Darrell Lynn Hines College Preparatory Academy of Excellence

2004-05 School Year

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Programmatic Profile and Educational Performance

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Prepared for:
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EXECUTIVE SUMMARY
for
Darrell Lynn Hines College Preparatory Academy of Excellence
Third Year of Operation as a City of Milwaukee Charter School
2004-05

This third annual report on the operation of the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy) charter school is a result of the intensive work undertaken by the Charter School Review Committee (CSRC), the Academy staff, and the Children's Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following:

I. Contract Compliance Summary[1]

The Academy has met all contract provisions related to describing its educational program, methodology and student population, its hours and days of operation, teacher licensing, pupil database information, and parental involvement. In terms of academic criteria, the Academy has met the requirement to administer designated standardized tests and has maintained local measures that show pupil growth in demonstrating curricular goals. The Academy met all of the reportable year-to-year academic expectations required by the Charter School Review Committee (CSRC), except for third graders, who on average advanced 0.9 grade level equivalencies (GLE) in reading, just short of the 1.0 GLE expectation.

II. Performance Criteria

A. Local Measures

In the Fall of 2004, CRC and the Academy identified educationally related outcome measures to define and quantify a portion of the contract provisions, particularly the local measures required in Part D, page 2, of the Academy's contract with the City of Milwaukee. Appendix B contains the Academy's outcome measure agreement memo. Following is a summary of these measures and the extent to which the Academy has or has not met each of them for the 2004-05 academic year:

Attendance: Average student attendance was 96.0%.
Outcome measure: Met

Enrollment: Individual student information about new enrollees was shared with CRC.
Outcome measure: Met

Terminations: The school recorded the date and reason for the termination of every student leaving the school.

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[1] See Appendix A for a list of each educationally related contract provision, page references, and a description of whether or not each provision was met.

Outcome measure: Met

Parent Participation: Parents of 100.0% of the children attended both scheduled family-teacher conferences.
Outcome measure: Met

Special Education Needs Students: There were 17 students identified as having special education needs. An Individual Education Program (IEP) was completed for all students of these students and all IEPs were reviewed in a timely manner.
Outcome measure: Met

Additional Local Measures of Academic Achievement:

- At the end of the year, 63.0% of the Academy students demonstrated one level or more improvement in reading, as measured by the Jerry Johns Reading Inventory.
  Outcome measure: Met

- At the end of the year, 62.4% of the Academy's K5 through fifth grade students met and 19.4% exceeded expectations in math skills, as measured by local measures of math progress. Most (82.8%) of the sixth and seventh grade students achieved a C or better in math.
  Outcome measure: Met

- At the end of the year, 55.1% of students demonstrated proficient levels in writing as measured by the Six Traits of Writing assessment rubric and 11.4% demonstrated advanced levels.
  Outcome measure: Met

B. Year-to-Year Academic Achievement on Standardized Tests

The Academy administered all required standardized tests as noted in their contract with the City of Milwaukee.

Year-to-year data for all students with comparable test results indicates the following results indicate that:

- Second graders advanced an average of 1.0 GLE in reading;
- Third graders advanced an average of 0.9 GLE in reading;
- 90.5% of 42 fifth through seventh graders who were proficient or advanced in reading the prior year maintained their proficiency level;
- 80.7% of 31 fifth through seventh graders who were proficient or advanced in language the prior year maintained their proficiency level; and
- 83.3% of 30 fifth through seventh graders who were proficient or advanced in mathematics the prior year maintained their proficiency level.

Year-to-year data for students with comparable test results who were below grade expectations the prior year indicate that:

- 66.7% of 33 fifth through seventh graders either advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in reading;
- 40.9% of 44 fifth through seventh graders advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in language; and
- 64.4% of 45 fifth through seventh graders either advanced one level of proficiency or advanced to the next quartile within their 2003-04 proficiency level in mathematics.

III. Recommendations:

It is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to develop specific expertise among teachers to allow for in-school consultation and ongoing support by subject area.

- Identify and implement the steps necessary to become a high performing school, including steps needed to:

  - continue to develop classroom teachers' ability to meet all student's needs; and
  - supply needed resources to teachers at the classroom level.

I. INTRODUCTION

This report is the third annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (the Academy), one of four schools chartered by the City of Milwaukee. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).

The process used to gather the information in this report included the following:

1. CRC staff assisted the school in developing its outcome measures agreement memo.

2. CRC staff visited the school and conducted a structured interview with the administrator and reviewed pertinent documents. Additional site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations. At the end of the academic year, a structured interview was conducted with the administrator.

3. The Academy provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence

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Executive Director:	Barbara P. Horton

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

The mission of the Academy is to accomplish excellence and equity in a kindergarten through eighth grade educational environment. The Academy provides a quality education in a co-educational, safe, nurturing, caring, and academically challenging learning environment. Students are taught positive self-worth and how to live authentically as outstanding citizens in an ever-changing, complex, and dynamic world.[2]

The school's vision is that:

- All students will be given a quality education and will model good character and principles.
- All students will be afforded a quality K-8 college preparatory education.
- All students will adhere to high moral and ethical standards.
- All students will grow and develop their gifts, talents, character, and academic potential.
- All students will successfully master high academic standards and will exit the school prepared to continue their education with high expectations for successfully entering a college/university and becoming productive citizens.

[2] Family and Student Handbook, 2004-05.

2. Description of Educational Programs and Curriculum[3]

The Darrell Lynn Hines College Preparatory Academy of Excellence provided educational services to children in grades kindergarten through seven during the 2004-05 academic year. The school plans to add eighth grade next year.

The Academy offers a transdisciplinary approach in the various subject areas, going beyond the scope of each discipline by making meaningful connections through studying a conceptual theme. As of Spring 2004, the school offers this transdisciplinary curriculum through the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO). Each fifth grader produces an exhibition project (the Academy uses guidelines adopted from IBO), which is a culminating project demonstrating the student's experience in PYP. During the 2004-05 academic year, the Academy began investigating the process to become authorized by the IBO for the Middle Years Programme.

Each program of study provides the students with three vital lessons: knowledge about the world in which they live, skills to operate in the world in which they live, and attitudes that encourage being productive members of society. Each grade level includes thematic units, called Units of Inquiry, which include skill development appropriate for that unit of inquiry. Therefore, the students' academic day is shared between work on the units of inquiry and skill instruction.

The Academy has also developed grade-level writing objectives. The structured reading skill curriculum is from McGraw Hill's Direct Instruction program. The mathematics program is "Everyday Mathematics," meeting the Wisconsin model content standards, with additional math curriculum built upon the model curriculum of the National Council for Teachers of Mathematics as a framework. The Academy also offers instruction in science and social studies, geography,

[3] Information is taken from the Academy's Family and Student Handbook for 2004-05, its Personnel Policies Manual, and Section II of the Academy's Charter Application for the 2002-03 academic year, which was subsequently incorporated into its contract with the City of Milwaukee.

history, art, physical education, and health. In addition to academic subjects, the Academy provides opportunities for students to learn and be involved in community service projects.

The Academy uses a variety of methods of instruction including:

- The Learning Principles promoted by the work of Tuck and Codding (1998). These principles include: valuing student effort; providing clear expectations that are the same for all students; utilizing a thinking curriculum; providing opportunities for students to address their own work and teach others; and having students work beside an expert who models, encourages, and guides the student.
- The Multiple Intelligences model developed by Howard Gardner. This model includes eight intelligences characteristic of student learners: Logical/Mathematical, Interpersonal, Intrapersonal, Linguistic, Kinesthetic, Spatial, Music, and Naturalist. These intelligences are personal, interrelated, and interdependent. Multiple Intelligence theory is used at the Academy as a learning style model.
- The use of transdiciplinary methods to integrate subject matter across themes.
- Promoting cohesiveness in learning by providing a central theme throughout the various subject areas.
- The use of Direct Instruction to develop reading skills.
- "Everyday Mathematics" to develop math skills.

3. Recruitment Activities

Generally, the Academy engages in its recruitment activities from February to April of each year. If they do not receive enough applications to fill available seats, the school reopens recruitment activities for as long as necessary to fill those seats. The school has participated in recruitment fairs, placed ads in the newspaper, and when funding was available, used radio ads to reach a broad base of families and attract new students.

The school prepares a recruitment packet that is distributed to the individuals who respond to the school's open enrollment appeal through recruitment efforts. This packet includes an application, a cover letter outlining the requirements for immunization records and birth certificate,

a flyer explaining academic and support services, including the IBO program, and random selection criteria.

In the past, school test scores were either included in the packet or presented to parents during orientation sessions. In the Fall of 2005, the Academy will provide student achievement data to new parents at orientation, parents on the waiting list, and parents whose children are returning to school.

The Academy plans to administer a satisfaction survey to its families in the late Summer or early Fall 2005.

B. Student Population

At the beginning of the year, 235 students ranging from kindergarten (K5) through seventh grade were enrolled[4] in the Academy. Thirteen students enrolled after the school year started, and 11 students withdrew from the school prior to the end of the year. Reasons for withdrawing included: five students moved away, two students were dissatisfied with the school, two students left due to disciplinary policy reasons, one student left the school because of transportation issues, and one student left the school for unspecified reasons.

Most (245, or 98.8%) of the students enrolled in the Academy throughout the year[5] were African American, two were Hispanic, and one student was Native American. Seventeen students had special education needs–six children had special needs in speech/language, three children had learning disabilities,[6] three children had emotional/behavioral disabilities, three children had learning and speech/language impairments, and two children had other health impairments.

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[4] Enrolled on September 1, 2004.

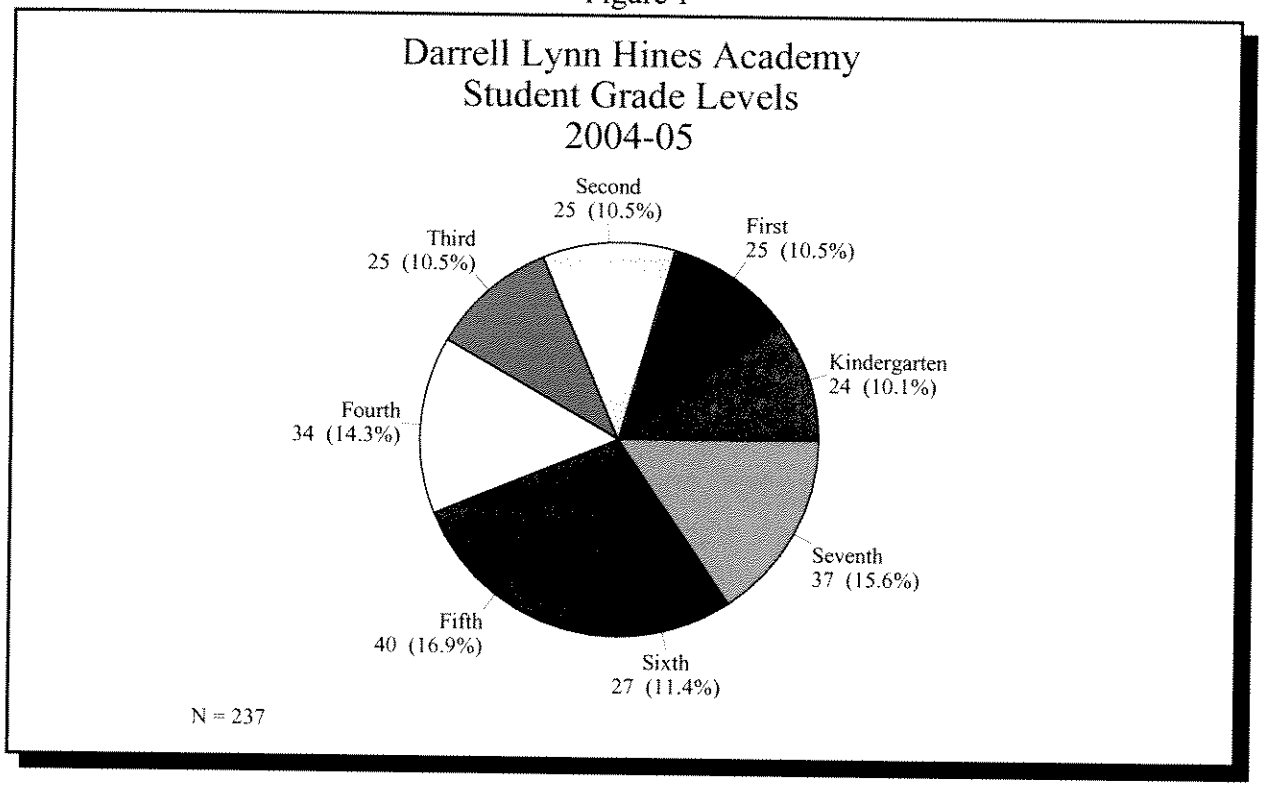
[5] Includes a total of 248 students enrolled at any time during the academic year.

[6] One child with a learning disability also participated in speech/language services.

Data regarding the number of students returning to the Academy from the previous year were gathered in the Fall of 2004. Of the 219 students attending on the last day of the 2003-04 academic year who were eligible for continued enrollment at the school for the 2004-05 academic year, 178 were enrolled on the third Friday in September, 2004, representing a return rate of 81.0%.

At the end of the school year, there were 122 (51.5%) girls and 115 (48.5%) boys enrolled at the Academy. The largest grade was fifth grade with 40 students, and the smallest grade was kindergarten with 24 students. The number of students by grade level is illustrated in Figure 1. (Note that the Academy plans to expand to eighth grade in the 2005-06 academic year.)

Figure 1



The school had ten classrooms with an average of 24 students. There was one classroom each for K5, first, second, and third grades. There was one classroom of fourth graders, one of fifth graders and a combined classroom of fourth and fifth graders. There were three classrooms of sixth and seventh graders combined. In addition, the school had a classroom for use by the special education teacher.

The K5 through fifth grade rooms were each staffed by one teacher and one teaching assistant. The three sixth/seventh grade classrooms each had one teacher per classroom, and there was a team of four teachers for the sixth/seventh grade group. Parents also volunteered in the classroom.

C. School Structure

1. Areas of Instruction

The Academy provides instruction in writing, reading, math, language arts and spelling, elementary Spanish, science, social studies, health, art, music, and physical education. These subjects are indicated on each student's report card. Each student is rated six times throughout the school year on academic progress and effort. Report cards also reflect the teacher's assessment of the child's work habits.

2. Teacher Information

During the 2004-05 school year, the Academy employed 12 teachers, including one special education teacher, supervised by an Instructional Leader. All 12 of the teachers held a State of Wisconsin Department of Public Instruction (DPI) license or permit.

In mid-August, the new teachers attended two days of new teacher training.[7] All staff participated in staff orientation for the week prior to the first day of student attendance.

Regular Wednesday meetings, lasting for 75 minutes each, occurred throughout the year. In September the topics covered included PYP framework, assessments, report card/honor roll, student individual learning plans, teaching students how to research, and internationalism. Between October and April, each month focused on a particular topic including: test preparation, assessments, world connections and articles in various curriculum areas, reading, language arts, and math in the classroom, science/social studies/health in the classroom, and standards alignment. During these months, various staff took the lead in presenting information or facilitating discussion. During the month of May, the emphasis during these meetings was on writing assessments, standards, and math issues.

In addition, staff development during banked days (non-student attendance days) included the following topics: assessments in the classroom, attendance at workshops at the Sally Ride Academy (Teaching the Six-Plus-One Traits of Writing; Differentiated Instruction Works and Algebra for All); an overview of the DPI exams and analyzing state assessment data; Differentiated Instruction; and a technology workshop.

Throughout the year, the Academy's Instructional Leader provided supportive resources and mentoring for all teachers. Veteran teachers also mentored new teachers, and teachers were encouraged to specialize in various curriculum areas with the purpose of mentoring other teachers.

First-year employees were formally reviewed three months after the school year began. The review included a self-assessment, a review of the job description, areas of responsibility, and progress toward goals and outcomes. A second review occurred six months into the school year.

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[7] Six of the 12 teachers were new in the Fall of 2004.

Returning employees were reviewed six months after the start of the school year. The Instructional Leader used observations and lesson plans as a basis for gathering information regarding reviews.

3. Hours of Instruction/School Calendar

The regular school day for students began at 7:50 a.m. and concluded at 3:15 p.m. The first day of school was September 1, 2004, and the last day of school was June 15, 2005.[8] The highest possible number of days for student attendance in the academic year was 175. Seven additional days were "banked" for teacher work days. The Academy has met the City of Milwaukee's practice of requiring 875 instructional hours in charter schools as well as its contract provision requiring the school to publish an annual calendar.

4. Parent and Family Involvement

The *Darrell Lynn Hines Academy Family and Student Handbook* is provided to every family prior to the start of each school year. In its handbook, the Academy invites parents to become active members of the Family Involvement Team (FIT), which is comprised of all parents and guardians of the Academy's students. Its purpose is to provide positive communication between parents/guardians/family members and the school administration, to facilitate parental involvement in school governance and educational issues, to organize volunteers, to review and discuss school performance issues, and to assist in fundraising and family education training.

The Academy offers parents/guardians/family members an opportunity to review and sign its family agreement. The agreement states the beliefs of the Academy community and the parents' agreement to participate in collaborative efforts to support those beliefs, including supporting the school's operation policies, sending their child each day with the necessary materials and supplies,

[8] Based on a calendar provided by the school for the 2004-05 year.

reading to their child at least 30 minutes per day, attending family-teacher conferences, and volunteering no less than 40 hours each year in the school. All parents/guardians of the students signed family agreements for the 2004-05 academic year.

Parents/guardians were required to attend a mandatory orientation session with their child prior to the start of school, as well as to attend family-teacher conferences. Family-teacher conferences were scheduled twice during the year. Phone conferences were substituted for in-person conferences when parents/guardians were unable to attend.

5. Waiting List

In the Fall of 2004, the Academy developed a waiting list for students. Twenty-three kindergarten through sixth grade students were waiting for openings, and as of October 2004, there were no openings. Parents were notified as openings occurred.

As of June 2005, the Academy had a total of 34 students from first through seventh grade waiting for openings in the Fall.

6. Discipline Policy

The Academy clearly explains its discipline policy to parents and students in its *Family and Student Handbook*. The Student Management section of the handbook includes a statement of student expectations, parent and guardian expectations, and an explanation of the family agreement. In addition, an explanation of the school's discipline plan and disciplinary actions is provided. The types of disciplinary referrals include conferences with the student, the teacher, and the parent or guardian; referral to the Dean of Students; in-house suspensions; out-of-school suspensions; and expulsion recommendations. Each of these are explained in the handbook along with appeal rights and procedures. The school also has an explicit weapons and criminal offense policy that prohibits

guns and other weapons, alcohol or drugs, and bodily harm to any member of the school community. These types of offenses can result in recommendation for expulsion.

Students are also referred for administrative awards for responsible behavior. These include awards for attendance and effort each marking period. An annual awards convocation also honors students who have excelled in academic achievement and have demonstrated positive behavior and character traits that exemplify a model student. Students can be named to the Dean's List/Honor Roll, the Attendance Honor Roll, the Good Character Honor Roll, and the Academic Honor Roll.

D. Activities for Continuous School Improvement

Following is a description of the Academy's response to the activities that were recommended in its programmatic profile and education performance report for the 2003-04 academic year:

- Recommendation: Achieve the goal of every child being at grade level in reading and math, develop a planning process dedicated to exposing students to extra resources, including developing a summer program for all students, and ensure that every child who is below grade level be exposed to the specialist in the pertinent area. Focus the best resources on students who need the most help.

  Response: The Academy identified each student who was below grade level or proficiency expectations in reading and math. Planning, which included the student's participation, occurred to develop an individual learning plan (ILP) for those students below grade level expectation. Summer school was offered during the Summer of 2004 (and is again being offered during the Summer of 2005) for those students identified as below grade or proficiency expectations. Direct Instruction reading time was increased from one hour daily to one hour and 40 minutes per day. Smaller reading groups were formed based on each student's reading skills. In March 2005, volunteer teachers began an after-school tutoring program two days per week for students who were two or more grade levels behind in reading and math. Students who could not stay for tutoring were targeted for 2005 summer school programming. A half-time Title I teacher was hired to provide supplemental instruction in math to sixth and seventh graders. A reading consultant and math consultant were hired to provide staff development and coaching.

- Recommendation: Hire a reading consultant on a half-time basis.

  Response: As mentioned above, the Academy hired a reading consultant who worked with teachers two days per week. The school is working toward training an in-house person to provide this support for the 2005-06 year.

- Recommendation: Develop one of the teachers as a math specialist to monitor student performance in math and provide ongoing support/feedback for teachers.

  Response: The Academy is developing the capacity for teachers to have the opportunity to become teacher leaders by facilitating meetings around specific topics such as math, student data collection, and writing. In Fall 2004, the school hired a teacher with math expertise, particularly with middle school students. This teacher is evolving into the math teacher leader. In addition, the math curriculum will be supplemented with an emphasis on basic math skills to help students who need to develop basic skills.

- Recommendation: To retain teachers, consider the possibility of offering a retirement plan in addition to the health benefits plan now available.

  Response: The school will have a 403(b) plan in place in the Fall of 2005. Under this plan, the school will match the amount teachers put in the plan at the end of the year. Each teacher will choose his/her own investment options.

III. EDUCATIONAL PERFORMANCE

To monitor the Academy's activities as described in its contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specified intervals during the past three academic years. At the start of this year, the school established attendance and parent participation goals, as well as goals related to special education students. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included the Jerry Johns Reading Inventory, mathematics progress reports, and results of the Six Traits of Writing framework. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT), the Wisconsin Reading Comprehension Test (WRCT), the Wisconsin Knowledge and Concepts Examination (WKCE), and the Terra Nova

examinations. Goals and measures are described in the annual outcome measures agreement memo in Appendix B.

A. Attendance

At the beginning of the academic year, the school established a goal to maintain an average attendance rate of 90.0%. Attendance rates were calculated for 248 students enrolled during the school year and averaged across all students. Not including excused absences, the school's attendance rate was 96.0%. When excused absences were included, the attendance rate rose to 97.0%. Based on these calculations, the Academy exceeded its attendance goal.

B. Parent Participation

At the beginning of the academic year, the school set a goal that parents/guardians would attend at least two scheduled family-teacher conferences. This year, there were 239 children enrolled at the time of the first conference and 238 enrolled at the time of the second. Parents of all children (100.0%) attended both scheduled conferences. The Academy has, therefore, met its goal related to parent participation.

C. Special Education Needs

This year, the school set a goal to develop and maintain records on 17 special education students in the 2004-05 academic year. Individual Education Program (IEP) team assessments were completed for all 17 children. A review of a representative number of files showed that students had current IEPs indicating their eligibility for special education services and that their parents were involved in developing their IEPs.

D. Local Measures of Educational Performance

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to standardized testing, each charter school has the responsibility of describing the goals and expectations of its students in meaningful language, in light of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee charter school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks.

1. Reading Progress

At the beginning of the school year, the school set a goal that, on average, students would demonstrate one year of growth in reading, as measured by the Jerry Johns Reading Inventory administered at the beginning and end of the school year. The reading inventory consists of assessments in sight word recognition, reading passages, and comprehension. To establish comfort, students started with a passage one level below their current grade. If the student met requirements, s/he was tested at his/her current grade level. If the student again met requirements, s/he could then be administered tests up to two grade levels higher than his/her current grade. Results placed students into pre-primer, primer, or grade level one through eight. Students unable to read any sight words were designated as non-readers.

Results for the 235 students who were administered the pre- and post-tests indicate that there was a wide range of reading skills within each grade level.[9] Ranges within each grade level are illustrated below.

Table 1

Darrell Lynn Hines Academy
Jerry Johns Reading Inventory
Grade-Level Ranges at the End of the School Year*
2004-05

Grade	N	Grade Level	
		Low	High
Kindergarten	24	Non-reader	Third
First	24	Pre-primer	Third
Second	25	Primer	Fourth
Third	24	Second	Fifth
Fourth	34	First	Sixth
Fifth	40	Second	Seventh
Sixth	27	Second	Eighth
Seventh	37	Second	Eighth

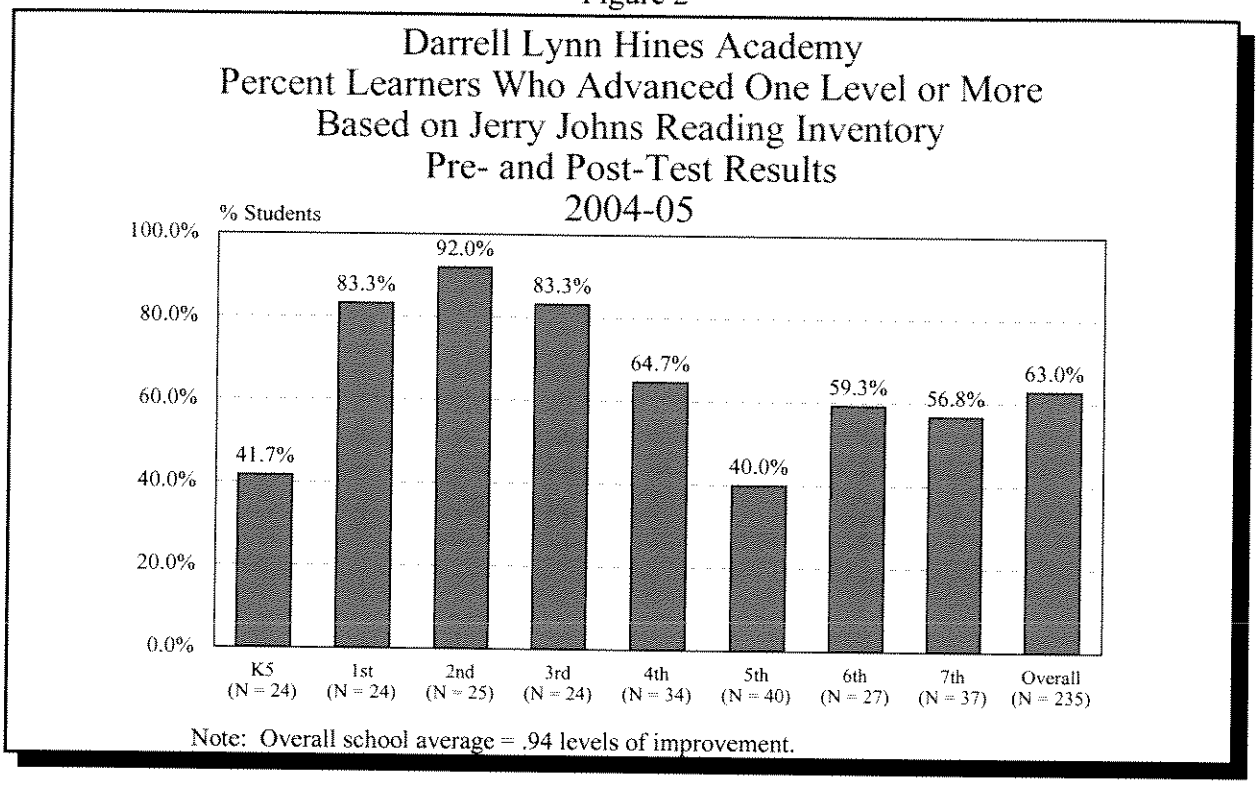
* Includes students with both pre- and post-test results.

Progress for each grade is illustrated in Figure 2. For example, 24 kindergartners were administered the pre- and post-Jerry Johns examinations. Ten (41.7%) kindergartners showed a reading level increase of one year or greater, as did 20 (83.3%) first graders.

Overall, 148 (63.0%) students in kindergarten through seventh grade exhibited one level or more of growth this year.

[9] Some students were not enrolled the entire year and therefore did not receive the pre- and/or post-test.

Figure 2



The majority of students were reading at or above grade level at the end of the year. For example, although fifth graders gained an average of only 0.4 grade levels, 32 (80.0%) of the 40 students were reading at or above grade level at the end of the school year. The overall average level of improvement was .94 grade levels. See Table 2.

Table 2

Darrell Lynn Hines Academy
Average Grade Level Increase
Based on Jerry Johns Reading Inventory
Pre- and Post- Test Results
2004-05

Grade	N	Average Grade Level Increase	Percent At or Above Grade Level
Kindergarten	24	0.9	41.7%
First	24	1.8	79.2%
Second	25	1.3	92.0%
Third	24	1.4	91.7%
Fourth	34	0.9	79.4%
Fifth	40	0.4	80.0%
Sixth	27	0.8	66.7%
Seventh	37	0.6	78.4%
Total	**235**	**.94**	**76.6%**

Based on an average grade level increase of .94, these results indicate that the Academy has substantially met its goal of one or more levels of reading progress.

2. Math Progress

To track math progress at a local level, the Academy set a goal that students in K5 through fifth grades would show one or more levels of progress between the first and last marking periods or score two or better on mathematics assessments, using the following scale:

1 Indicates that the student *exceeds expectations,* demonstrating exemplary performance.

2+ Indicates that the student *meets expectations*, demonstrating slightly above average performance.

2 Indicates that the student *meets expectations,* demonstrating average performance.

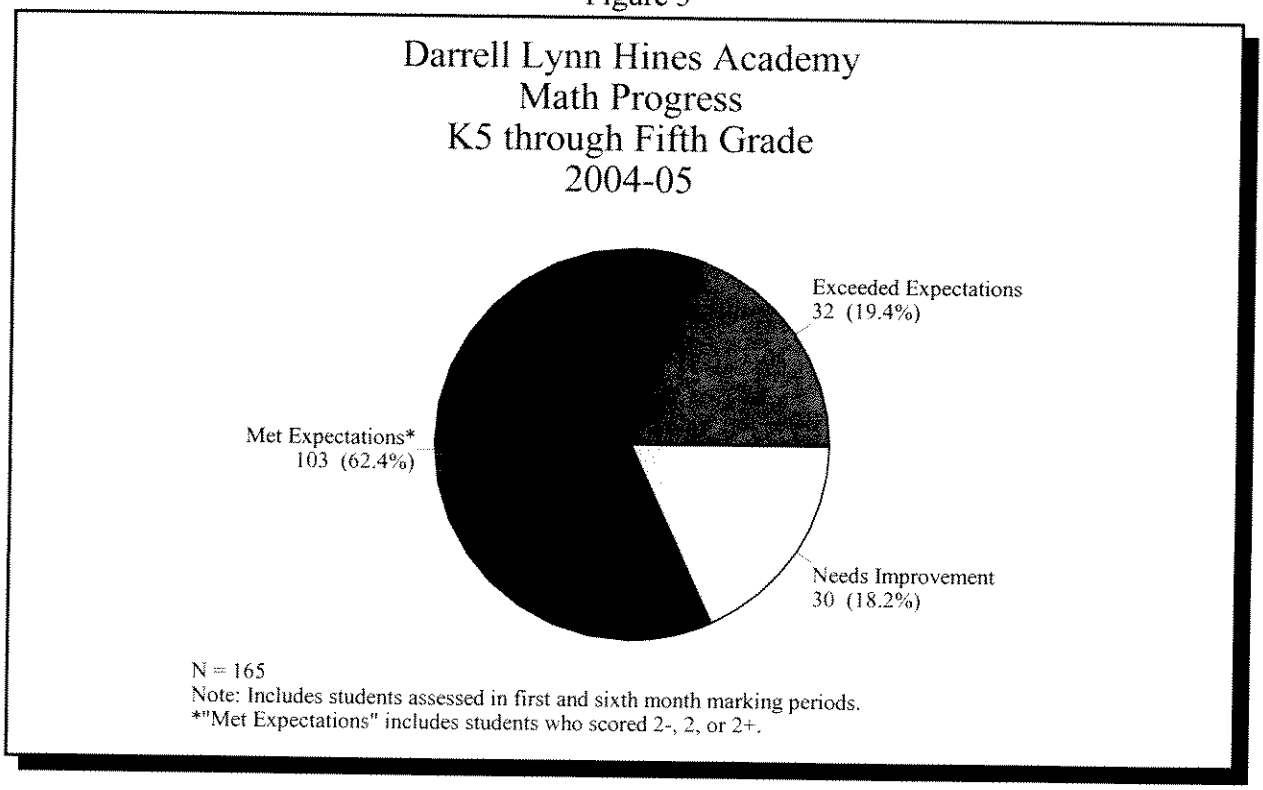
2- Indicates that the student is demonstrating slightly below average performance and *meets expectations.*

3 Indicates that the student *needs improvement,* demonstrating far below average performance.

Sixth and seventh graders were to show a grade of C or better, or show one or more levels of progress between the first and last marking period. Progress was assessed six times throughout the school year and recorded on each student's report card.

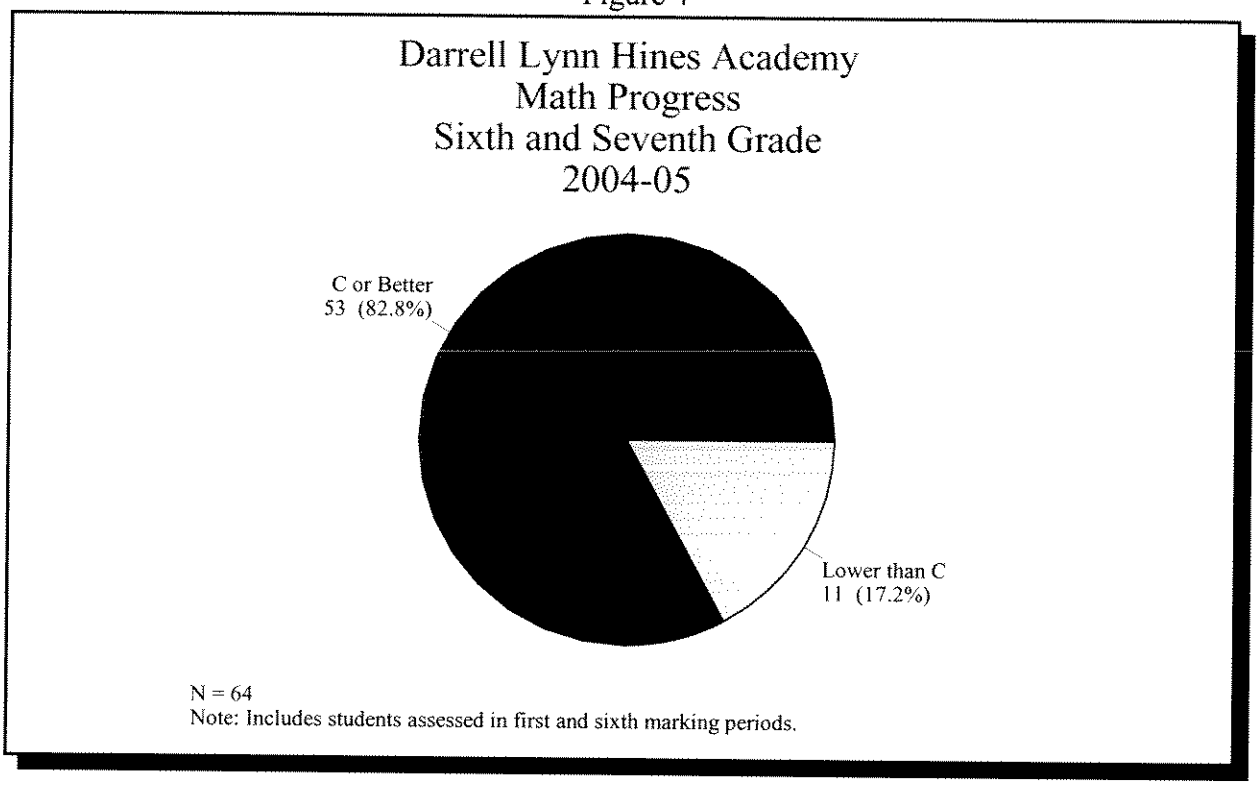
This year, math progress indicators for 165 K5 through fifth grade students assessed at the beginning (first marking period) and end of the school year (sixth marking period) were submitted. By the end of the year, 32 (19.4%) students exceeded expectations, 103 (62.4%) met expectations, and 30 (18.2%) students needed to improve their math skills (see Figure 3).

Figure 3



Most (82.8%) sixth and seventh graders exhibited a C or better in mathematics by the end of the school year (see Figure 4). Overall, the Academy substantially met its local academic measure goal related to math.

Figure 4



3. Writing Progress

To assess writing skills at the local level, the school set a goal that students would be able to produce a grade-appropriate piece of writing. The grade-level written assignment was assessed using the Six Traits of Writing rubric. The Six Traits of Writing is a framework for assessing the quality of student writing and offers a way to link assessments with revisions and editing. Based on grade-level specific requirements, each student was categorized as having minimal, basic, proficient, or advanced writing skills.

Results provided for 236 students in kindergarten through seventh grade indicated that seven (3.0%) students exhibited minimal, 72 (30.5%) basic, 130 (55.1%) proficient, and 27 (11.4%) students exhibited advanced writing skills on their grade-level writing piece. Since 97.0% of the students demonstrated basic or better proficiency levels in writing, this local measure of academic performance was substantially met (see Figure 5).

Figure 5

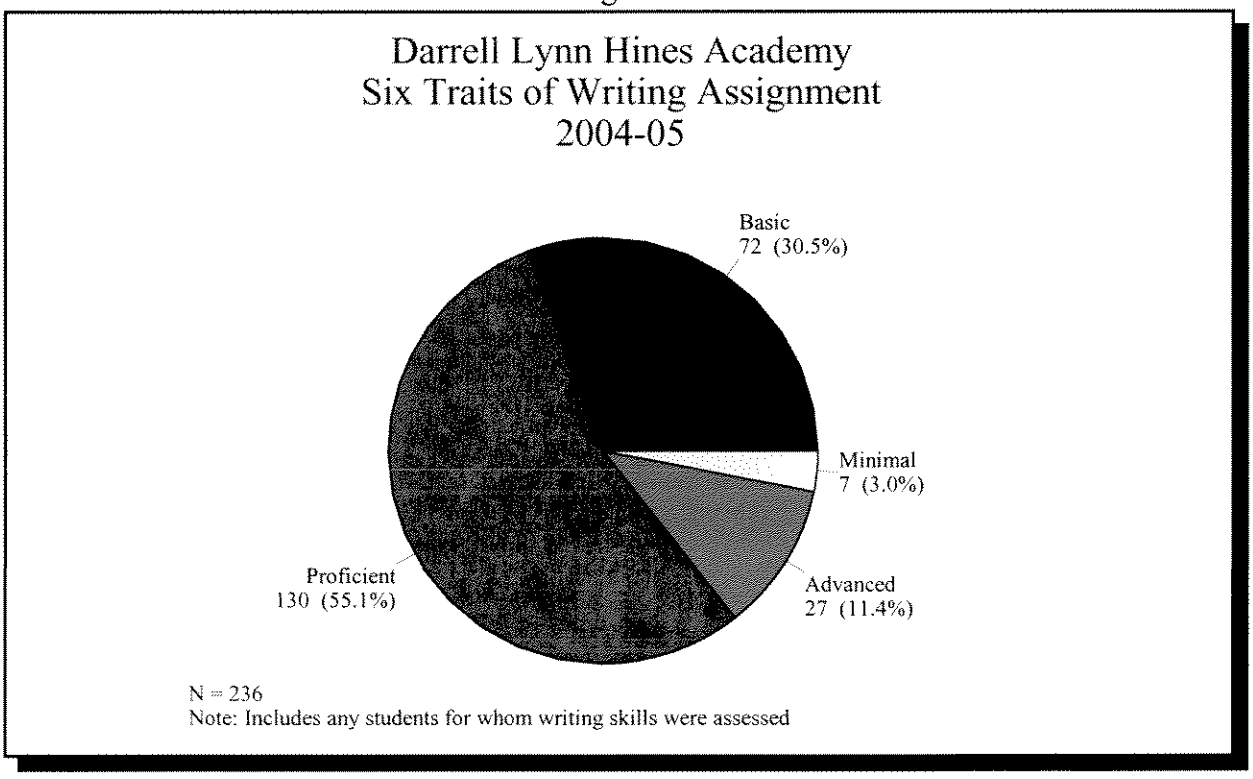


Table 3 describes Six Traits of Writing results for each grade.

Table 3

Darrell Lynn Hines Academy
Six Traits of Writing Assignment Results by Grade
2004-05

Grade	Results									
	Minimal		Basic		Proficient		Advanced		Total	
Kindergarten	0	0.0%	4	16.7%	14	58.3%	6	25.0%	**24**	**100.0%**
First	2	8.3%	7	29.2%	10	41.7%	5	20.8%	**24**	**100.0%**
Second	3	12.0%	8	32.0%	10	40.0%	4	16.0%	**25**	**100.0%**
Third	0	0.0%	12	48.0%	12	48.0%	1	4.0%	**25**	**100.0%**
Fourth	0	0.0%	8	23.5%	21	61.8%	5	14.7%	**34**	**100.0%**
Fifth	0	0.0%	8	20.0%	29	72.5%	3	7.5%	**40**	**100.0%**
Sixth	1	3.7%	14	51.9%	11	40.7%	1	3.7%	**27**	**100.0%**
Seventh	1	2.7%	11	29.7%	23	62.2%	2	5.4%	**37**	**100.0%**
Total	**7**	**3.0%**	**72**	**30.5%**	**130**	**55.1%**	**27**	**11.4%**	**236**	**100.0%**

E. External Standardized Measures of Educational Performance

The CSRC requires that schools administer certain standardized tests depending upon the grade. The following section describes results of these standardized tests for all children–those enrolled for a full academic year (i.e., since September 19, 2003) and new students (i.e., those who enrolled on or after September 1, 2004).

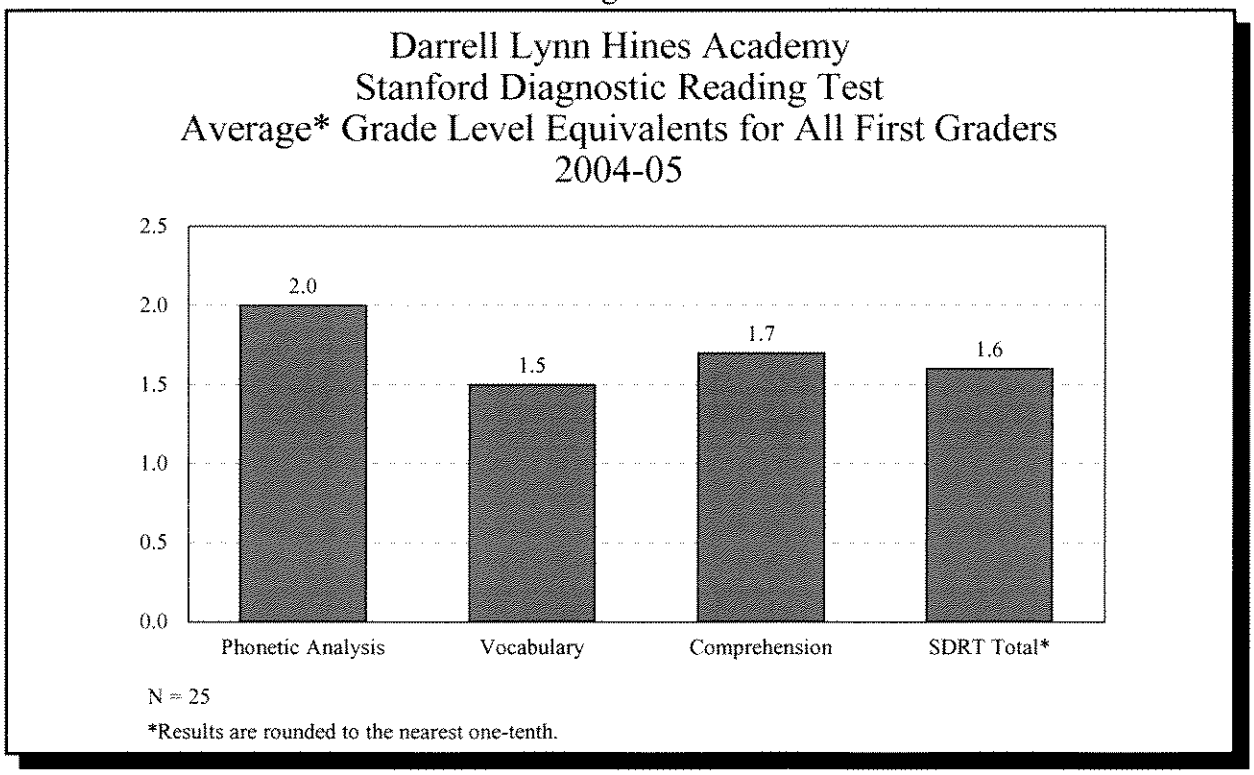
1. Stanford Diagnostic Reading Test for First Graders

a. All First Graders

Administering the Stanford Diagnostic Reading Test (SDRT) to all first and second graders enrolled in charter schools[10] is required by the CSRC. Student performance is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score.

In May 2005, the test was administered to 25 first graders. Results on this measure indicate that, on average, first graders were functioning in reading at GLEs of 1.5 to 2.0 in the three areas (see Figure 6).

Figure 6



[10] The CSRC requires that the SDRT also be administered to third graders. Those scores are reported in a later section.

The GLE range and median score for all first graders is illustrated in Table 4. The range of levels in each area indicates a fairly wide distribution among the first graders.

Table 4

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for All First Graders
2004-05
(N = 25)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.3	5.2	1.6
Vocabulary	K.7	2.6	1.5
Comprehension	K.0	3.4	1.6
SDRT Total	**K.5**	**2.4**	**1.6**

Note: Results are rounded to the nearest one-tenth.

b. New and Returning First Graders

Results for new and returning students are illustrated below.[11] New students enrolled in the school on or after September 1, 2004. Returning students were enrolled in the school for a full academic year, i.e., before September 19, 2003. New students tended to exhibit lower GLEs than returning students.

[11] Note that the CSRC prohibits reporting group sizes for new and full academic year students.

Figure 7

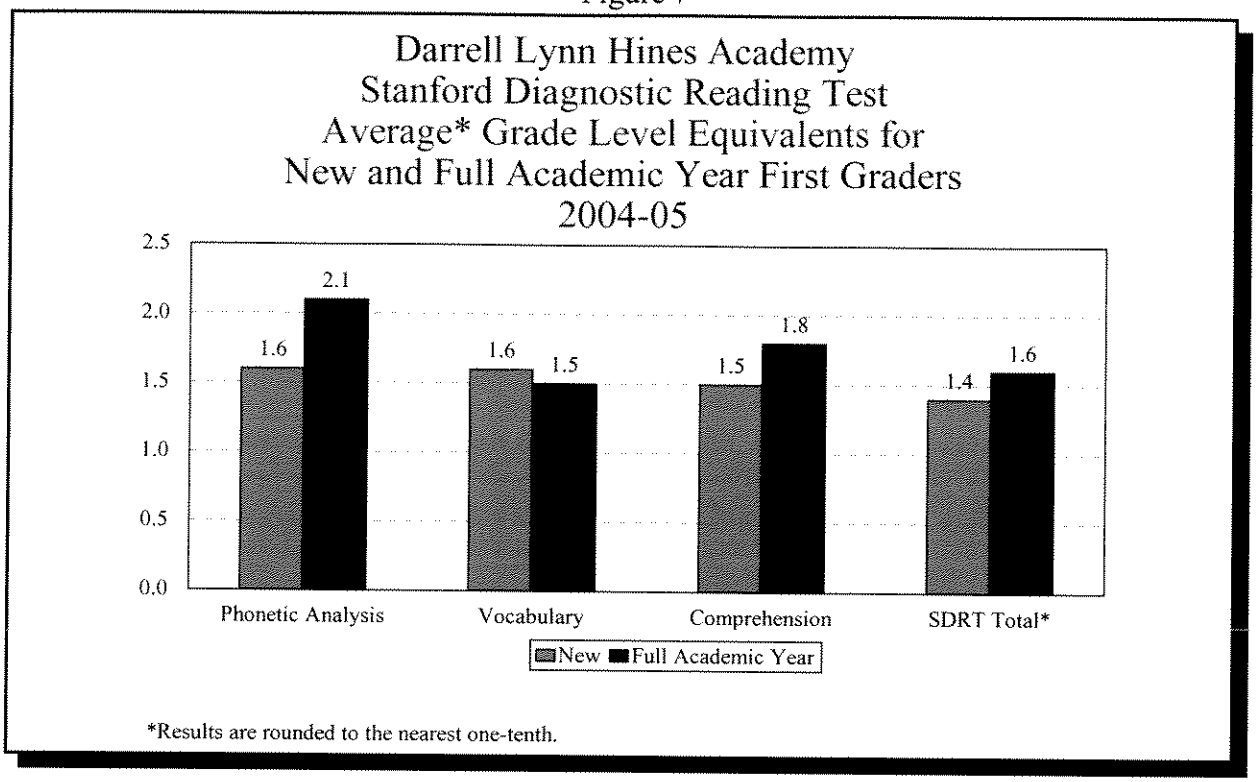


Table 5a

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for New First Graders
2004-05

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	K.3	5.2	K.8
Vocabulary	1.0	2.2	1.6
Comprehension	K.8	2.3	1.6
SDRT Total	**K.6**	**2.4**	**1.4**

Note: Results are rounded to the nearest one-tenth.

Table 5b Darrell Lynn Hines Academy Stanford Diagnostic Reading Test Grade Level Equivalent Range for Full Academic Year First Graders 2004-05			
Area Tested	**Lowest Grade Level Scored**	**Highest Grade Level Scored**	**Median**
Phonetic Analysis	K.3	5.2	1.9
Vocabulary	K.7	2.6	1.4
Comprehension	K.0	3.4	1.7
SDRT Total	**K.5**	**2.4**	**1.7**

Note: Results are rounded to the nearest one-tenth.

2. Stanford Diagnostic Reading Test for Second Graders

a. All Second Graders

Twenty-five second graders were administered the SDRT in May 2005. Results are presented in Figure 8 and Table 6. As illustrated, second graders were, on average, reading at or above grade level in each of the areas tested.

Figure 8

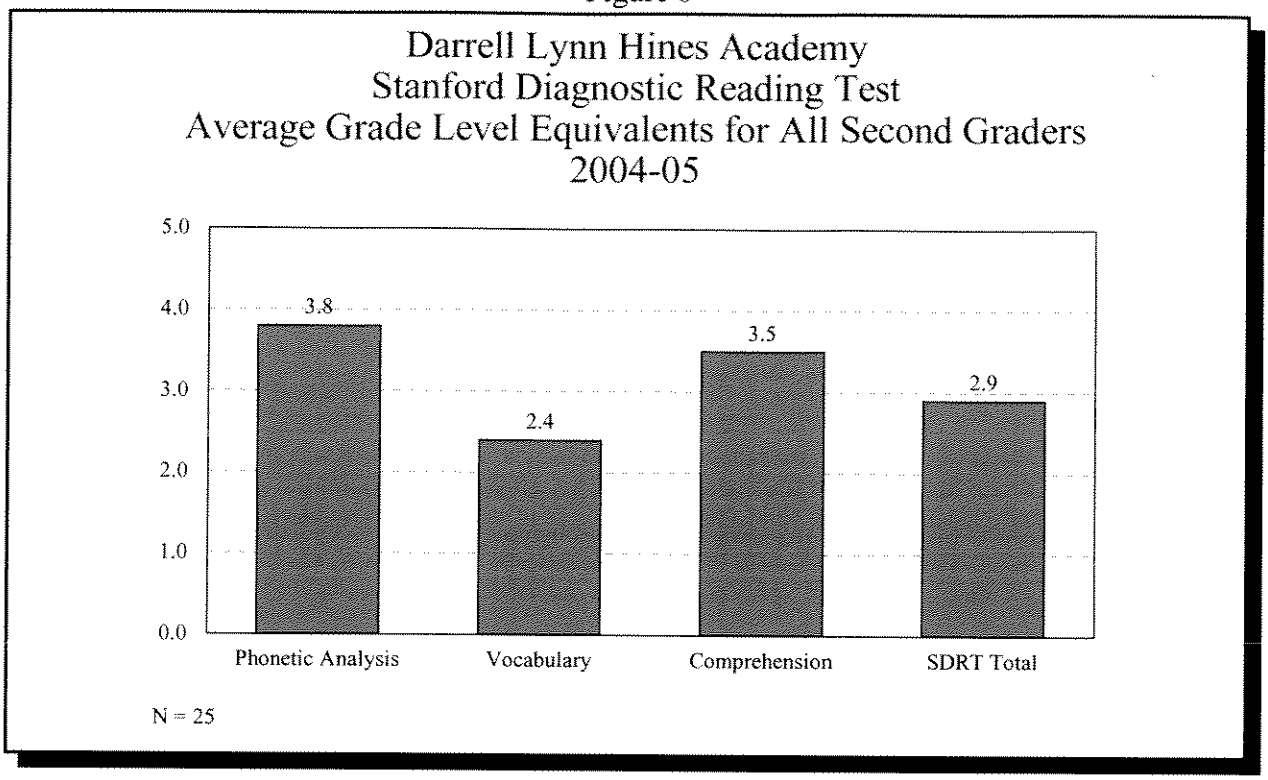


Table 6

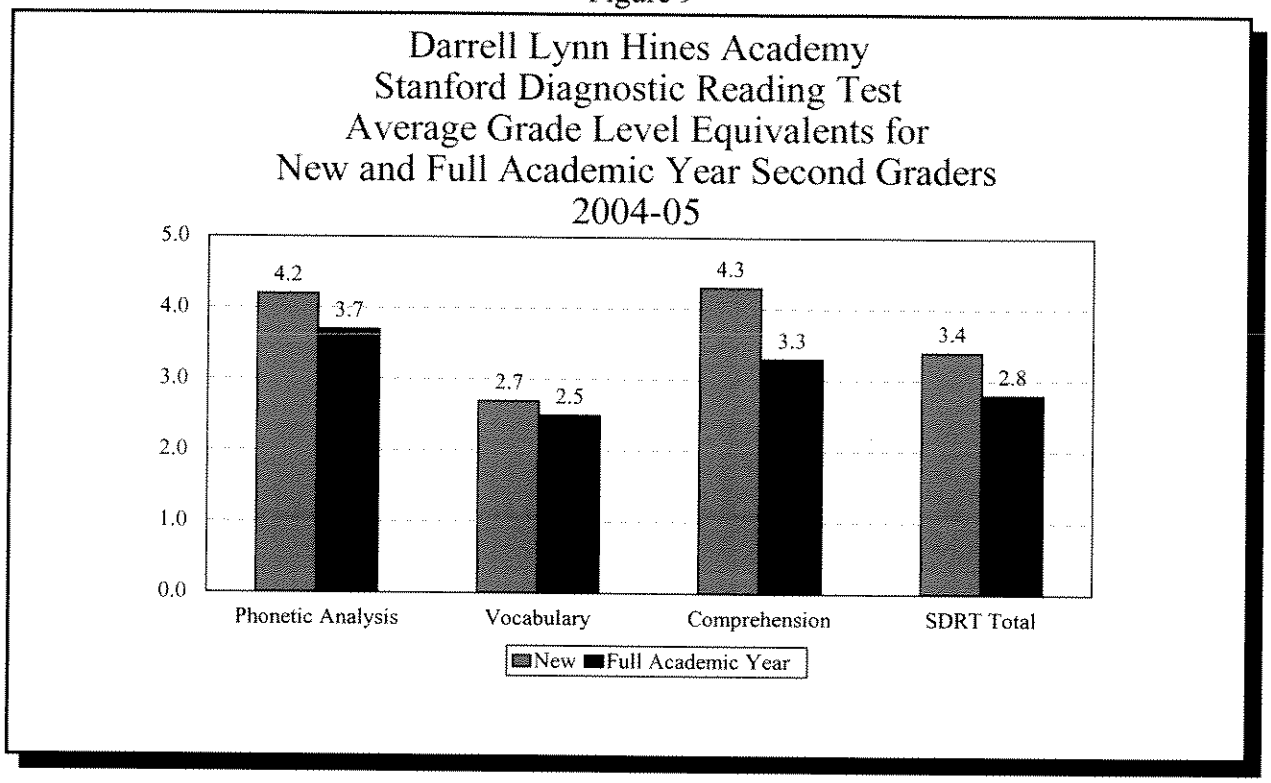
Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for All Second Graders
2004-05
(N = 25)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.0	7.9	2.2
Vocabulary	K.7	4.7	2.4
Comprehension	1.5	8.9	3.1
SDRT Total	**1.4**	**5.4**	**2.5**

b. New and Returning Second Graders

SDRT results for new and full academic year[12] students are illustrated below. In this group, results indicate that new students exhibited higher GLEs on average than returning students.

Figure 9



[12] Returning students who were enrolled in the school for a full academic year, i.e., on or before September 19, 2003.

Table 7a

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for New Second Graders
2004-05

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.4	7.9	4.2
Vocabulary	1.3	4.2	2.4
Comprehension	2.0	8.9	3.9
SDRT Total	**1.8**	**5.4**	**3.2**

Table 7b

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for Full Academic Year Second Graders
2004-05

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.0	7.9	2.2
Vocabulary	K.7	4.7	2.4
Comprehension	1.5	8.9	2.8
SDRT Total	**1.4**	**5.4**	**2.5**

3. Standardized Tests for Third Graders

a. Wisconsin Reading Comprehension Tests for Third Graders

i. All Third Graders

The Wisconsin Reading Comprehension Test (WRCT) is an assessment of primary-level reading at grade three and is administered to all public (including charter) school third graders in the state. Student performance is reported as minimal, basic, proficient, or advanced proficiency levels.[13]

[13] The Wisconsin Reading Comprehension Test levels for 2005 are the same levels used from 1998-2004: *Advanced* (60 or more points): Academic achievement is beyond mastery. Test scores provide evidence of in-depth understanding. *Proficient* (38 through 59 points): Academic achievement includes mastery of the important knowledge and skills. Test scores show evidence of skills necessary for progress in reading. *Basic* (19 through 37 points): Academic achievement includes mastery of most of the important knowledge and skills. Test scores show evidence of at least one major flaw in understanding.

While the WRCT gathers information on comprehension, prior knowledge, and reading strategies, the performance standards are based only on the reading comprehension items. Wisconsin's proficiency standards are based on the standards established in July 1998 by the State Superintendent.[14]

The test was administered in March 2005 to the 25 Academy third graders enrolled in the school on the examination date. Results on this measure, illustrated in Figure 10, indicate that:

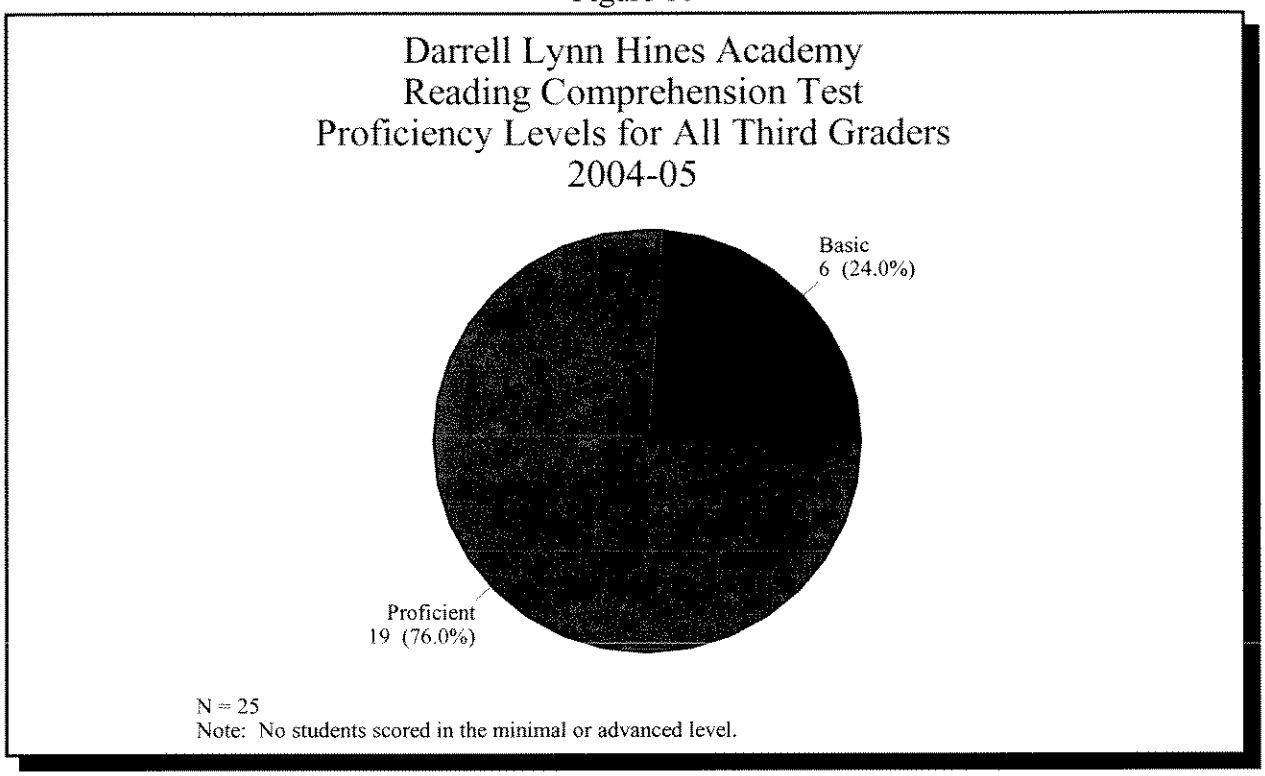
- No third graders scored at the minimal level of reading comprehension;
- Six (24.0%) Academy third graders scored at the basic level of reading comprehension;
- Nineteen (76.0%) third graders demonstrated proficient reading comprehension skills; and
- No third graders demonstrated an advanced level of reading comprehension.

Note that in 2003-04, 61.0% of 41 third graders scored at the basic and 31.7% at the proficient level of reading comprehension (not shown).

Minimal (0 through 18 points): Test scores show evidence of major misconceptions or gaps in knowledge and skills tested.

[14] See www.dpi.state.wi.us/dpi/oea/wrctinfo.html for details.

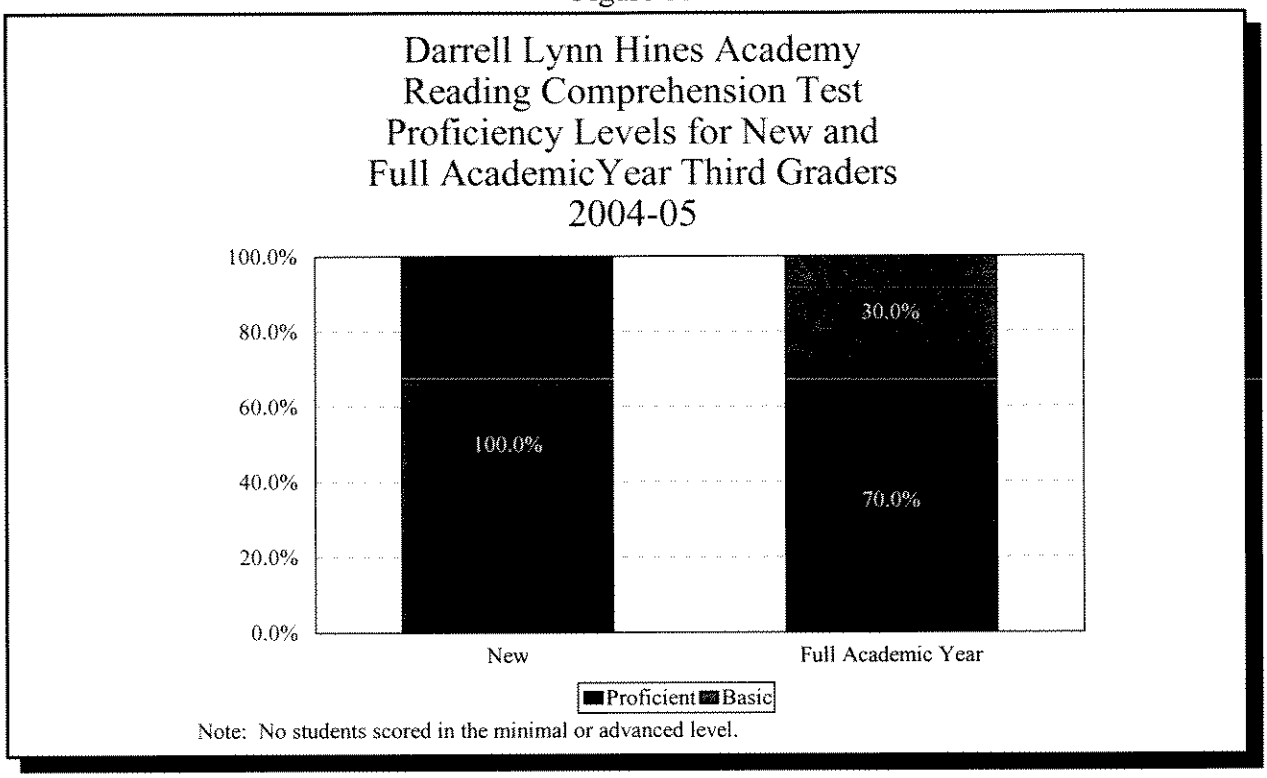
Figure 10


Darrell Lynn Hines Academy
Reading Comprehension Test
Proficiency Levels for All Third Graders
2004-05
Basic
6 (24.0%)
Proficient
19 (76.0%)
N = 25
Note: No students scored in the minimal or advanced level.

ii. New and Returning Third Graders

WRCT results for new and full academic year third graders illustrated below indicate more returning students at the proficient level.

Figure 11



b. Stanford Diagnostic Reading Test for Third Graders

i. All Third Graders

This year, the CSRC required that its charter schools administer the SDRT to third graders. The SDRT provides a standardized method, in addition to the WRCT, to assess third grade reading skills. Results can then be used to track student progress over multiple academic years.

Results from this year's SDRT (administered in May 2005) indicate that third graders are, on average, reading at grade level in all areas tested. See Figure 12.

Figure 12

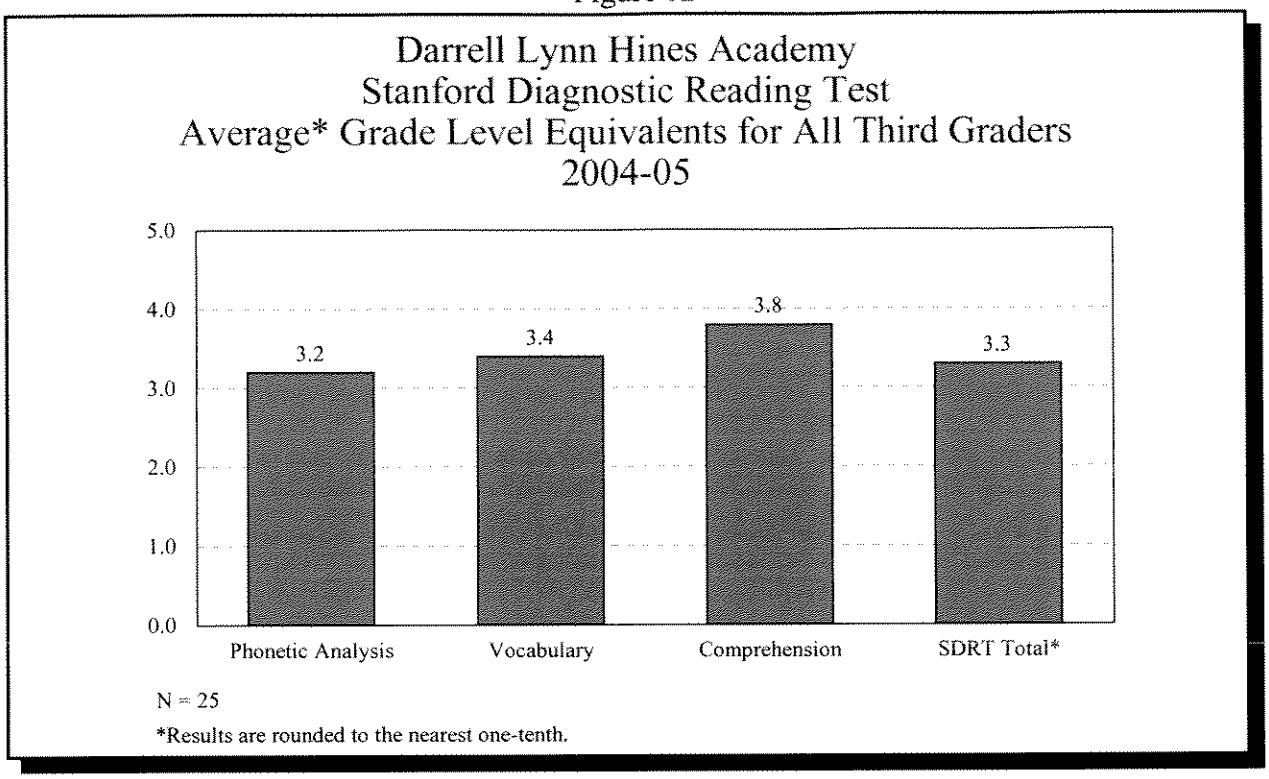


Table 8

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for All Third Graders
2004-05
(N = 25)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.6	10.8	2.7
Vocabulary	2.3	5.3	3.2
Comprehension	2.0	8.1	3.4
SDRT Total	**2.0**	**7.1**	**3.4**

ii. New and Returning Third Graders

Results for new and returning third graders are illustrated below. These results indicate returning students exhibited slightly higher GLEs.

Figure 13

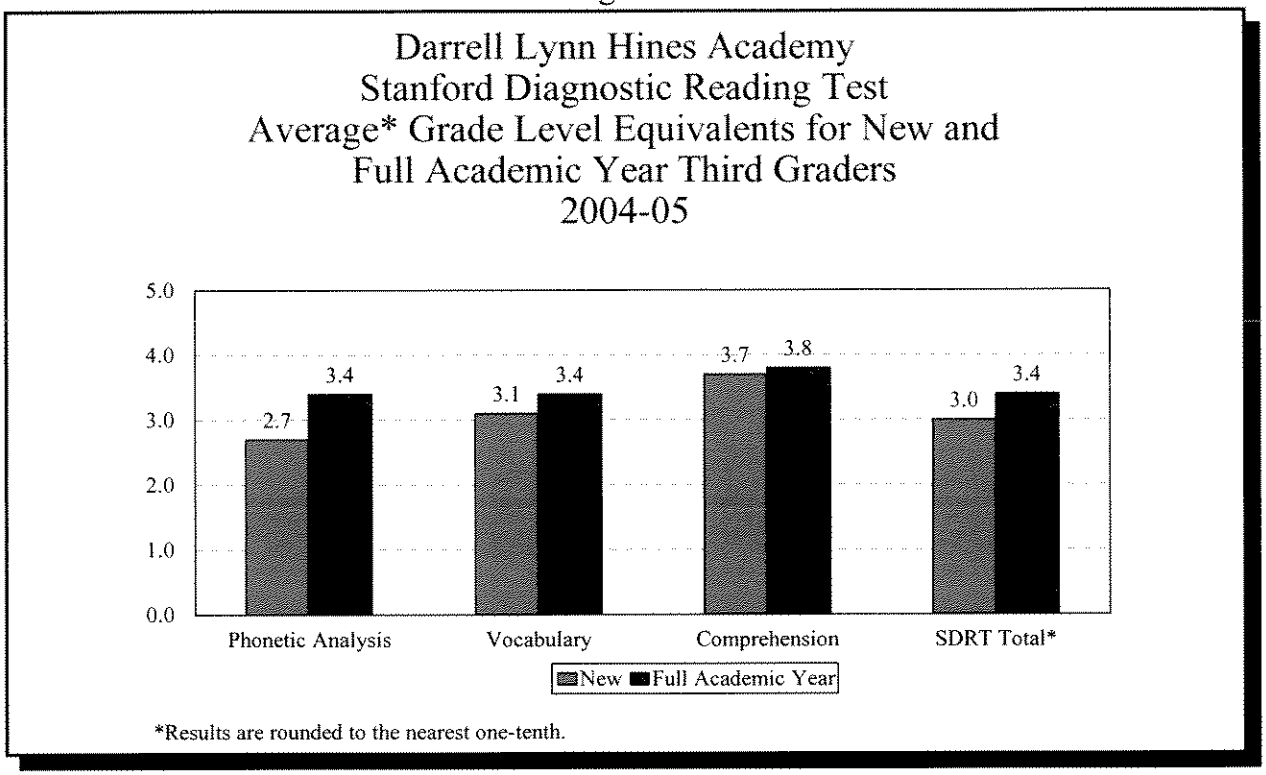


Table 9a

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for New Third Graders
2004-05

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	1.9	3.5	2.5
Vocabulary	2.3	3.6	3.4
Comprehension	2.0	7.1	3.4
SDRT Total	**2.0**	**3.5**	**3.4**

Table 9b Darrell Lynn Hines Academy Stanford Diagnostic Reading Test Grade Level Equivalent Range for Full Academic Year Third Graders 2004-05			
Area Tested	**Lowest Grade Level Scored**	**Highest Grade Level Scored**	**Median**
Phonetic Analysis	1.6	10.8	3.0
Vocabulary	2.5	5.3	3.2
Comprehension	2.1	8.1	3.5
SDRT Total	**2.3**	**7.1**	**3.3**

c. Terra Nova for Third Graders

i. All Third Graders

This year, the CSRC required its charter schools to administer the Terra Nova reading, language, and math subtests to third graders. Results were used to assess third grade reading, language, and math skills, as well as provide scores against which to measure progress over multiple years. This year, the test was administered in November 2004 to 24 students (note that one third grader who took the WRCT and the SDRT was not enrolled at the time the Terra Nova was administered).

Results indicate that third graders were, on average, reading at grade level. On average, students exhibited math skills below grade level.

Figure 14

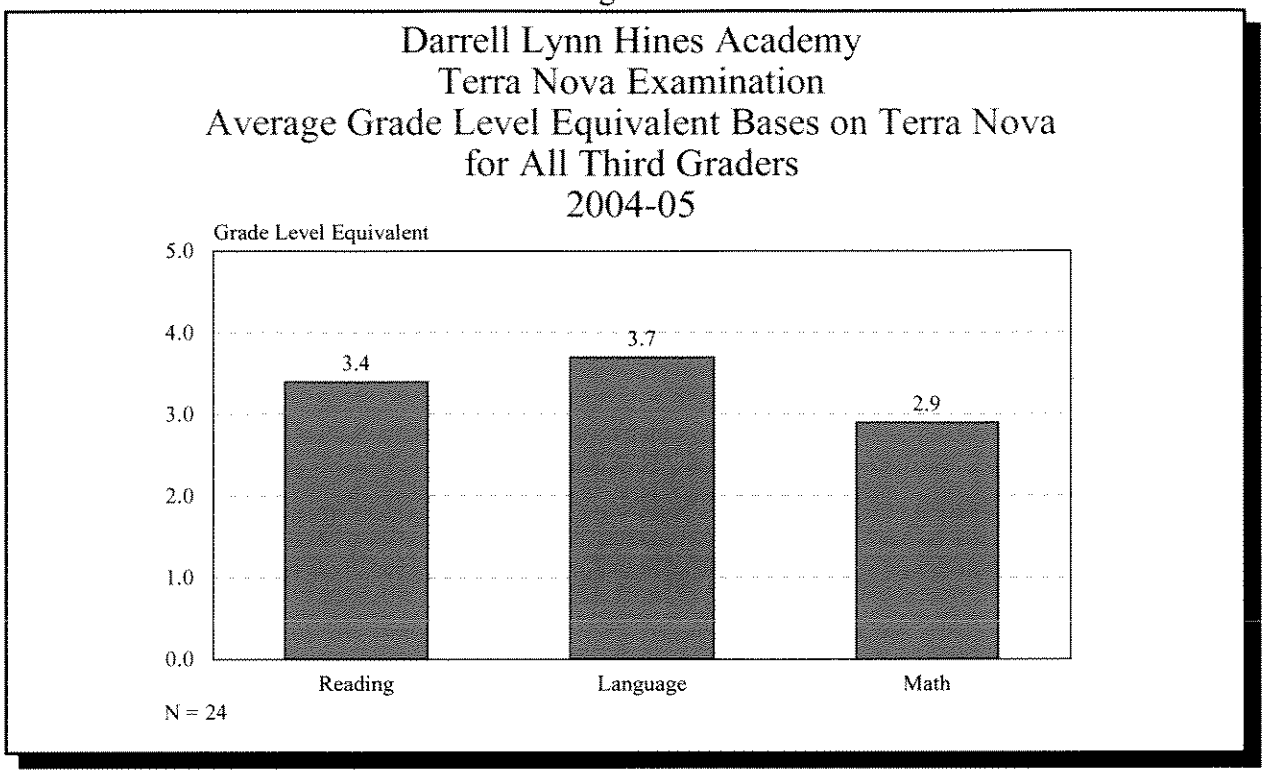


Table 10

Darrell Lynn Hines Academy
Terra Nova Examination
Grade Level Equivalent Ranges for All Third Graders
2004-05
(N = 24)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median*
Reading	1.8	8.2	3.1
Language	1.8	8.0	3.0
Math	1.6	4.8	2.8

* Note: Results are rounded to the nearest one-tenth.

ii. New and Returning Third Graders

There were 20 third graders who had been enrolled for a full academic year, i.e., since September 19, 2003. There were only four third graders taking the Terra Nova tests who were new to the school in the Fall of 2004. Due to the small size of the new cohort, the comparison of new to full academic year students could not be reported.

4. Standardized Tests for Fourth Graders

a. Wisconsin Knowledge and Concepts Examination

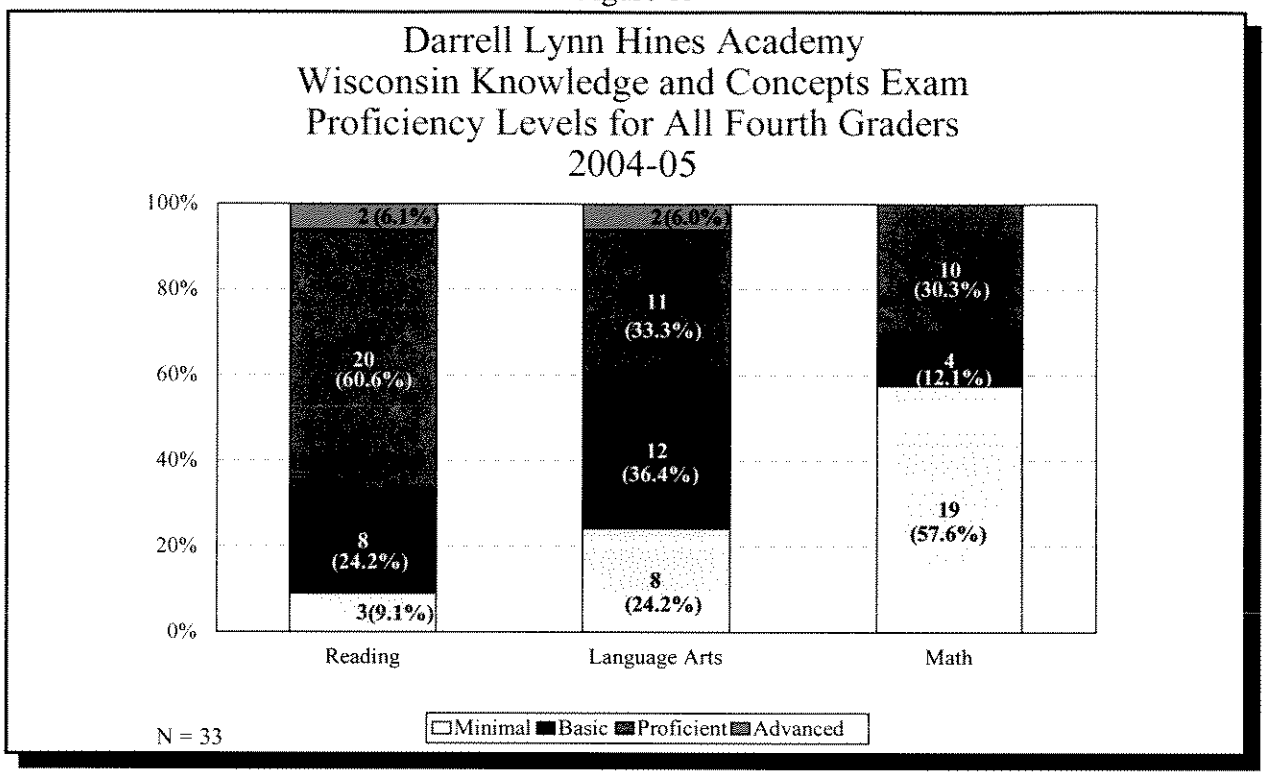
i. All Fourth Graders

In November 2004, all fourth, eighth, and tenth grade students in Wisconsin public schools participated in statewide assessments in the subject areas of reading, language arts, math, science, and social studies. These assessments are called the Wisconsin Knowledge and Concepts Examinations (WKCE). Based on how they score on these assessments, students are placed in one of four proficiency categories: *advanced, proficient, basic*, and *minimal* performance.[15] The CSRC requires that schools report student achievement on the WKCE in reading, language arts, and math.

The WKCE was administered in November 2004 to 33 fourth grade students at the Academy. This year, three (9.1%) fourth graders scored minimal reading proficiency, eight (24.2%) had a basic understanding, 20 (60.6%) were proficient readers, and two (6.1%) fourth graders scored in the advanced reader category. In math, 19 (57.6%) students exhibited minimal, four (12.1%) scored in the basic range, and ten (30.3%) students achieved proficient levels (see Figure 15).

[15] *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE; *Proficient*: demonstrates competency in the academic knowledge and skills tested on WKCE; *Basic*: demonstrates some academic knowledge and skills tested on WKCE; and *Minimal*: demonstrates very limited academic knowledge and skills tested on WKCE.

Figure 15



The final score from the WKCE is a writing score. The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on the report ranging from 0.0 to a maximum possible score of 9.0.[16]

The Academy's fourth graders' writing scores ranged from 0.0 to 6.0. The median score was 4.5, meaning half of students scored at or below 4.5 and half scored 4.5 to 6.0.

[16] See www.dpi.state.wi.us/oea/kc_writg.html for details.

ii. New and Returning Fourth Graders

Because there were only three fourth graders taking the WKCE who were new to the school in Fall 2004, the comparison of new to full academic year students results could not be reported.

b. Stanford Diagnostic Reading Test for Fourth Graders

i. All Fourth Graders

In May 2005, 34 fourth graders were administered the SDRT.[17] The fourth grade SDRT consists of vocabulary, comprehension, scanning, and total scores for each student. Although not required by the CSRC, the school administered the test to provide another standardized assessment of fourth grade reading skills.

This year, results indicated that fourth graders were reading, on average, at grade level when measured by the SDRT vocabulary and scanning subtests. Students were slightly below grade level on the comprehension subtest and overall SDRT total (see Figure 16).

[17] The SDRT for fourth grade students was not required by the CSRC; however, the Academy elected to administer and report the results.

Figure 16

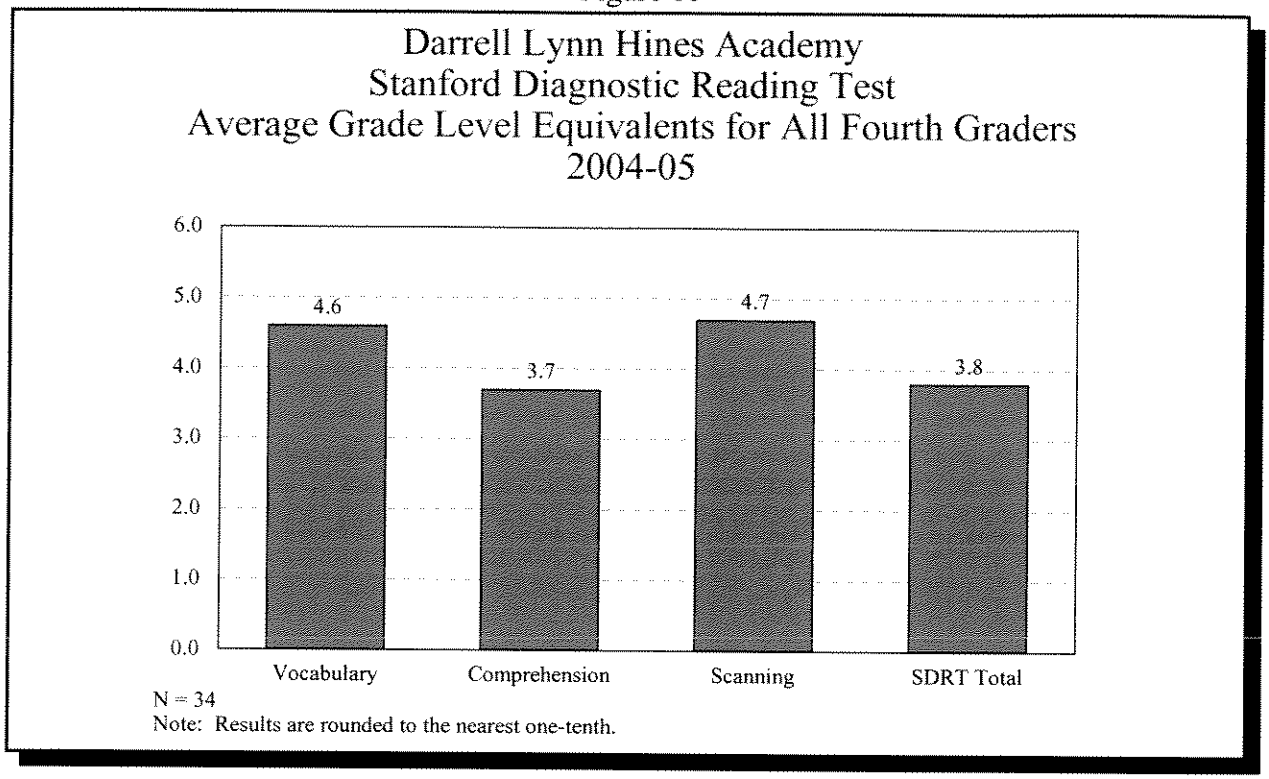


Table 11

Darrell Lynn Hines Academy
Stanford Diagnostic Reading Test
Grade Level Equivalent Range for All Fourth Graders
2004-05
(N = 34)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Vocabulary	2.1	10.6	4.1
Comprehension	1.9	9.1	3.3
Scanning	2.5	9.6	4.4
SDRT Total	**2.0**	**7.9**	**3.4**

ii. New and Returning Fourth Graders

Because there were only three fourth graders taking the SDRT who were new to the school in Fall 2004, the comparison of new to full academic year students could not be reported.

5. Terra Nova for Fifth Graders

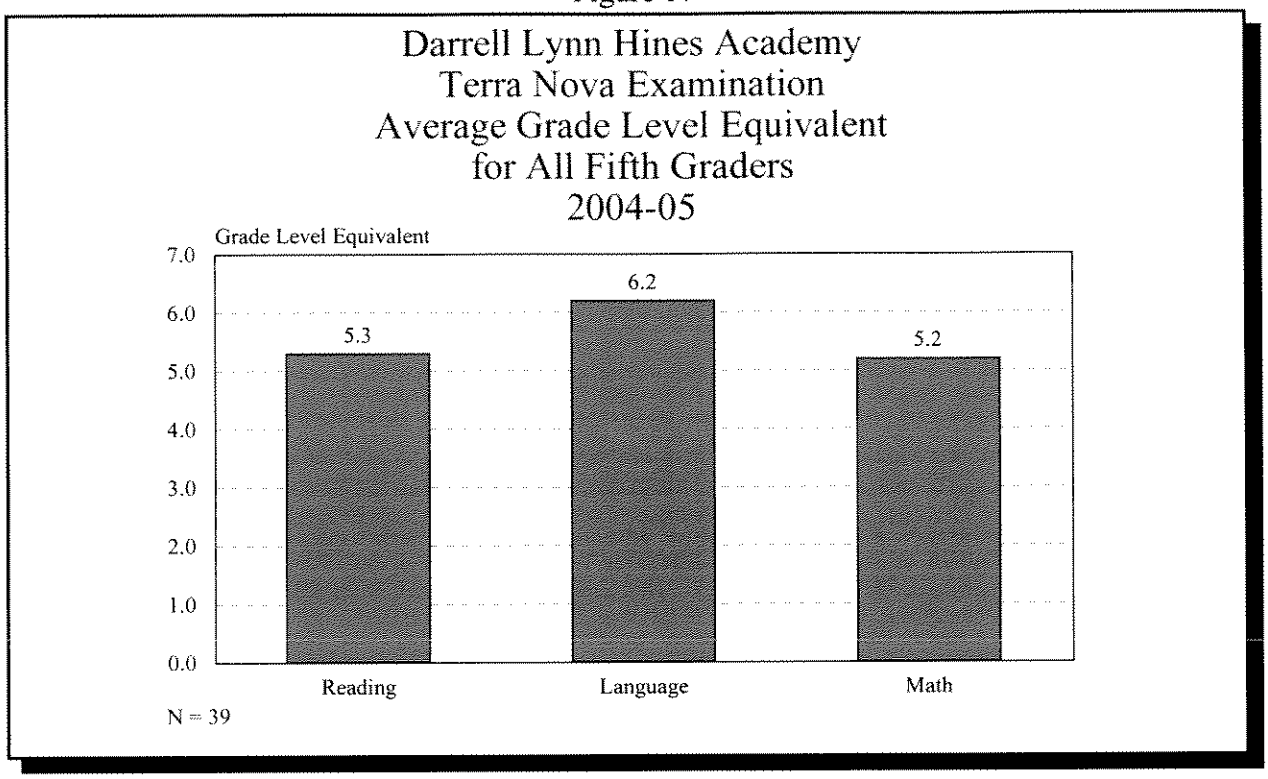
a. All Fifth Graders

As required by the CSRC, fifth graders were administered the McGraw-Hill Terra Nova reading, language, and math subtests. (The test also includes science and social studies.) The CSRC requires that these subtests be administered to assess student achievement and provide a basis for multiple-year student progress.

The Terra Nova examinations were administered in November 2004[18] to 39 fifth grade students. Results indicated that fifth graders, on average, were at grade level in reading and math and above grade level in language (see Figure 17).

[18] In 2002-03, the Wisconsin DPI changed the time for administration of the WKCE from Spring to Fall. Since then the CSRC has required that the Terra Nova standardized tests for fifth, sixth, and seventh graders also be administered in the Fall semester to allow multi-year student progress reports.

Figure 17



A look at the range of grade levels in each of the areas tested shows a wide distribution among the students. Table 12 indicates grade equivalent ranges and the median in reading, language, and math. Proficiency levels are illustrated in Figure 18.

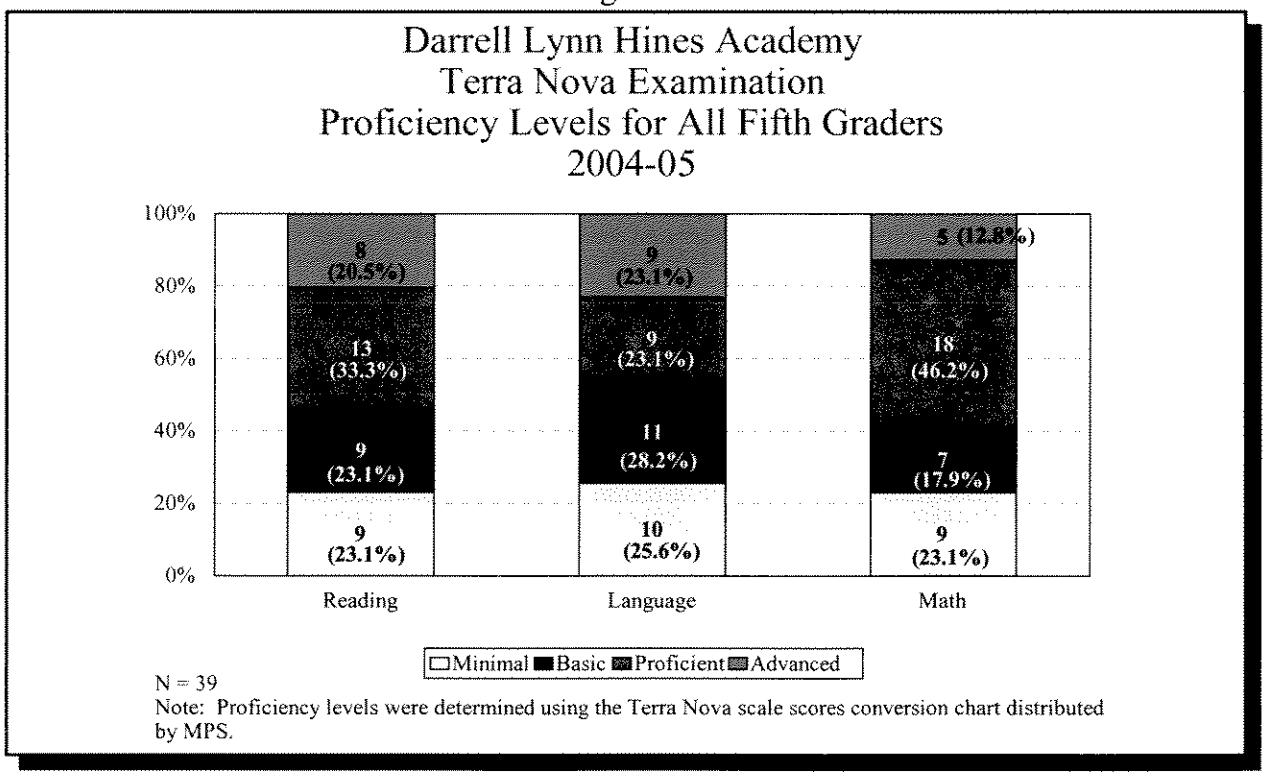
Table 12

Darrell Lynn Hines Academy
Terra Nova Examination
Grade Level Equivalent Ranges for All Fifth Graders
2004-05
(N = 39)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	0.0	12.+*	4.5
Language	2.5	12.+*	5.0
Math	1.9	9.5	5.0

*Note: Scores of 12. + were converted to 12.9 GLE.

Figure 18



b. New and Returning Fifth Graders

Results for new and full academic year fifth graders are illustrated below. Results indicate that, on average, new students demonstrated higher GLEs than those enrolled for a full academic year.

Figure 19

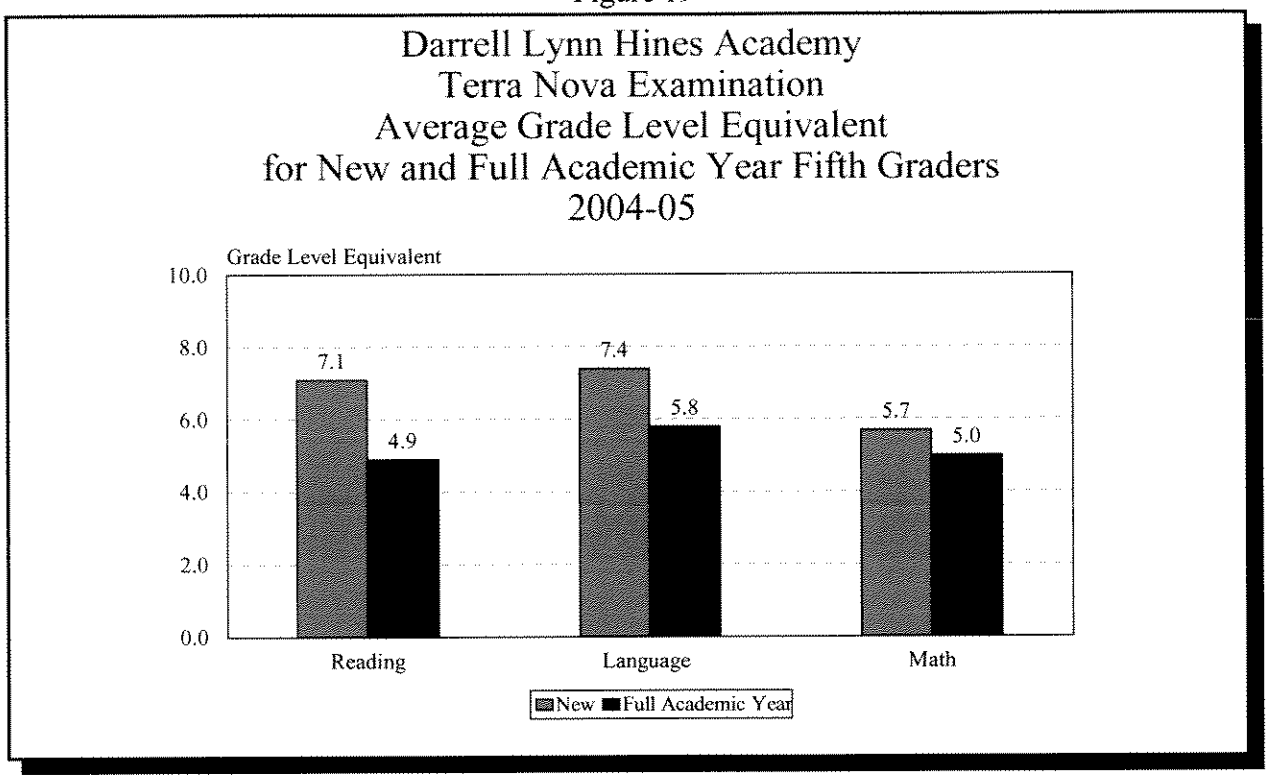


Table 13a

Darrell Lynn Hines Academy
Terra Nova Examination
Grade Level Equivalent Ranges for New Fifth Graders
2004-05

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	2.6	12.+*	6.7
Language	3.1	12.+*	7.4
Math	3.7	8.9	5.2

*Note: Scores of 12.+ were converted to 12.9 GLE.

Table 13b

Darrell Lynn Hines Academy
Terra Nova Examination
Grade Level Equivalent Ranges for Full Academic Year Fifth Graders
2004-05

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	0.0	9.7	4.3
Language	2.5	12.+*	4.1
Math	1.9	9.5	4.9

*Note: Scores of 12.+ were converted to 12.9 GLE.

Figure 20a

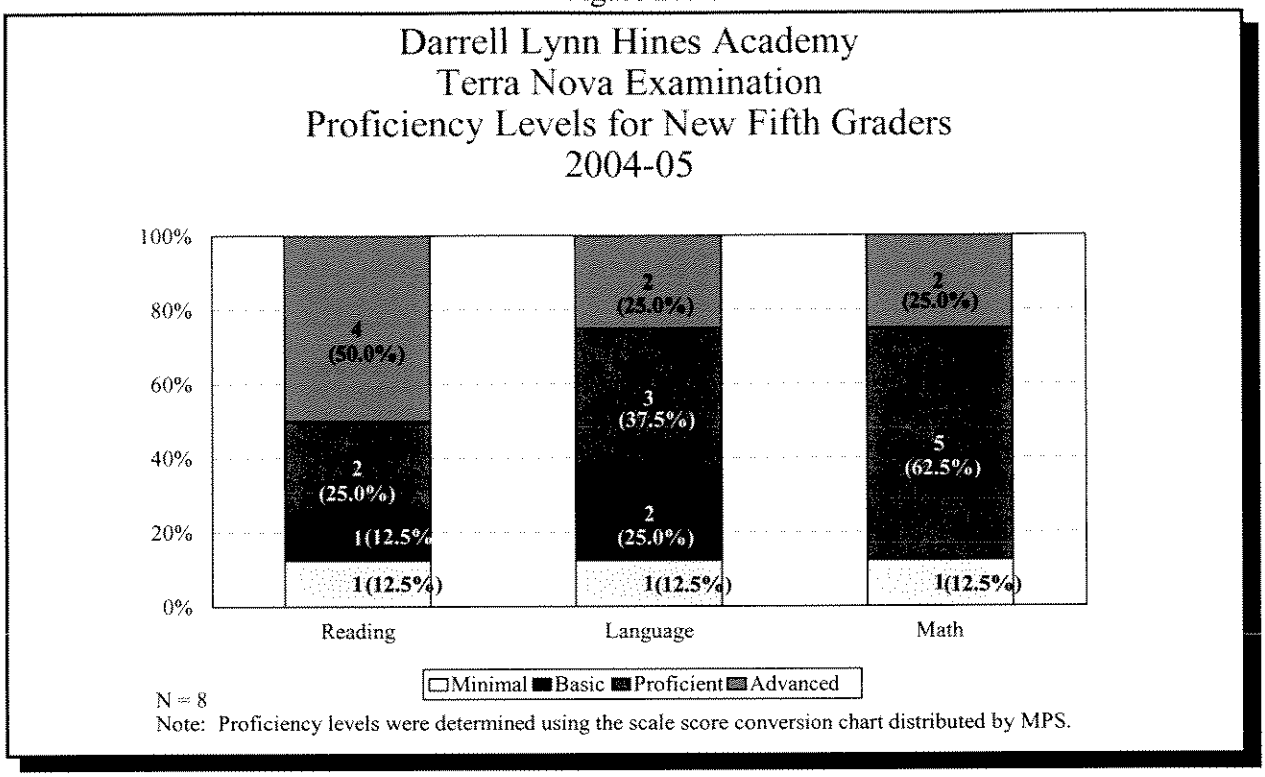
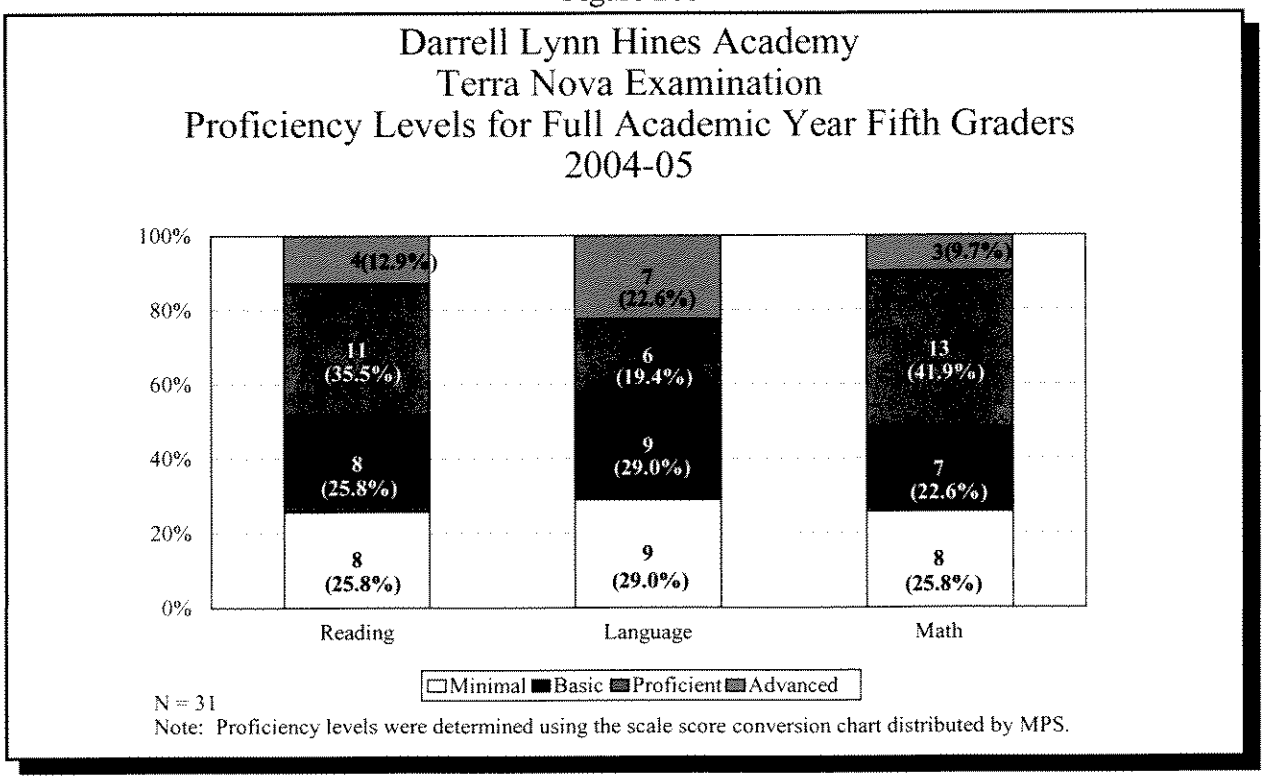


Figure 20b

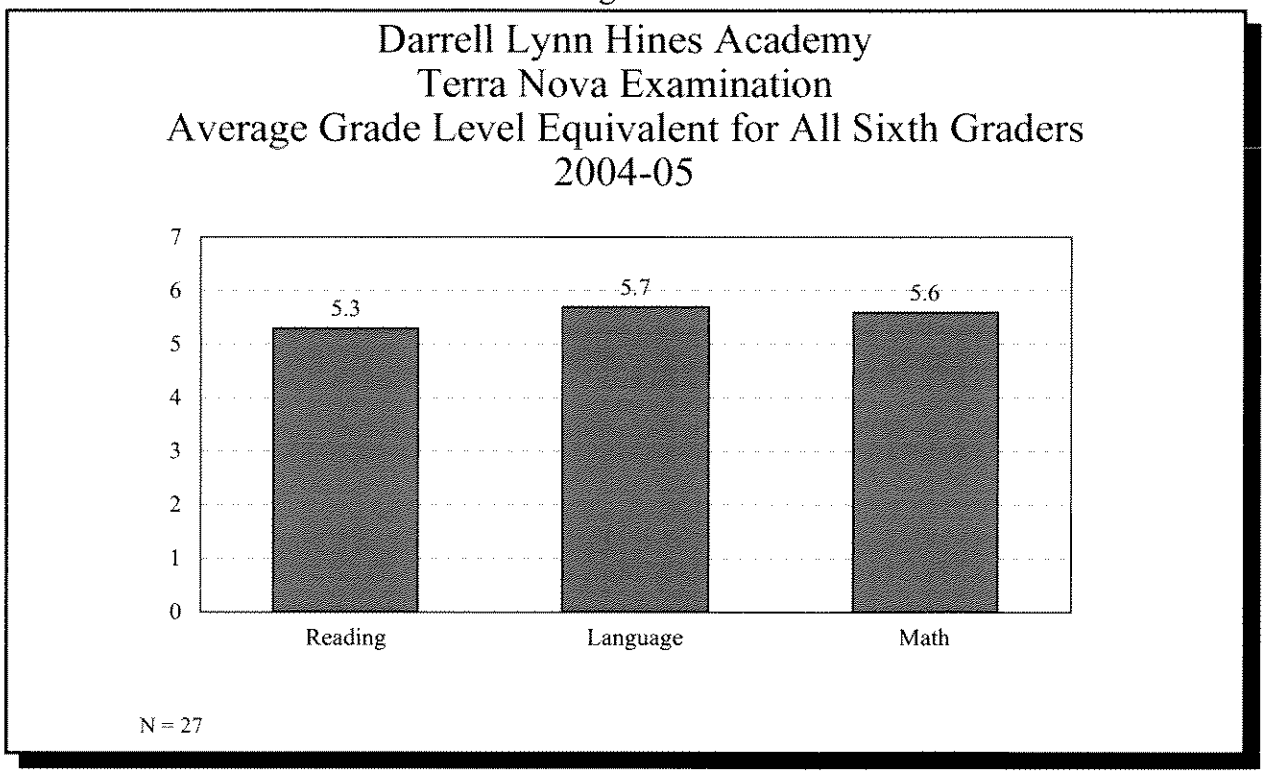


6. Terra Nova for Sixth Graders

a. All Sixth Graders

Figure 21 illustrates the sixth grade Terra Nova results from the November 2004 examination. The students, on average, were functioning at 5.3 GLE in reading, 5.7 GLE in language, and 5.6 GLE in math.

Figure 21



Sixth graders' reading, language, and math skills spanned a wide range of GLEs (see Table 14).

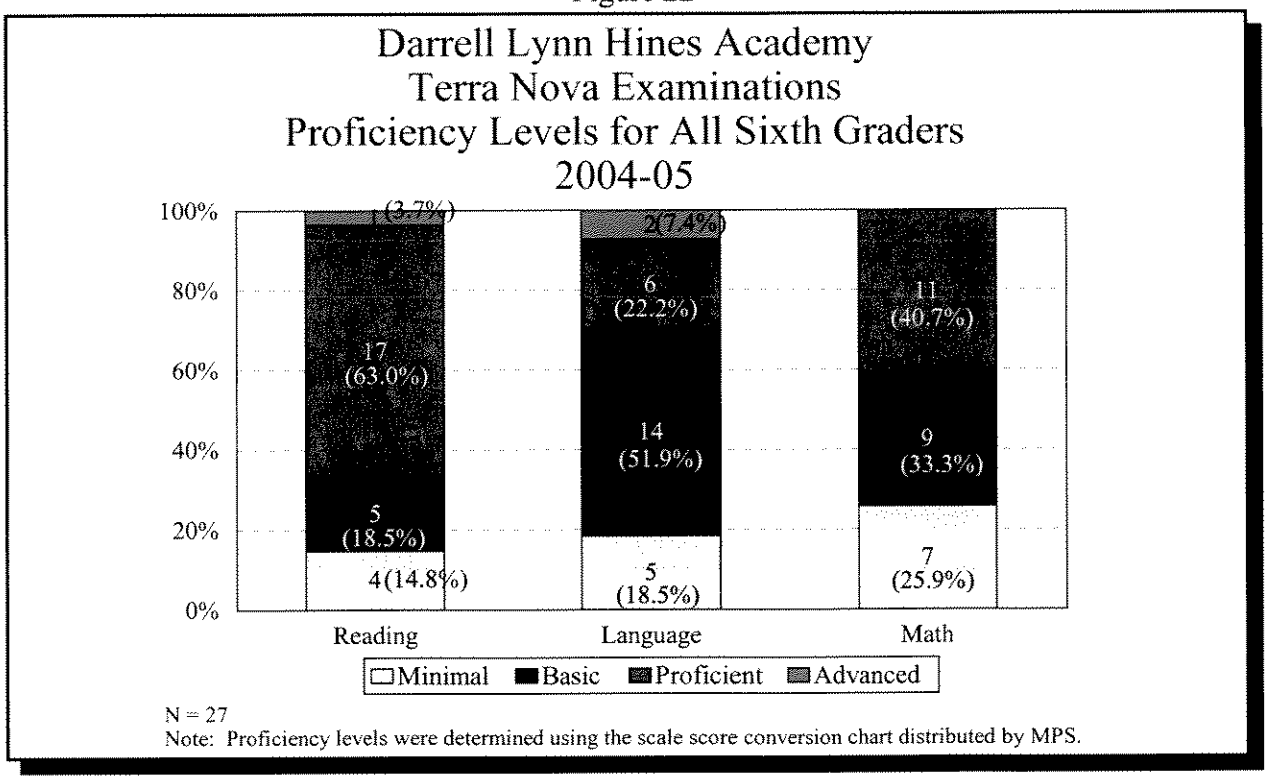
Table 14

Darrell Lynn Hines Academy
Terra Nova Examination
Grade Level Equivalent Ranges for All Sixth Graders
2004-05
(N = 27)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	1.7	9.7	4.9
Language	2.5	10.7	5.1
Mathematics	2.6	8.5	5.7

Proficiency levels for sixth graders are illustrated below.

Figure 22



N = 27
Note: Proficiency levels were determined using the scale score conversion chart distributed by MPS.

b. New and Returning Sixth Graders

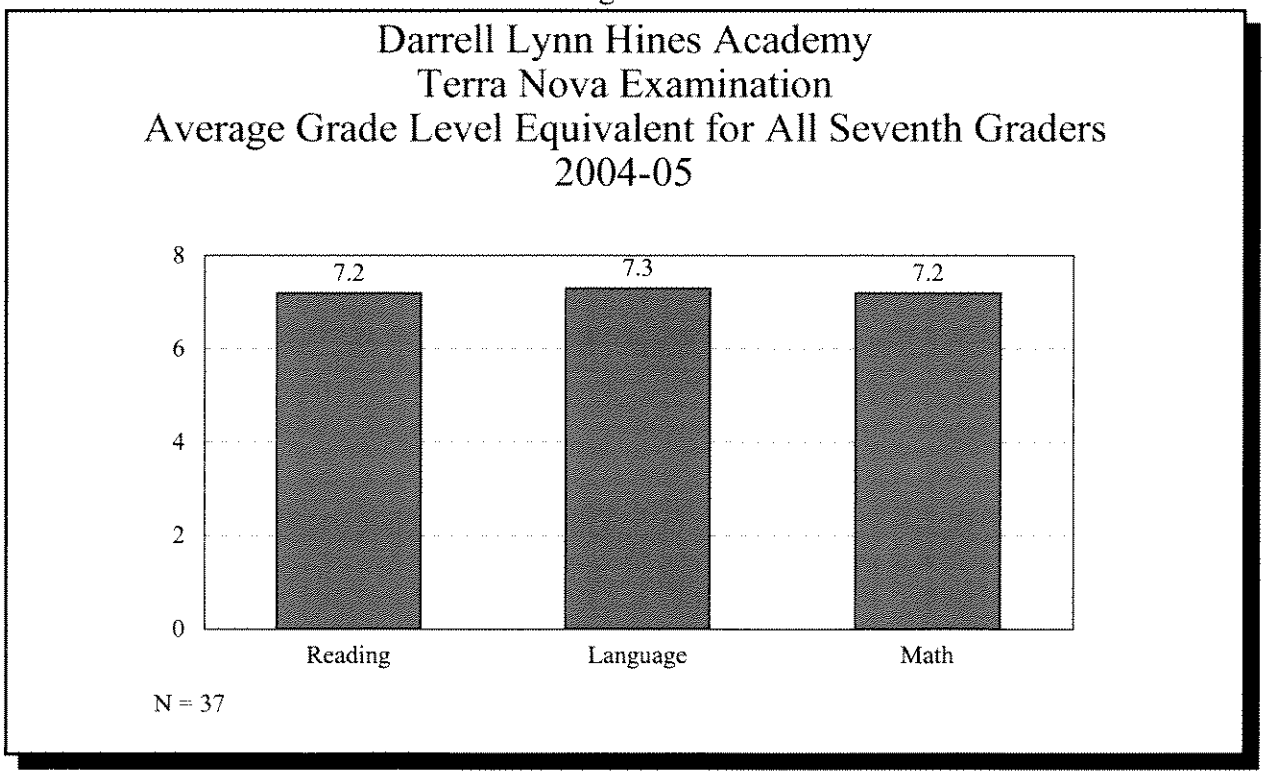
Because there were only three sixth graders taking the Terra Nova test who were new to the school in Fall 2004, the comparison of new to full academic year students could not be reported.

7. Terra Nova for Seventh Graders

a. All Seventh Graders

Figure 23 illustrates the seventh grade Terra Nova results from the November test. The students, on average, were functioning at 7.2 GLE in reading, 7.3 GLE in language, and 7.2 GLE in mathematics.

Figure 23



Seventh graders reading and math skills spanned a wide range of GLEs. See Table 15.

Table 15

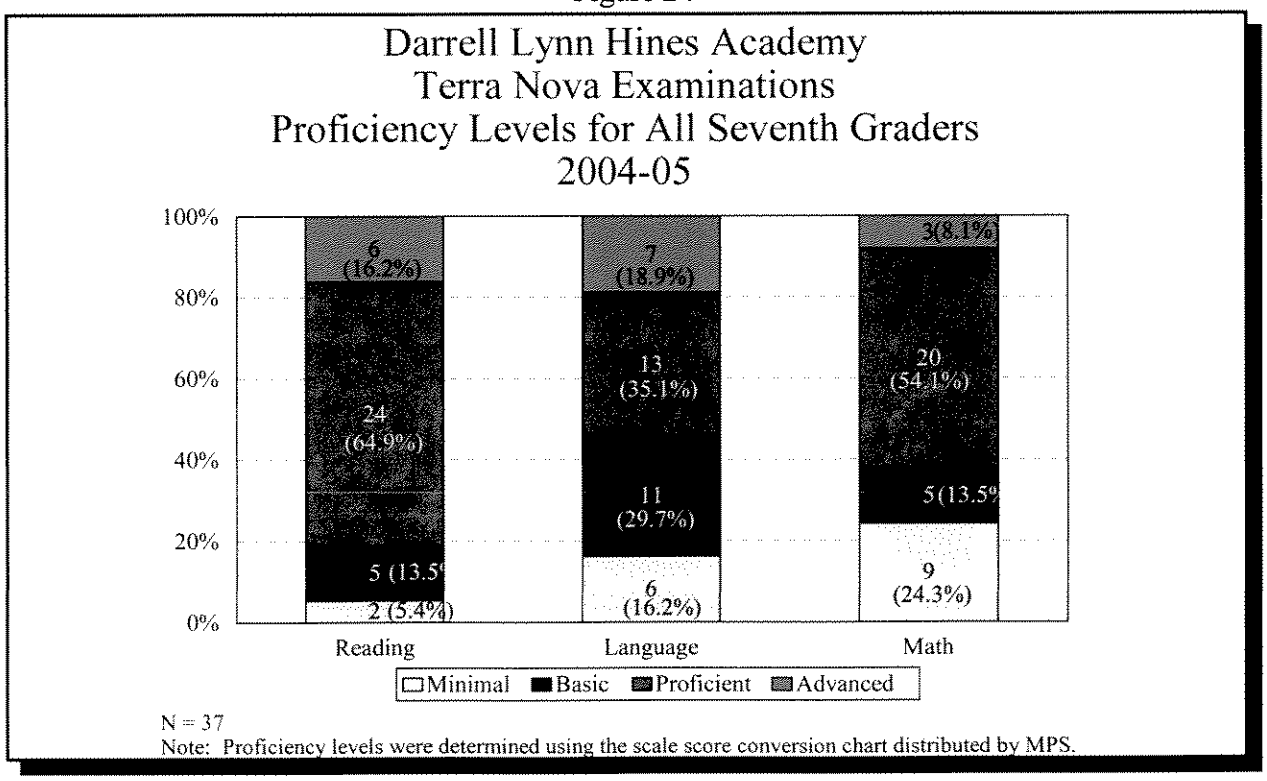
Darrell Lynn Hines Academy
Terra Nova Examination
Grade Level Equivalent Ranges for All Seventh Graders
2004-05
(N = 37)

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	1.8	11.3	7.2
Language	2.8	12.9*	7.3
Mathematics	3.1	11.0	7.3

*Note: Scores of 12.+ were converted to 12.9.

Proficiency levels for seventh graders are illustrated below.

Figure 24



N = 37
Note: Proficiency levels were determined using the scale score conversion chart distributed by MPS.

b. New and Returning Seventh Graders

Results for new and full academic year seventh graders are illustrated below. These data indicate that the new students did slightly better in reading and math, and full academic year students did better in language.

Figure 25

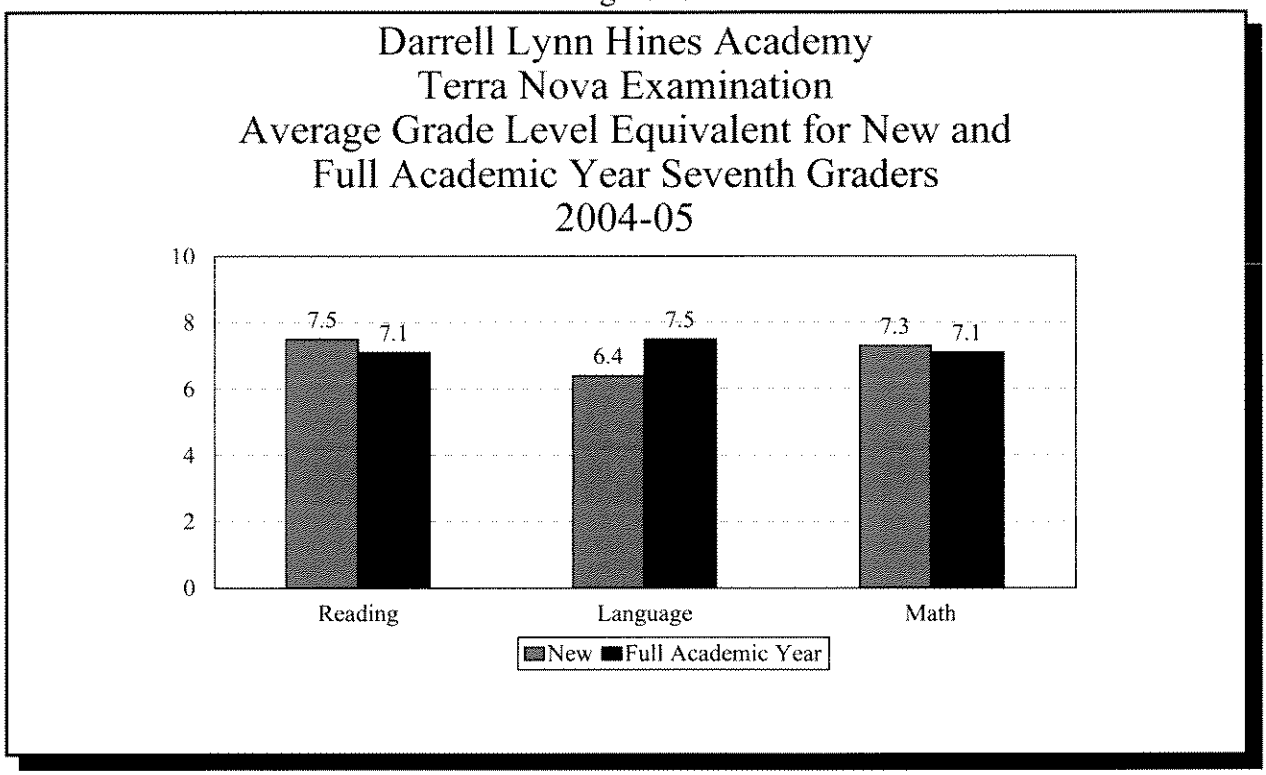


Table 16a

Darrell Lynn Hines Academy
Terra Nova Examination
Grade Level Equivalent Ranges for New Seventh Graders
2004-05

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	4.3	10.2	8.7
Language	3.0	10.0	6.2
Mathematics	5.4	8.8	7.9

Table 16b

Darrell Lynn Hines Academy
Terra Nova Examination
Grade Level Equivalent Ranges for Full Academic Year Seventh Graders
2004-05

Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Reading	1.8	11.3	7.2
Language	2.8	12.+*	7.4
Mathematics	3.1	11.0	7.2

*Note: Scores of 12.+ were converted to 12.9.

Figure 26a

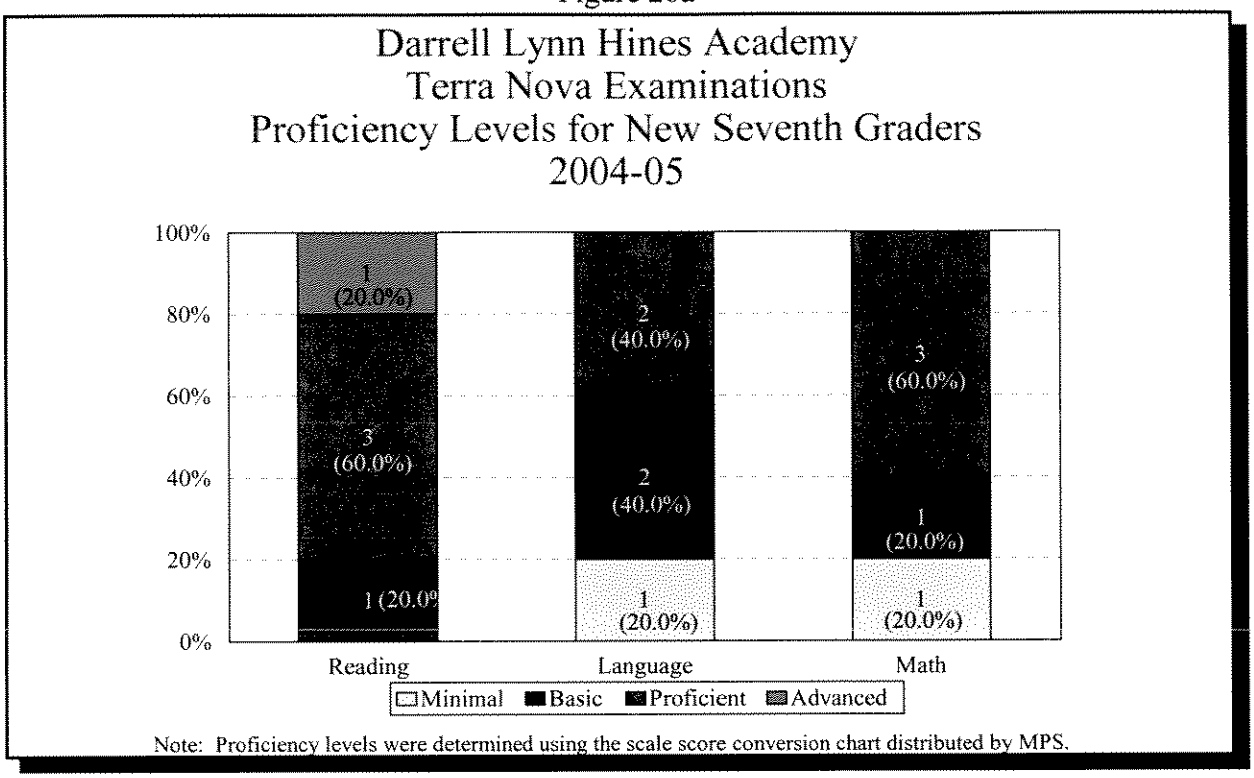
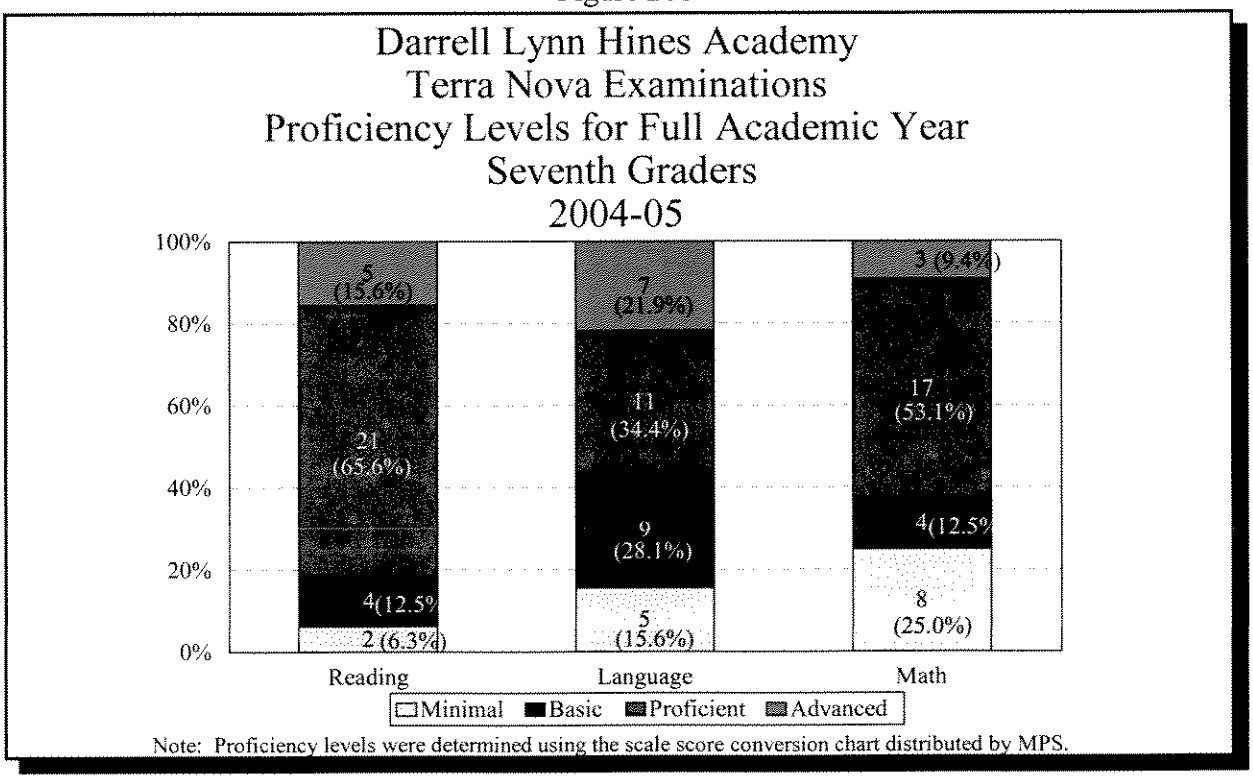


Figure 26b



F. Multiple-Year Student Progress

Year-to-year progress is measured by comparing scores in reading, language, and math on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading only), the WKCE, and the Terra Nova reading, language, and math subtests. In previous years, multiple-year student progress was reported in aggregate for all students enrolled in the school. This year, the CSRC required that multiple year student progress be reported only for students enrolled a full academic year, i.e., since September 19, 2003. In addition to reporting grade level equivalents for second and third graders, the CSRC required that progress for fourth through seventh grade students who met proficiency expectations be reported separately from those who did not.

1. First Through Third Graders

First through third grade reading progress is measured using the SDRT. Results from this test are stated in grade level equivalencies and do not translate into proficiency levels. The CSRC expects all students, on average, to advance at least one year from Spring to Spring testing. The expectations for students with below grade level scores in the previous year is more than one year GLE advancement. Results in this section reflect all students administered the SDRT in consecutive years.

a. All First through Third Graders

The CSRC requires that these students advance, on average, one GLE per year in reading. The following table describes reading progress results, as measured by the SDRT over consecutive academic years for 18 full academic year students enrolled in the Academy as first graders in 2003-04 and then as second graders in 2004-05. Overall SDRT totals indicated an average improvement

of 1.0 GLE from first to second and 0.9 GLE from second to third grade. Therefore, the school met the expectations for second graders but fell short for third graders.

Table 17

Darrell Lynn Hines Academy
Average GLE Advancement from First to Second Grade
Based on SDRT
(N = 18)

Reading	Grade Level Equivalent			
	First Grade (2003-04)	Second Grade (2004-05)	Average Advancement	Median Advancement
SDRT Total	1.9	2.9	1.0	0.7

Note: Results are rounded to the nearest tenth.

Table 18

Darrell Lynn Hines Academy
Average GLE Advancement from Second to Third Grade
Based on SDRT
(N = 20)

Reading	Grade Level Equivalent			
	Second Grade (2003-04)	Third Grade (2004-05)	Average Advancement	Median Advancement
SDRT Total	2.5	3.4	0.9	0.9

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results from 2002-03 to 2004-05 using scores from students who took the SDRT in 2002-03 as first or second graders and again in 2004-05 as third or fourth graders.[19] Progress from first to third grade indicates an average improvement of 1.9 GLE. On average, second through fourth grade reading scores improved 1.2 GLE.

[19] The school elected to administer the SDRT to fourth graders this year.

Table 19 Darrell Lynn Hines Academy Average GLE Advancement from First to Third Grade Based on SDRT (N = 15)				
Reading	Grade Level Equivalent			
	First Grade (2002-03)	Third Grade (2004-05)	Average Advancement	Median Advancement
SDRT Total	1.7	3.6	1.9	1.7

Note: Results are rounded to the nearest tenth.

Table 20 Darrell Lynn Hines Academy Average GLE Advancement from Second to Fourth Grade Based on SDRT* (N = 25)				
Reading	Grade Level Equivalent			
	Second Grade (2002-03)	Fourth Grade (2004-05)	Average Advancement	Median Advancement
SDRT Total	2.7	3.9	1.2	1.0

Note: Results are rounded to the nearest tenth.
*The CSRC did not require that the school administer the SDRT to fourth graders.

b. Students Who Were Below Grade Level Expectations

This year, there were only two second and two third graders who tested below grade level expectations last year (as first and second graders). Due to the small size of these cohorts, results cannot be included in this report.

Analysis of progress from 2002-03 to 2004-05 (two full academic years) indicated that only one third grader tested below GLE in 2002-03 as a first grader and eight fourth graders were below GLE in 2002-03 (as second graders). Due to the small size of these cohorts, results cannot be included in this report.

2. Fifth through Seventh Graders[20]

In an effort to monitor progress for students who met proficiency expectations and for those who did not, the CSRC instituted a requirement that schools report progress for each of these groups of students. Based on these requirements, multiple year student data are presented for students who scored at the proficient or advanced levels and for children who were at minimal or basic levels in the 2003-04 school year. Student progress for each group is described in terms of GLE advancement and progress in proficiency levels.

a. Progress for Students Who Met Proficiency Requirements

GLE progress for students at proficient or advanced levels of reading, based on 2003-04 scores, are illustrated below. As shown, these students exhibited an average increase of 1.1 GLE in reading, 0.6 GLE in language, and 1.1 GLE in math.

Table 21a

Darrell Lynn Hines Academy
Average GLE Advancement in Reading for
Students Who Tested at Proficient or Advanced
2003-04

Grade	N	Average GLE 2003-04	Average GLE 2004-05	Average GLE Advancement
Fourth to Fifth WKCE to Terra Nova[21]	19	5.5	6.4	0.9
Fifth to Sixth Terra Nova	9	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
Sixth to Seventh Terra Nova	14	5.6	7.7	2.1
Total	**42**			**1.1**

[20] Third and fourth grade comparisons were not provided due to non-comparable tests at those grade levels.

[21] WKCE scale scores were converted to GLE's using the Terra Nova Norms Book for the Fall administration. These results should be interpreted with caution because the tests, while comparable, are not exactly the same.

Table 21b

Darrell Lynn Hines Academy
Average GLE Advancement in Language for
Students Who Tested at Proficient or Advanced
2003-04

Grade	N	Average GLE 2003-04	Average GLE 2004-05	Average GLE Advancement
Fourth to Fifth WKCE to Terra Nova[22]	16	7.1	8.1	1.0
Fifth to Sixth Terra Nova	4	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
Sixth to Seventh Terra Nova	11	8.0	8.7	0.7
Total	**31**			**0.6**

Table 21c
Darrell Lynn Hines Academy
Average GLE Advancement in Math for
Students Who Tested at Proficient or Advanced
2003-04

Grade	N	Average GLE 2003-04	Average GLE 2004-05	Average GLE Advancement
Fourth to Fifth WKCE and Terra Nova	15	5.7	6.4	0.7
Fifth to Sixth Terra Nova	8	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
Sixth to Seventh Terra Nova	7	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
Total	**30**			**1.1**

Progress for these students in terms of proficiency levels is illustrated below. It is expected that students who reached proficiency, i.e., proficient or advanced, in 2003-04 will maintain these levels in 2004-05. As illustrated, most (90.5%) students were able to do so in reading, 80.7% in language, and 83.3% in math (see Tables 22a, 22b, and 22c).

[22] WKCE scale scores were converted to GLEs using the Terra Nova Norms Book for the Fall administration. These results should be interpreted with caution because the tests, while comparable, are not exactly the same.

Table 22a

Darrell Lynn Hines Academy
Reading Proficiency Level Progress for
Students Who Tested at Proficient or Advanced
2003-04

Grade	Students Proficient/Advanced in 2003-04	Students Maintained Proficient/Advanced in 2004-05	
		N	%
Fourth to Fifth WKCE and Terra Nova[23]	19	15	79.0%
Fifth to Sixth Terra Nova	9	Cannot report due to N size	Cannot report due to N size
Sixth to Seventh Terra Nova	14	14	100.0%
Total	**42**	**38**	**90.5%**

Table 22b

Darrell Lynn Hines Academy
Lanugage Proficiency Level Progress for
Students Who Tested at Proficient or Advanced
2003-04

Grade	Students Proficient/Advanced in 2003-04	Students Maintained Proficient/Advanced in 2004-05	
		N	%
Fourth to Fifth WKCE and Terra Nova[24]	16	13	81.3%
Fifth to Sixth Terra Nova	4	Cannot report due to N size	Cannot report due to N size
Sixth to Seventh Terra Nova	11	10	90.9%
Total	**31**	**25**	**80.7%**

[23] Terra Nova scores were provided in GLE and scale scores. Proficiency levels were determined using the scale score cut points distributed by MPS.

[24] Terra Nova scores were provided in GLE and scale scores. Proficiency levels were determined using the scale score cut points distributed by MPS.

Table 22c Darrell Lynn Hines Academy Math Proficiency Level Progress for Students Proficient or Advanced 2003-04			
Grade	**Students Proficient/Advanced in 2003-04**	**Students Maintained Proficient/Advanced in 2004-05**	
		N	**%**
Fourth to Fifth WKCE and Terra Nova	15	14	93.3%
Fifth to Sixth Terra Nova	8	Cannot report due to N size	Cannot report due to N size
Sixth to Seventh Terra Nova	7	7	100.0%
Total	**30**	**25**	**83.3%**

b. Progress for Students Who Did Not Meet Proficiency Level Expectations

Reading GLE progress for students who tested below proficient in 2003-04 is provided in the following table. On average, fifth through seventh grade students advanced 1.2 GLE in reading.

Table 23 Darrell Lynn Hines Academy Average GLE Advancement for Students Who Tested Below Proficient in Reading in 2003-04				
Grade	**N**	**Average GLE 2003-04**	**Average GLE 2004-05**	**Average GLE Advancement**
Fourth to Fifth Grade WKCE and Terra Nova	12	2.2	2.5	0.3
Fifth to Sixth Grade Terra Nova	11	3.2	4.6	1.4
Sixth to Seventh Grade Terra Nova	10	3.1	5.2	2.1
Total	**33**			**1.2**

Students who tested below proficiency level expectations in 2003-04 advanced an average of 1.2 GLE in language skills (see Table 24).

Table 24

Darrell Lynn Hines Academy
Average GLE Advancement for
Students Who Tested Below Proficient in Language in 2003-04

Grade	N	Average GLE 2003-04	Average GLE 2004-05	Average GLE Advancement
Fourth to Fifth Grade WKCE and Terra Nova	15	2.5	3.4	0.9
Fifth to Sixth Grade Terra Nova	16	3.6	5.3	1.7
Sixth to Seventh Grade Terra Nova	13	4.0	4.8	0.8
Total	**44**			**1.1**

Math GLE progress for students who tested below proficient in 2003-04 is provided in the following table. On average, fifth through seventh grade students progressed 1.0 GLE in math.

Table 25
Darrell Lynn Hines Academy
Average GLE Advancement for
Students Who Tested Below Proficient in Math in 2003-04

Grade	N	Average GLE 2003-04	Average GLE 2004-05	Average GLE Advancement
Fourth to Fifth Grade WKCE and Terra Nova	16	3.4	3.7	0.3
Fifth to Sixth Grade Terra Nova	12	3.9	4.9	1.0
Sixth to Seventh Grade Terra Nova	17	4.2	5.8	1.6
Total	**45**			**1.0**

The CSRC also requires that student progress in proficiency levels be examined. The following tables illustrate progress for the students who tested below proficient in 2003-04. It is expected that these students would progress one level, or if they scored in the same level, progress within that level. To examine whether or not students who remained within the same level, i.e., minimal in 2003-04 and minimal in 2004-05, CRC used the scale score thresholds distributed by MPS to establish proficiency levels. Each level was then divided into quartiles and CRC then determined whether or not a child had progressed one or more quartiles.[25]

As illustrated below, 41.7% of fifth graders who were below proficiency expectations in reading showed improvement in reading by progressing to a higher quartile. Most sixth (81.8%) and seventh (80.0%) graders were able to either advance one proficiency level or improve at least one quartile.

Table 26

Darrell Lynn Hines Academy
Reading Proficiency Level Progress for
Students Minimal or Basic in 2003-04

Grade	# Students Minimal/Basic in 2003-04	# Students who Advanced one Proficiency Level	If not advanced, # who improved quartile(s) within Proficiency Level	Total Proficiency Level Advancement	
				N	%
Fourth to Fifth Grade WKCE and Terra Nova	12	0	5	**5**	**41.7%**
Fifth to Sixth Grade Terra Nova	11	8	1	**9**	**81.8%**
Sixth to Seventh Grade Terra Nova	10	7	1	**8**	**80.0%**
Total	**33**	**15**	**7**	**22**	**66.7%**

[25] To make the quartiles in the minimal proficiency level meaningful, CRC used the lowest scale score of any student in each grade as the lowest scale score.

Proficiency level progress in language is illustrated below. Eighteen (40.9%) of the students who tested at minimal or basic levels in 2003-04 were able to either advanced one level (N = 15) or advance one quartile within their 2003-04 proficiency level (N = 3).

Table 27

Darrell Lynn Hines Academy
Language Proficiency Level Progress for
Students Minimal or Basic in 2003-04

Grade	# Students Minimal/Basic in 2003-04	# Students who Advanced one Proficiency Level	If not advanced, # who improved quartile(s) within Proficiency Level	Total Proficiency Level Advancement	
				N	%
Fourth to Fifth Grade WKCE and Terra Nova	15	2	1	**3**	**20.0%**
Fifth to Sixth Grade Terra Nova	16	8	1	**9**	**56.3%**
Sixth to Seventh Grade Terra Nova	13	5	1	**6**	**46.2%**
Total	**44**	**15**	**3**	**18**	**40.9%**

Proficiency level progress in math is described below. As illustrated, 64.4% of students who did not meet proficiency level expectations, i.e., scored minimal or basic, in 2003-04 either advanced one proficiency level (N = 21) or if they did not advance a level, improved at least one quartile within their level (N = 8). Nearly two thirds (64.4%) of the fifth through seventh grade students who were below proficiency expectations in 2003-04 met the CSRC criteria for improvement.

Table 28

Darrel Lynn Hines Academy
Math Proficiency Level Progress for
Students Minimal or Basic in 2003-04

Grade	# Students Minimal/Basic in 2003-04	# Students who Advanced One Proficiency Level	If not advanced, # who improved quartile(s) within Proficiency Level	Total Proficiency Level Advancement	
				N	%
Fourth to Fifth Grade WKCE and Terra Nova	16	6	2	**8**	**50.0%**
Fifth to Sixth Grade Terra Nova	12	6	2	**8**	**66.7%**
Sixth to Seventh Grade Terra Nova	17	9	4	**13**	**76.5%**
Total	**45**	**21**	**8**	**29**	**64.4%**

G. Annual Review of the School's Adequate Yearly Progress

1. Background Information[26]

State and Federal laws require the annual review of school performance to determine student academic achievement and progress. Annual review of performance required by the federal No Child Left Behind Act is based on the test participation of all students enrolled, a required academic indicator (either graduation or attendance rate), and the proficiency rate in reading and mathematics. Science achievement is also considered in some instances.

In Wisconsin, DPI releases an Annual Review of School Performance for each chartered school with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to make AYP for two consecutive years in the same AYP objective, the school is designated as "identified for improvement." Once designated as "identified for improvement," the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from this designation.

The possible school status designations are:

- "Satisfactory," which means the school is not in improvement status;
- "School Identified for Improvement" (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1-5, which means the school missed at least one of the AYP objectives and is subject to the State requirements and additional Title I sanctions assigned to that level.
- SIFI Levels 1-4 Improved, which means the school met the AYP in the year tested, but remains subject to sanctions due to the prior year. AYP must be met for two consecutive years in that objective to be removed from "improvement" status and returned to "satisfactory" status.

[26]This information is taken from the DPI website: www.dpi.state.wi.us/oea/annrvw05.html

- Title I Status which identifies if Title I funds are directed to the school. If so, the schools are subject to Federal sanctions.[27]

2. Three Year Adequate Yearly Progress: the Academy Review Summary: 2004-05[28]

According to the Academy's Annual Review of School Performance: 2004-05 published by DPI, the Academy met all applicable AYP objectives. The objectives are that 95.0% of the eligible students participate in the required tests, at least 67.5% of the students are reading at the proficient or above level, 47.5% of the students tested are at the proficient or above level in mathematics and the school maintain an attendance rate of at least 85.0%.

In addition, DPI has reported that the Academy has received a "Satisfactory" status designation in all four objectives for the past three years; therefore, the Academy has met the requirements for AYP all three years.

IV. CONCLUSIONS/RECOMMENDATIONS

This report covers the third year of the Academy as a charter school. The information provided by the school has been used to make assessments regarding programmatic and academic progress for the 2004-05 school year. The Academy has met all but one of the education requirements in its charter school contract with the City of Milwaukee. The one provision not met was the reading advancement requirement of one year for third grade students with comparison scores from the prior year. The criteria was nearly met as these students advanced 0.9 GLE on average.

The key performance indicators for the Academy during the 2004-05 academic year are shown below:

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[27] For complete information about sanctions, see www.dpi.state.wi.us/dpi/esea/doc/sanctions-schools.doc; www.dpi.state.wi.us/dpi/esea/bul_0402.html; and www.dpi.state.wi.us/dpi/esea/doc/sanctions-districts.doc

[28] For a copy of the Academy Annual Review of School Performance see, www.dpi.state.wi.us/dpi/oea under accountability.

- Attendance rate was 96.0%, exceeding the school's goal;

- The parents of 100.0% of the children attended both family-teacher conferences, meeting the Academy's goal;

- On average, 63.0% of the Academy students demonstrated a one level or more improvement in reading as measured by the Jerry Johns Reading Inventory. The average increase was .94 grade levels;

- Most K5 through fifth grade students with comparison progress indicators met (62.4%) or exceeded (19.4%) the school's expectations in math by the end of the school year. Most (82.8%) sixth and seventh graders achieved a "C" or better in math;

- Most of the students demonstrated proficient (55.1%) or advanced (11.4%) levels in writing, as measured by the Six Traits of Writing assessment;

- On average, first graders were functioning at 1.5 to 2.0 grade level equivalents in phonetic analysis, vocabulary, and comprehension on the SDRT;

- On average, second graders were functioning at 2.4 to 3.8 grade level equivalents in phonetic analysis, vocabulary, and comprehension on the SDRT;

- Seventy-six percent of the third graders demonstrated proficient reading comprehension on the WRCT;

- Two thirds (66.7%) of fourth graders tested on the WKCE scored in proficient or advanced levels in reading, while 30.3% reached these levels in math;

- In the Spring, fourth graders were functioning, on average, at the 3.7-4.7 grade level equivalencies in phonetic analysis, vocabulary, and comprehension on the SDRT;

- The fifth grade students tested with the Terra Nova averaged a grade level equivalency of 5.3 in reading with 53.8% demonstrating proficient or advanced proficiency levels in reading;

- The fifth grade students tested with the Terra Nova, on average, demonstrated a 5.2 grade level equivalency in math with 59.0% demonstrating a proficient or advanced level;

- On average, the sixth graders tested with the Terra Nova averaged a grade level equivalency of 5.3 in reading. Over half (66.7%) of students exhibited proficient or advanced reading skills;

- Sixth grade Terra Nova math results indicated that students averaged a 5.6 grade level equivalency and 40.7% demonstrated math skills at the proficient or advanced levels;

- Seventh graders' average reading GLE in was 7.2. Approximately 81.1% exhibited proficient or advanced reading skills when measured by the Terra Nova examination; and

- On average, seventh graders scored 7.2 GLE on the Terra Nova math subtest and 62.2% exhibited proficient or advanced math skills.

After reviewing the information in this report and considering the information gathered during the administrator's interview in June 2005, it is recommended that the focus of activities for the 2005-06 year include the following:

- Continue to develop specific expertise among teachers to allow for in-school consultation and ongoing support by subject area.

- Identify and implement the steps necessary to become a high performing school, including steps needed to:

  - continue to develop classroom teachers' ability to meet all students' needs, and

  - supply needed resources to teachers at the classroom level.

APPENDIX A

CONTRACT COMPLIANCE CHART

Darrell Lynn Hines Academy

Overview of Compliance for Educationally Related Contract Provisions
2004-05

Section/Page of Contract	Educationally Related Contract Provision	Monitoring Report Reference Page	Contract Provision Met or Not Met?
Section B, p. 2 and Appendix A, p. 23+	Description of educational program: student population served.	Pages 3-6	Met
Section I,V, p. 11 and Appendix B	Education program of at least 180 days (including five banked days of teacher work days).*	Page 10	Met
Section C, p. 2 and Appendix A, p. 23+	Educational methods.	Pages 2-4	Met
Section D, p. 2 and Appendix A, p. 96	Administration of required standardized tests.	Pages 22-53	Met
Section D, p. 2 and Appendix A, p. 61+	Academic criteria #1: maintain local measures, showing pupil growth in demonstrating curricular goals.	Pages 15-22	Met
Section D, p. 2 and Appendix A, p. 61+, CSRC 10/24/03 Memo	Academic criteria #2: Year-to-Year Achievement Measure: a. Second and third grade students: advance average of one GLE in reading. b. Fifth to seventh grade students proficient or advanced in reading: maintain proficiency level. c. Fifth to seventh grade students proficient or advanced in language: maintain proficiency level. d. Fifth to seventh grade students proficient or advanced in math: maintain proficiency level.	Pages 58-60	a. Met ** for second grade; not met for third grade b. Met for 90.5% of 42 students c. Met for 80.7% of 31 students d. Met for 83.3% of 30 students
Section D, p. 2 and Appendix A, p. 61+, CSRC 10/24/03 Memo	Academic criteria #3: a. Second and third grade students with below grade level 2003-04 scores in reading: advance more than one GLE in reading. b. Fifth to seventh grade students below proficient level in 2003-04 reading test: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range. c. Fifth to seventh grade students below proficient level in 2003-04 language test: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range. d. Fifth to seventh grade students below proficient level in 2003-04 math test: advance one level of proficiency or to the next quartile within the 2003-04 proficiency level range.	Pages 62-64	a. N/A b. Met for 66.7% of 33 students c. Met for 40.9% of 44 students d. Met for 64.4% of 45 students
Section E, p. 3 and Appendix A	Parental involvement.	Page 14	Met
Section F, p. 3	Instructional staff hold a DPI license or permit to teach.	Pages 8-9	Met
Section I, p. 4	Pupil database information.	Pages 6-8	Met
Section K, p. 5 and Appendix A, p. 104+	Discipline procedures.	Page 11	Met

*This follows the model used by MPS which has more instructional minutes per day, thus allowing for five "banked" teacher work days. The Academy has met the City of Milwaukee's practice of requiring 875 instructional hours.
** Second graders with comparison first grade SDRT scores advanced 1.0 GLE on average; third graders advanced 0.9 GLE on average.

APPENDIX B

OUTCOME MEASURE AGREEMENT MEMO

November 1, 2004

TO: Children's Research Center
FROM: Darrell Lynn Hines College Preparatory Academy Of Excellence
RE: Student Learning Memorandum for the 2004-2005 School Year

The following procedures and outcomes will be used for the 2004-2005 school year monitoring of the educationally related activities described in the Darrell Lynn Hines College Preparatory Academy of Excellence's Charter School contract with the City of Milwaukee. The data will be provided to Children's Research Center, the monitoring agent contracted by the City of Milwaukee Charter School Review Committee.

Attendance:
The school will maintain an average daily attendance rate of 90%. Attendance rates will be reported present, excused, unexcused.

Enrollment:
Upon admission, individual student information will be added to the school database and new enrollees will be shared with Children's Research Center.

Termination:
The date and reason for every student leaving the school will be recorded in the school database.

Parent Participation:
On average, parents will participate in at least two (2) of the scheduled parent-teacher conferences. Dates for the events and names of the parent participants will be recorded by the school and provided to Children's Research Center in June of each school year.

Exceptional Education Needs Students:
The school will maintain updated records on all EEN students including date of m-team assessment, assessment outcome, IEP completion date, IEP review dates and any reassessment results.

Academic Achievement: Local Measures:
Reading
On average, students will demonstrate one-year growth in reading, as shown by the Jerry Johns Reading Inventory, administered at the beginning and end of the school year.

Mathematics
On average, students in grades K5 –5th will exhibit a grade of 2 or better, or show one or more levels of progress between the 1st and 6th marking periods. On average, students in grade 6 and 7 will exhibit a grade of C or better, or show one or more levels of progress between the 1st and 6th marking periods.

Writing
By the end of the 6th marking period, students will demonstrate a grade appropriate writing piece using the 6 traits - writing rubric that corresponds with the student's respective grade level. Grading of the writing piece will be scored based on the 6-trait writing rubric. Students will be scored in the following way:

- ❑ Minimal
- ❑ Basic
- ❑ Proficient
- ❑ Advanced

Academic Achievement: Standardized Measures:
The following standardized test measures will assess academic achievements in two areas: reading and mathematics. On average, each class will demonstrate a minimum increase of one grade level as measured by the academic progress of each student in that grade. Students who initially test below grade level will demonstrate more than one grade-level gain.

Grades 1, 2, & 3	**Stanford Diagnostic Reading Test** will be administered each spring. The first year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.
Grade 3	**Wisconsin Reading Comprehension Test** will be administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The test will provide each student with a comprehension score and a proficiency level.
Grade 4	**Wisconsin Knowledge Concept Exam** will be administered on an annual basis in the time frame identified by the State Department of Public Instruction for testing of fourth and eighth graders. The WKCE will provide each student with a proficiency level via a scale score in reading, and mathematics.
Grades 3, 5, 6 & 7	**McGraw Hill Terra Nova** will be administered on an annual basis in the time frame identified by the State Department of Public Instruction for testing of 4th and 8th graders. This test will provide each student with a proficiency level via a scale score in reading and mathematics.

Grade 8	**Wisconsin Knowledge and Concepts Exam** will be administered on an annual basis in the time frame identified by the State Department of Public Instruction. The WKCE will provide each student with a proficiency level via a scale score in reading and mathematics.