

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal: Mr. Thomas Hanley

Official School Name: Golda Meir School

School Mailing Address: 1555 North Dr. Martin Luther King, Jr. Drive  
Milwaukee, WI 53212-3946

County: Milwaukee State School Code Number\* 0176

Telephone: (414) 212-3200 Fax: (414) 212-3215

Web site/URL: <http://www2.milwaukee.k12.wi.us/meir> E-mail: 176@milwaukee.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent: Mr. William G. Andrekopoulos

District Name: Milwaukee Public Schools Tel. (414) 475-8001

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Joe Dannecker

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

<u>120</u>	Elementary schools
<u>19</u>	Middle schools
<u>0</u>	Junior high schools
<u>53</u>	High schools
<u>15</u>	Alternative & Partnership Contract Schools
<u>207</u>	<b>TOTAL</b>
  
2. District per Pupil Expenditure: \$9,722 05-06  
 Average State per Pupil Expenditure: \$10,604 05-06

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
  
4. 9 Number of years the principal has been in her/his position at this school.  
N/A If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	16	16	32
K					8	18	9	27
1					9			
2					10			
3	47	44	91		11			
4	50	40	90		12			
5	49	40	89		Other			
6	16	16	32					
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>361</b>

6. Racial/ethnic composition of the school:
- |             |                                |
|-------------|--------------------------------|
| 41%         | White (includes “other”)       |
| 51%         | Black or African American      |
| 4%          | Hispanic or Latino             |
| 3%          | Asian/Pacific Islander         |
| <u>1%</u>   | American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	5
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	13
<b>(4)</b>	Total number of students in the school as of October 1	336
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.04
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0.03 %  
1 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 40%

Total number students who qualify: 136

PART II responses are based on the last historical district data available of the 05-06 school year, with a 3<sup>rd</sup> through 7<sup>th</sup> grade population. Only question #5 could be based on our current 06-07 3<sup>rd</sup> through 8<sup>th</sup> grade population.

10. Students receiving special education services: 5%  
19 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff	<u>0</u>	<u>3</u>
Total number	<u>15</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers. 30:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	99%	98%	98%	99%	98%
Teacher turnover rate	14%	0%	12%	15%	8%
Student dropout rate (middle/high)	0%	0%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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Golda Meir School is one of Milwaukee's original magnet schools with an Urban Gifted and Talented program that has maintained strong academic standards and has provided a challenging curriculum for its diverse student population for nearly 30 years. The school serves more than 360 children in a combined elementary and middle school setting. With 51% African American, 36% Caucasian, and 13% students of other racial or biracial backgrounds, our school is representative of the unique and broad cultural makeup of the city of Milwaukee. Socioeconomic diversity is also a school strength. 40% of Golda Meir students are enrolled in a federally subsidized meal program. Because Meir is a citywide specialty school, students from around the city bring unique perspectives with them each day.

The school offers a wide array of innovative programs and services directed toward developing the abilities and competencies of gifted and talented pupils, who often possess high intellectual abilities. Yet, Golda Meir is not a school exclusively for children who excel academically, as there are children within the school who possess a wide variety of gifts and talents. Our test scores reflect results that could only be achieved by students motivated in an exciting, interdisciplinary program and supported by caring parents. High test scores were noted in 2004 when Golda Meir School received the DPI "New Wisconsin Promise School of Recognition" award. Further evidence of outstanding student achievement will be detailed later in this report.

The mission of our program is to strengthen students' general intellectual abilities, specific aptitudes, creative and productive thinking, leadership abilities, and visual and performing arts skills. Beyond providing stimulating and constructive curricula in its classrooms, Meir offers unique field experiences ranging from walking trips to nearby downtown museums to a two-week home-stay program in Denmark. Community partnerships have allowed students to participate in numerous art experiences both within school and in the greater community. We received the Wisconsin Alliance for Arts Education's "Model School Arts Program Award" for developing an exemplary arts program in which the arts are an integral part of the education for all students.

The staff at Golda Meir seeks to create a stimulating environment where the potential of every student is challenged and rewarded. Students receive recognition for achievements in a broad variety of areas including academic success in Math Track, Science Olympiad, and the citywide Martin Luther King, Jr. writing contest, as well as forensics, video club, world languages, sports, music, chess club, and the Humane Society poster contest. Caring, committed staff members provide quality education because they are encouraged to infuse their own interests and abilities within their subject areas.

Our foundation and excellent reputation for serving elementary students has contributed to the addition of a small middle school. Teachers are exploring high-level literacy and math opportunities as well as planning ways the middle school students will integrate with the lower grade classes. "Project Lead the Way," a pre-engineering program incorporating math, science and technology, has been implemented for the upper grades with the use of a stand-alone laptop lab dedicated to this curriculum. Additionally, community service, language studies and the arts are integrated into the middle school program.

The dynamic combination of exceptional students, committed parents, and dedicated staff, in collaboration with supportive community partners, has resulted in the premier educational program offered at Golda Meir. We are honored to celebrate and communicate the story of our success with the Blue Ribbon Committee.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** The standardized test used to compare and evaluate the achievement of all elementary schools in Wisconsin is the Wisconsin Knowledge and Concepts Exam (WKCE) in reading, language arts, math, science and social studies. Prior to the 2005-06 school year, the Wisconsin Reading Comprehension Test (WRCT) was also administered to all third graders in the state as well. Wisconsin Assessment Website: <http://dpi.wi.gov/sig/index.html>.

Beginning last year, 2005-2006, the WKCE was administered to all students in grades 3 through 8 in reading and math. We annually meet our school's Education Plan goal to meet or exceed the district and state percentage scores of proficient and above with a rare exception. Over the past three years in reading, the students at Golda Meir have consistently outperformed both the district by an average of 35% and the state by an average of 16%. Those averages were 62% for the district, 81% for the state, and 97% for Golda Meir School. Test item analysis was employed to target skill areas in need of improvement. By disaggregating data by ethnic, gender, and other subgroups, student performance was analyzed and using both the item analysis and the disaggregated data, instructional changes were made to produce further gains.

We as a staff have discussed how to reduce gaps between different groups of students (which the district has required us to do in our annual Education Plan). There was much discussion amongst the staff on whether we should be concentrating on teaching all students better, or focusing on typical subgroups' performance. Comparing our students' standardized test results using traditional gaps between groups or subgroups that scored proficient or above has not always worked well for our school. In addition to solid standardized test scores, we have had an above average number of students in every typical subgroup (ethnicity, gender, socioeconomic, and disability) who were proficient or above. At different times, boys have outperformed girls, and vice-versa. There have been reverse gaps with African-American students outscoring whites. We have even had examples of a reverse of the typical effect of socioeconomics, with free and reduced lunch (FRL) students excelling over non-FRL students.

In 2002, the district introduced a new measure of accountability called Value-Added Growth Analysis, which provides schools with information to evaluate their contributions to growth in student achievement at their schools, in the subjects of reading, language arts, and mathematics. Consequently, in addition to standardized test scores (which compared annual *non-cohort* groups of students' performance against the district's and the state's), we also have used measurements that determined the academic growth of *cohort* groups. According to the first reports of the Value-Added Growth Analysis for Elementary School Grades (for 2002 and 2002-03), Golda Meir School was above the district average (0.00), with positive ratings in all subjects and grade levels except in 3<sup>rd</sup> grade math. For 2002, our 3<sup>rd</sup> grade math showed a -2.09 rating and a -3.53 rating for 2002-03. These negative numbers indicated Golda Meir was below the BTA (Beat-The -Average 0.00) district average for academic growth. Further, more detailed analysis indicated that the 3<sup>rd</sup> to 4<sup>th</sup> grade growth difference between standardized math test scale scores of minority and non-minority students was more than ten scale points, with the minority students scoring 10.593 lower.

Through interventions cited in our Education Plan that resulted from the Value-Added data analysis, in 2004-05 we met our goal of not just closing the gap between our 3<sup>rd</sup> grade math achievement growth, but for the first time, our 3<sup>rd</sup> grade math scores were far from the -2.09 and -3.53 of previous years, and well into the positive range at 7.28. We were also successful in achieving our other goal addressed by our interventions – to close the achievement growth gap between minorities and non-minorities. The 10.593 scale score difference on the standardized test between minorities and non-minorities in 2003-04 was reduced to only 1.067 for 2004-05 for the same cohort group.

**2. Using assessment results:** Assessment data measuring student progress provides the teachers and staff of Golda Meir School with comprehensive and quantitative information that drives our educational plan. Our aim in applying assessment results to our strategies and choices is to promote students' understanding of content and enrich their learning environment.

Our teachers administer quarterly benchmark assessments directly aligned with district learning targets in reading and writing, and they regularly use CABS (classroom assessments based on standards) in all content areas as formative assessments. These tools rapidly identify specific gaps in an individual student's understanding, a subgroup's understanding, or the understanding of all students in a single grade. Teachers use the results to make modifications to their curricula and teaching practices in the identified problem areas. For example, our eighth grade students did not perform as well as expected on a recent benchmark assessment in "measurement." Our middle school teachers responded to this data by including instruction specifically focused on measurement skills in math class and by integrating the use of these skills in their science and social studies content instruction.

Students at Golda Meir School complete WKCE standardized tests. As summative assessments, the results of these tests reveal overall student achievement and the strength of our curriculum and instruction. Again, our teachers respond to any significant deficits through participation in related staff development programs and focused curriculum planning, and re-evaluation through post-assessment activities.

The teachers of Golda Meir School constantly seek to refine their teaching practices as a means to insure the academic and personal growth of all its students. One way they do so is by applying assessment results directly to what they teach to their students in the classroom.

**3. Communicating Assessment Results:** Golda Meir School employs effective strategies to communicate students' performances to the parents, the community and the students themselves. Report cards based on Learning Targets and State Standards are sent home on a quarterly basis and extended parent / teacher conferences are scheduled in October and March. Classroom Assessments Based on Standards and standardized scores are explored with parents. Efforts by staff are made to involve all parents in the conference process. Teachers use before/after school time and phone conferences to provide all parents with opportunities to discuss and support their children's progress. Administration utilizes substitute class coverage to support unique conference options which accommodate most parents' schedules. Through this administrative/faculty/parent collaboration, Golda Meir School staff achieves approximately 98% participation in family conferences.

Individual student conferences are held promptly as academic and assessment results become available. Monthly PTO and School Governance Council meetings, parent newsletters, and e-mails are additional ways Golda Meir School staff members communicate assessment results and student achievement. Assessment results are communicated to the staff during weekly staff meetings and newsletter that highlight students' accomplishments. Finally, newspaper articles, flyers and brochures promote student successes and overall performance to the community at large.

**4. Sharing Success:** We share success both locally and globally, and our district demeanor is one of collaboration rather than competition. Educators from all over the world visit, view, and imitate aspects of our program. Our worldwide visitors include education specialists from Japan, England, Russia, Israel, and France. Domestically, we offer training and professional development for veteran and student educators across Wisconsin and beyond. Our students serve as ambassadors and examples of excellence to peers in other schools. We explore new partnerships and develop programming with external organizations, creating community connections for all of Milwaukee Public Schools. Finally, we serve as a first choice for student teacher internship and mentoring in Milwaukee. The Golda Meir School program

is a model for educators, an inspiration to students, a gateway to the community, and a force for excellence in teacher training.

Annually we share our academic success through a large percentage of winners in the Dr. Martin Luther King, Jr. essay and speech contest. As documented in the Milwaukee Journal Sentinel, [www.jsonline.com/story/index.aspx?id=110795](http://www.jsonline.com/story/index.aspx?id=110795), we use Dr. King as a model for our students, and our success in the citywide contest is published in the Milwaukee Journal Sentinel as well as the state educator newsletter. In the 2006/07 school year Golda Meir School had eight winners out of a possible fifteen applicable prize categories for our grade levels. Public presentation and publishing of the winning essays and speeches to the community is one way in which our students use their success to inspire peers and adults both academically and philosophically. Other public exhibitions of academic success include video broadcasts on community access television, community-assessed science fairs, and multiple yearly performances of academic and artistic acumen.

Both our staff and students are worldwide advocates for project-based learning. Many of our teachers currently serve as peer leaders in literacy, math, social studies, science, and the arts. Over the past five years, our staff has mentored countless student teachers from ten universities across Wisconsin.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** *Golda Meir School* provides a gifted and talented program designed for the diverse urban student population it serves. Our test scores reflect results that could be achieved only by students motivated by an exciting, project-based, interdisciplinary program and supported by caring parents. Our school received the DPI “New Wisconsin Promise School of Recognition Award” in 2004 for having above-average student academic performance in reading and mathematics for all students and student subgroups when compared to similar schools, and having met adequate yearly progress indicators for two or more consecutive years.

*Language and Literacy:* Each student is instilled with a love of the language arts and is provided with an authentic need to read for information. Our middle school students are actively involved in forensics and debate teams. Our FLEX (Foreign Language EXploration) program includes: Spanish, French, German, Italian, and Danish. In the middle school, students attend daily Spanish classes. The tiered Spanish instruction, beginning in sixth grade, is taught by certified Spanish teachers. Upon entering high school, our students should be eligible for Second Year Spanish.

*Math:* All of our students compete in the national Continental Math League that involves solving complex mathematical problems. In the Wisconsin Student Assessment System’s School Performance Report, our school was cited as one of two schools in the state in which “disadvantaged African-American students outperformed students statewide who scored at the proficient level or above in math.” We also design our own math proficiency tests that are based on the types of problems supplied by the League as well as end-of-year grade level expectations. There is daily practice in problem solving and noon hour Math Wizards groups for students who could benefit from extra practice.

*Science:* Students participate in a school-wide science fair that runs on a three-year thematic rotation. This ensures that students experience a variety of science performance assessments during their years at Golda Meir School. One theme, Invention Convention, asks students to use their own creativity to design and test a product that would solve a specific problem. The other two themes stress the scientific method to design and conduct experiments. Middle school continues the science fair experience by requiring research-based, student-selected science projects.

*Arts:* In partnership with Milwaukee’s Present Music, Golda Meir School students composed and performed original works of music that premiered in May 2006. We received the Wisconsin Alliance for Arts Education’s “Model School Arts Program Award” for developing an exemplary arts program in which the arts are an integral part of the education for all students. In-school arts opportunities include the visual arts, music and creative movement programs; instrumental music lessons for over 95% of our students; chamber ensemble, string ensemble, band, chorus, swing chorus and theatre. Collaboration with the Wisconsin Arts Board and Express Yourself Milwaukee resulted in grants involving the school in public art installations memorializing local and national victims of violence.

*Technology:* Keyboarding, word processing, email practice, PowerPoint, graphics programs, web page production and Internet research round out our technology offerings. Teachers use high-end instructional technology including document cameras and SMART Boards. Our Video Club trains students to use digital equipment and learning editing techniques. Golda Meir concerts and programs filmed by students regularly air on MATA, the public access TV station, as well as on the school’s in-house TV system. “Project Lead the Way,” a pre-engineering project incorporating math, science and technology, has been implemented for the upper grades with the use of a stand-alone laptop lab dedicated to this curriculum.

**2a. Reading:** Golda Meir School's reading program serves students in grades three through eight. Test scores prove that our literature-based approach is highly successful; we have achieved "High Value Added/High Achievement" status in the 91,000-student Milwaukee Public Schools district. The elementary program has earned this honor for the past five years, and our new middle school has achieved this status in its first year of eligibility.

Our reading curriculum is an authentic approach that motivates students to read for information as well as pleasure. Golda Meir School chose a literature-based curriculum over a basal reading series when the district offered this choice a number of years ago because our students' advanced reading skills demanded this method. This non-traditional approach incorporates the use of classic novels, various literary genres, and pertinent non-fiction works, as well as content area texts. Our project-based general curriculum supports content taught in core subject areas, serves as the springboard for reading experiences which provide background knowledge for extended field trips, and creates connections to the performing and visual arts. Our methods far exceed the basic phonemic/comprehension approach of the traditional basal text; indeed, it is the vehicle through which they are encouraged to critically analyze age-appropriate literature. Literary components such as theme, plot structure, character analysis, and self-reflection are keys to our success.

Students with special learning needs are supported through the Direct Instruction Approach of our Special Education program. This highly structured, scripted method has resulted in gains ranging from three-quarters of one-year to two-years' growth in reading level in one year. Our innovative Junior Great Books program provides small group instruction to regular education students needing additional reading support. In addition, we offer a Parent/Student Book Club which meets twice a semester and provides interested families another vehicle for reading and discussing notable children's literature. It is also a unique way to foster the home/school connection.

**3. Additional Curriculum Area:** Over the course of our 30-year history, Golda Meir School has developed a curriculum that integrates in-school learning experiences with educational opportunities that take place outside of the classroom setting. Golda Meir School students participate in an extensive program of local, state, national, and international learning experiences designed to extend the classroom curriculum and enrich the lives of themselves and others. Students are involved in other local learning opportunities related to all academic areas, including children's theater events, dance workshops and performances, and music, art, and multi-cultural programs. Our location in downtown Milwaukee enables us to regularly walk to local museums, ethnic restaurants, and the public library.

Trips around the state of Wisconsin include the International Crane Foundation, a Wisconsin Counties Tour, Trees for Tomorrow Natural Resources Specialty School, and the state capitol. These trips allow opportunities for students to demonstrate their knowledge of science and social studies curricula introduced in the classroom. Educational trips outside the state of Wisconsin include visits to Illinois, Washington D.C., New York, and Colonial Williamsburg. International travel enables the students to develop an awareness, understanding, and respect for other peoples and cultures. International trips include visits to Quebec, Amsterdam, and Denmark. Preparation for these trips includes the study of foreign languages as part of the classroom curriculum.

Golda Meir School's learning experiences outside the school meet the goal of the school's mission to provide a well-rounded curriculum that is interesting, exciting, and challenging and which enhances the lives of the children whom we serve.

**4. Instructional Methods:** Golda Meir School utilizes a variety of instructional methods to promote and enhance student achievement. Teachers encourage inquiry through project-based learning that emphasizes differentiated hands-on learning opportunities and cooperative groupings. Our teachers design

interdisciplinary projects around the Milwaukee Public School Learning Targets and Frameworks and the Wisconsin State Academic Standards. Regular and special education teachers, as well as specialists, collaborate to create integrated instruction and projects that align with the students' learning objectives. These experiences motivate learners to develop their higher-level thinking skills and make real-world connections. Instructional practices include students' literature discussions, questioning related to Bloom's Taxonomy, and reflection logs. We are guided by the district's Characteristics of a High Performing Urban Classroom and Marzano's Research Based Strategies for Improving Student Achievement.

Teachers intentionally choose instructional strategies that allow for formative assessment of student progress, which then results in adaptations to instructional approaches. Children receive descriptive feedback that extends their thinking and increases their overall depth of understanding and achievement. In addition, students are given regular opportunities to self-reflect and assess their learning. They create portfolios that demonstrate their academic growth and serve as the basis for student led parent-teacher conferences.

Our highly enriched educational program, our teachers' abilities to differentiate instruction to meet the needs of all learners, and the No Child Left Behind legislation motivate us to achieve or exceed proficiency for all students.

**5. Professional Development:** The teachers at Golda Meir School are deeply committed to furthering their education as a way to ensure quality instruction for their students. The percentage of Golda Meir School teachers that have earned a master's degree or equivalent and/or additional certifications is 61%. Approximately 21% of the teachers without master's degrees are currently in the process of obtaining additional degrees. In addition, teachers continue life-long learning through annual participation in various professional development opportunities. This additional coursework ensures that our teachers are highly qualified for their positions and as a result, directly impacts pedagogy and results in higher student achievement.

Our teachers' current areas of focus for professional development include gifted and talented instruction, mathematics, and technology. Staff members attend in-services in the area of gifted and talented instruction to further learn how to meet the academic, social, and emotional needs of our diverse student population. Educators have taken math courses through the Milwaukee Mathematics Partnership and the University of Wisconsin-Milwaukee. These courses deepen teachers' content knowledge and provide them with an understanding of how to create instruction based on the district and state learning standards. Staff members have also participated in a variety of seminars and programs directly focused on bringing the advantages of technology – such as Smart Boards, web-site creation, web-based research and learning experiences, and multi-media artifact production – into their classrooms. We believe it imperative that our students are fully able to utilize the tools of their twenty-first century culture.

# PART VII - ASSESSMENT RESULTS

## Wisconsin 2006-07 Blue Ribbon School Nominee Proficiency Information

School and District Name: Golda Meir Elementary, Milwaukee Public School District

Subject: Reading

Tested Grades: 3-7 (Grade 8 was added 2006-07 academic year.)

Test: Wisconsin Knowledge and Concepts Examination – Criterion-Referenced Test (WKCE-CRT)

Edition: 2005-06

Publisher: Wisconsin Department of Public Instruction and CTB/McGraw-Hill

	2005-06					2004-05	2003-04
Testing month	November					Nov.	Nov.
<b>SCHOOL SCORES</b>							
	Gr.3	Gr.4	Gr.5	Gr.6	Gr. 7	Grade 4	Grade 4
% Proficient + Advanced	98%	95%	96%	100%	96%	98%	99%
% Advanced	62%	47%	54%	88%	85%	55%	66%
# Full academic year students tested	84	87	83	32	27	91	80
% of total students tested	100%	100%	100%	100%	100%	100%	100%
# of students alternatively assessed	0	0	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>							
1. White, non-Hispanic							
% Proficient + Advanced	100%	93%	100%	100%	100%	100%	100%
% Advanced	75%	68%	83%	88%	86%	81%	74%
# Full academic year students tested	36	28	35	16	14	37	34
2. Black, non-Hispanic							
% Proficient + Advanced	96%	96%	96%	100%	91%	95%	97%
% Advanced	51%	29%	33%	83%	82%	36%	63%
# Full academic year students tested	43	45	40	12	11	44	35
3. Economically Disadvantaged							
% Proficient + Advanced	100%	97%	96%	100%		97%	97%
% Advanced	45%	38%	33%	90%		46%	58%
# Full academic year students tested	33	37	30	10	6	35	31

**Wisconsin 2006-07 Blue Ribbon School Nominee Proficiency Information**

School and District Name: Golda Meir Elementary, Milwaukee Public School District

Subject: Mathematics

Tested Grades: 3-7 (Grade 8 was added 2006-07 academic year.)

Test: Wisconsin Knowledge and Concepts Examination – Criterion-Referenced Test (WKCE-CRT)

Edition: 2005-06

Publisher: Wisconsin Department of Public Instruction and CTB/McGraw-Hill

Testing month	2005-06					2004-05	2003-04
	November					Nov.	Nov.
<b>SCHOOL SCORES</b>							
	Gr.3	Gr.4	Gr.5	Gr.6	Gr. 7	Grade 4	Grade 4
% Proficient + Advanced	91%	85%	88%	100%	96%	85%	86%
% Advanced	43%	30%	30%	66%	74%	31%	36%
# Full academic year students tested	84	87	83	32	27	91	80
% of total students tested	100%	100%	100%	100%	100%	100%	100%
# of students alternatively assessed	0	0	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>							
1. White, non-Hispanic							
% Proficient + Advanced	100%	100%	98%	100%	93%	100%	91%
% Advanced	58%	54%	49%	75%	79%	54%	56%
# Full academic year students tested	36	28	35	16	14	37	34
2. Black, non-Hispanic							
% Proficient + Advanced	81%	76%	78%	100%	91%	71%	80%
% Advanced	28%	7%	18%	42%	82%	16%	14%
# Full academic year students tested	43	45	40	12	11	44	35
3. Economically Disadvantaged							
% Proficient + Advanced	94%	81%	80%	100%		77%	84%
% Advanced	27%	19%	10%	70%		20%	26%
# Full academic year students tested	33	37	30	10	6	35	31