

West High School

*A National School of Excellence
30 Ash Street
Madison, Wisconsin*

West High School is a comprehensive high school with an enrollment of 1,883, and a professional staff of 155. West students come from various social, economic and cultural backgrounds. Located near the University of Wisconsin, West has a large international population. Approximately 30% of West students are students of color -- 14 Native American, 77 Hispanic, 173 Asian and 273 African American.

Of the experienced faculty of 155 staff members, over 56% have at least a Master's Degree. The average teaching experience of the faculty is 20 years.

West High School offers students opportunities to work at an accelerated pace in Algebra, Geometry, Accelerated Algebra-Trigonometry II, Biology I, Math Physics and Advanced Placement courses in Spanish V, French V, Pascal, and Calculus I and II. West also has excellent school-to-work initiatives through such programs as Marketing and Applied Technology.

According to student surveys, 73% of West students plan to go on to a four-year college, with another 16% planning to continue on to two-year college or technical school.

West High School: A Tradition of Academic Excellence

- ☐ Designated a National School of Excellence by the U.S. Department of Education in 1985.
- ☐ West High students are *14 times* more likely than students from other school districts to become National Merit Scholars. This year, 29 West High students qualified as semifinalists in the competition for National Merit Scholarship awards. This represents 7 percent of the graduating class at the school. Nationally, Merit semifinalists represent about one-half of 1 percent of high school graduates.
- ☐ SAT and ACT college entrance exam scores at West High School exceed the national average by over 20%.

SAT & ACT Scores		
	SAT	ACT
West H.S.	1,256	25.3
Wisconsin	1,163	22.1
U.S.	1,013	20.9

- ☐ The graduation rate at West High School is higher than the district and state averages.

Graduation Rate	
West High School	92.4%
District	92.2%
Wisconsin	90.2%

- ☐ West students have won the state Science Olympiad eight times.

West High School: Keys to Success

- ✓ A well-trained and experienced staff. Of the faculty of 155 staff members, over 56% have at least a Master's Degree. The average teaching experience of the faculty is 20 years.
- ✓ A curriculum that is more rigorous than that found in most high schools. Madison students are six times more likely to take advanced science courses, and three times more likely to take advanced math courses. In any given year, over 70% of West students take one of six foreign language courses the school offers.
- ✓ The *Transition Acceleration Program* (TAP) aimed at helping 9th graders more easily make the transition from middle school to the high school setting. Freshmen have classes with a small core group of teachers that provide more individualized attention and a family-like setting. Tutoring and mentoring services also are provided, and active family involvement is encouraged and nurtured.
- ✓ A program of full inclusion of students with disabilities and educational disadvantages, with special emphasis on math, science, fine arts and technology.



WELCOME

MADISON STUDENTS TAKE TOUGHER COURSES THAN THEIR WISCONSIN PEERS.

LOCAL STUDENTS OUTPERFORM THEIR STATE AND NATIONAL COUNTERPARTS ON BASIC SKILLS TESTS.

MADISON'S GRADUATION RATE IS HIGHER THAN THE STATE AND NATIONAL AVERAGES.

FEWER CHILDREN ATTEND PRIVATE SCHOOLS IN MADISON THAN IN OTHER WISCONSIN COMMUNITIES.

Consider these facts about the Madison Metropolitan School District:

- Each year Madison has nearly 50 National Merit Scholar Finalists, when a district Madison's size would typically have no more than two.
- Madison high school students recently won the state Science Olympiad for the ninth year and won the state MathCounts competition for the third straight year.
- Madison students outscore their state and national counterparts on basic skills tests in reading, writing, math, science and social studies at the 4th, 8th and 10th grade levels.
- Madison students outperform other students on the ACT and SAT college entrance exams. SAT scores for Madison students are 25% higher than the United States average.
- Madison's graduation requirements are higher than the state requirements and the district's graduation rate is higher than the state and national averages.
- More high school students in Madison take advanced courses, and a higher percentage of Madison students pass Advanced Placement (AP) exams demonstrating college-level proficiency. In Madison, 45% of high school students take advanced math courses, compared to only 7% statewide. In science, 35% of Madison students take advanced courses, compared to the state average of 11%. On the AP exams, 81% of Madison students taking the test earn passing scores, compared to 63% of their Wisconsin counterparts.

Award Winning Teachers

Behind this success is an experienced, award-winning teaching staff. Nearly half of the district's teachers have at least one master's degree and an uncommonly high number have doctorates. The average teacher in Madison schools also has more than 12 years of classroom experience. This internationally recognized faculty includes Wisconsin's Teacher of the Year, the state's Earth Science Teacher of the Year, the School Social Worker of the Year, and winners of the Presidential Award for Excellence in Teaching of Science and Mathematics.

High Quality Facilities

The teaching staff is supported by an ongoing commitment to invest in high quality facilities and state-of-the-art technology.

Every school in the district was electronically linked by the end of the 1995-1996 school year. Computers have been integrated into the entire K-12 instructional program. Madison teachers, librarians and other staff are among the nation's leaders in designing and implementing educational programs for the electronic age.

Schools Are Safe

Madison's schools are also safe places to learn. Visitors to Madison are impressed

by quiet, safe hallways and classrooms which provide positive learning environments for children.

A "zero tolerance" policy relating to disruptive behavior coupled with innovative alternative programs have succeeded in keeping the suspension and expulsion rates below the state average. The district also has a higher than average rate of school attendance and low rates of habitual truancy compared to other districts.

Community Support

At the heart of the Madison school district's success is community support.

Madison invests more in its public schools than other Wisconsin communities, and the percentage of children attending private schools in Madison is well below the state average, strong evidence of public confidence in the public schools. Madison's strong and successful public schools are an integral part of what makes Madison one of the best places in America to live, work and raise a family.



MADISON SCHOOLS AT A GLANCE

MADISON SCHOOLS HAVE SMALL CLASSES AND LOW STUDENT-TO-TEACHER RATIOS.

MADISON INVESTS MORE IN THE CLASSROOM AND LESS ON ADMINISTRATION THAN OTHER DISTRICTS.

A STRATEGIC PLAN, DEVELOPED WITH HELP FROM THE COMMUNITY, GUIDES MADISON'S SCHOOLS.

MADISON'S TRIPLE-A BOND RATING REFLECTS THE DISTRICT'S SOUND FISCAL MANAGEMENT PRACTICES.

The Madison Metropolitan School District serves about 25,000 students in 45 schools, including 29 elementary schools, 11 middle schools, four comprehensive high schools and one alternative high school. The district also has early childhood programs and alternative programs at the secondary (grades 6-12) level.

The district covers approximately 65 square miles, including all or part of the cities of Madison, Fitchburg and Monona, the villages of Maple Bluff and Shorewood Hills, and the towns of Blooming Grove, Burke, Madison, Middleton and Westport.

Because of the district's sound financial management practices, Madison is one of only two Wisconsin school districts to have a triple-A bond rating, the highest rating possible.

Planning for Success

The district is organized around the four high school attendance areas: East, La Follette, Memorial and West. Teams of administrators and support staff for each attendance area provide direct support to the schools to help them meet the goals identified in their individual School Improvement Plans.

Each school's plan sets targets relating to student achievement, attendance and participation in school programs and activities, as well as school climate. These annual plans are developed by school teams of teachers, administrators, students and parents.

The school improvement planning process and the reorganization of administrative staff to make the central office more school-focused are the direct results of *Madison Schools 2000*, the strategic plan developed in 1991 by hundreds of parents, teachers, other school district staff, community leaders and citizens. Improvements in school safety are the result of new policies — from a crimestoppers hotline to pioneering conflict resolution programs — called for in the strategic plan. So is the creation of the districtwide computer network that links together every school in the district.

The centerpiece of the *Madison Schools 2000* plan is the recommendation to establish and implement districtwide learning standards in all core subject areas. This recommendation is the driving force behind the district's teaching and learning reform initiative which raises academic

standards and monitors student and school success.

Small Classes

Madison schools have small class sizes, with a licensed instructional staff member for every 11.6 students, compared to the state average of one for every 13.8 students. Madison has fewer administrators per student than the state average and other comparably sized districts.

Community Involvement

Parents and other community members play an essential role in the success of Madison's schools. Community members serve as tutors and mentors, enriching their own lives as well as those of the children with whom they work. Citizens also serve on a number of Board of Education committees and special task forces and study groups.

Community involvement in the schools doesn't stop there. Parents and local residents devote countless hours to the school teams that monitor student progress and develop school improvement goals that challenge Madison's schools to build on the district's tradition of excellence.

Welcome to Madison's Award Winning Schools!



Welcome to the Madison Metropolitan School District, the second largest in Wisconsin and one of the nation's finest. Madison is the only district in the country to have schools at the elementary, middle and high school level rated as National Schools of Excellence by the U.S. Department of Education. *Expansion Management Magazine*, a national business journal, has ranked Madison the best school district in Wisconsin and one of the six best in the United States. Three-fourths of Madison residents surveyed in a poll by Madison's largest daily newspaper said they think Madison schools are doing an "excellent" or "good" job. Among parents of students in Madison public schools, 85% of those polled gave the schools an excellent or good rating. The academic excellence which has earned Madison's schools national acclaim is only possible because of broad community support and extensive citizen involvement. Your questions, comments and active participation are welcomed and encouraged.

GENERAL INFORMATION: 608/266-6270

MMSD HOME PAGE: <http://www.madison.k12.wi.us/>

E-MAIL: comments@madison.k12.wi.us

REGISTRAR'S OFFICE: 608/266-6263

FAX: 608/266-6253

US MAIL: MADISON METROPOLITAN SCHOOL DISTRICT
545 WEST DAYTON STREET
MADISON, WISCONSIN 53703-1995

VOICE MESSAGE: 608/266-6233

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Money

July 1996

SPECIAL 21-PAGE REPORT

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077

The Las Vegas area is high on our No. 1 place: Madison, Wis.



full of trade-offs. The 390,300 residents of Dane County, 80 miles west of Milwaukee in south-central Wisconsin, have a vibrant economy with plentiful jobs, superb health care and a range of cultural activities usually associated with cities twice as big. Yet this mid-size metro area also offers up a low crime rate and palpable friendliness you might assume are available only in, say, Andy Griffith's Mayberry. The news that the great Dane County is top dog this year probably won't surprise the region's residents. More than 90% of Madisonians rated their quality of life good or very good in a recent survey. Since the cosmopolitan Madison area—the city accounts for about half the county's population—is surrounded by Wisconsin's everpresent dairy farms, it seems only right to toast 1996's No. 1 big cheese with a wedge of aged Wisconsin cheddar.

Yet mid-size Madison's rise to the top this year—from No. 16 in 1995—is more than a simple dairy tale. Madison won the gold medal much like a decathlon champion who piles up points without winning any single event. As the top 10 table on page 72 shows, Madison beat all its competitors by being proficient in many of our broad categories. If residents of the Wisconsin capital have any major complaint, it might be about the weather. The average winter high is a mere 20°F, and April snow showers sometimes usher in late-May flowers. But Madisonians will tell you that's the price to pay for the sublime spring, summer and fall weather. And they do try to make the best of the cold: the city will host the 1997 International Kite Skiing World Championships next Jan. 30 to Feb. 1.

If you're looking for more temperate climes with a great quality of life, Florida is this year's best state. For the second consecutive year, the Sunshine State boasts five of the top 10 places, though not the same five as last year. Punta Gorda (No. 2), 50 miles south of Sarasota on the Gulf Coast, leads the Florida flotilla, while Gainesville (No. 7) slipped from last year's No. 1 ranking. Fort Lauderdale (No. 4), Fort Myers/Cape Coral (No. 6) and Lakeland (No. 10) complete the Florida Five in our top 10. Strikingly, the state is home to 10 of the top 20 best places this year. "The Florida economy is extremely healthy," says Mark Vitner, an economist at First Union National Bank in Charlotte, N.C. who spe-

No. 1

WHY MADISON, WIS. IS THE BIG CHEESE



So what makes the Madison, Wis. area such a great place to live today? MONEY senior writer Carla Fried went there to ask a cross section of the residents just that. She got such convincing answers that she now says she's ready to move there herself—after winter's over. Here's what she heard:

- › Area population: 390,300
- › Unemployment rate: 1.5%
- › Three-bedroom house: \$123,000
- › Property tax: \$3,800
- › Top state and local income tax: 6.93%
- › Sales tax: 5.5%
- › Violent crimes per 100,000: 280
- › Annual sunny days: 190
- › For more information: 608-256-8348



"There are tons of Madison leagues. I play on my company's basketball team."

—Jim Kappelman, a Promega biochemist

"With the festivals and things like the farmers' market, there's a lot to do."

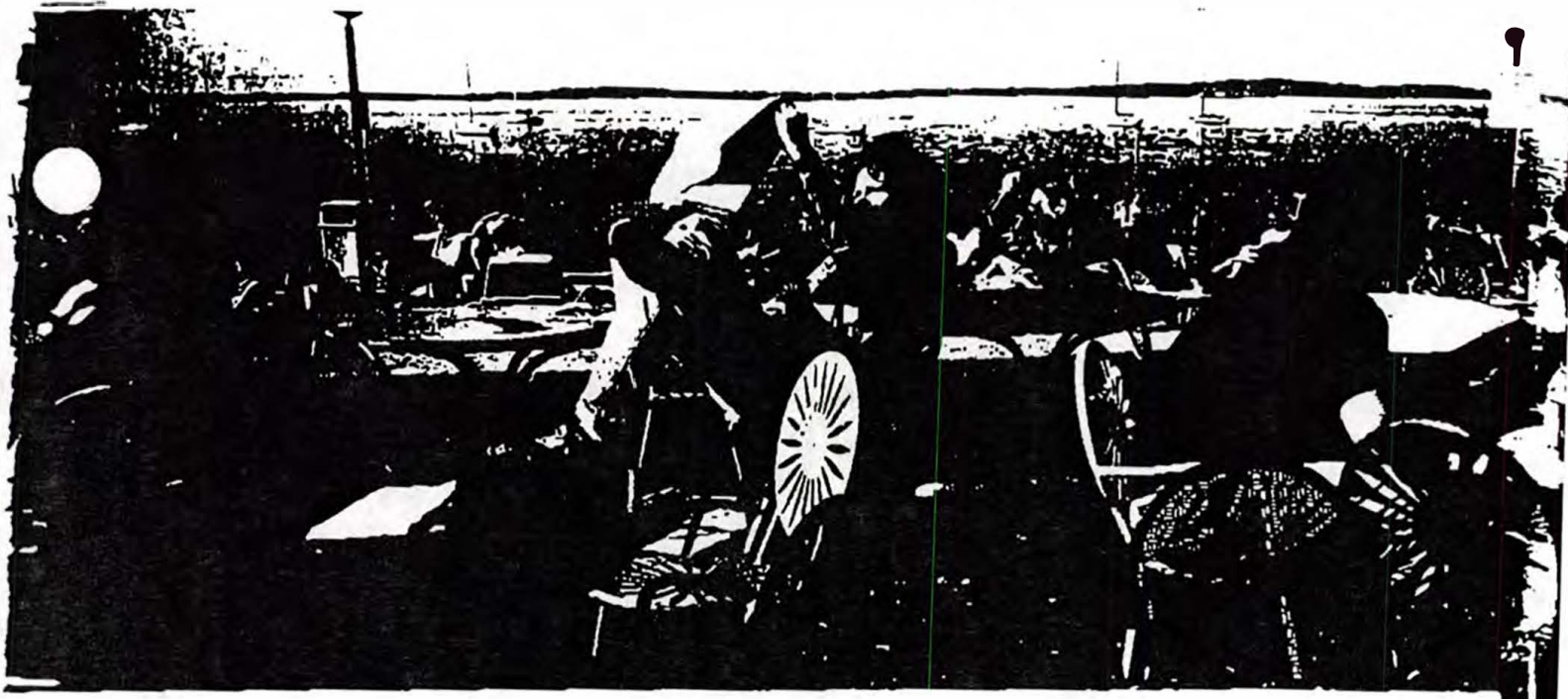
—Jeannette Gunderson, a waitress for 36 years at Smoky's, which is a Madison institution



"It's a great place for kids, with excellent schools."

—Ellen professor





tains, but even people from California like coming here," says Linton, who oversees a staff of 425. "That's because we also don't have long commutes, traffic congestion, a crime problem or overcrowded schools."

The schools get understandably high marks from parents. There are 14 students per teacher

* BEST BIG CITIES TO LIVE:

1. Fort Lauderdale (pop. 1.4 million)
2. Seattle (2.2 million)
3. Tampa/St. Petersburg (2.2 million)
4. Orlando (1.4 million)
5. San Francisco (1.6 million)

Note: Populations of 1 million or more

in the county's public schools, on average, which is the 23rd lowest among our 300 places, according to Expansion Management, a trade magazine in Overland Park, Kans. that measures the nation's schools for MONEY. In addition,

the 1,141 average SAT score for Madison high schoolers is 25% higher than the U.S. average. No wonder, then, that 91% of parents send their children to public schools.

Mad City, as locals call it, is also Fun City, especially if you like boats and bikes. The Mendota and Monona lakes are separated by a half-mile-wide isthmus that serves as downtown Madison. Add in three other large lakes, and Dane County can satisfy any type of boating preference. Cyclers have more than 150 miles of bike trails and routes to pedal. In winter, cross-country skiers glide through more than 100 miles of trails. For cerebral outings, Madison has five museums, including the little-hands-on Madison Children's Museum.

Saturdays in the fall are reserved for rooting on UW's revered Badgers football team. The Milwaukee Brewers and Bucks provide major league baseball and

hoops action, and football's Packers are a two-hour drive north in Green Bay. A popular May through October ritual is the farmers' market, where about 18,000 residents shop each Saturday. The convivial throng could teach New Yorkers a thing or two about crowd control, as everyone moves in a fluid and orderly counterclockwise procession. Serious shoppers pull wagons to haul home portobello mushrooms, smoked trout, plants, bratwurst, baked goods and, of course, cheese.

There's also plenty to do without getting out of a chair. The Canterbury Booksellers Coffeehouse Inn attracts a multigenerational crowd, where evening entertainment ranges from a jazz combo and book readings to elementary school kids reading their original works. Around the corner, you can catch an ear-

life factors on a scale of 10 (most important) down to one (least important). Low crime was the top priority this year, although job concerns scored highly too. For a detailed look at what matters most to MONEY readers, see page 79.

Next, working with Fast Forward, the Portland, Ore. demographic consulting firm, we collected data for the 300 largest metro areas as defined by the U.S. Office of Management and Budget. Flagstaff, Ariz. (No. 208) and Hattiesburg, Miss. (No. 260) joined this year's list. We used a combination of government data and information from private sources. For example, our crime figures are from the latest FBI Uniform Crime Statistics report, which covers 1994. Century 21's real estate brokers gave us the typical price of a three-bedroom home and its property taxes in each area, plus the appreciation

Mad City, as locals call it, is Fun City, especially if you like boats and bikes.

ful at the Madison Civic Center, where the Wisconsin Chamber Orchestra and Madison Symphony perform, and plays such as Edward Albee's Pulitzer prize-winning *Three Tall Women* are staged.

Madison became No. 1 through our proprietary three-step ranking process. First, we had the New York City polling firm of Roper/Starch Worldwide survey our readers, asking a representative sample of 250 subscribers (median household income of \$72,625) to rate 41 quality-of-

rate over the past 12 months. Other data providers included the American Chamber of Commerce Researchers Association for cost-of-living stats; Arizona State University's Economic Outlook Center for recent job growth; and NPA Data Services for future job growth.

We added three new types of data this year. To measure air quality, we used the ozone ratings of the Environmental Protection Agency. To flesh out our arts scores, we included figures from Opera

OUR RANKING OF THE



HOW OUR TOP 10 COMPARE

IF YOU WANT TO KNOW WHY MADISON, WIS. is this year's No. 1, look at how each of our top 10 metropolitan areas scored in nine broad categories. Madison did especially well in four: economy, health, transit and education. No. 2 Punta Gorda, Fla. zoomed up 59 spots with its economy's perfect score, due partly to 16.3% projected job growth through 1999. Also, naturally, all five of our top 10 Florida areas rated

highly for weather. No. 3 Rochester, Minn. is tops in health, with the Mayo Clinic. The safest place among our top 10 is No. 5 Ann Arbor, which also has a strong economy and great health care. Recent job growth of 6.76% helped propel Austin to No. 8. And our most populous winner, No. 9 Seattle, led the pack in leisure choices, with its three pro teams. The best performance figures in the top 10 are indicated by circles. —L.M.

1996 RANK (1995)		Economy	Health	Crime	Housing	Education	Weather	Transit	Leisure	Arts
1	Madison, Wis. (16)	94	93	49	27	65	11	85	8	28
2	Punta Gorda, Fla. (61)	100	23	56	25	29	77	28	21	27
3	Rochester, Minn. (2)	65	100	65	49	61	14	100	12	27
4	Fort Lauderdale (6)	91	57	8	49	37	71	17	41	26
5	Ann Arbor (33)	84	75	80	18	48	19	42	34	45
6	Fort Myers/Cape Coral, Fla. (34)	98	23	22	59	30	77	22	16	14
7	Gainesville, Fla. (1)	90	37	5	45	55	79	47	16	18
8	Austin (35)	95	27	23	41	80	68	26	15	18
9	Seattle (4)	70	61	22	14	46	47	60	90	37
10	Lakeland, Fla. (41)	78	47	11	52	36	81	19	37	18

1996	Metropolitan area	(1995)	33	Fort Collins, Colo.	(32)	56	Muncie, Ind.	(54)
11	Tampa/St. Petersburg	(11)	34	Phoenix	(91)	57	Clarksville, Tenn.	(109)
12	Orlando	(17)	35	Houston	(162)	58	Appleton/Oshkosh, Wis.	(163)
13	San Francisco	(24)	36	Sheboygan, Wis.	(52)	59	Killeen/Temple, Texas	(138)
14	Fargo, N.D.	(20)	37	Ocala, Fla.	(5)	60	Orange County, Calif.	(88)
15	V Naples, Fla.	(10)	38	Monmouth/Ocean counties, N.J.	(167)	61	Springfield, Mo.	(176)
16	San Diego	(86)	39	Dodhan, Ala.	(79)	62	Roanoke	(77)
17	San Antonio	(129)	40	Los Angeles/Long Beach	(94)	63	Joplin, Mo.	(173)
18	Fort Walton Beach, Fla.	(28)	41	McAllen, Texas	(169)	64	Bloomington, Ind.	(57)
19	San Jose	(44)	42	Nashua, N.H.	(19)	65	Dallas	(144)
20	Jacksonville	(3)	43	Brownsville, Texas	(83)	66	Kalamazoo/Battle Creek	(81)
21	Columbia, Mo.	(31)	44	Portsmouth, N.H.	(119)	67	Bellingham, Wash.	(170)
22	Miami	(67)	45	Bryan/College Station, Texas	(62)	68	San Luis Obispo, Calif.	(116)
23	Sarasota/Bradenton	(14)	46	Abilene, Texas	(106)	69	Boston	(75)
24	Raleigh/Durham/Chapel Hill, N.C.	(3)	47	Tucson	(60)	70	Yuma, Ariz.	(174)
25	West Palm Beach, Fla.	(25)	48	Portland, Ore.	(136)	71	Grand Rapids/Muskegon	(122)
26	Brazoria County, Fla.	(5)	49	Sioux Falls, S.D.	(18)	72	Indianapolis	(199)
27	Daytona Beach, Fla.	(12)	50	Manchester, N.H.	(12)	73	Lyonsburg, Va.	(177)
28	Boulder	(42)	51	Tacoma, Wash.	(42)	74	Honolulu, La.	(178)
29	San Diego, Fla.	(50)	52	Fayetteville, Ark.	(53)	75	Oakland	(125)
30	Chattanooga, Tenn.	(29)	53	Tallahassee	(55)	76	Olympia, Wash.	(43)
31	Provo/Orem, Utah	(29)	54	Peoria, Ill.	(22)	77	Salt Lake City/Ogden	(62)
32	Charlottesville, Va.	(17)	55	Fort Worth/Arlington	(27)	78	Corpus Christi, Texas	(171)

79	Mobile	(130)
80	La Crosse, Wis.	(156)
81	St. Cloud, Minn.	(150)
82	Johnson City, Tenn.	(234)
83	Central New Jersey	(72)
84	Charlotte, N.C.	(206)
85	Denver	(37)
86	Detroit	(56)
87	Minneapolis/St. Paul	(46)
88	Honolulu	(102)
89	Ventura, Calif.	(84)
90	Long Island, N.Y.	(127)
91	Baltimore	(113)
92	Albuquerque	(70)
93	Amarillo, Texas	(93)
94	Panama City, Fla.	(99)
95	Santa Barbara	(126)
96	Greeley, Colo.	(27)
97	Santa Rosa, Calif.	(64)
98	Reno	(38)
99	Corpus Christi	(164)
100	Altoona, Pa.	(143)
101	Nashville	(223)
102	Pueblo, Colo.	(21)
103	Wilmington, Del.	(149)
104	Beaumont, Texas	(166)
105	New Orleans	(87)
106	Galveston/Texas City	(220)
107	Colorado Springs	(68)
108	Baton Rouge	(240)
109	Monroe, La.	(104)
110	Wichita Falls, Texas	(132)
111	Lansing	(96)
112	Stamford/Norwalk, Conn.	(65)
113	Johnstown, Pa.	(194)
114	Las Vegas	(9)
115	Atlanta	(252)
116	Brazoria, Texas	(121)
117	Norfolk/Virginia Beach	(283)
118	Eugene/Springfield, Ore.	(66)
119	Green Bay	(190)
120	Duluth, Minn.	(82)
121	Topeka	(272)
122	Athens, Ga.	(146)
123	Las Cruces, N.M.	(201)
124	Waco, Texas	(40)
125	Fort Wayne	(134)
126	Texarkana, Texas	(213)
127	Riverside/San Bernardino, Calif.	(118)
128	Washington, D.C.	(140)
129	Tyler, Texas	(51)
130	Lafayette, La.	(139)
131	Bremerton, Wash.	(69)
132	Columbus, Ga.	(154)
133	Saginaw/Bay City/Midland, Mich.	(161)
134	State College, Pa.	(124)
135	Richmond	(276)
136	Sacramento	(247)
137	Kenosha, Wis.	(242)
138	Danville, Va.	(168)
139	Hagerstown, Md.	(58)

Regent

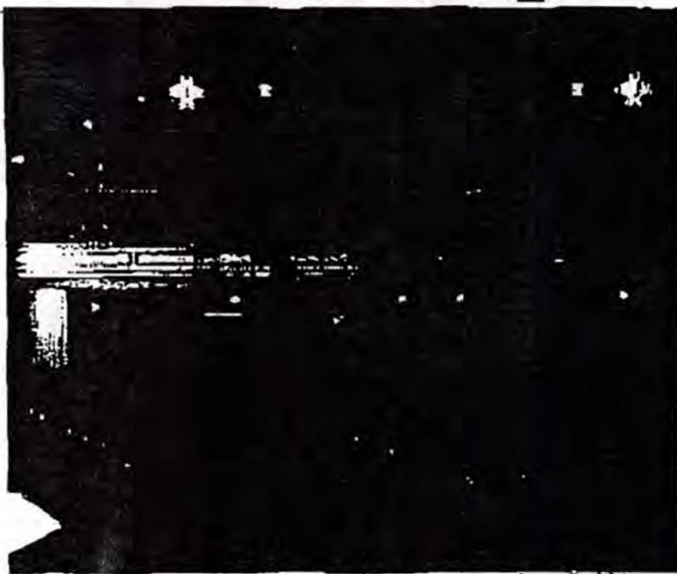


Review

September 27, 1996

Volume: XXV Issue: 1

Aud set to open



By Denise Kim

After being locked and closed for almost two years, the West High Auditorium should reopen this fall once installation of chairs is completed, according to school officials.

"It will be a beautiful addition to West High School. I can't wait!" said Choral Director Mike Ross, also the acting Stage Manager for the auditorium.

In 1994, the Choral and Drama Booster Clubs began a campaign for funds to build a new auditorium. The 65 year-old auditorium was inundated with problems: asbestos in the ceiling, inadequate circuitry, and for the last 30 years, insufficient maintenance. The last straw fell when the fire marshal condemned its usage because of fire hazards. Although the campaign to renovate the auditorium garnered widespread support in West voting precincts, it took two referenda to secure the needed \$850,000 funding. Remodeling

began in the spring of 1996.

The new auditorium is handicap accessible and can seat 953. The new ceiling has better acoustics and a new sprinkler system. New circuitry has been installed through the ceiling and below the ground, invisible and out of the way. Storage space has been cleared from the stage, increasing its area. The entire auditorium has been repainted and furnished with new curtains and drapes.

The newly refurbished chairs in the auditorium show the broad support of West High by the community and business. The original funding only covered the essentials of renovation, handicap accessibility and safety. The money for all 953 chairs, each costing \$135, was raised by the PTSO through individual donations.

"The response was inspirational, gratifying, and exceeded all our expectations," said Mr.

Please see New Aud on page 2

West pride parallels Madison's top city ranking

By Anne DeWitt

Every year, the business journal *Money Magazine* publishes a list of the three hundred largest cities in the United States, ordered in terms of which is the best place to live. The ranking is based on number of different categories, such as crime and the economy. This year, Madison, which has always done well, was chosen as the number one American city to live in.

Madison did especially well in four categories: the economy, transportation, health and the school system. Indeed, the article praised our schools repeatedly, which evokes the question: if we live in the number one city, do we also have the number one school system?

The state's schools certainly argue that way. The newly released list of National Merit Semi-Finalists supports the claim that Madison schools are among the best. Citywide, there were a total of forty-seven finalists—three percent of the class of 97.

Mike McCabe, the spokesperson for the Madison Metropolitan School District points out that, only one half of one percent of graduating seniors across the country qualify as semi-finalists. This high number was not a surprise, continued Mr. McCabe, remarking that "[Madison] students are outperforming their peers."

On standardized tests such as the SAT and ACT, Madison students place an average of twenty percent higher than students across the country. "You can go right down the list of aca-

ademic achievements and you see we're very high," says Mr. McCabe.

Others feel that academic excellence cannot only be measured quantitatively. "My perspective is you look at how well kids are performing overall. Are top kids being challenged? How are you providing for kids who aren't doing so well?" says Carol Carstensen, a member of the school board.

Dave Olsen, a guidance counselor at West, agrees with this view. He points out the many alternatives for students who don't mesh well with the traditional system. Madison has a large number of such opportunities, from diploma completion programs to the Work/Learn organization.

The needs of students who are more advanced are being met as well. MMSD employs "specialists that respond to the diversity of the school," says Olsen. Advanced Placement classes are offered in an array of subjects, including advanced math and science.

Dennis Lyon, chair of the English Department at West, says that although he doesn't feel that he could speak reliably for the school as a whole, does say that there are English students at West who "are writing analyses that meet certain college-level standards."

And then there's the whole issue of college. Seventy-eight percent of West graduates continue their education, either at a four or two year school. Many who return comment that they

*Please see
West is the best on page 2*

Inside

Europe trip re-

views a new
image of

Meet West's

new troon of

Enter the

crowded mind

Students

declare West's

News

Page 2

The Regent Review

September 27, 1996

West is the best,

continued from page 1

have been better prepared for college than many of their classmates.

Anna Gassmen-Pines, a West graduate who is currently enrolled as a sophomore at Yale, recently wrote an article published in the *Wisconsin State Journal* praising the Madison educational system.

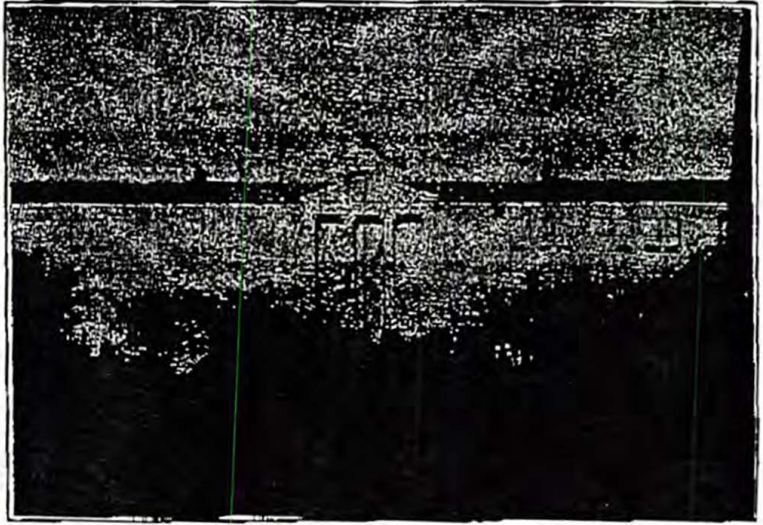
Roger Brumm, chair of West's history department, says that it is very typical for students to feel that they have received preparation as good as students who have attended the most prestigious schools in the country.

The Madison school system is, if not the number one school system in the country, certainly among the best. This statement, in turn, evokes another ques-

tion: why is Madison so good?

The community is one reason for Madison's excellence. Mr. Brumm remarks it is "interesting and diverse," which provides for an "invigorating environment." Ms. Carstensen shares this sentiment. "We serve kids from many backgrounds," she points out. "One of Madison's strengths is its diversity."

The community is also important fiscally, as Mr. McCabe emphasizes. "The taxpayers have made an investment and it has paid off." Sixty million dollars of taxpayer money is allocated towards the schools. This large



budget goes toward smaller class sizes, more advanced classes and a highly educated teaching staff, many of whom have master's degrees.

Mr. Brumm agrees with the idea that the teaching staff is central to the merit of the system. "Madison hires quality people and gives them the opportunity to do well."

Mr. Olsen feels the same way. "The vital role is the teacher in the classroom delivering the goods," he says. He also feels that a community that values education is necessary, as is an administration with strong leadership that can make good decisions concerning the budget. "If you look at the issue in perspective," he says, "not one factor alone can make this district the excellent one is."

Aud opened,

continued from page 1

First, Whipple, the parent volunteer in charge of the campaign. He was particularly encouraged by the fact that people across the United States were willing to assist in the campaign. People who bought chairs could dedicate them to others (students, teachers, alumni, classes, etc.) on engraved name plates at the backs of the chairs.

The grand opening/dedication ceremony of the auditorium will be Sunday, November 3, from 2:00-4:00pm in the auditorium. Another celebration of the opening is being considered for next spring, but no definite plans have been made yet.

The new auditorium will again be used mostly by the performing arts groups, such as the orchestras, bands, choral, and drama groups. It will also be used for assemblies.

West Principal Elizabeth Burmaster hopes that future fundraising will cover the costs of aisle carpeting in the auditorium, but is otherwise satisfied with the renovation. "What is most pleasing to me is that the new auditorium represents the efforts of hundreds of people coming together around a project that they believed in, and the students currently at West and for many years to come will benefit from their hard work."

Self-Management And Recovery Training

In the Madison, WI, area, call:
(608) 256-0716

Tues. 7-8:30 p.m.

First Unitarian Meeting House:

Wed. 7-8:30 p.m.

900 University Way, Dr., Room B-3

Wil-Mar Center

953 Jennifer St.

Virtual Academy, 4400 Newcastle Rd., Suite 11

Beach

231

25th anniversary 1971-1996

The Regent Review

West's Student Newspaper

Est. 1971

Editors-in-Chief

Helen Pogosyan

John J. Vander Meer

Managing editor

Tom Leuzing

Layout editor

Chris Howell-Little

Associate editors

Anne DeWitt

Zack Prager

Faculty Advisor

Mark Nepper

The *Regent Review* is a monthly newspaper designed to inform the Madison West High School student body. Accordingly, the *Regent Review* editorial staff urges all students to submit articles to inform West about current activities and/or events. All submissions should be between 200-800 words and double-space typed.

Whenever possible a Macintosh or PC three and one half inch diskette containing the material should be provided.

The *Regent Review* editorial staff reserves the right to edit submitted articles. Submissions can be turned in at the Writing Lab room 225, or given to one of the editors.

Writing Staff

starting at
\$69.95The
MADISON
SALE

Cannara and Savat

Quality
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Low Prices

Madison Metropolitan School District
Doyle Administration Building
545 W. Dayton Street
Madison, WI 53703



TO: Brenda Costello

Fax #: 202-456-2239

Subject: Background info on Madison
schools and West High School

Comments: Let me know
what other information you
need.

of pages to follow (including cover sheet) 20

FROM: Mike McCabe

Telephone #: 608-267-1681

Date: 10/7



Success for All

THE WHITE HOUSE
WASHINGTON

SABRINA — THERE'S ~~GOING~~ INTO
ON THE DISTRICT SCHOOL PROGRAMS,
BUT NOTHING SPECIFICALLY ON
WEST HIGH SCHOOL. SHOULD I
CALL THERE DIRECTLY?

LET ME KNOW

Fax Message

From:

Cheryl H. Wilhoyte
Superintendent of Schools

Date: 10-8-96

To: Brenda Costello

FAX #: 202-456-2239

Subject: Letter to Mrs. Clinton

Comments:

Attachments to follow

total attachments

33 **Pages to follow (including cover sheet)**

Madison Metropolitan School District
545 West Dayton Street
Madison, WI 53703-1967
FAX #: (608) 266-6253



Madison Metropolitan School District

Doyle Administration Building
545 West Dayton Street
Madison, Wisconsin 53703-1995

Cheryl H. Wilhoyte, Ph.D., Superintendent



October 8, 1996

Hillary Rodham Clinton
The White House
Washington DC

Dear Mrs. Clinton:

Welcome to Madison Schools and to Madison's West High School -- a Presidential School of Excellence!

We are deeply honored by your visit, the model of courage you set with your personal and professional journey, and your challenge to our young people, staff, and to the community to continue to invest in the highest quality education as a bridge to the 21st Century. As a highly successful school district for most, we are building Schools of Hope and Success for ALL!

In 1991, over 300 citizens, staff, Mayor Soglin, County Executive Phelps, then Chancellor Shalala, the Board of Education, and the Superintendent crafted a **strategic plan called *Madison Schools 2000*** with three goals:

- ★ 100% academic success
- ★ 100% graduation rate
- ★ 100% post graduate success.

We will leave no child behind -- the moral, economic, and demographic consequences are clear and Madison is meeting the challenge of what I call Success For ALL -- students, staff, parents, and community all working together in an educational partnership.

The **parents and citizens** of this community demand excellence and generously support investment in strong public schools and fiercely uphold their democratic principles for the next generation. They serve as power partners for school improvement.

As we restructure for the 21st Century, **our teachers and staff** are leading the way in setting higher standards for student achievement and school improvement, identifying and using best teaching strategies and continually retooling through their ongoing action research process.

Mrs. Clinton
October 8, 1996
Page 2

Our media, Wisconsin State Journal (Frank Denton, editor) and WISC-TV Channel 3 (Neil Heinen, news director), in partnership with United Way (Leslie Howard, director) are assuring that our educational challenges and needs for improvement are kept at the top of our community's agenda with the **Schools of Hope series**.

As individuals, young and old, and as a group, we are the stepping stones to the 21st Century through our common agenda of a city built upon educational excellence for economic health. **Success For ALL** translates into a 1996-2000 agenda:

- I A priority on **assured safety** both physical and verbal, for students, staff and our community.
- II Setting **higher and more rigorous 21st Century standards** for graduation.
- III **Gateways to Success:**
 - Reading Success for ALL by grade 3
 - Algebra by grade 10
 - Grade level benchmarks with knowledge and performance assessments.
- IV Restructuring for the 21st Century
 - Career pathways for ALL**
 - Our highly talented
 - Our All Americans
 - And our Children of Promise
 - Innovative Success Strategies for Improving Student Performance**
 - Accelerated schools
 - Dimensions of Learning
 - Block scheduling to Personalize High School Learning
 - Reading Recovery
 - Summit for Success: Schools with Proven Growth in Student Success**
 - Glendale Elementary School (Mary Hyde) (Principals invited guests)
 - Whitehorse Middle School (Mark Cerutti)
 - Cherokee Middle School (Mary Ramberg)
- V Working with the whole Village to mobilize **community involvement** for Schools of Hope for 21st Century success.

Mrs. Clinton
October 8, 1996
Page 3

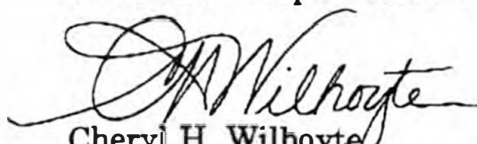
Our **Business and Education Partnership**, Blue Ribbon Panel on financial strategies, Chamber of Commerce, **the University**, local business leaders and service organizations within and beyond the walls of 20th Century classrooms.

The Superintendent's **Student Leadership Team** and our graduate survey provide direction regarding what's working and what's not. Student recommendations are included in our short and long range planning and budget decisions. Enclosed please find a list of the students' 1995-96 agenda for change.

And tomorrow, we welcome you to be a part of our educational partnership and look forward to your message about our mission of **Success for ALL**.

Your willingness to take on the toughest issues around structuring 21st Century Villages of Hope for America is an inspiration to all of us. Your journey as a highly successful student, distinguished member of your chosen profession, a powerful model for upholding family values and a leader for creating the 21st Century Village which both challenges and supports the next generation in being their best is an example for each of us in doing our part with you and the President in building bridges to the 21st Century.

With much respect and anticipation for tomorrow,



Cheryl H. Wilhoyte
Superintendent of Schools

CHW:uw

Enclosures:

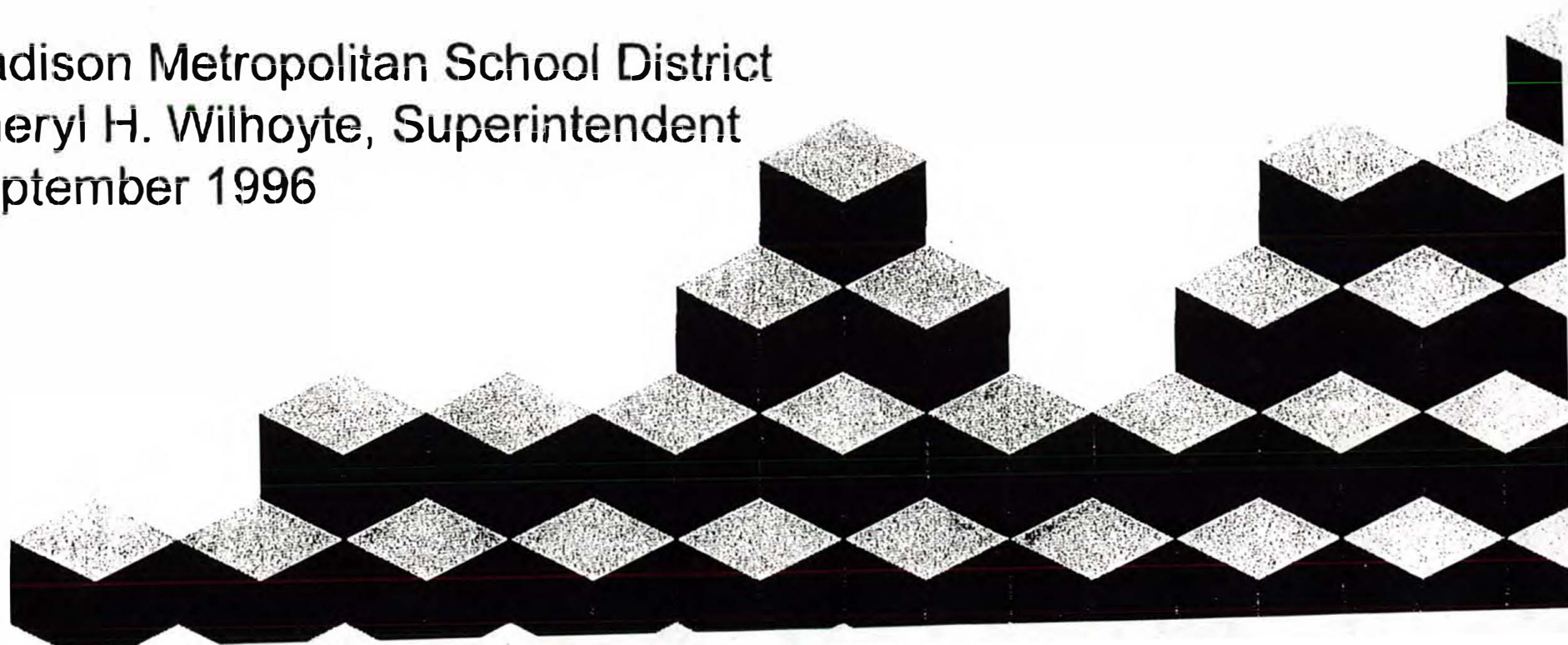
Madison Schools 2000
Schools Of Hope
Success For All Agenda
Summit Series
Student Leadership Highlights
Excerpt from State of the District Address

Madison Schools 2000

Success for All

AGENDA

Madison Metropolitan School District
Cheryl H. Wilhoyte, Superintendent
September 1996





Open Gateways to Success for All

- ✎ Place special emphasis on ensuring that all students acquire critical skills that serve as academic gateways -- **reading proficiency by 3rd grade** and **algebra** mastery before graduation

Placing Special Emphasis on Critical Skills

Two academic skills -- reading proficiency at the primary level and mastery of algebra at the secondary level -- have long been reliable predictors of student success or failure.

Reading skills open doors to successful learning in all subject areas, while deficiencies in this critical area hold students back in other subjects. Likewise, algebra traditionally has been an important academic gatekeeper. Students who successfully complete algebra find a clear path to postsecondary educational opportunities, while those who do not are restricted to much more limited options.

The district's new learning standards define what students need to know and be able to do in all core subject areas. If all students are to meet those standards, however, special emphasis must be placed on essential skills such as reading and algebra that open doors to successful learning in other areas.

Moving from Gatekeepers to Gateways

The fundamental goal of the *Madison Schools 2000* teaching and learning reform initiative is to raise expectations for all students. This is not possible as long as the traditional acceptance of the gatekeeper role of an academic skill such as algebra mastery is not challenged. Reading and algebra need to become gateways instead of gatekeepers -- gateways though

which all students pass on their way to learning opportunities previously closed off to too many.

For Success for All to become a reality, *all students must be able to read at grade level by the end of third grade and all students must know algebra before graduating from high school.*



Restructure for the 21st Century

- ✎ Position schools to meet the changing needs of students with changes ranging from implementation of the **four-block schedule** at La Follette High School to the introduction of the **accelerated school** concept at Midvale-Lincoln Community School
- ✎ Fully integrate technology into teaching and learning in every school



Involve the Whole Community

- ✎ Make parents full participants in the school improvement process
- ✎ Create school-community partnerships to address the needs of Madison's children

Creating Schools of Imagination

Positioning schools to prepare students for life in the 21st Century means confronting a fundamental choice. Madison either can maintain *schools of memory* which cling to approaches to education that worked well in the past, or create *schools of imagination* which use human and financial resources in creative new ways to adapt to emerging realities. Instruction can either focus on having students memorize facts or place greater emphasis on thinking in imaginative ways, utilizing state-of-the-art technologies and solving real-world problems.

Madison Schools 2000 planners opted for schools of imagination, urging curriculum and instructional changes and recommending a 14-item technology plan to link all schools to a districtwide computer network and fully integrate technology into classroom instruction.

Positioning for the 21st Century

An initiative that captures the spirit of *Madison Schools 2000* is the plan to restructure the school day and school year at LaFollette High School. The "four-block" scheduling plan, which creates a four-period school day and a four-term school year, allows students to take more courses and provides the time to engage in more hands-on, real-world learning activities.

By having four 90-minute class periods instead of the

traditional seven 50-minute periods, students can be involved in more in-depth and interactive study, and teachers can use a wider variety of teaching strategies. Under the four-block plan, teachers are able to work with fewer students and prepare for fewer classes at one time, giving students more individual attention and the chance to concentrate on fewer subjects.

Because there are four terms instead of two semesters in a school year, LaFollette students actually can take more courses over their four years of high school, giving them a chance to take more elective classes and providing them with a more rigorous and comprehensive education.

Another innovation is the introduction of the "accelerated school" concept at Midvale-Lincoln Community School. Challenging the traditional faith in remedial programs for educationally disadvantaged students, this approach is based on the idea that the best way to teach high-need children is not to go slower but rather to accelerate their learning.

Accelerated schools such as Midvale-Lincoln emphasize the importance of building on a child's strengths rather than dwelling on weaknesses. Instruction features rich, thought-provoking learning experiences usually reserved only for children identified as gifted and talented. Accelerated schools also feature community governance, building on the strengths of parents and other community members by empowering them with decisionmaking responsibility.



Keep Schools Safe

- ✎ Ensure a school environment free of both verbal harassment and physical danger by setting clear expectations for student conduct and clear consequences for failure to meet those expectations
- ✎ Maintain zero tolerance for serious misbehavior
- ✎ Empower students with peaceful ways to resolve conflicts

Safety First: From Prevention to Intervention

In order to ensure a safe and secure school environment that is conducive to learning, schools have implemented a multi-faceted school safety plan that mirrors the recommendations of the *Madison Schools 2000* safety action team. This program, which emphasizes *prevention* as well as *intervention*, has four components:

A comprehensive *student conduct and discipline plan* spells out the rights and responsibilities of students and parents, outlines appropriate conduct and clearly defines disciplinary consequences for failure to meet these expectations, with a standard of zero tolerance set for the most serious misbehavior.

Educational outreach efforts are aimed at making students and parents aware of the district's conduct and discipline policy as well as providing district staff with training in crisis intervention and conflict resolution. *Security measures* include police liaison officers and other security personnel, I.D. cards, video cameras on buses, and a Crimestoppers Hotline that is available to all students 24 hours a day.

Innovative *alternative programs* employ nontraditional strategies such as peer mediation, which engages students trained in conflict resolution in mediating disputes among their fellow students. Peer mediation programs range from the

"Peace Table" used in elementary schools to the RAPS program (Rational Approaches to Practical Student discipline) and "Teens 'n Temper" in the middle and high schools.

The Cluster Program provides an alternative educational environment for students who have been disruptive in the regular classroom setting. Homebound instruction is another alternative approach designed to give disruptive students the opportunity to keep learning and at the same time address the problems that led to their temporary removal from the regular school environment.

Promoting Community Engagement

Over the course of an entire year, young people spend only about 19% of their potential learning time in school. The rest is spent in the home, their neighborhoods and the community. What happens during that time has a major impact on a child's school experience.

From the development of the *Madison Schools 2000* strategic plan to daily volunteer work in schools, parents and other community members play an essential role in the success of Madison's schools. Community members serve as mentors and tutors and they serve on an array of special task forces and study groups addressing challenges facing the schools. And, parents and other local residents devote countless hours to the school teams that monitor student progress and develop school improvement plans.

The district also has established a Business & Education Partnership with the private sector and works in cooperation with community organizations and government agencies on projects such as Joining Forces for Families, Families and Schools Together (FAST), Start Smart Dane County and Partners in Prevention.

Further empowering parents and other community members who contribute to the schools, as well as continuing to build on existing partnerships and forging new ones, are the linchpins of the Success for All agenda.



Raise Expectations for All Students

-  Set new learning standards in all core subject areas that define what all students need to know and be able to do with that knowledge
-  Shift the focus of instruction from what is *taught* to the much higher standard of what is *learned*
-  Develop tests based on the learning standards that measure the performance of all students and monitor progress toward meeting the standards

Setting Higher Standards for All Students

Among the 158 recommendations in the *Madison Schools 2000* strategic plan, the very first one called on the school district to establish and implement districtwide learning standards in all of the core subject areas.

In response to this recommendation, teams of teachers and support staff worked to develop learning standards that define what students need to know and be able to do with that knowledge. The local teams also developed benchmarks at the elementary, middle and high school levels indicating the progress students need to make toward meeting the learning standards.

The goal of this reform initiative is simple: To raise expectations for all students and to improve the process of teaching and learning to make sure that students acquire the basic knowledge and skills they will need to be successful in the 21st Century.

Defining What All Students Need to Know

Traditionally, instruction has been *textbook-driven* and has focused on what is *taught*, with the emphasis placed on covering a fixed amount of course material over a certain amount of time. The teaching and learning reform initiative makes instruction *standards-driven* and shifts the focus to what is actually *learned*.

Knowledge and skills acquired -- and not material covered or time spent in the classroom -- will be the measuring stick of student performance.

For example, at the middle school level, students will have to show they have mastered more than 60 specific mathematical skills in 12 categories ranging from basic computation and measurement to geometric structure and algebraic reasoning. Just one of the middle school benchmarks requires students to demonstrate that they can compute with whole numbers, fractions, decimals, integers and rational numbers.

Another example is science, where high school students must meet or exceed nearly 140 benchmarks in 12 subject areas including the structure and properties of matter, the principles of motion, the composition and structure of the universe, and the genetic basis for the transfer of biological characteristics from one generation to the next.

In social studies, elementary school students need to show they have acquired knowledge and skills defined in over 50 benchmarks that relate to the district's eight social studies standards. The standard relating to government and citizenship alone has 10 primary level benchmarks. Examples include requiring elementary students to be able to identify key characteristics of the United States' democratic republican form of government and to distinguish among local, state and national government and identify representative leaders at these levels.

MADISON SCHOOLS 2000 SUCCESS FOR ALL AGENDA

Madison Schools 2000: A Strategic Blueprint for Success for All

In 1991, hundreds of parents, teachers, school administrators, community leaders and other citizens came together to develop the *Madison Schools 2000* strategic plan to guide Madison's public schools into the 21st Century. When the citizen planners finished their work, they made 158 recommendations on subjects ranging from school safety to the use of classroom technology.

The development of these recommendations was guided by a statement of beliefs adopted by participants at the beginning of the planning process. Central to these beliefs was one simple but powerful idea: *Every person has an inexhaustible capacity to learn.*

This core belief was the foundation for the ambitious goals established for the schools by the *Madison Schools 2000* planning team: nothing less than 100% success for students, including a 100% graduation rate.

Raising Expectations for All Students

Achieving success for each and every student means challenging a well-established article of faith in education: the bell curve. It means rejecting the zero-sum philosophy behind

the bell curve, the idea that if one student succeeds, another must fail. It means replacing those assumptions with the belief that every student can meet high standards of achievement. And it means understanding the important role expectations play in performance. The higher the expectations, the higher the achievement.

Gateways to Success

Success for All also depends on identifying the critical skills -- such as reading -- that serve as gateways to overall academic success, and placing special emphasis on the development of those skills. Proficiency in the gateway skills opens doors to success on a much broader scale throughout a student's academic life.

Restructuring for the 21st Century

Today's young people must be prepared to enter a significantly more complex and technologically challenging world than the one previous generations encountered. Schools that have grown from our society's agrarian roots and have adapted to the realities of the industrial era now have the task of preparing students for everything from competing in a global economy to navigating the Internet.

One of the keys to Success for All is the willingness to

continually adapt school structure, curriculum and instructional equipment and materials to the changing needs of students.

School Safety

Success for All can only be built on a foundation of safe and secure schools. The *Madison Schools 2000* planners worked from the premise that "every person has a right to be safe" and developed a comprehensive 17-point school safety strategy aimed at ensuring that every student is in a positive learning environment.

Prudent Fiscal Management

In an age of financial limitations, the Success for All agenda depends on the wise use of scarce resources. With emerging needs such as investment in new classroom technology competing with more traditional instructional services for funds in increasingly limited budgets, it is essential that resources be used in the most efficient and educationally effective ways.

Community Involvement and Support

A critical element -- indeed, the linchpin -- of Success for All is community involvement and support. Parents are their child's first, and most important, teacher. Without the active involvement, support and scrutiny of parents, schools are destined to be less effective. Likewise, public schools without a public that is interested, informed and involved are weaker

institutions. Schools not only need the financial support of taxpayers who value quality education, but they also profit greatly from an informed public that is constructively critical.

Fax Message

From:

Cheryl H. Wilhoyte
Superintendent of Schools

Date: *10-8-96*

To: *Brenda Costello*

FAX #:

Subject:

Comments:

Attachments

Pages to follow (including cover sheet)

Madison Metropolitan School District
545 West Dayton Street
Madison, WI 53703-1967
FAX #: (608) 266-6253



STRATEGIC POLICIES

1. We will practice participatory management throughout the organization.
2. We will not accept failure as a final outcome for students and staff.
3. Nothing will take precedence over the elementary-secondary instruction program.
4. We will not implement or maintain any program unless it: 1) directly supports the mission and objectives, 2) provides for adequate staff, 3) assures continued funding, and 4) provides adequate return on investment as defined by learner outcomes.

STRATEGIES

- I. **Teaching/Learning**
We will ensure a teaching/learning process that actively engages and challenges each individual student through an integrated curriculum in which the student's progress is assessed by a variety of methods and uses flexible academic progression.
- II. **Staff Development**
We will ensure that staff is involved in continuous and relevant training to fulfill the mission of MMSD.
- III. **Participatory Management**
We will involve all stakeholders in decision making.
- IV. **Diversity**
We will assure the value of diversity through:
 1. the achievement of minority students,
 2. a multicultural curriculum,
 3. students who become bilingual,
 4. a diverse staff, and
 5. students, teachers, and staff who respect, appreciate and are sensitive to differences in others.

- V. **Safety**
We will assure the safety of everyone in our schools.
- VI. **Partnerships**
We will develop mutually beneficial partnerships to accomplish our mission and objectives.
- VII. **Graduates**
We will form lasting partnerships with all our graduates.
- VIII. **Funding**
We will acquire funding necessary to achieve our mission and objectives.
- IX. **Technology**
We will guarantee the districtwide effective use of current technology in learning, teaching and operations.
- X. **Organization**
We will organize the district to guarantee student success.
- XI. **Community Support**
We will mobilize broad-based community support to accomplish the objectives set forth in Madison Schools 2000.
- XII. **Long Term Fiscal Health**
We will find a variety of ways to ensure the long term fiscal health of the Madison schools.

PLANNING TEAM

<i>Stephen Blue</i>	<i>Steven Morrison</i>
<i>Glenn Borland</i>	<i>Cheryl Moskoff</i>
<i>Elizabeth Burmaster</i>	<i>Richard J. Phelps</i>
<i>Carol Carstensen</i>	<i>Andrew Policano</i>
<i>Kathy Chrisler</i>	<i>Lurlie Richardson</i>
<i>Eliza Dresang</i>	<i>George Schaefer</i>
<i>Lee Gruenewald</i>	<i>Beverly Simone</i>
<i>Sandra Gunderson</i>	<i>Paul R. Soglin</i>
<i>Phil Haslanger</i>	<i>Chou Thao</i>
<i>Leslie A. Howard</i>	<i>Barbara Thompson</i>
<i>Eugene Johnson</i>	<i>Frank Vondrasek</i>
<i>Juan Lopez</i>	<i>Curtis Weatherhogg</i>
<i>John Matthews</i>	<i>Cheryl H. Wilhoite</i>
<i>Margaret Monroe</i>	<i>Peter Williams</i>
<i>Patrick Mooney</i>	<i>Rebecca C. Young</i>

Madison Schools 2000:



A Community Based Educational Partnership for Children

Madison Metropolitan School District's Strategic Planning Initiative

Cheryl H. Wilhoite,
Superintendent

Madison Schools 2000:
A Community Based Educational
Partnership for Children

The strategic planning process was initiated by the Superintendent of Schools and the Board of Education to establish a shared community vision that will lead the district into the next century.

The purpose of strategic planning is to enable the district to be proactive in determining the future rather than reacting to events as they occur.

A 30 member Planning Team representing the diversity of the community was formed to develop the initial framework for the plan and to serve as an oversight body for implementation. The Planning Team established through consensus the statement of beliefs, mission, objectives, policies, and strategies to meet the objectives. Subsequently, over 350 school employees and community members volunteered to serve on action teams that developed specific plans to enable the district to attain its mission. The Board of Education unanimously approved 149 action plans for implementation in November, 1992.

Implementation of all Board of Education approved action plans will be initiated within the next three to five year period. Implementation of 70 plans began during the 1992-93 school year. The Planning Team meets on an annual basis to monitor implementation progress and to make any necessary modifications to keep the overall strategic plan current. The Board of Education receives a status report on strategic planning every month.



BELIEFS

WE BELIEVE THAT...

...Every person has a continuous capacity to learn.

...A diverse community thrives to the degree that all people exercise their fundamental right and responsibility to participate democratically in the pursuit of common interests.

...Every person has the obligation for the stewardship of all resources.

...A democracy cannot be sustained without some form of public education.

...Human diversity enriches both the individual and the group.

...Every person has the right to be safe.

...All people have the potential and the responsibility to create both their own future and the future of society.

...Every person has the right to live free from violence.

...Each individual has the right to realize his/her full potential.

...Joy is essential to quality of life.

...Every person realizes his/her own humanity by acknowledging the intrinsic dignity within every other person.

...Every person has freedom of thought and expression.

...Children have first call on our resources.

...The family, in its many forms, has the most significant influence on the development of the individual and society.

...Every person has meaning and purpose.

...The higher the expectations, the higher the achievement.

...Every person has the capacity to make responsible decisions.

MISSION

The mission of the Madison Metropolitan School District, a community based educational partnership for children, is to assure academic success for every student in its elementary and secondary programs based on...

- ... respect for the dignity of others,
- ... an appreciation of our diverse, democratic society; and
- ... the mastery of communication, technological, scientific, rational, creative and social skills

through...

- ... a challenging, personalized, interactive, multicultural curriculum;
- ... shared responsibility by administrators, teachers, staff, parents, students, and community members; and
- ... effective coordination of services with community partners.

OBJECTIVES

1. MMSD will have a graduation rate of 100%.
2. 100% of our students will successfully complete their chosen individual academic programs.
3. Within a year after graduation 100% of graduates will continue their success in a postsecondary educational program or be self sufficient in another endeavor.

SCHOOLS of HOPE

WJSJ 8-27-95

City's schools need guidance from the people

We need to talk.

Madison's schools, our partners in cultivating our children, are facing some tough challenges — how to deal with racial imbalances, how to pay the bills, how to work with their teachers and, most important, how to ensure academic success for all students.

And they need our guidance.



FRANK DENTON

Many of the questions hanging over the schools are far too important to be left entirely to the professionals and activists. In fact, they are so important, and so difficult, that they beg for consensus and collaboration —

consensus of the public, with the collaboration of the educators and experts.

"Schools of Hope," a new civic-journalism project announced today by the State Journal and WISC-TV, will try to make that happen over the coming months.

In the past, if I may oversimplify, the citizenry has felt free to treat the schools with benign neglect, until their children need something or until there's a crisis or the tax bill comes. Meanwhile, Madison's infamous political factions fight it out on the school board, and the administration and teachers' union arm-wrestle at the bargaining table.

Somehow, through the cacophony, the schools work and, generally, work very well, compared to others around the country.

But now, those long-festering issues no longer can be put off. As kids return to their classrooms last week and this, the desegregation issue lodges, teacher negotiations are intensifying, and taxpayers are in open revolt.

Schools of Hope, a hybrid of our City of Hope and We the People programs, will try to make a difference by pulling the people and their leaders into consensus and collaboration and by unifying the community behind its schools.

A guiding assumption is that everyone — citizens, teachers, administrators, political leaders and journalists — shares great common interest in the success of the schools.

Here's what the State Journal and WISC-TV, working together, are doing:

Friday, at our invitation, a core group of Madison schools' leaders met and began forming a leadership group to work with the project. All of us agreed that our collaboration will not compromise our separate, and sometimes adversarial, responsibilities (see story on page 1A).

Working with Wood Communications Group, we are surveying the public to try to understand what the people want from their schools and what concerns they have about the schools.

We'll share those findings with the leadership group to get their reactions, and then we'll report back to the public, both in the paper and on WISC.

Then we'll hold town-hall meetings to seek some public consensus on goals for our schools. And we may survey teachers for their perspectives.

An extremely important part of the process will be our investigative reporting, on problems and opportunities within the schools, on information and ideas from outside and on positive and negative examples from other cities.

Through it all, we'll keep going back to the public for a reality check and to the leadership group for ways to develop and implement solutions.

That's the key word. Schools of Hope, like most of our journalism, is meant to be solution-oriented. That doesn't mean our solutions; we are just the reporter and facilitator.

The schools are yours, and so should be the values, needs and priorities which will lead to solutions.

Please look for an opportunity to become involved. For now, drop me a line with your reactions and ideas; we'll share them with our readers.

Denton, editor of the State Journal, can be reached by mail at 1901 Fish Hatchery Road, Madison, Wis. 53713, or by e-mail at:

fdenton@statejournal.madison.com.

For a discussion of Schools of Hope, please watch "For the Record" on WISC-TV at 10 a.m. today.

WJSJ 8-27-95

Project examines future of schools

Officials team up to explore options

By Andy Hall

Wisconsin State Journal

Madison School District residents and leaders are being asked to work together to decide what's expected of public education — and how to resolve major issues facing the schools.

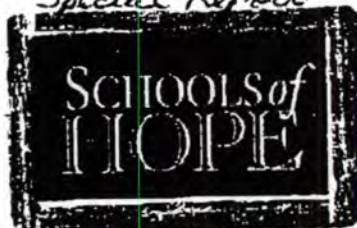
"Schools of Hope" is being organized by the Wisconsin State Journal and WISC-TV (Ch. 3) as an experiment in "civic journalism."

The project will gather residents' views about public schools, assess strengths and weaknesses in the school system and explore solutions to problems. It is intended to help residents define what they expect from their schools, and to give them a voice in influencing the school system.

To develop stories for the project, the Wisconsin State Journal and WISC-TV will use such techniques as a public-opinion survey, traditional interviews, investigative reporting and computer-assisted reporting.

"We'll try to pull the public into the discussion," State Journal Editor Frank Denton said Friday at the first meeting of education leaders involved in Schools of Hope. The group includes representatives of the

Special Report



For a discussion of back-to-school issues and Schools of Hope, watch "For the Record" on WISC-TV (Channel 3) at 10 a.m. today. Madison Schools Superintendent Cheryl Wilhoyte and Wisconsin State Journal Editor Frank Denton will talk about schools, with Neil Heinen moderating.

■ Denton column/1B

■ Religion in schools/13A

school district, teachers union, parents, the School Board and business. The discussion was moderated by Leslie Howard, president of United Way of Dane County.

Seven leaders are in the group now, but they agreed to expand it to include a total of 15 people. The group will review the project's findings and

Please see SCHOOL, Page 11A



State Journal photo by L. ROGER TURNER

Participating in the first Schools of Hope meeting Friday at the Wisconsin State Journal were (at the table, clockwise from left front) Madison School Board member Ray Allen, Madison Schools Superintendent Cheryl Wilhoite, Frank Denton of the State Journal, Neil Helms of WISC-TV, John Matthews, executive director of Madison

Teachers Inc.; School Board member Carol Carstensen; Leslie Howard, president of United Way of Dane County, and Tom Bler of WISC-TV. Seated in the background are (from left) Joyce Dehli, Phil Brinkman, Andy Hall and Thomas Still of the State Journal. Standing is Jay Olsen of WISC-TV.

School ²⁰⁷³ 8-27-96

Continued from Page 1A

try to find ways to improve the school system.

The group's next meeting, which is open to the public, will be at 8:30 a.m. Sept. 29 at the State Journal, 1901 Fish Hatchery Road. (See column by Denton, page 1B.)

Cindy Klabacka, president of the Parent Teacher Organization at Whitehorse Middle School, agreed to join the project to represent parents in the leadership group. But at her request, group members agreed to name an additional member to better represent the concerns of low-income residents.

Friday's kickoff of the project illustrated some of the difficulties that accompany a change in the relationship between journalists and the public officials they scrutinize.

Madison Schools Superintendent Cheryl Wilhoite said she enters Schools of Hope with a mixture of excitement and trepidation. She said she was uncertain how the school district, which at times has an adversarial relationship with the State Journal, would manage to forge a cooperative relationship.

Madison School Board President Carol Carstensen, in an interview after the meeting, said she shared Wilhoite's concerns.

"I have hesitations," said Carstensen, who nevertheless agreed to participate.

She said the State Journal's coverage at times has fostered a game of "gotcha!" that focused more on embarrassing district officials than on solving problems. In turn, many people use such coverage to form negative opinions of the school system, she said.

"But," Carstensen said, "I also have some hope this might be a way of bringing together some of the people who have been really critical."

School Board member Ray Allen, a fiscal conservative and the lone African American in the group so far, said he hoped the project would examine such issues as the district's core curriculum.

"What do the people of Madison want us to teach their kids?" Allen asked in an interview.

Also, he said, the project should look at whether schools should be built around neighborhoods, or some other model.

"One of the things we don't have is a consensus on how this community wants to educate its young people," Allen said.

"And this has the potential to bring forth some consensus on that."

WISC-TV and the State Journal will collaborate on the project, their latest foray into civic journalism — an approach that focuses largely on involving the public and finding solutions to community problems.

Since 1992, they have been among the partners in We the People/Wisconsin, which has featured televised town hall meetings and news coverage on political races, the federal budget deficit and state land-use issues.

Schools of Hope will incorporate those techniques with others that have been used since 1992 in the State Journal's award-winning City of Hope series. The newspaper interviewed scores of people in neighborhoods around the Madison area, investigated problems and used computers to aid analysis of trends in housing, crime and employment.

Before major stories were published, a group of political, business, education, social services

and charities leaders met to discuss the newspaper's findings and seek solutions.

City of Hope has been credited, among other things, with helping shift police and social-services help to the troubled Worthington Park neighborhood, and creating a permanent panel to improve the types of jobs and the caliber of workers available in Dane County.

"Frankly, the feedback around the community is what inspired Schools of Hope," Denton said.

We the People, meanwhile, has made residents more knowledgeable about the election process, encouraged them to vote and given them tools to assess the deluge of campaign information, according to a survey by Denton and Esther Thorson, associate dean of the University of Missouri School of Journalism.

Wilhoite said she was hopeful Schools of Hope would identify issues that could help guide the district.

"This is a vehicle to give me much more access to the community than will anything I have currently available, so I'm very excited about what we might discover," Wilhoite said.

As a blue-ribbon panel of experts prepares to report on the district's financial health, Wilhoite said the Schools of Hope project could provide a broader perspective on how well the district spends its money.

John Matthews, executive director of Madison Teachers Inc., said the Schools of Hope project might clarify the public's expectations of schools. "Then," he said, "the school district and the teachers can focus on what they really want."

The process could increase public support for schools, he added.

State Journal reporters Joyce Dehli and Phil Brinkman contributed to this report.



Put Limited Resources to Best Use

-  In comparison to other school districts, continue to spend a larger portion of the budget where it is needed most -- on student instruction
-  Continue to spend a smaller portion of the budget on administration than other school districts
-  Continually evaluate the impact of funded programs on student achievement, and focus resources on efforts that pay measurable educational dividends

Making an Investment in Success for All

Madison has invested more in its public schools than other Wisconsin communities, and gets smaller class sizes, a more rigorous curriculum, higher test scores and a higher graduation rate in return.

Because Madison spends more per student than the state average, its schools have a better teacher-to-student ratio, with one licensed instructional staff member for every 12 students, compared to one for every 14 students statewide. Madison students also take tougher courses than their Wisconsin peers. They are six times more likely to take advanced math courses and three times more likely to take advanced science courses.

More individualized instruction and a more challenging curriculum pays off in student achievement. Madison high school students significantly outscore their state and national counterparts on college entrance exams such as the ACT and SAT. Madison's SAT scores, for example, are more than 20% above the national average. The scores Madison students earn on basic skills tests at the elementary and middle school levels also are consistently above the state and national averages.

Getting the Best Bang for the Buck

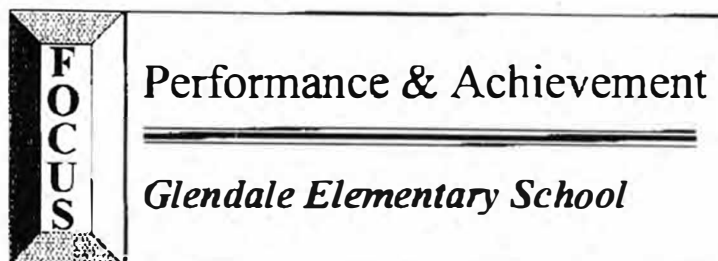
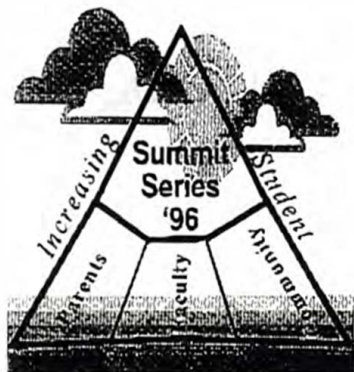
With a state-imposed revenue cap on school district budgets limiting future increases in revenues to less than the rate of inflation, it is essential that available resources be focused on efforts that pay the greatest educational dividends.

Compared to other Wisconsin school districts, Madison spends a larger percentage of its budget on student instruction and a smaller percentage on administration. While Madison schools have more teachers per student than other districts, they have fewer administrators. Statewide data show that Madison has one administrator for every 275 students, while the average Wisconsin district has one for every 256 students.

Madison Metropolitan School District

Doyle Administration Building
545 West Dayton Street
Madison, Wisconsin 53703-1995

Cheryl H. Wilhoyte, Ph.D., Superintendent



□ Early Literacy Model

The Glendale Early Literacy Model is like an interlocking puzzle with six major pieces, each of which is an integral part of the whole program. The pieces include: language-rich all-day kindergarten classes, the Rock and Read program for kindergartners, print-rich first grade classes, one-on-one Reading Recovery instruction, intensive small-group sessions for grades 1 and 2, and active parent participation.

☛ Kindergarten Programming

As students enter kindergarten at Glendale, their literacy skills are evaluated using the Title 1 screener. All children are exposed to *language-rich* kindergarten programming with special emphasis on staff modeling the use of language, reading to students and engaging students in conversation to promote the use of language. For students who qualify for federal Title 1 services, one hour per day is spent in the *Rock and Read* program, giving students who are lacking in beginning literacy skills more intensified exposure to language.

☛ 1st and 2nd Grade Programming

All students receive *print-rich* instruction, meaning that special emphasis is placed on exposing students to words and actively involving them in the process of using words, particularly in writing. For students eligible for Title 1 services, some enter *Reading Recovery*, which provides students one-on-one assistance from a teacher trained in Reading Recovery techniques, while others meet in *Title 1 groups* (typically two to five students) to receive specialized reading instruction from Reading Recovery teachers.

☛ The Family Factor

Parents or other family members of Glendale students are asked to listen to their children read or otherwise use language for at least 10 minutes per day, as well as participate in literacy activities found in the *homework kits* that are part of the Rock and Read and Reading Recovery programs.

☛ Results

Kindergartners involved in the Glendale program not only have shown dramatic improvement in their basic literacy skills, but also enter first grade significantly ahead of students who did not attend Glendale for kindergarten (see reverse side). Similar results have been documented in grades 1 and 2 as well.

Rock and Read Program Results - 1994-95

	STUDENT SCORES	
	<u>Fall '94</u>	<u>Spring '95</u>
Letter Identification (52 possible points)	9	50
Letter Sounds (19 possible points)	3	18
Concepts About Print (24 possible points)	3	15

Although there is some loss of knowledge over the summer, Rock and Read students score higher than other incoming first graders who did not attend Glendale for kindergarten.

Rock and Read Comparison in 1st Grade - Fall 1995-96

(Students w/ Rock & Read in kindergarten vs. Students not attending Glendale for kindergarten)

	<u>Rock and Readers</u>	<u>New Students</u>
Letter Identification (52 points)	45	30
Letter Sounds (19 points)	13	7
Concepts About Print (24 points)	11	11

Reading Recovery Program Results - 1994-95

	<u>Fall '94</u>	<u>Spring '95</u>
Writing Vocabulary (# of words written in 10 minutes)	4	41
Dictation (37 possible points)	7	32
Text Reading Level	Under 1	14

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**F
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Performance & Achievement

Whitehorse Middle School

☐ The Power of School Improvement Planning

Each school in the Madison Metropolitan School District develops a School Improvement Plan (SIP) which identifies improvement goals relating to student achievement, participation in school activities, and school climate. These plans are developed by school teams of staff, parents and, in some cases, students. They target students who are not performing at a satisfactory level, set improvement goals, and develop data-based evaluation tools to monitor school progress.

Whitehorse Middle School's planning team developed 11 improvement goals for 1995-96. Below is a sampling of the results of the school's improvement efforts.

➤ Achievement Goals

Goal: 95% of 6th grade students will produce a document to demonstrate mastery in use of Clarisworks word processing, spreadsheet and database applications.

Result: 97.4% of 6th graders met the established criteria.

Goal: 95% of Whitehorse students will present and display a statistics project involving the collection, organization, analysis and interpretation of data, related to real world situations.

Result: 97.1% met the requirement.

Goal: 75% of 6th graders will earn at least a score of five (on a scoring scale of one to six) on a teacher-developed performance test requiring them to identify and demonstrate the scientific method.

Result: 89.7% of students scored five or above on the test.

Goal: All minority students with a grade point average below 2.5 will improve their GPA each quarter.

Result: 60% of minority students had a GPA of 2.5 or better the first quarter. By the fourth quarter, 74% had a 2.5 GPA or better.

➤ **Participation Goals**

Goal: 25% of Whitehorse students will participate in a community service project.

Result: 129 students (28%) devoted 489.5 hours to community service projects.

➤ **School Climate Goals**

Goal: Student suspensions will be reduced 25% from 1994-95 totals.

Result: Suspensions fell from 183 to 142, a 22.4% reduction.

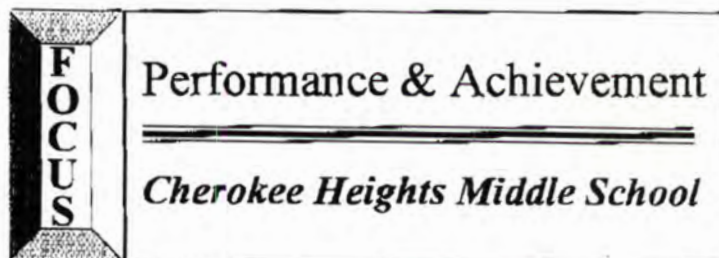
Whitehorse staff have identified a number of benefits to the school improvement planning process, including:

- An increased level of accountability
- A clearly defined and systematic approach to continuous improvement
- The development of common assessment tools which make for more consistent overall assessment of student performance
- The generation of valuable and meaningful data which can be used to plan for continued schoolwide improvements
- Improvement of the coordination of programming in grades 6 to 8

Madison Metropolitan School District

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Cheryl H. Wilhoyte, Ph.D., Superintendent



□ A New Look at Some Old Data

Previous analyses of student achievement data have shown that, as groups, poor and minority students receive lower scores on standardized tests. In fact, these analyses show a strong correlation between achievement and family income and race. However, a new look at this data shows that Cherokee Heights Middle School is bucking this trend.

This new analysis looks at achievement in relationship to minority status and low-income status. Specifically, it compares the percentage of students scoring in the lowest two quintiles (the bottom 40 percent) on the 8th Grade WSAS basic skills tests to the percentage of minority students and low-income students at Cherokee.

□ RESULTS:

While 37.6 percent of Cherokee students are poor and 41.8 percent are racial minorities, only 21.4 percent score in the lowest two quintiles on the WSAS tests, which cover reading, writing, math, science, social studies and language. The 16.2 point difference between the percentage of low-income students and the percentage of low-scoring students on the WSAS is by far the largest positive differential among the district's middle schools. Likewise, the 20.4 percentage point difference between the proportion of minority students and the percentage of students scoring in the lowest two quintiles is far and away the largest positive differential at the middle school level.

□ STRATEGIES FOR SUCCESS:

Factors making a positive difference at Cherokee include:

- Quality of the teaching and support staff
- Relatively small class size and school size
- School's strong academic mission
- Commitment to meeting individual academic, social, physical and emotional needs
- School climate conducive to learning

RELATIONSHIP BETWEEN % OF STUDENTS IN LOWEST 2 QUINTILES ON THE WSAS AND PERCENT
OF MINORITY AND LOW INCOME STUDENTS BY MIDDLE SCHOOL

<u>% Stu. in Lowest 2 Quintiles</u>	<u>% Minority Stu.</u>	<u>+/- Differential*</u>	<u>%Low Income Stu</u>	<u>+/- Differential**</u>
21.4	41.8	+20.4 ^a	37.6	+16.2 ^b
16.6	22.9	+ 6.3	18.2	+ 1.6
29.0	29.6	+ .6	34.5	+ 5.5
13.8	26.3	+12.5	17.7	+ 3.7
34.5	23.7	- 10.8	25.4	- 9.1
25.2	31.4	+ 6.2	34.5	+ 9.3
19.5	10.7	- 8.8	12.4	- 7.1
16.2	24.0	+ 7.8	15.9	- .3
30.8	31.7	+ .9	34.0	+ 3.2
<i>Average:</i> 23.0	26.9	+ 3.9	25.6	+ 2.6

Notes:

- * Differential between percent of students scoring in the lowest 2 quintiles and percent of minority students
- **Differential between percent of students scoring in the lowest 2 quintiles and percent of low income students
- Achievement data 1994-95; minority and low income data 1995-96.
- Cherokee data is in boldface type.
 - ^a Using 1994 - 95 minority data (33.2%) this differential is +11.8.
 - ^b Using 1994 - 95 low income data (33.4%) this differential is +12.0.

1/4/95

Madison Metropolitan School District**Superintendent's Student Leadership Roundtable****HIGHLIGHTS****1994-1996****Middle School Groups****Action****Safe Schools & Student Behavior**

- ◆ Addressed the issue of safer schools
- ◆ Made recommendations to the middle school principals re: consistency

Middle School Sports

- ◆ Explored the question of middle school sports as a deterrent to behavior problems
- ◆ Surveyed their classmates about potential participation in a middle school sports program, presented results to the Board of Education

School Lunch

- ◆ Identified key issues and school lunch concerns
- ◆ Toured the district's Food Services facilities on Pflaum Road
- ◆ Developed recommendations with Frank Kelly, Director of Food Services

High School Groups**Action****Individualizing the High School Program**

- ◆ Defined ways to allow more student input to school administrators
- ◆ Developed a plan for a Student/Administrator Council
- ◆ Presented plan to the high school principals

Facilities for Alternative Programs

- ◆ Studied the facilities and resource needs of the district's alternative programs
- ◆ Developed a video
- ◆ Presented identified needs to the superintendent
- ◆ Board to make decision in December

Schools of Hope

- ◆ Served as an advisory group to the Wisconsin State Journal and WISC-TV Civic Journalism Project
- ◆ Recorded activities of "A Typical Day in High School"

A day with an Elected Official

- ◆ Shadowed an elected official to observe leadership traits and skills in action
- ◆ Reported at Leadership Luncheon

Middle and High Schools Groups**Action****Forum with the Board of Education Candidates**

- ◆ Met with the candidates
- ◆ Participated in the political process by formulating and asking questions of the candidates

Student Leadership Luncheon

- ◆ Discussed leadership issues with elected officials, business and community members
- ◆ Shared the activities and action of the school leadership groups with the audience

SF(10/96)

*Excerpt from State of the District At
Oct Wilhoite, Superintendent Madison, WI*

The one sure way we'll fail to build on our tradition of excellence is if we rest on our laurels and neglect to keep changing with the times.

The economic and social realities of our times demand a commitment to success for all. We don't have a child to lose. Success for just a few, or many, or even most, simply won't do.

We have a plan in place, and we are finally seeing the promise of reform slowly but surely turning into genuine progress.

But plans, no matter how concrete, aren't enough. The most difficult passageways through which we must travel are located in our own hearts. We live in a Bell Curve world where if one wins, another must lose. We have a Bell Curve mentality where if one succeeds, another has to fail.

Fundamentally, we still see education as a zero-sum game. If some succeed, some *must* fail. We still cling to the Bell Curve.

I go back to 1991, when the hundreds of parents, teachers, community leaders and other members of the community came together to begin the painstaking process of crafting a strategic plan for the future of our schools. They started with one simple but powerful idea: *Every person has an inexhaustible capacity to learn.*

Think about it. Every person has an *inexhaustible* capacity to learn.

No exceptions. *Every* person has an inexhaustible capacity to learn.

When all of us -- every teacher, every administrator, every parent, every student, every business man and woman, every elected official ... when every one of us in this community believes those words ... I mean really believes them, then we will have arrived. Only then will we have met the single greatest challenge facing education today. *Then* we will be ready to meet the new millenium.

October 1996