parents with every school report card.
- Disaggregated attendance and truancy information is provided each year to each school.
- For the 2008-2009 school year, the Director of Student Services and Alternative Programs is developing a sustainable multidisciplinary advisory team to develop action plans for the district wide attendance protocols, systems and tools.
- The Truancy and Habitual Truancy interventions revised in 2006 are being used throughout the schools to provide consistent intervention strategies for use 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.

Professional Development

- Staff development tools including videos, PowerPoints, and discussion guides that focus on the attendance patterns of Hmong and African American high school students have been created and distributed. These tools are available for use with staff, students, parents and community members. Because of the slight decline in attendance rate for these groups in 2007-08, there will be a focus on identifying strategies to address improving attendance for Hmong and African American high school students.
- Additional staff development tools that increase awareness of the strong links between good attendance and positive school engagement, relationships, and learning have been created and distributed.
- District-wide professional development sessions are conducted for school social workers to share current successful actions and develop further strategies to positively impact student attendance.

Student Support

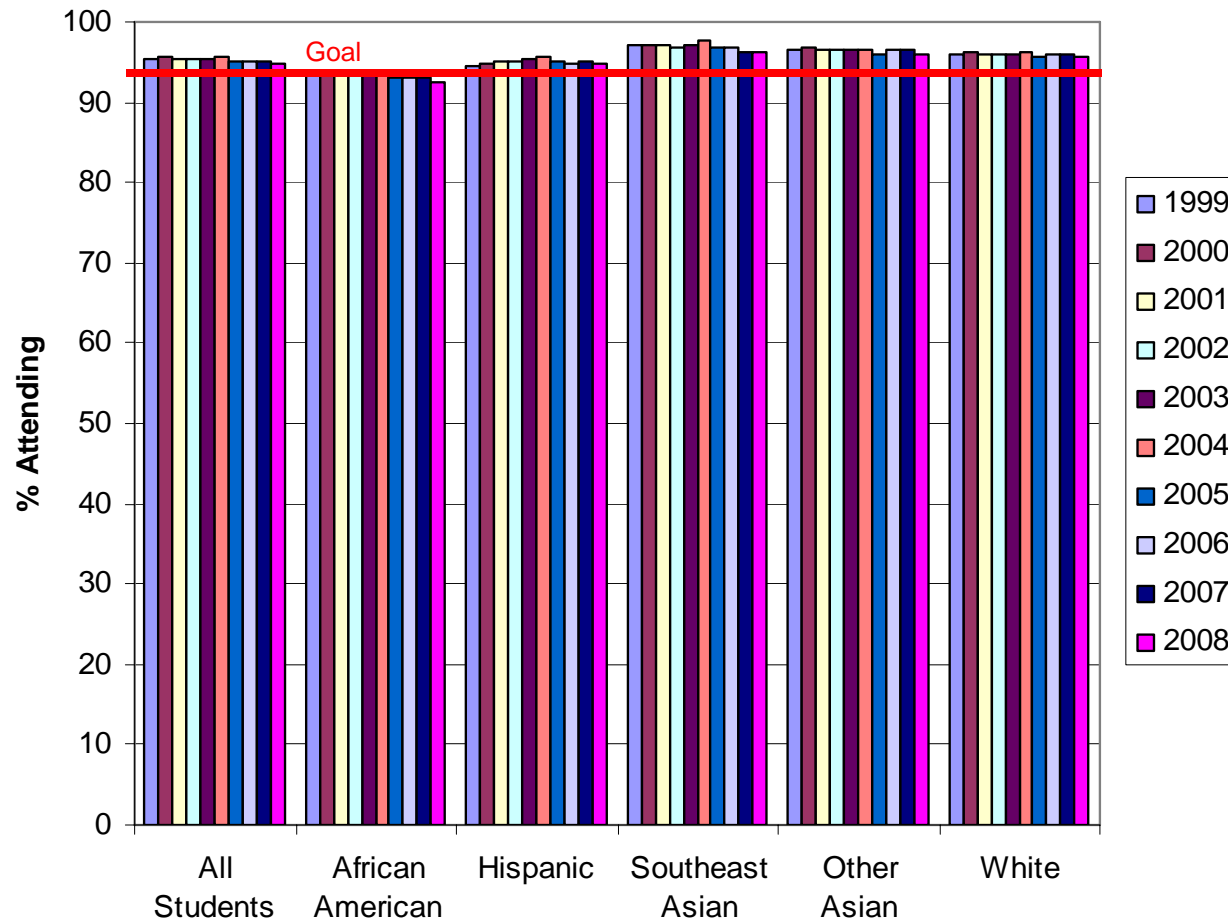
- Student Services staff identify individual students or entire subgroup of students with whom it is necessary to develop systematic and specific plans to improve attendance rates and patterns. Implementation strategies include home visits, support groups, mentoring programs, tutorial help, counseling, 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 as students 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 co-ordination and communication and follow-up among the courts, agencies and the school.

ELEMENTARY SCHOOL ATTENDANCE 1998-99 to 2007-08

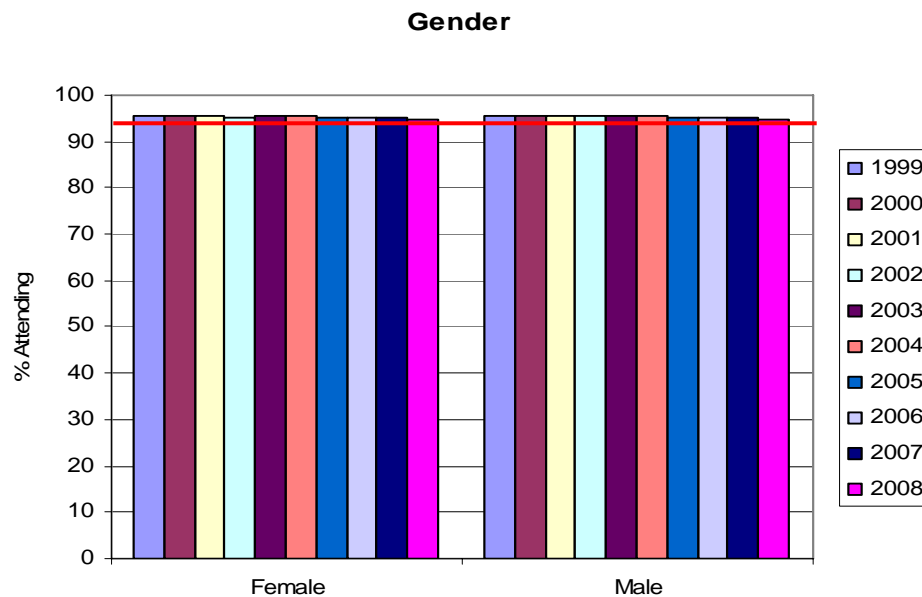
Ethnic/Racial Groups



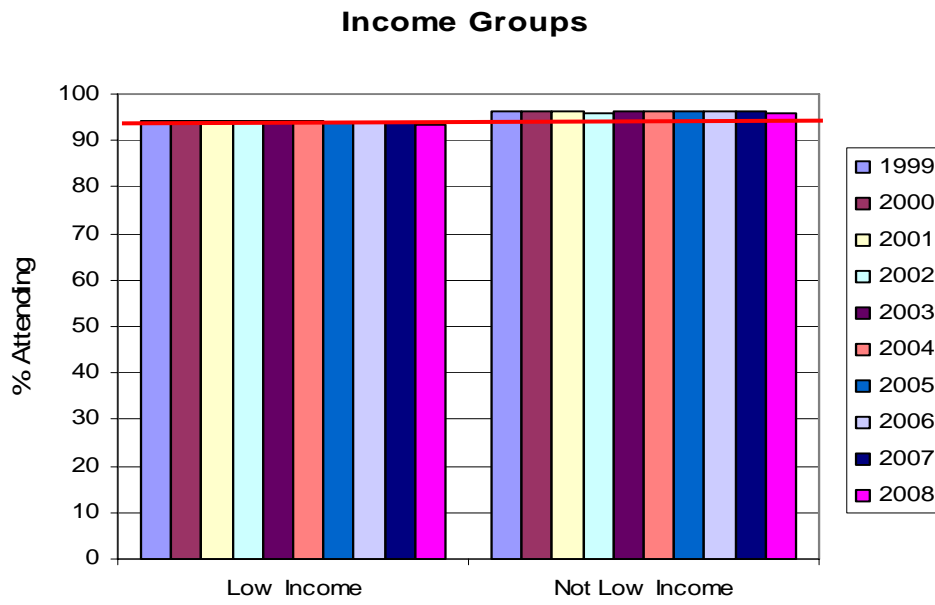
- The attendance rate of elementary students as a group continues to be above the 94% goal.
- All ethnic subgroups, except for African American (92.5% rate for 2007-08, 93.0% for 2006-07 and 93.1% for the previous two years), continue to meet the 94% attendance rate goal.

ELEMENTARY SCHOOL ATTENDANCE

1998-99 to 2007-08



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



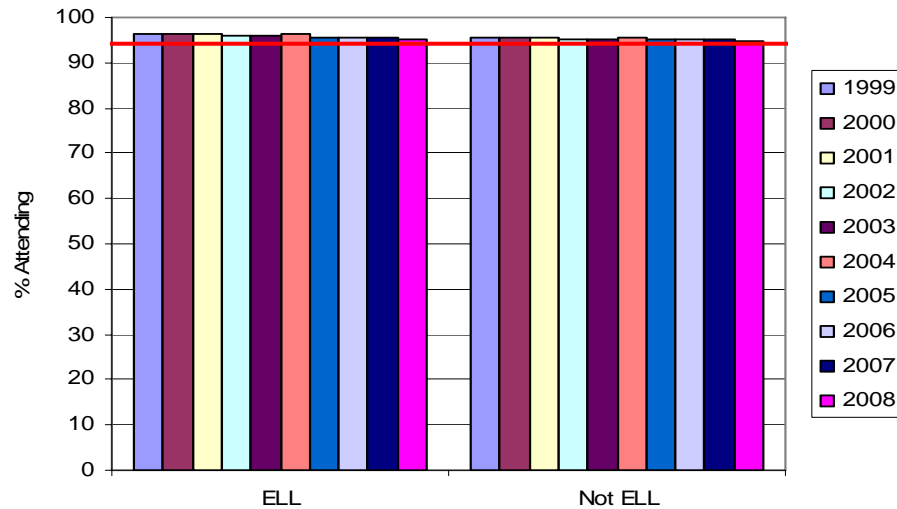
- Elementary students who live in non-low income households meet the 94% attendance goal. Elementary students who live in low income households are just slightly below the 94% goal (93.3%). It has decreased slightly from the past 3 years (93.7%)

ELEMENTARY SCHOOL ATTENDANCE

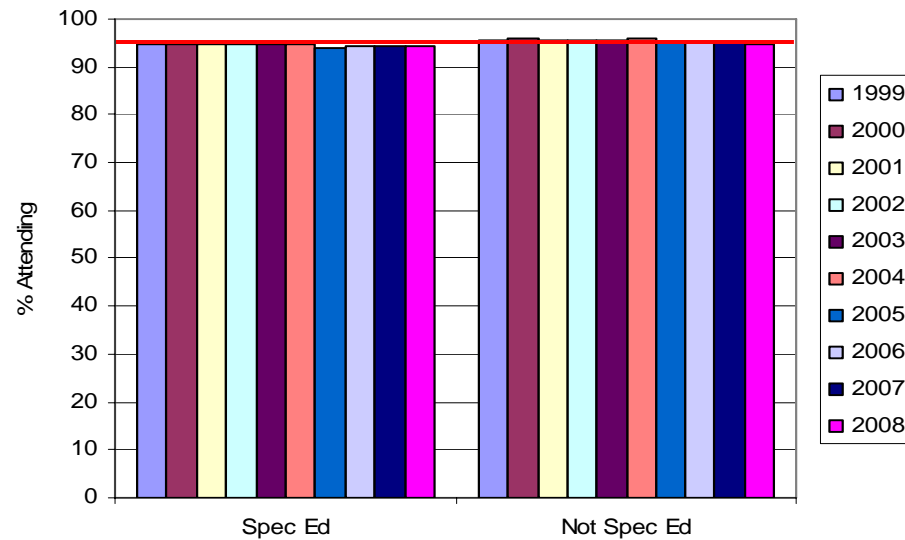
1998-99 to 2007-08

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

English Language Learners (ELL)



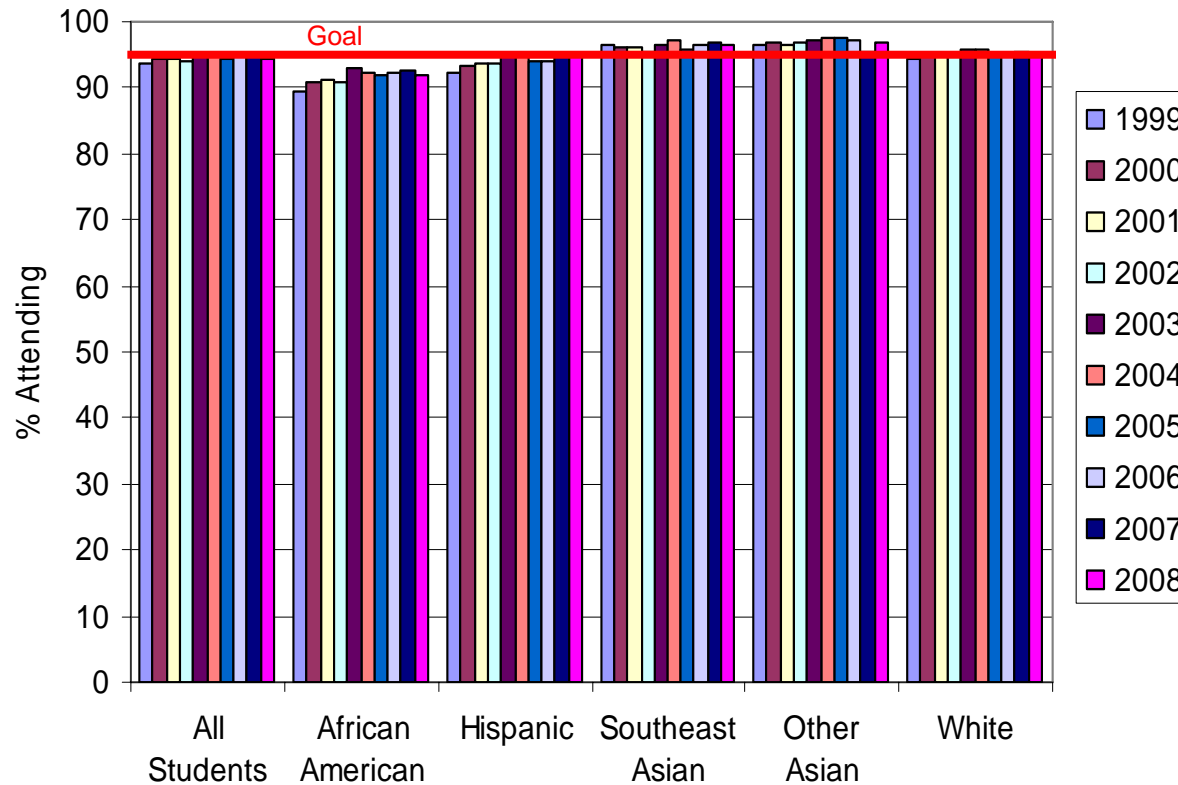
Special Education



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

MIDDLE SCHOOL ATTENDANCE 1998-99 to 2007-08

Ethnic/Racial Groups



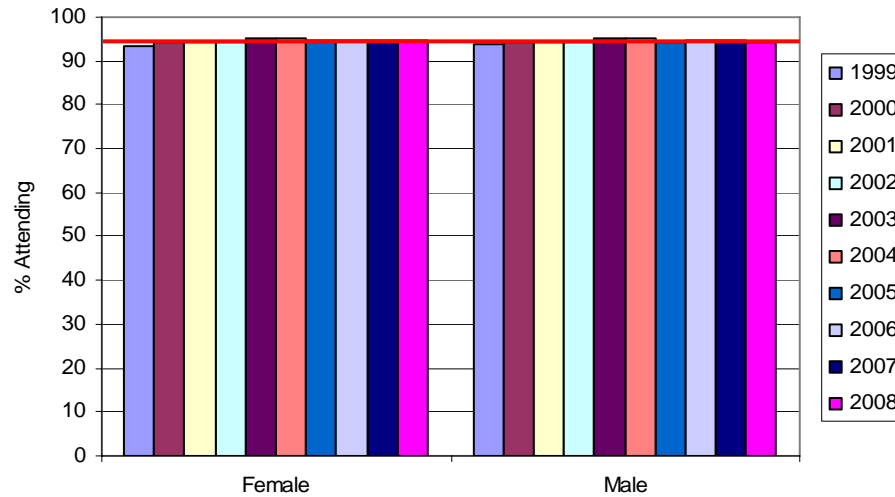
- Middle school students as a group have met the 94% attendance rate goal for the past 8 years.
- The ethnic subgroups of Southeast Asian, Other Asian, White, and Hispanic middle school students met the 94% goal in 2007-2008. African American students decreased slightly from 92.7% in 2006-07 to 92.0% in 2007-08.

MIDDLE SCHOOL ATTENDANCE

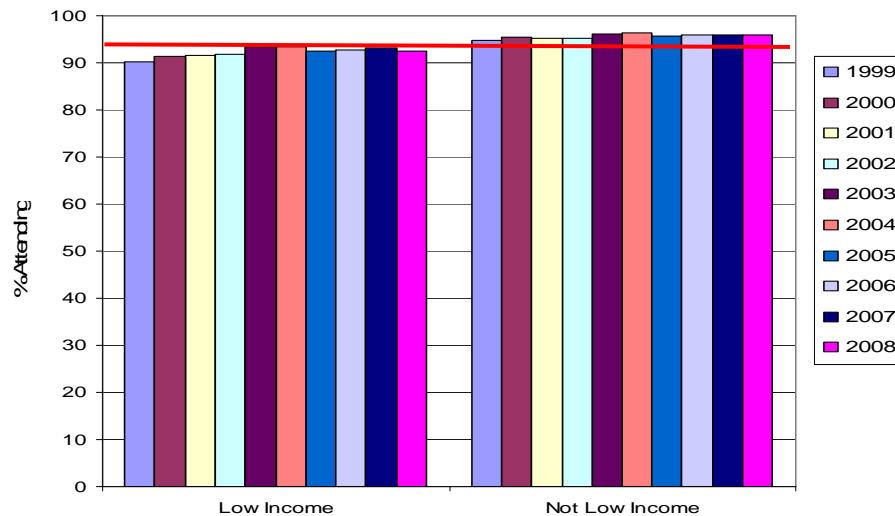
1998-99 to 2007-08

- In 2007-08, both males and females met the District goal of 94% attendance.
- In 2007-08, students from non low income households attended school at 95.8%.
- Low income students attended at 92.5% (this is an decrease from 93.2% in 2006-2007).

Gender



Income Groups

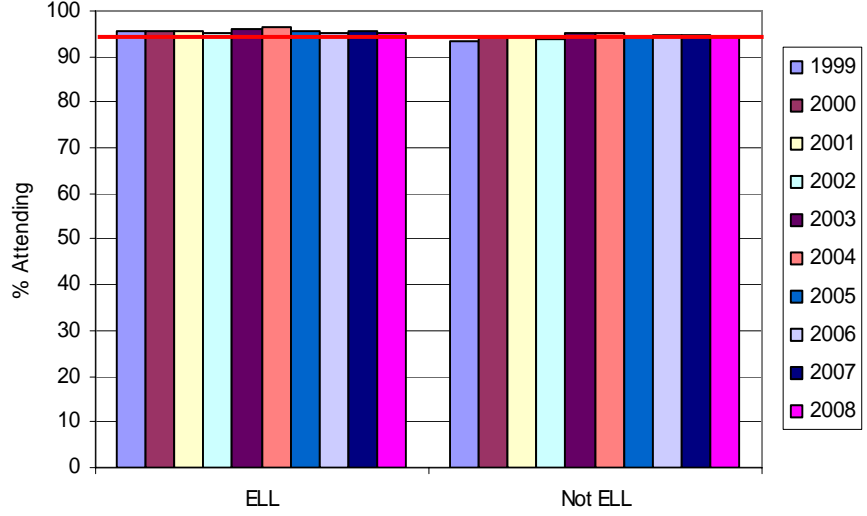


MIDDLE SCHOOL ATTENDANCE

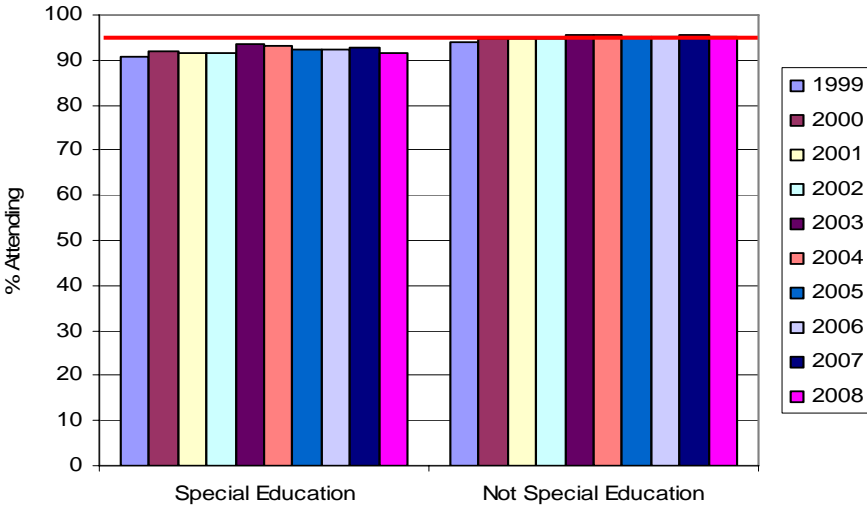
1998-99 to 2007-08

- The 94% attendance goal has been met by ELL middle school students for the past 9 years.
- Middle school students who receive special education services did not meet the 94% goal in 2007-08. They have been below 94% for the past 10 years.
- Middle school students who do not receive special education services continue to meet the 94% attendance goal.

English Language Learners (ELL)

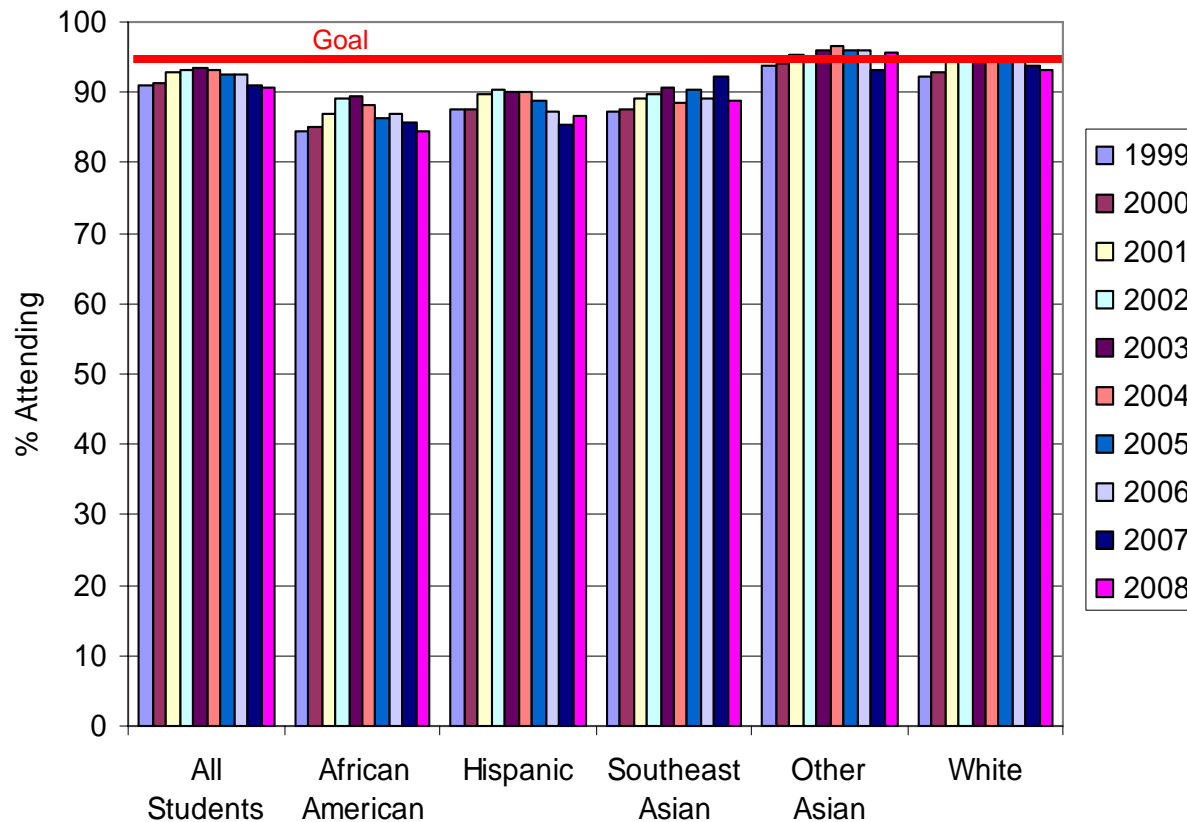


Special Education



HIGH SCHOOL ATTENDANCE 1998-99 to 2007-08

Ethnic/Racial Groups



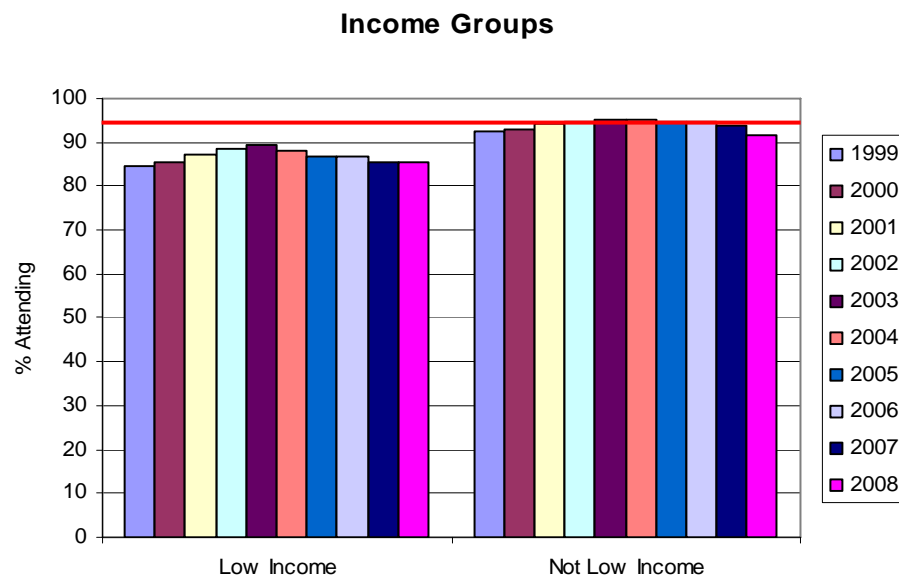
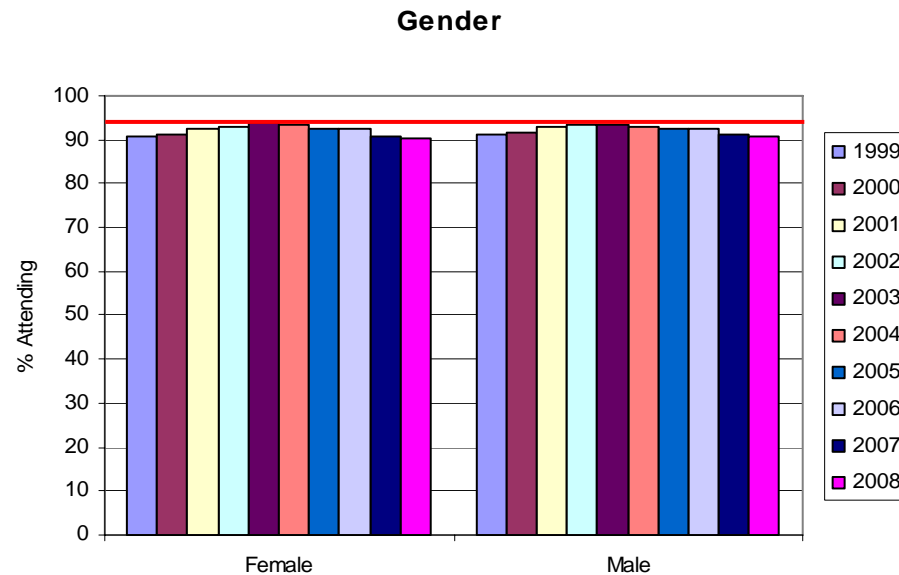
- The attendance rate of high school students as a group dropped slightly from 91.1% in 2006-07 to 90.7% in 2007-08.
- African American attendance decreased from 85.6% to 84.6% at high school.
- Hispanic students increased from 85.3% to 86.7%
- Southeast Asian students decreased from 92.2% to 88.7% in 2007-08.

HIGH SCHOOL ATTENDANCE

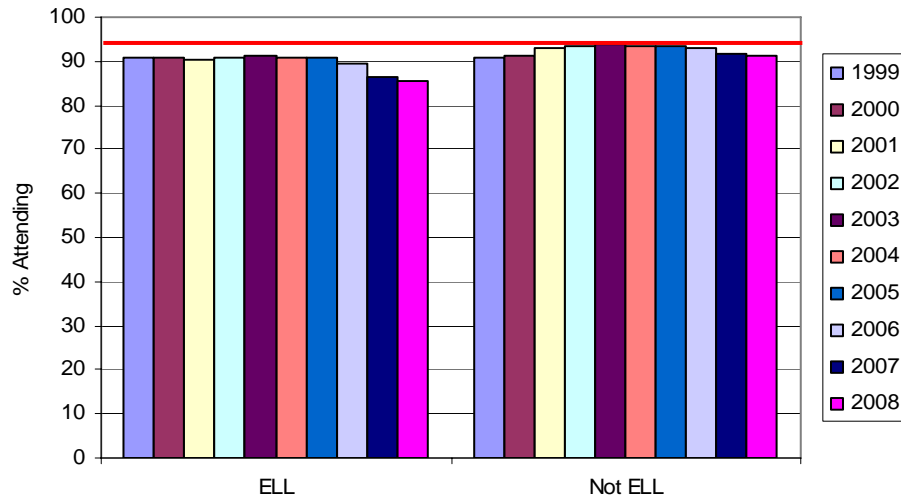
1998-99 to 2007-08

- Neither high school aged males nor females as groups met the 94% attendance goal in 2007-08. Both groups had a slight decrease in attendance rates.

- High school students from low income households attend school at a significantly lower rate than those from non-low income households (85.2% for Low Income, 93.6% for non-Low Income).



English Language Learners (ELL)

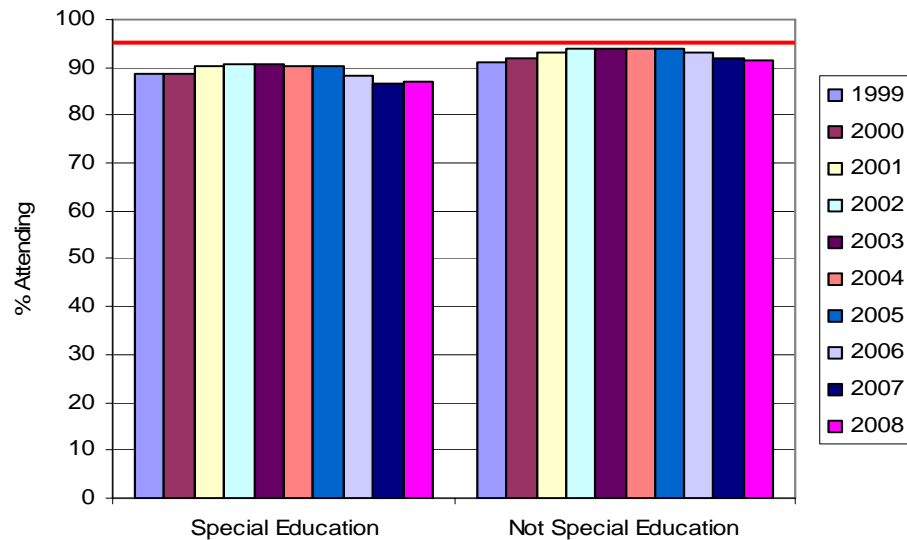


HIGH SCHOOL ATTENDANCE

1998-99 to 2007-08

- Attendance of ELL students declined slightly in 2007-08 (86.5% to 85.1%). Non ELL students decreased (91.7% to 91.3%).

Special Education



- In 2007-2008, high school students who receive special education services increased slightly from the prior year (86.8% to 87.1%).

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 2004-2005 SCHOOL YEAR				10TH GRADE 2005-2006 SCHOOL YEAR				10TH GRADE 2006-2007 SCHOOL YEAR				10TH GRADE 2007-2008 SCHOOL YEAR				10TH GRADE 2008-2009 SCHOOL YEAR								
		NO CREDIT IN ALGEBRA		ALGEBRA BY 10TH		NO CREDIT IN ALGEBRA		ALGEBRA BY 10TH		NO CREDIT IN ALGEBRA		ALGEBRA BY 10TH		NO CREDIT IN ALGEBRA		ALGEBRA BY 10TH		NO CREDIT IN ALGEBRA		ALGEBRA BY 10TH						
					TOTAL				TOTAL				TOTAL				TOTAL				TOTAL					
GENDER	Female	326	30.7	737	69.3	1063	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
	Male	418	36.4	730	63.6	1148	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
ETHNICITY	Nat Amer	8	53.3	7	46.7	15	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
	Afr Amer	295	65.7	154	34.3	449	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
	Hispanic	114	56.2	89	43.8	203	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
	Asian	64	29.5	153	70.5	217	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
	Total Minority	481	54.4	403	45.6	884	387	43.2	509	56.8	896	362	40.0	542	60.0	904	327	38.2	530	61.8	857	714	25.2	2116	74.8	2830
	White	263	19.8	1064	80.2	1327	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
ESL	Not ELL	631	31.9	1348	68.1	1979	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
	ELL	113	48.7	119	51.3	232	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
LOW INCOME	Free Lunch	386	61.6	241	38.4	627	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
	Reduced Lunch	52	46.4	60	53.6	112	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
	Low Income	438	59.3	301	40.7	739	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
	Not Low Income	306	20.8	1166	79.2	1472	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
SPEC EDUC	No Spec Educ	428	24.6	1310	75.4	1738	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
	AUT	12	60.0	8	40.0	20	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
	CD	31	100.0	0	0.0	31	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
	ED	66	83.5	13	16.5	79	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
	HI	0	0.0	2	100.0	2	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
	LD	165	62.0	101	38.0	266	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
	OHI	27	58.7	19	41.3	46	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
	S/L	11	44.0	14	56.0	25	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
	VI	4	100.0	0	0.0	4	0	0.0	1	100.0	1						0	0.0	2	100.0	2	1	100.0	0	0.0	1
	Spec Educ	316	66.8	157	33.2	473	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
All Students		744	33.6	1467	66.4	2211	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

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.



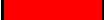
**ELEVENTH GRADERS WITH/WITHOUT GEOMETRY
AT BEGINNING OF 11TH GRADE**

		11TH GRADE 2004-2005 SCHOOL YEAR					11TH GRADE 2005-2006 SCHOOL YEAR					11TH GRADE 2006-2007 SCHOOL YEAR					11TH GRADE 2007-2008 SCHOOL YEAR					11TH GRADE 2008-2009 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	332	31.4	726	68.6	1058	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			
	Male	369	38.4	592	61.6	961	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			
ETHNICITY	Nat Amer	4	57.1	3	42.9	7	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			
	Afr Amer	222	72.8	83	27.2	305	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			
	Hispanic	97	59.1	67	40.9	164	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			
	Asian	59	31.9	126	68.1	185	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			
	Total Minority	382	57.8	279	42.2	661	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			
	White	319	23.5	1039	76.5	1358	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			
ESL	Not ELL	597	32.2	1257	67.8	1854	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			
	ELL	104	63.0	61	37.0	165	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			
LOW INCOME	Free Lunch	297	71.9	116	28.1	413	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			
	Reduced Lunch	49	51.0	47	49.0	96	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			
	Low Income	346	68.0	163	32.0	509	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			
	Not Low Income	355	23.5	1155	76.5	1510	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			
SPEC EDUC	No Spec Educ	437	25.8	1254	74.2	1691	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			
	AUT	9	81.8	2	18.2	11	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			
	CD	21	100.0	0	0.0	21	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			
	ED	61	88.4	8	11.6	69	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			
	HI	4	100.0	0	0.0	4	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			
	LD	135	77.6	39	22.4	174	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			
	OHI	22	75.9	7	24.1	29	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			
	S/L	9	56.3	7	43.8	16	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			
	VI	3	75.0	1	25.0	4	4	80.0	1	20.0	5	0	0.0	1	100.0	1						0	0.0	2	100.0	2			
	Spec Educ	264	80.5	64	19.5	328	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			
All Students		701	34.7	1318	65.3	2019	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			

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
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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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

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