

(ITEM C) INFORMATIONAL REPORT ON PRELIMINARY THIRD-FRIDAY ENROLLMENT

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

Our preliminary September 18, 2009, Third-Friday enrollment shows we have 90,424 students enrolled — 38 below our district projection. We are now engaged in the two-week enrollment-verification process which predictably will result in a slightly lower actual enrollment. The preliminary enrollment varies from our earlier enrollment projections by category, but is consistent with our expectations in that the lower non-instrumentality enrollment reflects the late spring non-renewal of four non-instrumentality charter contracts and that the increase in Open Enrollment in suburban district reflects a strategy employed by some suburban districts in response to State aid projections provided to school districts in summer.

I am concerned about the 17 schools listed in the attachment (below) where the preliminary enrollment is below 90% the projection. The schools are grouped into three categories by academic performance. Schools are listed alphabetically by level within the three categories. Category 1 includes schools with a profile of academic performance consistently below the district average. Category 2 includes schools with a varying academic performance profile. Category 3 includes schools with an improving academic performance profile.

Under-enrolled and under-performing schools dilute the impact of our district's resources for improvement. I believe the schools listed in Categories 1 and 2 in the attachment should be reviewed for closure effective at the close of this school year. After applying further analysis and engagement, I will bring additional information and a final recommendation to the Board in November. I will also include in the analysis any other schools the Board recommends for review and consideration for closure.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

[Attachment follows.]

September 24, 2009

SEPTEMBER 2009 LOW-ENROLLMENT SCHOOL ANALYSIS

School	Sept. 2004 Enroll.	Sept. 2005 Enroll.	Sept. 2006 Enroll.	Sept. 2007 Enroll.	Sept. 2008 Enroll.	Sept. 18, 2009 Unverified Enroll.	Sept. 2009 Percent of Projection (<90%)
Category 1 — Academic Performance Consistently Below District Average Profile							
Garden Homes K-5 School	307	304	286	285	244	217	81.89%
	Performance in both Reading and Math is consistently below the district average for attainment and growth.						
Hopkins K-8 School	469	482	463	440	399	328	83.04%
	Performance in both Reading and Math is consistently below the district average for attainment and growth in the elementary and middle grades.						
Twenty-seventh St. K-8 School	514	488	458	421	427	336	80.38%
	Performance in both Reading and Math at the elementary and middle grades is generally below the district average for growth and attainment.						
Wheatley K-8 School	354	265	244	212	183	341	77.85%
	Performance in Reading and Math is generally below the district average for growth and attainment.						
Milw. Education Center Middle School	769	711	705	638	667	302	60.28%
	Performance in both Reading and Math is generally below the district average for growth and attainment.						
Milw. African American Immersion High School				423	462	500	67.39%
	Performance in Reading and Math is well below the district average; a small increase in attainment is evident in Reading, while a large decrease is evident in Math.						
Professional Learning Institute High School*	132	147	163	115	78	69	64.49%
	Performance in Reading and Math on the WKCE has been generally declining over the past three years and is now below the district average.						
Category 2 — Varying Academic Performance Profile							
Auer Avenue K-8 School	613	564	492	445	455	397	88.22%
	Following three years of generally low attainment and growth at the elementary level, performance in both reading and math has improved in the past two years. At the <u>middle</u> level, attainment and growth is well below the district average.						
Fletcher K-5 School			350	315	263	224	89.24%
	In Reading and Math, attainment is below the district average. In the most recent year, Math growth is above the district average while Reading growth is below the district average.						

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Franklin K-8 School	472	402	418	352	387	328	85.64%
	At the elementary level, growth exceeds the district average in 2 of the most recent 3 years for Reading and Math, but attainment is lower than the district average. In the middle grades, attainment and growth in Reading and Math are consistently below the district average.						
Kagel K-5 School	317	365	362	322	361	317	88.80%
	Performance in Reading and Math is below district averages for attainment. While 2 of the past 3 years of growth in Reading are above the district average, 1 of 3 years is above the district in Math.						
LaFollette K-8 School	409	350	330	310	283	217	77.50%
	At the elementary level, attainment and growth in Reading are generally below the district average. While elementary attainment in Math is consistently below the district average, growth is above the district average. At the middle level, Reading and Math attainment and growth are generally below the district average.						
Thirty-fifth St. K-8 School	229	354	417	405	388	317	85.91%
	At the elementary level, performance in Reading fluctuates, but declines to low attainment, low growth in the last two years. In Math, growth is generally above the district average, but attainment is below the district average. In the middle grades, attainment in Reading and Math is typically below the district average, while growth is inconsistently above the district average.						
DIAL High School*			185	178	204	199	79.60%
	Performance in Reading and Math fluctuates, but is generally below the district average.						
Category 3 — Improving Academic Performance Profile							
Bruce K-5 School	413	418	379	354	395	342	87.47%
	In Reading, growth and attainment are consistently near the district average. In Math, attainment is generally slightly above the district average, while growth is below the district average.						
Milw. Learning Laboratory and Institute (MLLI) High School*		88	169	215	203	173	85.22%
	Performance in Reading and Math on the WKCE has been improving for the past three years and is now slightly above the district average in Math, but slightly below in Reading.						
WORK Institute High School*				112	153	186	87.32%
	Performance in Reading on the WKCE is above the district average in Fall 2008, but Math performance is below the district average.						

*Instrumentality Charter School