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December 2007

In accordance with the MPS Administrative Policy 2.16, District Accountability System, the Administration presents the Board and the community with its annual Report Card for the 2006-2007 school year. School-by-school reports are presented along with a district overview.

Requirements of the reauthorized *Elementary and Secondary Education Act*, otherwise known as No Child Left Behind (NCLB), stipulate that school districts report two year performance trends of students on statewide assessments in reading and mathematics, disaggregated by ethnicity, gender, socioeconomic status, migrant status, disability status, and English proficiency status. According to NCLB, the graduation rate must be reported for high schools, and another indicator (attendance) must be reported for elementary and middle schools. Additionally, each school's performance is to be compared with the state's adequate yearly progress target, and professional qualifications of teachers must be reported.

The 2006-2007 Report Card presents three-year trends in performance for state and district assessments, disaggregated by ethnicity, gender, socioeconomic status, English proficiency status, and disability status. Graduation, promotion, and attendance rates are reported for applicable grades. Other data of interest to the community, including GPA, mobility and stability rates, suspension rates, and enrollment information is reported. As per past practice, principals have submitted a brief text profile of their schools; this profile is part of the first page of information for each school. As per district policy, results are reported in terms of all students enrolled (instead of only those enrolled for a full academic year) and for all schools serving MPS students.

The Report Card also presents the sixth year of value-added analyses of student achievement information to complement the attainment results required under NCLB. These measures level the playing field between schools serving diverse populations of students and help to improve our understanding of schools' achievement gains over time.

NCLB requires that Report Cards also contain information regarding the percent of classes taught by "highly qualified" teachers. Given the complexities in reporting data on teacher quality, the district will continue to rely on Department of Public Instruction's annual reports to provide this information to the community.

School-based and Central Services administrators will utilize information in the 2006-2007 Report Card to inform instructional planning, program evaluation and to define future research and policy needs.

DEB LINDSEY
DIRECTOR