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Attachments II:

Summary Information:
Milwaukee Science Education Consortium, Inc.
2000 West Kilbourn Avenue
Milwaukee, Wisconsin 53233
414/933-0302
Contact: Tracey Sparrow (414/933-0302, x1122)
Existing School
Grades K4 – 12
Enrollment Capacity: Approximately 1,050 students
Authority to bind corporation: T. Michael Bolger, Board President
Tom Brophy, Board Secretary
Tia Bojar, Board Vice President

SECTION 1: SCHOOL OPERATIONS

Person Seeking to Establish Charter School

The Milwaukee Science Education Consortium, Inc. (the "Consortium") is a Wisconsin nonstock corporation incorporated pursuant to the authority and provisions of Chapter 181 of the Wisconsin Statutes on January 20, 1999, and has been recognized by the Internal Revenue Service as exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. The Consortium developed and controls the Milwaukee Academy of Science (the "Charter School"), an unincorporated association. The Charter School serves students in grades K4 (four year-old kindergarten) through 12th grade. The Charter School teaches students residing in the City of Milwaukee, the majority of whom are residents of the central city. Approximately 91% of the Charter School's students currently qualify for free or reduced cost lunches through the National School Lunch program. The Charter School's mission is to create a learning community of science professionals, educators, parents and children committed to exploring science as a discipline—and to educate the whole student, focusing on science, math and technology, and graduating students prepared to excel in higher education and science-related careers.

The Charter School opened its doors in August of 2000, serving grades K4 through 7, and operating from a facility located at 2000 W. Kilbourn Avenue in Milwaukee, Wisconsin. The Charter School began operations with approximately 905 students. Enrollment as of January 12, 2007 was 1,001 students with an anticipated enrollment for the 2007-2008 school year of 1,026 students.

Governance

The Charter School is an unincorporated association under the control of the Consortium. The Consortium is governed by a Board of Directors comprised of thirteen directors. Pursuant to the Consortium's bylaws, each of the institutions of higher education contributing to the Consortium (Alverno College, Cardinal Stritch University, Marquette University, the Medical College of Wisconsin,, Wisconsin Lutheran College and Mount Mary College) appoints one director (collectively, the "Institutional Directors"). Two of the director positions are filled by parents of students nominated for service by the Charter School's Parent Advisory Council (the "Parent Directors"), and the remaining director positions are filled by community representatives selected by the Board of Directors at its annual meeting (the "Community Directors").

Current members of the Board and brief information pertaining to each is set forth in Attachment A. There is currently one vacancy on the Board (a Parent Director).

Listed below are the roles and responsibilities for the Board, and those of management.

Board:

- establish mission and vision of school
- develop and adopt organizational policies
- determine the strategic direction of the organization
- provide fiscal oversight to ensure proper management of funds
- select, supervise and evaluate the performance of the School President

School President:

- develop, implement and supervise activities that support the mission and vision of the school
- implement and monitor policies established by the board
- develop, implement and supervise activities that align with the strategic direction determined by the board
- ensure that school is fiscally responsible and that funds and resources are managed in compliance with all applicable laws and guidelines
- select, supervise and evaluate the performance of the school staff

Dispute Resolution

When a dispute arises regarding the management of the school, all efforts are made to resolve the issue internally with the President of the School. Most issues can be resolved by working with the school President. In the event the issue is unable to be resolved at the school level, the parties involved in the dispute will notify the Consortium Board Secretary. The Consortium Board Secretary will work with all parties involved to resolve the issue.

When a dispute arises regarding the governance of the school, all efforts will be made to resolve the issue with the Consortium secretary. If the issue cannot be resolved by the Consortium Board Secretary, the Executive Committee of the Board will work with all parties involved to resolve the issue.

When a dispute arises regarding a policy or practice of the school, all efforts are made to resolve the issue internally with the President of the School. Most issues can be resolved by working with the school President. In the event the issue is unable to be resolved at the school level, the parties involved in the dispute will notify the Consortium Board Secretary. The Consortium Board Secretary will work with all parties involved to resolve the issue. If the Board Secretary determines that there may be a need for a policy change, he/she will bring a proposed change to the Board of Directors and voting will occur as specified in the by-laws for a policy change.

Parental Involvement

The Milwaukee Academy of Science recognizes that parent/family involvement is a critical component to student success. The school takes a multi – faceted approach to encouraging and soliciting the involvement of our families.

- Parent Representatives on the Consortium Board provide an opportunity for parents to be part of the decision making process for policies and school's strategic direction
- The school employs a full – time Family Coordinator. The primary task of the Family Coordinator is to work with parents and families to ensure that children are coming to school regularly and parents are provided with regular opportunities to participate in school functions.
- Communication: Families are sent weekly newsletters from the President with information pertaining to school activities and policies. The school also uses an Auto – Dialer system to communicate important information to parents via telephone. In addition, teachers are encouraged to communicate with parents on a regular basis.

- Quarterly Parent – Teacher Conferences: During the 2005-2006 school year, teachers conferenced with an average of 71% of our parents each quarter. In the 2006-2007 school year, the average increased to 78%.
- Parents are surveyed on an annual basis to provide input on the school and its operations. Please see Appendix P for results of most recent parent surveys.

Operational and Fiscal Management of the School

As illustrated in the organizational chart (Attachment C), the School President is ultimately responsible for all school operations and is accountable to the Board of Directors.

The Milwaukee Academy of Science's Board of Directors hires the School President, who in turn is responsible for the recruitment and hiring of all other staff. The school's administrative structure consists of three school Principals (high school, middle school and elementary school), and a Chief Financial Officer (CFO). Each Principal is responsible for the day to day operations of his or her own academy (primary/elementary, junior, high). This includes supervision and support of teachers, maintenance of a positive learning environment and communication with parents and families. The CFO is responsible for the fiscal performance of the school and works closely with the accounting firm responsible for maintaining the school's financial records. This person is accountable for managing and monitoring the budget approved by the Board of Directors at its Annual Meeting and for making decisions in conjunction with the School President regarding the best use of resources. The CFO also manages the annual financial and membership audits.

Budget

The Milwaukee Academy of Science has seven years of operating experience, and thus is able to develop a budget based on historical costs and trends. In addition, the school has occasionally experienced revenue shortfalls and has been able to reduce expenses to ensure sound fiscal operations. Expenses are reduced as needed based on an analysis and prioritization of each line item. Items that typically can be reduced with minimal impact on actual operations are non-essential supplies and technology. Staff may be reduced if an analysis of student enrollment patterns reveals excess staffing. At that time, a plan for reallocating staff resources will be developed. In addition, the Milwaukee Academy of Science takes a conservative approach to budgeting so that typically, revenues and expenses are aligned with the school's needs. The initial draft of the budget is begins development in January through the collaborative efforts of the School President and the CFO. This initial budget takes into consideration historical data and trends, external factors that may impact school operations, and the priorities as outlined by the School's strategic plan. In early spring, the budget is presented to the Board Finance Committee as a draft. At that time, the Finance Committee members ask questions, clarify information, and make suggestions for modifications. When the Committee is satisfied with the budget, approval is given to recommend acceptance at the meeting of the full Board of Directors. The full Board considers the proposed budget at the July meeting and if there are not objections, the budget is approved.

Please see Attachment H for 2008-2009 budget information.

Facility

The Milwaukee Academy of Science is located at 2000 West Kilbourn Avenue. The elementary (K4 – 8) school facility consists of a three-story plus basement building of approximately 99,896 square feet (of which approximately 25,175 square feet is basement) situated on a 2.54-acre parcel of land. In March 2006, the high school facility opened and occupies approximately 46,692 square feet of the attached twelve story "tower" building. The building was built in 1983 as part of the Sinai Samaritan Medical Center complex that was vacated in 1997. The elementary school building was renovated for school use in 2000, and at that time a gymnasium which measures approximately 11,265 square feet was added on the north side of the building. Future plans include the construction of another 11,000 square foot gymnasium, specifically for the high school students.

In the elementary building the basement level consists of an art room, a music room, several small offices, storage space and a cafeteria. The first floor includes the main office, fourteen classrooms, the gymnasium, a conference room, a staff lounge and three additional offices. The second floor includes seventeen classrooms, an art room, a computer lab and two offices. The third floor has fourteen classrooms, a library, a computer lab, a science room and five offices.

The high school occupies two floors of the "tower" building. The first floor consists of four classrooms, a resource area, a science lab, a fitness center, a cafeteria, an auditorium, a space designated for a future interactive science museum, a lobby, and the main office, which includes a staff lounge, two offices and a conference room. The second floor includes four classrooms, a resource area, a science lab and two offices. In addition, space has recently been renovated to accommodate an engineering lab and a library.

The outdoor space consists of a large parking lot with an approximately 80 car capacity, a fenced in blacktop area, a fenced "tot lot" and a small green space. In addition, a vacant area north of the existing gym is reserved for the addition of another gym to accommodate the high school students.

Liability Insurance

The Milwaukee Academy of Science maintains adequate insurance coverage to meet the needs of the school, as well as to comply with all requirements. Coverage is reviewed each year to ensure adequacy, as well as to monitor pricing. See Attachment N for Certificate of Insurance and a letter from the carriers to comply with charter application requirements.

Audit

The Milwaukee Academy of Science undergoes an annual financial audit and membership audit. The audits are performed by Jenkins & Vojtisek SC, certified public accountants. The school reviews audit services every three years. The audits have consistently been "clean" and have not resulted in any issues of material weakness. The Finance Committee of the Board reviews the audits each year, and then it is presented to the entire board. The CFO is responsible for ensuring compliance with recommendations made by the auditor for improving fiscal operations at the school site. See Attachment G for a copy of the most recent audit.

SECTION II: EDUCATIONAL PROGRAM

Description of Educational Program

The Milwaukee Academy of Science serves students in grades k4 through 12. The school emphasizes the integration of science into the general curriculum, as well as provides the students with unique science opportunities at all levels. The teachers at the Milwaukee Academy of Science are trained in differentiated instruction, as well as in the curricular areas they are teaching. Teachers use a variety of instructional groupings including one-on-one instruction, small group instruction, cooperative learning, whole-group instruction, and independent study. Teachers may team – teach, which commonly incurs in inclusion classrooms with the regular education teacher and the special education teacher. Teachers utilize direct and indirect instruction methodology, project-based learning, computer – based learning, interactive learning techniques, and experiential learning opportunities. The needs of the students and the objectives of the lesson determine the most appropriate instructional technique. Please see succeeding pages for a more detailed outline of materials and skills by curricular areas.

Grade	Literacy	Math	Science	Social Studies
K4	Open Court - Recites alphabet - Recognizes upper and lower case letters - Knows five sight words - Writes first name - Identifies letters in first name - Can recognize four letter names and sounds - Knows print goes from right to left	Everyday Math - Rote counting - Counts w/1:1 correspondence - Recognize numbers - Recognize shapes - Recognizes colors - Recognizes patterns - Writes numbers	Theme based aligned with Open Court reading Demonstrate understanding of the following topics: - Seasons - Habitats - Fire Safety - Nutrition - Animals CHEC field trip - Sensational Senses Speaking Scientifically weekly word	Theme based aligned with reading Demonstrate understanding of the following topics: - Families - Community Helpers - Transportation - Holiday Celebrations
K5	Open Court Road to the Code - Can recognize 34 sight words - Knows all letter names and sounds - Can read words from all word families (-at, -am, -an, -ap, -ack, -ug, -us, -ump, -en, -ib) - Can produce rhymes - Initial and Final consonant appears in spelling - Can segment and blend words into phonemes - Can delete phonemes from words	Everyday Math - Rote counting - Counts with 1:1 correspondence - Counts by 2s - Counts by 5s - Counts by 10s - Recognize shapes - Recognizes colors - Recognizes patterns - Writes numbers - Identify coins - Simple addition - Simple subtraction - Collects data - Time to the hour - Measurement to the inch	Theme based aligned with Open Court reading - Careers in Science - Telling Time - Earthworms - Light – spectrum - Classification of Matter - Nutrition and Health - Measurement - Light – sources - X-rays - Day and Night – earth's rotation - Cats - Hot Air Balloons - Animal Food Getting - Winter - Wind and Weather - Plants – Edible Parts - Leverage – Inclined Plane - Materials and Composition - Fish - Flowers - Technology - Classification - Natural Resources - Recycling CHEC field trip – Keeping Clean is Good Hygiene Speaking Scientifically weekly word	Theme based aligned with reading Demonstrate understanding of the following topics: - Patriotism - Community - Conflict Resolution

First	Open Court Road to the Code Early Intervention in Reading - Recognizes 100 sight words - Reads decodable passage with 90% accuracy at 40 wpm - Proper use of capital letters - Can blend, recognize and pronounce CVCe, CCVce words - Identifies character and setting in story - Can blend, recognize and pronounce consonant diagraphs(sh, ch, wh, th) - Demonstrates comprehension after reading passage - Writes a six to eight word sentence with proper structure and punctuation. - Utilizes the writing process	Everyday Math - Counting by 2s to 30 - Counting by 5s to 50 - Counting by 10s to 100 - Telling time to the half hour - Identify coins - Use tally marks - Adding 0 – 9 - Subtracting 0-9 - Measurement to half inch - Data collection - Pattern identification	Theme based aligned with Open Court reading - Insects and Habitats - City Animals - Birds - Mammals of Africa - Health and Nutrition - Weather and Forecasting - Life Cycles - Magnification - Food Chains - Motion and Rockets - Sound - Dental Health - Fire Safety - Careers – Firefighter - Scale Models - Earth Movement - Properties of Matter - Water - Scientific Inventions - Measurement - Plants: Fruits and Seeds - Muscular System CHEC field trip- Skeletal and Muscular System Speaking Scientifically two weekly words	Theme based aligned with reading Demonstrate understanding of the following topics: - Core Values - Community and Culture - African American History

Second	Open Court Early Intervention in Reading - Can recognize 150 sight words - Can blend, recognize and pronounce words with dipthongs - Knows two vowel word patterns dipthongs aw, ow, oi - Knows short vowel word families and can segment and blend new words with single consonants VC, VCC, CVC, CCVCC - Can blend, recognize and pronounce CVVC words - Can blend, recognize and pronounce v + r words - Uses periods, question marks and exclamation points correctly - Can tell main idea of passage - Can preview and make predictions accurately - Reads decodable passage with expression and 90% accuracy at over 90WPM - Writes a paragraph of several sentences - Uses a topic sentence	Everyday Math - Place value to hundreds - Odd/Even Numbers - Reads, writes and sequences numbers to 100 - Basic Facts (addition/subtraction) - Measurement - Three digit addition/subtraction) - Word problems - Fractions - Time - Money - Estimation - Multiplication facts (1-9)	Theme based aligned with Open Court reading - Simple Machines - Life Cycles -Animals and Pet Care -Making Paper - Codes and Symbols - Solar System and Universe - Nature Observation - Experimentation and Data Collection - Predator/Prey Relationships - Sound - Opossums - Spiders - Classifying Plants and Animals - Ocean Food Chain - Trees and Arbor Day - Plants – Flowers, Seeds, Bulbs - Mammals and Rodents - Human Health and Nutrition - Bike Safety CHEC field trip- The Circulatory System Speaking Scientifically two weekly words	Theme based aligned with reading Demonstrate understanding of the following topics: - Map Skills/Landforms - Holidays/Traditions - Communities - Citizenship

Third	Open Court Step Up to Writing Build repertoire of skills to increase comprehension and fluency, including: - Make predictions - Make inferences - Draw conclusions - Identify cause and effect - Identify main idea or theme - Summarize - Use effective reading strategies - Determine the meaning of words and phrases in context using context clues and knowledge of word structure - Analyze author's use of language and literary devices - Make connections to text - Extend theme/ideas to other contexts - Demonstrate understanding of synonyms/antonyms and analogies - Recognize plural and possessive forms - Demonstrate understanding of contractions - Understand prefixes, affixes, compound words - Writes a paragraph of several sentences - Uses a topic sentence - Uses details in writing - Uses transition words in paragraphs	Everyday Math - Place value to thousands - Use fractions to represent quantities - Demonstrates understanding of equality/inequality - Single & double digit addition and subtraction - Multiplication facts - Measurement to nearest .5 inch and/or centimeter - Temperature to nearest 5° - Tell time to the minute - Collect, interpret and represent data - Determine probability of future occurrence - Identify two and three dimensional figures - Use simple coordinate system - Recognize, extend and replicate patterns - Count, identify and add money (coins and bills) to five dollars	FOSS - Earth Materials - Physical and Chemical Properties of Rocks and Minerals - Identification of Rocks and Minerals - Uses of Earth Materials - Magnetism & Electricity - Properties of Magnets - Electricity - Electrical Circuits and Current - Uses of Electricity *Blast Off*, Buckle Down WKCE preparation curriculum Daily Science Reinforcers CHEC field trip- The Circulatory System Speaking Scientifically three weekly words	Theme Based Demonstrate understanding of the following topics: - Character & Values - Native Americans & early settlers - Map Skills - Economics

Fourth	Open Court Step Up to Writing Build repertoire of skills to increase comprehension and fluency, including: Build repertoire of skills to increase comprehension and fluency, including: - Make predictions - Make inferences - Draw conclusions - Identify cause and effect - Identify main idea or theme and story elements - Summarize, monitor and clarify - Use effective reading strategies - Determine the meaning of words and phrases in context using context clues and knowledge of word structure - Analyze author's use of language and literary devices - Make connections to text - Extend theme/ideas to other contexts - Demonstrate understanding of synonyms/antonyms and analogies - Recognize plural and possessive forms - Demonstrate understanding of contractions - Understand prefixes, affixes, compound words - Recognizing Author's point of view - Sequencing - Identify pros and cons - Recognize and distinguish genres - Distinguish between fact and opinion - Evaluate credibility of information and sources - Writes a paragraph of several sentences - Uses a topic sentence - Uses details in writing - Uses transition words in paragraphs - Identifies parts of speech - Uses proper punctuation	Everyday Math - place value to 10,000 - Double and triple digit addition and subtraction - Use fractions to represent quantities - Multiplication and Division facts (0 – 9) - Make measurement conversions - Count, identify and add money (coins and bills) to ten dollars - Coordinate systems - Area & perimeter - Time to the nearest minute digital and analog - Temperature to nearest five degrees Fahrenheit and Celsius - Measurement to quarter inch, millimeter - Predict outcomes - Describe and determine number of occurrences - Identify property of "0" - Identify property of "1" - Identify commutative property - Identify associative property	FOSS - Human Body - Characteristics of Organisms - Systems for movement, control, coordination and circulation - Heredity and adaptation - Measurement - Measurement Standards - Length - Mass - Volume - Temperature Space and Universe – The Moon Life Cycles – Incubation/Hatching chicks *Blast Off,* Buckle Down WKCE preparation curriculum Daily Science Reinforcers CHEC field trip – Nervous System Speaking Scientifically three weekly words	Theme based Demonstrate understanding of the following topics: - African American History - Map Skills - Wisconsin state history

Fifth	Open Court Step Up to Writing Build and develop repertoire of skills to increase comprehension and fluency, including: - Make predictions - Make inferences - Draw conclusions - Identify cause and effect - Identify main idea or theme and story elements - Summarize, monitor and clarify - Use effective reading strategies - Determine the meaning of words and phrases in context using context clues and knowledge of word structure - Analyze author's use of language and literary devices - Make connections to text - Extend theme/ideas to other contexts - Demonstrate understanding of synonyms/antonyms and analogies - Recognize plural and possessive forms - Demonstrate understanding of contractions - Understand prefixes, affixes, compound words - Recognizing Author's point of view - Sequencing - Identify pros and cons - Recognize and distinguish genres - Distinguish between fact and opinion - Evaluate credibility of information and sources - Writes a paragraph of several sentences - Uses a topic sentence - Uses details in writing - Uses transition words in paragraphs - Identifies parts of speech - Uses proper punctuation	Everyday Math - Place value to 1,000,000 - Read, write and identify equivalent fractions - Add and subtract fractions with common denominators - Count, identify and add money (coins and bills) to twenty dollars, using decimals - Improper fractions to mixed numbers - Three and four digit addition and subtraction - Multi digit multiplication and division - Identify faces, edges and vertices in 3 – dimensional figures - Identify line of symmetry - Estimate measurement in US and metric systems - Determine perimeter and area of irregular shapes - Determine mean, mode and median - Order of operations - Use inverse relationship of division and multiplication - Solve simple one step equations with variable	FOSS - Mixtures and Solutions - Properties of Matter - Solutions - Chemical Reactions - Elements - Variables - Skill of Inquiry - Controlled Experimentation - Environments - Organisms and Their Environments - Biotic and Abiotic Factors - Energy in an Ecosystem Health and Body Awareness Space and Universe – Solar System and Mars Daily Science Reinforcers CHEC field trip- Respiratory System Speaking Scientifically four weekly words and weekly questions	A History of US (Hakim) Demonstrate understanding of the following topics: - Explorers - Colonies - American Revolution - Civil War& Reconstruction -

Sixth	Open Court Step Up to Writing Build and develop repertoire of skills to increase comprehension and fluency, including: - Make predictions - Make inferences - Draw conclusions - Identify cause and effect - Identify main idea or theme and story elements - Summarize, monitor and clarify - Use effective reading strategies - Determine the meaning of words and phrases in context using context clues and knowledge of word structure - Analyze author's use of language and literary devices - Make connections to text - Extend theme/ideas to other contexts - Demonstrate understanding of synonyms/antonyms and analogies - Recognize plural and possessive forms - Demonstrate understanding of contractions - Understand prefixes, affixes, compound words - Recognizing Author's point of view - Sequencing - Identify pros and cons - Recognize and distinguish genres - Distinguish between fact and opinion - Evaluate credibility of information and sources - Make inferences about author's tone and style - Writes a paragraph of several sentences - Uses a topic sentence - Uses details in writing - Uses transition words in paragraphs - Identifies parts of speech - Uses proper punctuation	- Place value to 1[redacted],000 - Identify and use prime and composite numbers - Identify divisors, factors, least common multiples - Identify equivalence between fractions, decimals and percentages - Add, subtract fractions with common and uncommon denominators - Recognize and name polygons with up to eight sides - Identify lines and line segments - Identify types of angles - Identify congruency in figures - Locate coordinates when given vertices of parallelogram or rectangle on grid - Measure to nearest $1/8^{th}$ inch, centimeter or millimeter - Use protractor to measure angles - Calculate length, volume and weight - Interpret and analyze data from charts, graphs, Venn diagram - Predict and determine likelihood of events - Demonstrate understanding of distributive property - Solve two step, multi-operation problem with variable	Science Plus (Holt Rinehart) Scientific Method and Experimentation Space Weather Biomes and Adaptations Science, Technology and Inventions Geology - Plate Tectonics - Water Cycle - Rock Cycle - Geological Strata Robotics using Lego Robotics Daily Science Reinforcers CHEC field trip – Teen Transitions Speaking Scientfically four weekly words and weekly questions	Pearson's The Heritage of World Civilizations Demonstrate understanding of the following topics: - The Birth of Civilizations - The Four Great Revolutions in Thought and Religion - Greek and Hellenistic Civilization - Iran, India, and Inner Asia - Republican and Imperial Rome - Africa: Early History - China's Empires - Japan: Early History - The Early Middle Ages in the West to 1000: the Birth of Europe - Ancient Civilizations of the Americas - Europe to the Early 1500s: Revival, Decline, and Renaissance - The Age of Reformation and Religious Wars - Conquest and Exploitation: The Development of the Transatlantic Economy - East Asia in the Late Traditional Era - European State-Building and Worldwide Conflict - European Society Under the Old Regime - The Last Great Islamic Empires - The Age of European Enlightenment - Revolutions in the Transatlantic World - Political Consolidation in Nineteenth-Century Europe and North America - Northern Transatlantic Economy and Society - Latin America: From Independence to the 1940s - India, the Islamic Heartlands, and Africa: The Encounter with the Modern West -Modern East Asia - Imperialism and World War I

Seven	Elements of Literature Step Up to Writing Build and develop repertoire of skills to increase comprehension and fluency, including: - Make predictions - Make inferences - Draw conclusions - Identify cause and effect - Identify main idea or theme and story elements - Summarize, monitor and clarify - Use effective reading strategies - Determine the meaning of words and phrases in context using context clues and knowledge of word structure - Analyze author's use of language and literary devices - Make connections to text - Extend theme/ideas to other contexts - Demonstrate understanding of synonyms/antonyms and analogies - Recognize plural and possessive forms - Demonstrate understanding of contractions - Understand prefixes, affixes, compound words - Recognizing Author's point of view - Sequencing - Identify pros and cons - Recognize and distinguish genres - Distinguish between fact and opinion - Evaluate credibility of information and sources - Make inferences about author's tone and style - Visualize - Demonstrate understanding of metaphors and similes - Demonstrate knowledge of poetry analysis - Demonstrate understanding of literary devices - Analyze diverse viewpoints - Use graphic organizers to classify and analyze information	Prentice Hall Mathematics Course 2 - Place value to 10,000,000 with decimals to the thousandths place - Apply proportional reasoning - Add and subtract decimals to the thousandths - Multiply and divide decimals to the hundredth - Add, subtract and multiply mixed numbers and fractions - Name regular and irregular polygons up to eight sides - Identify angles of a triangle - Measure and draw angles up to 180° - Design symmetrical shapes - Estimate area - Determine circumference and perimeter of a variety of shapes - Identify congruent figures - Evaluate data to apply to a hypothesis - Create appropriate graphs, charts or tables - Use data from simulations to solve probability problems - Represent problems using an equation with variable - Demonstrate understanding of square roots and irrational	PLTW Holt Rinehart Science Plus Project Lead the Way Curriculum - Scientific Method - Units of measurement - Graphs, charts and drawings - Designing Machines - Inventor computer design Forms of Energy Forces & Newton's Laws Atomic Theory Periodic table Genetics Electricity Environmental concepts CHEC field trip – Human Body Speaking Scientifically four weekly words, questions and reinforcement activities	Pearson US History (to 18[illegible]) Demonstrate understanding of the following topics: - First Americans - 13 Colonies - Revolutionary War - The Constitution - Industry & Growth - Westward Expansion - A Divided Nation - Civil War - Reconstruction

Seventh (cont.)	Literacy (cont.) - Analyze author's use of rhetorical devices - Writes a paragraph of several sentences - Uses a topic sentence - Uses details in writing - Uses transition words in paragraphs - Identifies parts of speech - Uses proper punctuation - Write a 500 word research paper	Math (cont.) numbers - Graph linear equations - Find the slope of a line - Evaluate formulas for solving problem with variable - Understand order of operations - Accurately calculate mean, median and mode from data set - Demonstrate understanding of scientific notation - Demonstrate understanding of ratios and proportions - Demonstrate understanding of Pythagorean Theorem		

Eighth	Elements of Literature Step Up to Writing Build and develop repertoire of skills to increase comprehension and fluency, including: - Make predictions - Make inferences - Draw conclusions - Identify cause and effect - Identify main idea or theme and story elements - Summarize, monitor and clarify - Use effective reading strategies - Determine the meaning of words and phrases in context using context clues and knowledge of word structure - Analyze author's use of language and literary devices - Make connections to text - Extend theme/ideas to other contexts - Demonstrate understanding of synonyms/antonyms and analogies - Recognize plural and possessive forms - Demonstrate understanding of contractions - Understand prefixes, affixes, compound words - Recognizing Author's point of view - Sequencing - Identify pros and cons - Recognize and distinguish genres - Distinguish between fact and opinion - Evaluate credibility of information and sources - Make inferences about author's tone and style - Visualize - Demonstrate understanding of metaphors and similes - Demonstrate knowledge of poetry analysis - Demonstrate understanding of literary devices - Analyze diverse viewpoints - Use graphic organizers to classify and analyze information	Prentice Hall Mathematics Course 3 - Place value to the 100,000,000 with decimals to the thousandths place - Add, subtract, multiply and divide decimals to the thousandths place - Determine the sum of an angle in a polygon - Demonstrate an understanding of line and rotational symmetry and reflections, tesselations - Locate or plot coordinates in all four quadrants - Determine volume and surface area of a variety of shapes - Use ratio and proportion - Use d = *t in appropriate context - Compare data to generate, confirm or deny hypothesis - Analyze outcomes based on an understanding of probability - Write an algebraic expression for a linear pattern - Demonstrate an understanding of absolute values - Demonstrate ability to understand scale models and maps - Calculate simple interest - Display a frequency distribution	PLTW Holt Rinehart Science Plus Project Lead the Way Curriculum - Scientific Method - Units of Measurement - Graphs, Charts, Drawing - Designing a machine or device - Inventor Computer Design Earth & Space Physical Science Structure of Atoms Chemistry and Chemical Reactions Matter/Energy Cell Structure/Genetics Structure/Function/Classification of organisms Adaptations & Biodiversity Populations & Ecosystems CHEC field trip- Alcohol, Tobacco and other Drugs II	Pearson US History (1877 – Present) Demonstrate understanding of the following topics: - American History - Civil War - Railroads & Industry - World War I - Early Reforms - Progress for Women/Equality - Spanish American War - WW I - 1920's - Great Depression - WW II - The Cold War - Civil Rights Movement - Post – Cold War Era - War: Peace in the Middle East

Eighth (cont.)	Literacy (cont.) - Analyze author's use of rhetorical devices - Distinguish between important and unimportant facts - Writes a paragraph of several sentences - Uses a topic sentence - Uses details in writing - Uses transition words in paragraphs - Identifies parts of speech - Uses proper punctuation	Math (cont.) - Define dependent and independent variables - Define polynomials - Define exponents		

High School	Literacy Sequence	Math	Science	Social Studies
	All grades: Students will use effective reading strategies to achieve their purposes in reading. • Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words • Gather information to help achieve understanding when the meaning of a text is unclear • Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts • Identify propaganda techniques and faulty reasoning in texts • Explain and evaluate the influence of format on the readability and meaning of a text • Distinguish between fact and opinion in nonfiction texts • Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term Students will read, interpret, and critically analyze literature. • Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style	*Pre-Algebra* - Demonstrates an understanding of decimal notation - Demonstrates an understanding of Scientific Notation - Can estimate by rounding up or down - Can substitute decimals for simple fractions - Can determine percent of a quantity - Can determine equality with decimals, fractions and percents - Can construct and interpret circle graphs - Can measure length accurately - Can convert measurements of length - Demonstrates an understanding of the metric System - Can accurately measure angles - Can convert measurement between systems - Can identify types of angles - Can measure area and volume - Demonstrates knowledge of "Order of Operations" - Can describe patterns with variables - Can translate words to algebraic expressions - Can evaluate algebraic expressions	*Project Lead the Way* Introduction to Engineering Principles of Engineering Design (please see Appendix U) *Biology* - Demonstrate an understanding and knowledge of matter and energy (recycling, decomposition, biological models, toxic waste and landfills) - Demonstrate an understanding and knowledge of ecosystems (biomass, photosynthesis, nitrogen fixation) - Demonstrate an understanding and knowledge of populations (world populations, predator – prey models, population growth) - Demonstrate an understanding and knowledge of homeostasis (diffusion, digestion, circulation, metabolism of sugars, transmission of disease, antigens and antibodies - Demonstrate an understanding and knowledge of genetics (karyotypes, mitosis, meiosis, dominant and recessive traits, DNA extractions, models of DNA and RNA, chromosomal disorders)	*African American History* - Demonstrates an understanding of a common ancestry and human migration - Demonstrates knowledge of African continent - Demonstrates knowledge of European Slave Trade - Demonstrates knowledge of causes and consequences of slavery - Demonstrates knowledge of African resistance - Demonstrates knowledge of Africans and war with Britain - Demonstrate knowledge of African American involvement in the War of 1812 - Demonstrate knowledge of African American involvement in the Civil War - Demonstrate knowledge and understanding of Reconstruction years - Demonstrate knowledge and understanding of African American leaders at the turn of the century - Demonstrate knowledge and understanding of segregation and African American migration to north

Literacy (cont.)

- Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
- Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
- Develop, explain, and defend interpretations of complex literary works
- Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
- Develop and apply criteria to evaluate the literary merit of unfamiliar works

Students will read and discuss literary and nonliterary texts in order to understand human experience.

- Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
- Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
- Identify the devices an author uses to influence readers and critique the effectiveness of their use

Pre-algebra (cont.)

- Can identify and properly use grouping symbols
- Demonstrates understanding of formulas
- Demonstrates understanding of probability
- Can add positive and negative fractions
- Can add probabilities
- Demonstrates an understanding of the Commutative and Associative properties.
- Can construct and use a spreadsheet
- Demonstrates understanding of the Slide Model for Subtraction
- Demonstrates an understanding of Special Quadrilaterals
- Demonstrates an understanding of the Triangle-Sum Property
- Can construct and analyze graphs and charts
- Demonstrates an understanding of tessellations and symmetry
- Can determine volume of rectangular solids
- Can multiply fractions and probabilities
- Demonstrates an understanding of the Rate Factor Model for multiplication

Biology (cont.)

- Demonstrate an understanding and knowledge of behavior and the nervous system (learning, memory, reaction rates, environmental stimuli, observation
- Demonstrate an understanding and knowledge of biodiversity (microbe diversity and variation, zoology)
- Demonstrate an understanding and knowledge of the biosphere (human impact on earth, energy consumption, sustainability)

Chemistry

- Demonstrates an understanding and knowledge of properties and changes of matter
- Demonstrates an understanding and knowledge of atoms and their structures and electrons
- Demonstrates an understanding and knowledge of the periodic table
- Demonstrates an understanding and knowledge of formations of compounds
- Demonstrates an understanding and knowledge of ionic compounds and molecular substances

African American History (cont.)

- Demonstrate knowledge and understanding of Civil Rights movement from early 1990 - present
- Demonstrate knowledge and understanding of the Harlem Renaissance

World History

- Demonstrate an understanding and knowledge of Prehistory and beginnings of civilization
- Demonstrate an understanding and knowledge of the first civilizations in Africa and Asia
- Demonstrate an understanding and knowledge of the early civilizations and empires in India and China
- Demonstrate an understanding and knowledge of Ancient Greece
- Demonstrate an understanding and knowledge of Ancient Rome and the Rise of Christianity
- Demonstrate an understanding and knowledge of civilizations of the Americas

	Literacy (cont.) • Identify philosophical assumptions and basic beliefs underlying selected texts Students will read to acquire information. • Apply tests of logic and reasoning to informational and persuasive texts • Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents • Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest • Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language Students will create or produce writing to communicate with different audiences for a variety of purposes. • Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence • Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience • Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience • Write creative fiction that includes an authentic setting, discernible tone, coherent plot, distinct characters, effective detail, believable dialogue, and reasonable resolution of conflict	*Pre-algebra (cont.)* - Demonstrates an understanding of expansions and contractions - Can determine area of triangles and trapezoids - Demonstrates an understanding of the Rate Model for Division - Demonstrates an understanding of the Means-Extremes Property - Can determine area and circumference of a circle - Can determine surface area and volume of cylinders and prisms *Geometry* - Demonstrates knowledge and understanding of the concepts associated with points and lines - Demonstrates a knowledge and understanding of "if-then" statements - Can demonstrate unions and intersections - Demonstrates an ability to measure angles - Demonstrates an understanding of arcs and rotations and properties of angles - Demonstrates an understanding of One – step Proof operations	*Chemistry (cont.)* - Demonstrates an understanding and knowledge of chemical reactions and equations - Demonstrates an understanding and knowledge of atomic theory - Demonstrates an understanding of the periodic properties of the elements - Demonstrates an understanding and knowledge of chemical bonding - Demonstrates an understanding and knowledge of the Kinetic Theory of Matter - Demonstrates an understanding and knowledge of gas pressure and gas laws - Demonstrates an understanding and knowledge of counting particles of matter and using moles - Demonstrates an understanding and knowledge of water and solutions - Demonstrates an understanding and knowledge of acids, bases and pH - Demonstrates an understanding and knowledge of oxidation – reduction reactions and applications - Demonstrates an understanding and knowledge of electrochemistry	*World History (cont.)* - Demonstrate an understanding and knowledge of the rise of European nations - Demonstrate an understanding and knowledge of the Byzantine Empire and Russia - Demonstrate an understanding and knowledge of the Muslim World - Demonstrate an understanding and knowledge of African Kingdoms and Trading States - Demonstrate an understanding and knowledge of the Renaissance and Reformation - Demonstrate an understanding and knowledge of the Age of Enlightenment - Demonstrate an understanding and knowledge of the American and French Revolutions - Demonstrate an understanding and knowledge of the Industrial Revolution - Demonstrate an understanding and knowledge of the Industrial Age and Imperialism - Demonstrate an understanding and knowledge of WWI

Literacy (cont.)

- Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
- Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
- Prepare and publish technical writing such as memos, applications, letters, reports and resumes for various audiences, attending to details of layout and format as appropriate to purpose
- Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

Students will plan, revise, edit, and publish clear and effective writing.

- Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas

Geometry (cont.)

- Demonstrate an understanding of parallel and perpendicular lines
- Demonstrates an understanding of reflection and congruence
- Can compose reflections over intersecting and parallel lines
- Demonstrates an understanding of translations, vectors and Isometries
- Demonstrates an understanding of congruence and equality
- Constructs proofs using reflections
- Determines sums of angle measures in polygons
- Identifies types of quadrilaterals
- Demonstrates an understanding of the properties of kites and trapezoids
- Identifies regular polygons
- Constructs proofs using triangle congruence theories
- Demonstrates an understanding of properties of parallelograms
- Uses perimeter formulas
- Determines areas of irregular regions, triangles and trapezoids

Chemistry (cont.)

- Demonstrates an understanding and knowledge of Organic Chemistry
- Demonstrates an understanding and knowledge of chemical reactions and energy
- Demonstrates a knowledge and understanding of nuclear chemistry

Physics

- Demonstrate an understanding and knowledge of the conceptual and mathematical relationship between motion, force, and energy (linear and projectile motion, Newton's Laws of Motion, momentum and energy)
- Demonstrate an understanding and knowledge of gravity and circular motion (classical conceptions of gravity, relativistic gravity, rotation, satellites, orbital mechanics)
- Demonstrate an understanding and knowledge of heat energy (atomic theory, states of matter, thermodynamics)
- Demonstrate an understanding and knowledge of light and sound (characteristics of waves, reflection and refraction, lenses, mirrors, frequency and wavelength, pitch, color, diffraction and interference)

World History (cont.)

- Demonstrate an understanding and knowledge of the Russian Revolution
- Demonstrate an understanding and knowledge of WWII
- Demonstrate an understanding of the world today, post WWII

Government & Ethics

- Demonstrates an understanding and knowledge of the role of the government
- Demonstrates an understanding and knowledge of the origins of the US government
- Demonstrates an understanding and knowledge of the US Constitution
- Demonstrates an understanding and knowledge of federalism
- Demonstrates an understanding and knowledge of the roles and powers of the US Congress
- Demonstrates an understanding and knowledge of the Executive Branch
- Demonstrates an understanding of economic policy

Literacy (cont.)

- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

Students will understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events,
- Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- Employ the conventions of capitalization
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- Recognize common errors in the use of language and know how (and when) to correct them

Geometry (cont.)

- Determines arc length and circumference, and area of circle
- Demonstrates an understanding of Pythagorean Theorem
- Locates points, lines and planes in space
- Determines surface area of prisms, cylinders, pyramids, spheres and cones
- Demonstrates an understanding of the fundamental properties of volume
- Can determines volume of prisms, cylinders, pyramids, cones and spheres
- Constructs indirect proofs and proofs with coordinates
- Demonstrates an understanding of the Properties of Size changes
- Demonstrates an understanding of the Fundamental Theorem of Similarity
- Demonstrates an understanding of the SSS , the AA and the SAS Similarity Theorems
- Demonstrates an understanding of the Side Splitting Theorem
- Determines the tangent of an angle
- Determines chord length and arc measure

Physics (cont.)

- Demonstrate an understanding and knowledge of electromagnetism (electric charges, electric fields, magnetism, the relationship between electricity and magnetism, induction, particle and wave theories)
- Demonstrate an understanding and knowledge of modern physical theory (radiation, quantum theory)

Environmental Science

- Demonstrate an understanding of the scientific methods
- Demonstrate an understanding of ecosystems
- Demonstrate an understanding of Geosphere, Atmosphere, Hydrosphere, Biosphere
- Demonstrate an understanding of evolutionary theories
- Demonstrate an understanding of energy flow and cycle
- Identify habitats, biomes and aquatic ecosystems
- Demonstrate an understanding populations
- Demonstrate an understanding of species interaction
- Demonstrate an understanding of human population growth and trends, including fertility rates

Government & Ethics

- Demonstrates an understanding and knowledge of foreign policy and national security
- Demonstrates an understanding and knowledge of the federal court system and US Legal System
- Demonstrates an understanding and knowledge of fundamental freedoms, and individual and civil rights
- Demonstrates an understanding and knowledge of political parties and the electoral process
- Demonstrates an understanding and knowledge of state and local government
- Compares political and economic systems

World Geography

- Demonstrates an understanding and knowledge of essential elements of geography
- Demonstrates an understanding and knowledge of Earth and water and land forms
- Demonstrates an understanding and knowledge of weather and climate, environment and natural resources

English I & II

- Use context clues to determine the meaning of unfamiliar words.
- Understand the meaning of words and phrases used figuratively.
- Use context clues to determine the meaning of multiple-meaning words.
- Use knowledge of synonyms and antonyms to determine the meaning of words.
- Identify analogies to demonstrate understanding of word meaning.
- Understand connotative and denotative meaning of words.
- Identify the meaning of a word with an affix.
- Use knowledge of root words to determine the meaning of a word.
- Use an entry from a word reference to determine word meaning and pronunciation.
- Identify stated information about story elements.
- Identify stated information about main ideas and supporting details.
- Identify stated information provided through text features.
- Identify first, next, and last events.
- Follow steps in a process.
- Make inferences about story elements.
- Summarize important ideas and events.
- Analyze stated or implied theme, message, or main idea.
- Draw conclusions.
- Identify purpose.
- Analyze diverse viewpoints.
- Identify implied main ideas and supporting details.
- Identify implied relationships (such as cause/effect and compare/contrast).
- Summarize information.
- Identify purpose.
- Make inferences based on text features.
- Make inferences based on visual information.

Geometry (cont.)

- Locates the center of a circle
- Demonstrates an understanding of the Isoperimetric Inequality

Algebra I

- Uses variables properly
- Demonstrates an understanding and knowledge of exponents and order of operations
- Adds, subtracts, multiplies and divides real numbers
- Demonstrates an understanding of the Distributive Property
- Solves multi-step equations
- Solves equations with variables on both sides
- Uses measures of central tendency
- Solves inequalities using addition, subtraction, multiplication and division
- Solves multi-step and compound inequalities
- Demonstrates an understanding of absolute value equations and inequalities
- Demonstrates an understanding of ratios and proportions
- Calculates percent of change
- Applies ratios of probability

Environmental Science (cont.)

- Demonstrate an understanding of extinction and biodiversity
- Demonstrate an understanding of water sources, management and pollutions
- Demonstrate an understanding of air pollution
- Demonstrate an understanding of acid rain
- Demonstrate understanding of climate change
- Demonstrate an understanding of land use, land management and conservation
- Demonstrate an understanding of renewable and nonrenewable energy sources
- Demonstrate an understanding of bio-hazards
- Demonstrate an understanding of economics and the environment

World Geography (cont.)

- Demonstrates an understanding and knowledge of world cultures and populations, government and economy and global connections
- Demonstrates an understanding and knowledge of United States physical geography, history and culture
- Demonstrates an understanding and knowledge of Canadian physical geography, history and culture
- Demonstrates an understanding and knowledge of Mexican physical geography, history and culture
- Demonstrates an understanding and knowledge of Central American and Caribbean physical geography, history and culture
- Demonstrates an understanding and knowledge of South American physical geography, history and culture
- Demonstrates an understanding and knowledge of European physical geography, history and culture

	English I & II - Make inferences about text structure. - Analyze diverse viewpoints. - Use graphic organizers to analyze and classify information. - Analyze the use of literary devices. - Recognize and distinguish among genres. - Make inferences about the author's tone. - Make inferences about the author's style. - Analyze the author's use of rhetorical devices. - Distinguish among types of language (such as formal/informal, literary/technical, and serious/humorous). - Make connections to text. - Make predictions. - Identify and evaluate the author's purpose, point of view, and effectiveness. - Evaluate diverse viewpoints and influences. - Distinguish between important and unimportant details. - Evaluate the credibility of story elements. - Draw conclusions. - Make connections to text. - Make predictions. - Identify and evaluate the author's purpose, point of view, and effectiveness. - Distinguish between facts and opinions. - Evaluate the accuracy, currency, and credibility of information. - Evaluate diverse viewpoints and influences. - Distinguish between important and unimportant facts. - Draw conclusions. - Evaluate the author's word choice and use of language. - Recognize bias and propaganda in language.	*Algebra I* - Determines probability of compound events - Relates graphs to events - Demonstrates understanding of relations and functions - Demonstrates understanding of function rules, tables and graphs - Writes function rules - Describes number patterns - Calculates Rate of Change and Slope, Slope intercept - Writes linear equations - Demonstrates an understanding of parallel and perpendicular lines - Graphs absolute value equations - Solve systems by graphing and using substitution and elimination - Demonstrates understanding of applications of linear systems and linear inequalities - Demonstrates an understanding of Scientific Notation - Demonstrates an understanding of multiplication and division properties of exponents - Demonstrates understanding of geometric sequences		*World Geography* - Demonstrates an understanding and knowledge of Russian physical geography, history and culture - Demonstrates an understanding and knowledge of Mediterranean physical geography, history and culture - Demonstrates an understanding and knowledge of Asian physical geography, history and culture - Demonstrates an understanding and knowledge of African physical geography, history and culture

	American Literature - Demonstrate an understanding of various genres – short story, non fictions (articles, interviews, news features, autobiographies, biographies, diaries, letters, essays, journals, literary criticism, memoirs, speeches), poetry, chants and myths, drama and novels - Demonstrate an understanding and knowledge of American Romanticism - Demonstrate an understanding and knowledge of American Renaissance - Demonstrate an understanding of American poetry - Demonstrate an understanding of Realism - Demonstrate an understanding of Modern Literature (1900 – 1950) - Demonstrate an understanding of American Drama - Demonstrate an understanding of Contemporary Literature (1950 – present) - Demonstrates skills in dictionary use, using context clues, word origins, affixes, understanding blank verse, performing a semantics feature analysis, analogies, base words, roots and word families, coordinating conjunctions, inserting modifiers, parallel structures, adverb and adjective clauses, use of subordinate conjunctions, use of transitional expressions, and effective diction *World Literature* - Demonstrates an understanding and knowledge of world myths and folktales - Demonstrates an understanding and knowledge of the African Literary Tradition - Demonstrates an understanding and knowledge of literature from the Ancient Middle East	*Algebra I (cont.)* - Adds and subtracts polynonials - Multiplies binomials - Factors trinomials - Demonstrates an understanding of quadratic graphs and functions - Solves quadratic equations - Finds and estimates square roots - Simplifies radicals - Performs operations with radical equations - Graphs square root functions - Demonstrates an understanding of trigonometric ratios - Demonstrates an understanding of inverse variation - Graphs rational functions - Simplifies, multiplies and divides rational expressions - Divides polynomials *Algebra II/Trigonometry* - Demonstrates an understanding of algebraic expressions - Solves equations and inequalities - Solves absolute value equations and inequalities - Demonstrates understanding of relations and functions - Demonstrates understanding of linear equations		

	World Literature (cont.) - Demonstrates an understanding and knowledge of Greek and Roman Literature - Demonstrates an understanding and knowledge of Indian Literature - Demonstrates an understanding and knowledge of Chinese and Japanese literature - Demonstrates an understanding and knowledge of Persian and Arabic Literature - Demonstrates an understanding and knowledge of literature from the Middle Ages - Demonstrates an understanding and knowledge of literature from the Renaissance to the Enlightenment - Demonstrates an understanding and knowledge of Nineteenth Century Literature - Demonstrates an understanding and knowledge of Modern and Contemporary World Literature -	*Algebra II/Trig (cont.)* - Uses linear models - Demonstrates an understanding of absolute value functions and graphs - Solves two variable inequalities - Graphs systems of inequalities - Solves systems algebraically - Demonstrates an understanding of systems of inequalities - Demonstrates an understanding of linear programming - Graphs in three dimensions - Demonstrates an understanding of systems with three variables - Organizes data into matrices - Adds, subtracts and multiplies matrices - Demonstrates understanding of geometric transformations with matrices - Demonstrate an understanding of matrices determinants and inverses - Demonstrate an understanding of inverse matrices and systems - Demonstrate an understanding of augmented matrices and systems - Models data with		

		quadratic functions - Demonstrates an understanding of parabolas - Factors quadratic equations - Demonstrates understanding of polynomial functions - Demonstrates an understanding of the Fundamental Theorem of Algebra - Demonstrates an understanding of the Binomial Theorem - Multiplies and divides radical expressions - Solves square roots and radical equations - Graphs square roots and radical functions - Demonstrates understanding of logarithmic functions as inverses, properties of logarithmics, exponential and logarithmic equations and natural logarithms - Demonstrates an understanding of reciprocal functions - Adds and subtracts rational expressions - Solves rational equations - Demonstrates an understanding of conic sections, parabolas, circles, ellipses and hyperbolas - Translates conic sections - Calculates area under a curve		

		- Demonstrates an understanding of probability distributions - Demonstrates an understanding of conditional probability - Works with binomial and normal distributions - Demonstrates an understanding of Radian measure - Demonstrates an understanding of sine, cosine and tangent functions - Translates sine and cosine functions - Solves trigonometric equations using inverses - Demonstrates understanding of the Law of Sines and the Law of Cosines		

Reading:

In grades k4 through 6, the school uses the Open Court curriculum, a research based reading series, as the core reading program. However, we recognize that all of our students come to the school with different needs and at different levels and we utilize a number of different programs to supplement Open Court. These needs are identified through the careful analysis of data collected to assess student reading skills. The programs utilized include Early Intervention in Reading, Road to the Code, and Fluency First. Reading Counts is utilized as a motivational reading program for students in all grades. MAS is the recipient of a Reading First grant and uses a portion of the funds to hire reading tutors. These individuals are certified teachers who work with small groups of children to develop their reading skills. Students in grades six through eight are instructed using the Holt, Rinehart and Winston's Elements of Literature series as the foundational text. Teachers supplement this curriculum through the inclusion of age appropriate novels, utilizing techniques such as literature circles. The High School program uses a variety of materials, dependent upon the reading levels of the students. Incoming freshmen whose skills are not yet at grade level are enrolled in a Literacy Skills class which emphasizes the development of fundamental skills through the use of literature.

Math:

MAS uses the Everyday Math curriculum as the core program for grades K5 – 6. However, the school recognizes that the curriculum must also align with the Wisconsin State Math Framework and each grade level analyzes the Everyday Math curriculum to determine areas in which supplements to the curriculum are needed. The curriculum for grades six, seven and eight is Transitions Math. The High School math program allows students to progress through challenging and comprehensive courses in Pre-Algebra, Algebra I, Geometry and Algebra II/Trigonometry. As the school grows and the student body continues to develop their skills, the staff anticipates adding more advanced math courses.

Science:

The science program for our youngest students is theme-based, aligned with their reading series. Third through fifth grade uses the FOSS curriculum, a research – based science curriculum developed at UC – Berkeley. The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world. The middle school (grades 6 – 8) uses Science Plus by Holt, Rinehart and Winston. SciencePlus is an active hand-on, minds-on middle school program designed to engage students in the process of science. This integrated program is based on the Constructivist Learning Model in which students build their own understanding of science. In addition, the sixth grade students complete a Robotics unit and the seventh and eighth grade students participate in Project Lead the Way, a pre-engineering curriculum. The following activities are planned to enhance the regular science curriculum at The Milwaukee Academy of Science:

Cross Curricular Intensives:
During intensives, the entire school focuses on a science topic, with all teachers required to present lessons on the topic – including Art, Music and Physical Education teachers. The Science Directors plan school wide activities and events to correspond with the science theme. As an example, listed below are the themes for 2006-2007:

- Math, the Language of Science
- Fire Safety and Prevention
- The Brain
- Our Dairy State

Intensive topics and vocabulary are reinforced by videos broadcast school wide and selections read during the reading time of the Morning Broadcast.

Speaking Scientifically
Science vocabulary words are presented during morning broadcast - often with a visual "demonstration" or prompt to enable the students to develop their own definition of the word. Words for the quarter are distributed to teachers at the beginning of the quarter, and weekly with definitions for posting in rooms. All teachers must have their words for the quarter posted in the room on a daily or weekly basis. All students in grades five to eight must answer a weekly Science Question.

Four days a week, a basic vocabulary word will be presented and defined and/or explained. Words will be reviewed on Friday and definitions will be given with a Science Fact. (Weekly responsibility: K4 and K5 – one word, 1 and 2 – two words, 3 and 4 – three words, 5 to 12 four words). Each day (Monday through Thursday) a vocabulary word and/or a prompt for the vocabulary concept will be given on the Morning Broadcast. (The words will be offered in a three-year repeating cycle, with some words being repeated in the cycles.) The last week of the quarter will be used for review and word contests to determine the Word Experts for grades three to eight Vocabulary tests are conducted at the end of the quarter, with awards ($10 per grade level) given at Core Value Assemblies.

Special Science Events

- Science Quiz Bowl Grades 4 – 8
- Sensational Science Night – Science activities done by each classroom to present to families and general public.
- The Milwaukee Academy of Science InNOVAtions Science Fair – all school science fair.
- Puzzle Days – Problem solving activity for all levels. Classes will work through a variety of brain challenges to improve their problem solving ability and critical thinking skills.

First Days and Last Days of School
Fun, science-related activities prepared for each classroom to use during the first and last weeks of school. Interesting and entertaining classroom experiences designed to educate and captivate students' interest may be ordered by the homebase teacher.

Grades K4 to 2 curriculum:
Science curriculum is taught in alignment with the reading curriculum using an abundance of hands-on science experiments, videos, field trips and other activities that reinforce the topics in the reading stories.

Grades 3, 4 and 5 curriculum
These grades use FOSS (Full Option Science System) with additional emphasis on Space and the Universe for grades 4 and 5. Grade 5 participates in introductory robotics activities.

Science Classes for Grades 6
Our 6th grade students take part in robotics training and Lego Robotics competitions to enhance their Science experience. Due to a generous grant from Hewlett Packard, we have a special robotics program, our teachers have high tech classroom additions and the teachers have been trained for robotics education. Students who are especially interested in robotics may join the MAS Robotics competition group.

Science Classes for Grades 7 and 8
Science specialists teach science to our 7th and 8th grade students. While all of the teachers at MAS are especially interested in science education and are competent to teach science, at the Junior Academy, we have science specialists with fully equipped labs to teach the science curriculum. The students come with their classroom teacher to one of the science labs for daily instruction in an extended period of time. The classroom teacher then co-teaches science with the science specialist, affording enhanced science education and allowing for meaningful cross-curricular opportunities.

Thanks to generous grants from the Kern Foundation and the American Honda Foundation, the 7th and 8th grade students work with the nationally acclaimed Project Lead the Way curriculum that gives them hands-on, practical experience in pre-engineering and pre-architecture. Our Science teachers have been specially trained in the instruction of this program.

Seventh and 8th grade students also participate in the Health Careers Opportunity Program at Marquette University and on a regular basis visit the university to learn about opportunities in health related careers.

Some of our 7th and 8th grade students choose to work on the National Engineers Week Future City Competition to prepare for competition on the regional (and hopefully national) level. In 2003-2004, the MAS Future City Competition Team won the regional competition and traveled to Washington DC to compete at the national level.

Each year, 7th grade students attend Trees for Tomorrow (TFT) an environmental camp in Eagle River, Wisconsin. TFT is an independent, nonprofit natural resource specialty school which uses a combination of field studies and classroom presentations to teach conservation values as well as demonstrate the benefits of contemporary resource management. The trip is supported through the generosity of the Milwaukee Rotary Club.

Grades 6 to 8 Odyssey/PUMA Science Club
Partners in Urban Medical Advancement (PUMA) medical students from the Medical College of Wisconsin, provide tutoring and special presentations. On Tuesdays when the medical students are not available, other speakers and activities are provided by representatives from the Milwaukee School of Engineering, Marquette University, IBM, Rockwell Automation and Engineers and Scientists of Milwaukee. During the second semester the PUMA group will make themselves available during the Odyssey Science Club time to assist students with their InNOVAtions Science Fair Projects.

MAS Milwaukee Science Challenge Invitational
The Milwaukee Academy of Science works in cooperation with Engineers and Scientists of Milwaukee to provide a one-day science challenge with numerous events for middle school students.

WEATHERBUG WEATHER STATION
http://www.instacam.com/showcam.asp?id=MLWK1&size=L
Get real time weather information broadcast from our weather cam and weather station. View the last 24 hours of Milwaukee weather on time lapse from our camera sixteen stories up on top of the high school.

Educational Results

	Description of Outcome	Measurement or Assessment Form	Frequency of Measurement or Assessment	Students to which Measurement or Assessment applies
Literacy	Milestones from Comprehensive Literacy Organizer	Milestones Assessment Form (See Attachment V)	1x per month	K4 -3
	Letter Naming Fluency	DIBELS	3x per year	K5
	Phoneme Segmentation	DIBELS	3x per year	Grade 1
	Nonsense Word Fluency	DIBELS	3x per year	Grade 1
	Oral Reading Fluency	DIBELS/DIBELS Progress monitoring	Monthly	Grades 2 – 8
	Retell Fluency	DIBELS/DIBELS Progress monitoring	3x per year	Grades 2 – 8
	Comprehension Skills	Pearson Benchmark Assessment System	1x per month	Grades 2 – 12
	Word recognition	Brigance	Beginning and end of year	Grades 1 – 8
	Comprehension	Brigance	Beginning and end of year	Grades 1 – 8
	Recites ABC's	Brigance	Beginning and end of year	K4 – k5
	Recognizes upper and lower case letters	Brigance	Beginning and end of year	K4 – k5
	Prints upper and lower case letters	Brigance	Beginning and end of year	K4 – k5
	Analyze text	WKCE	November	Grades 2 – 8, 10
	Evaluate/Extend Meaning	WKCE	November	Grades 2 – 8, 10
	Determines Meaning	WKCE	November	Grades 2 – 8, 10
	Understands text	WKCE	November	Grades 2 – 8, 10
	Writing	WKCE	November	Grades 4, 8, 10
	Language	WKCE	November	Grades 4, 8, 10
	Research&Inquiry	WKCE	November	Grades 4, 8, 10
	Writing Process	Running records Writing Samples Journals	On going	K4 - 12
	Grammar/Spelling	Running records Writing Samples Benchmark assessment system	On going	K4 -12

	Description of Outcome	Measurement or Assessment Form	Frequency of Measurement or Assessment	Students to which Measurement or Assessment applies
Mathematics	Rote Counting	Brigance	Beginning and end of year	K4 – k5
	Counts Objects (1:1 correspondence)	Brigance	Beginning and end of year	K4 – k5
	Reads and writes numbers	Brigance	Beginning and end of year	K4 – k5
	Counts by 2s		Monthly	K5 – Grade 1
	Counts by 5s		Monthly	K5 – Grade 1
	Counts by 10s		Monthly	K5 – Grade 1
	Identify coins		Monthly	K5 – 1
	Uses tally marks		Monthly	Grade 1
	Single digit addition & subtraction		Weekly	K5 - 1
	Math Facts		Weekly	Grade 1 - 8
	Place value	Pearson Benchmark	Beginning and end of year	Grade 2, 3, 4, 5
	Fractions	Pearson Benchmarks	Beginning and end of year	Grade 2, 3, 4, 5, 6, 7
	Greater than/less than	Pearson Benchmark	Beginning and end of year	Grade 2, 3, 4
	Multi- digit addition	Pearson Benchmark	Beginning and end of year	Grade 2, 3, 4, 5, 6
	Measurement	Pearson Benchmark	Beginning and end of year	Grade 2, 3, 4, 5, 6, 7, 8
	Adding money and money concepts	Pearson Benchmark	Beginning and end of year	Grade 1, 2, 3, 4, 5
	Math computation	Brigance, Pearson Benchmark	Beginning and end of year	Grade 1 -8
	Math problem solving	Brigance, Pearson Benchmark	Beginning and end of year	Grade 1-8
	Geometry	Pearson Benchmark	Beginning and end of year	Grade 3, 4, 5, 6, 7, 8
	Reading & Interpreting graphs and charts	Pearson Benchmark	Beginning and end of year	Grade 3, 4, 5, 6, 7, 8
	Statistics &	Pearson Benchmark	Beginning and	Grade 3, 4, 5, 6, 7,

Mathematics (cont.)	Probability		end of year	8
	Patterns	Pearson Benchmark	Beginning and end of year	Grade 3, 4, 5
	Decimals	Pearson Benchmark	Beginning and end of year	Grade 3, 4, 5. 6, 7
	Multi - digit subtraction	Pearson Benchmarks	Beginning and end of year	Grade 3, 4, 5, 6
	Algebra and Algebraic Relationships	Pearson Benchmarks	Beginning and end of year	Grade 3, 4, 5, 6, 7, 8
	Multi – digit multiplication	Pearson Benchmarks	Beginning and end of year	Grade 4, 5, 6, 7, 8
	Multi – digit division	Pearson Benchmarks	Beginning and end of year	Grade 4, 5, 6, 7, 8
	Exponents	Pearson Benchmarks	Beginning and end of year	Grade 5, 6, 7, 8
	Percentages	Pearson Benchmarks	Beginning and end of year	Grade 5, 6, 7, 8
	Algebraic Relationships	WKCE	November	Grades 2 -8, 10
	Geometry	WKCE	November	Grades 2 – 8, 10
	Measurement	WKCE	November	Grades 2 – 8, 10
	Number Operations & Relationships	WKCE	November	Grades 2 – 8, 10
	Statistics & Probability	WKCE	November	Grades 2 – 8, 10
Science	Earth & Space Science	WKCE	November	Grades 4, 8, 10
	Life & Environmental Science	WKCE	November	Grades 4, 8, 10
	The Nature of Science	WKCE	November	Grades 4, 8, 10
	Physical Science	WKCE	November	Grades 4, 8, 10
	Science Applications	WKCE	November	Grades 4, 8, 10
	Science Connections	WKCE	November	Grades 4, 8, 10
	Science in Social & Personal Contexts	WKCE	November	Grades 4, 8, 10
	Science Inquiry	WKCE	November	Grades 4, 8, 10
	Principles of Engineering	PLTW Exam	Spring of Senior Year	Grade 12

Social Studies	Economics	WKCE	November	Grades 4, 8, 10
	Geography	WKCE	November	Grades 4, 8, 10
	History	WKCE	November	Grades 4, 8, 10
	Political Science & Citizenship	WKCE	November	Grades 4, 8, 10
	Behavioral Science	WKCE	November	Grades 4, 8, 10
College Readiness		EXPLORE	November	Grade 9
		PLAN	November	Grade 10
		ACT	November	Grade 11

Assessment Plan

The Milwaukee Academy of Science collects a variety of data regarding student progress and uses this data to determine curricular emphasis and to ensure that instruction will meet the needs of individual students. Formative assessments are used on a regular basis by teachers to ensure student mastery of material. These assessments include unit tests, quizzes, homework, observation, projects, running records and analysis of student work samples. The school recognizes that the current assessments do not align precisely with the requirements of the City Charter Review Committee, but is prepared to implement additional assessments as required. The components of the formal assessment plan are as follows:

Wisconsin Student Assessment System (WSAS)/Wisconsin Knowledge and Concepts Examination (WKCE - CRT): All students in Grades 3 – 8 and 10 are required to participate in the Wisconsin State Assessment System. Fall 2005 was the first year that students in grades 3, 5, 6, and 7 were administered the WKCE so no prior scores are available. The Wisconsin Department of Public Instruction cautions that even in grades 4 and 8, scores prior to the 2003 testing results are not comparable due to changes in the testing. The last year the Wisconsin Reading Comprehension Test (WRCT) was administered to third grade students was in 2005, although comparative data is available and in Appendix P. Although the DPI uses consecutive cohort scores on the WKCE to determine AYP, the Milwaukee Academy of Science finds it more useful for instructional purposes to look at scores from the same cohort to see the actual growth of groups of students. In Attachment P are the fourth and eighth grade WKCE historical results, third grade WRCT historical results, as well as results from the Fall 2006 WKCE by same cohort and consecutive cohort.

Pearson Benchmark Assessment System

Pearson Benchmark is a comprehensive, customizable, Web-based assessment testing system and reporting tool. Pearson Benchmark enables the teachers at the Milwaukee Academy of Science to measure, manage, and maximize student achievement through testing, reporting and analytics. It allows the school to support a local formative assessment system, taking multiple measures of student performance against standards at any time throughout the school year. MAS uses the system to assess student progress in math and reading. Teachers use the results to identify student weaknesses, both at the individual and the whole class level, and to design instruction that meets the needs of the students. The system generates an item response analysis which allows teachers to see virtually immediately, the areas in which their students are secure in a skill, and those areas in

which further instruction is necessary. Using this data allows teachers to better meet the needs of each student.

For the first five years of the school's existence a proprietary benchmark system developed by Edison schools was used. When the contract between Edison and the school was non – renewed, the school leaders reviewed a number of on-line assessment systems, ultimately choosing Pearson as the system that best meets the needs of the students and teachers. The 2005-2006 school year was a pilot year with selected grade levels using the system, and full implementation occurred in the 2006- 2007 school year.

Reading benchmarks are developed to assess students' progress at meeting grade level standards and are administered monthly. In math, the teachers administer a beginning of the year and an end of the year assessment based on the Wisconsin State Math Framework. This provides a complete picture of the students' growth over the course of the school year and clearly illustrates the mastery of standards and concepts. The teachers have also used the Pearson system to administer unit benchmarks in order to determine whether the students have mastered the skills most recently introduced.

Please see Attachment P for the Benchmark results for reading and math for the 2006-2007 school year.

Brigance Assessment:
Beginning in the 2007 – 2008 school year, all teachers in grades k4 – 8 will administer the Brigance Comprehensive Inventory of Basic Skills at the beginning and end of the school year. This assessment focuses on basic grade level math computation and problem solving skills, as well as reading comprehension skills. Please see Attachment P for the results of the pilot implementation in the 2006-2007 school year.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): These assessments are a set of standardized, individually administered measures of early literacy development. They are designed to be used to regularly monitor the development of pre-reading and early reading skills. In addition to the skills assessments, teachers use the DIBELS progress monitoring prompts to record fluency gains. Please see Attachment P for most recent DIBELS results.

The school will report collect data at appropriate intervals and report to the Charter School Review Committee as required.

Comprehensive Literacy Organizer
This organizer provides a month by month benchmark detail by skill for grades K5 – three. Developed by a Literacy professor at Cardinal Stritch University in conjunction with the MAS Reading Coordinator, the organizer provides clear guidelines for teachers about the literacy milestones good readers must reach. Please see Attachment V.

Other Accountability Measures

Stakeholder satisfaction: The school measures staff, student and parent satisfaction on an annual basis. These results are analyzed by the school's leadership team to identify areas for improvement and to develop strategies to address these areas. Strategy implementation is monitored in regular leadership team meetings.

Please see Attachment P for the results for the 2006-2007 school year.

Participation in Parent/Teacher conferences: The Milwaukee Academy of Science reports on student progress four times per year. Parents/guardians are encouraged to discuss student progress at any time during the year, but three specific periods are designated for Parent/Teacher conferences. The goal of the school is that all parents participate in these discussions. Please see Attachment P for the participation levels for the past two years.

High School Information:

Credit Completion:
Listed below are the minimum requirements for graduation from the Milwaukee Academy of Science.

English	4.0
Math	4.0
Social Studies	3.0
Science	5.0
Foreign Language	2.0
Electives	2.0
Advisory/ACT	2.0
Total:	22 credits

The requirements may vary for student with special education needs, depending upon their Individualized Education Plan goals and their Transition Plan.

All students work with the Guidance Counselor and their advisor to create a plan for their post secondary career. (See record keeping sheet below for elements of plan). In addition, a counselor will be added in the 2008-2009 school year to support students in their first years out of high school. Research indicates that the graduation rate for African American students from four-year colleges is below 50 percent after six years. According to the Education Trust, "These are the most academically prepared minority students our educational system produces. Yet they are unlikely to get their degrees on-time." We recognize that our students are likely to need additional support once they leave our school to achieve success in the post secondary arena. We also recognize that if our students aren't successful once they leave our school, we have not truly achieved our mission. Samples of Student Tracking Sheets are on the next several pages.

Student Record Sheet:

Student _____

Total Credits to date: ☐

English (4)

_____.5
_____.5
_____.5
_____.5
_____ .5
_____.5
_____.5
_____.5

Math (4)

_____.5
_____.5
_____.5
_____.5
_____.5
_____.5
_____.5
_____.5

Science (5)

_____.5
_____.5
_____.5
_____.5
_____ .5
_____.5
_____.5
_____.5
_____.5
_____.5

Social Studies (3)

_____.5
_____.5
_____.5
_____.5
_____.5
_____.5

Foreign Language (2)

_____.5
_____.5

_____.5 _____.5

_____.5

Additional Credits:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Additional Activities:

_____

_____

_____

_____

_____

_____

_____

Student Planning Sheet

Student:_____ **ACT Test Score:**_____
Parent: _____ **ACT Test Date:**_____
Phone: _____

Post Grad Goals:_____

_____

Meeting Dates (include all participants and college visits):

_____ _____

_____ _____

_____ _____

_____ _____

Graduation Plan:

Freshman

Eng _____

Math _____

Sci _____

Sci _____

Soc _____

Spanish _____

Elective _____

Sophomore

Eng _____

Math _____

Sci _____

Sci _____

Soc _____

Spanish _____

Elective _____

Junior

Eng _____

Math _____

Sci _____

Sci _____

Soc _____

Spanish _____

Elective _____

Senior

Eng _____

Math _____

Sci _____

Sci _____

Soc _____

Spanish _____

Elective _____

Student Records Review

Student Name:_____

DOB:_____

Predicted Year of Graduation: 20____

Freshman Year:

English (1)	Actual	_____	Need	_____
Math (1)	Actual	_____	Need	_____
Science (2)	Actual	_____	Need	_____
Soc. St. (1)	Actual	_____	Need	_____
Spanish (0)	Actual	_____	Need	_____
Electives (1)	Actual	_____	Need	_____

Summer School Needed? Y or N

Sophomore Year:

English (2)	Actual	_____	Need	_____
Math (2)	Actual	_____	Need	_____
Science (4))	Actual	_____	Need	_____
Soc. St. (2)	Actual	_____	Need	_____
Spanish (0)	Actual	_____	Need	_____
Electives (2)	Actual	_____	Need	_____

Summer School Needed? Y or N

Junior Year:

English (3)	Actual	_____	Need	_____
Math (3)	Actual	_____	Need	_____
Science (6)	Actual	_____	Need	_____
Soc. St. (3)	Actual	_____	Need	_____
Spanish (1)	Actual	_____	Need	_____
Electives (3)	Actual	_____	Need	_____

Summer School Needed? Y or N

Senior Year:

English (4)	Actual	_____	Need	_____
Math (4)	Actual	_____	Need	_____
Science (5)	Actual	_____	Need	_____
Soc. St. (3)	Actual	_____	Need	_____
Spanish (2)	Actual	_____	Need	_____
Electives (4)	Actual	_____	Need	_____

Graduation Requirements Fulfilled? Y or N

Qualifications of Teaching Staff

The Milwaukee Academy of Science follows the requirements set forth by the Wisconsin Department of Public Instruction and the relevant Wisconsin State Statutes (Any person seeking to teach in a public school, including a charter school, or in a school or institution operated by a county or the state shall first procure a license or permit from the department. [Wis. Stats 118.19(1]). In addition, the school prefers applicants with experience working with urban students. Although teachers are permitted to obtain charter licenses to teach in an area outside of their certification, the school prefers that teachers work within their area of certification.

Staff Recruitment:

The Milwaukee Academy of Science looks to a wide variety of sources to recruit staff. The preferred method of recruitment is through student teachers and interns in the building. These candidates have an opportunity to understand the school and the students and the school has the opportunity to evaluate the skills of the candidate over a period of time. The school accepts clinical students, field students, student teachers and interns from Alverno College, Cardinal Stritch University, Marquette University, Mt. Mary College and the University of Wisconsin – Milwaukee. In ongoing efforts to diversify the staff, MAS staff members have represented the school at multi-cultural career fairs and at career fairs at Historically Black Colleges and Universities. Advertising is done on a variety of websites and in the local newspapers as needed. The school has hosted the Job Fair for the Independent Charter School Collaborative for the past several years.

Staff Selection: Applicants' credential are reviewed to determine whether the candidate will be invited in for an interview. The interviews are conducted by members of the administrative team. The questions were developed by determining the characteristics of the most effective teachers at the school, and the questions asked are designed to elicit specific examples from the candidates regarding that characteristic. After the initial interview, if the team decides that the candidate can go to the next phase of the interview process, the candidate is invited to present a lesson to the students. Candidates are provided a framework for the lesson and a rubric that clearly defines the characteristics on which the lesson will be evaluated. When the candidate presents the lesson, he/she is observed by a minimum of two administrators. If the team determines that the candidate is a good fit for the school after the initial phases, a minimum of two references are checked. In addition, a background check is performed.

Staff Development:

At the Milwaukee Academy of Science, we believe that staff members are accountable for their own professional growth and development, as well as responsible for their professional behavior and that the school is accountable for providing opportunities for professional development and clear expectations for professional behavior. Staff members are provided with in-house support and multiple opportunities to grow as professionals.

The school maintains a comprehensive induction program for initial educators. Components include:

- Orientation program prior to start of school
- Trained mentors for each teacher
- Professional Development Plan reviewers on staff

- Membership in Southeastern Wisconsin New Teacher Project which includes regular mentor/new teacher seminars
- New Teacher Group moderated by the Principals
- Strong, cohesive teams
- Principal Observations

All staff members are involved in the professional development program, "Wednesday University." Every Wednesday during the school year, the students are dismissed at 12:30 p.m. and the remainder of the day is spent in professional development of staff. Activities have included:

- College courses (credit or non – credit options) on topics such as Differentiated Instruction
- Collaborative Work time for grade level teams
- Focused professional development with content area experts (for example, Science Director, Reading Coordinator)
- Workshops presented by staff in their areas of expertise
- Specific team meetings (i.e. math team, science team, literacy team, data team)
- Workshops presented by consultants accompanied by individualized coaching during the school year.

In addition, teachers are encouraged to attend relevant conferences and workshops. For example, the entire k4 – 8th grade staff attends the Wisconsin State Reading Association Conference each year.

Staff Assessment for Professional Growth:
Pay increases will be based on the employee's commitment to his or her personal professional development and evidence of progress, as well as school budgetary constraints. MAS has a specific plan for staff assessment that contributes to and supports professional growth and development. Criteria for evaluation include:

For Teachers:

25% Accountability measures

25% Evidence of professional growth and development

25% Student Achievement gains

25% Contribution to the community

For other staff:

33% Accountability measures

33% Evidence of professional growth and development

33% Student Achievement gains

Accountability Measures

	Meets Expectations	Does not Meet Expectations
MAS staff will exhibit professional behavior at all times:		
Punctuality/Attendance	☐	☐
Substitute Preparation	☐	☐
MAS staff members will participate in assigned duties each day as instructed.		
Duty (Hall, Lunch, etc.)	☐	☐
Student Attendance Recorded Daily	☐	☐
MAS teachers will use the complete cycle of instruction – fully planning lessons with clear objectives, assessing student learning and modifying as necessary.		
Report Card/IEP Completion	☐	☐
MAS staff will participate fully in professional development activities.		
Attendance at Meetings/Wed U (House, PD, Reading Reviews etc.)	☐	☐

Comments: _____

_____

_____

Employee Name: _____

Date: _____

Admission Procedures

The Milwaukee Academy of Science takes its status as a public school seriously, and accordingly, admits students to the school following all applicable laws and procedures. Below is the admission policy as outlined in the Parent Handbook:

The Milwaukee Academy of Science is a public school, and therefore admits all of our students in a non-discriminatory manner. The open enrollment period is in January. If all available spots are full as of January 31st and not all applicants have been placed, a lottery will be held on February 15th to fill the spots. After that time, the school will accept applications for the coming school year through September and accept students on a space available basis. Students will have one week from the first day of school to maintain their space, after that it will be given to a student on the waiting list. Spots for the current school year will be filled in January from the waiting list. Applications are accepted any time, however, after September 21, 2007 students will not be placed in a classroom until January and after January 11, 2008, they will be placed on a waiting list for the following year. Students with siblings enrolled at the school or students who are returning to the school may be given preference in admission.

Disciplinary Procedures

The Milwaukee Academy of Science places a strong emphasis on a safe and orderly learning environment.

Code of Conduct:

At the Milwaukee Academy of Science,
I will respect myself,
respect my school staff,
respect my fellow students
and respect my school.

The Code of Conduct is recited each morning by all students during the morning news broadcast.

Milwaukee Academy of Science Discipline Code:

LEVEL 1 VIOLATIONS:

1. Repeated Tardiness: (Consequence 1-3) failure to be in the assigned classroom or location at the proper time three or more times in a quarter.

2. Possession of Inappropriate Items: (Consequence 1-3) carrying or using any items that are not supportive of the educational process. Examples include, but are not limited to: radios, walkmans, laser pointers, cameras, pocket pagers, or other communication devices.

3. Unauthorized Use or Misuse of School Equipment: (Consequence 1-3) use of computers, copiers, fax machines, telephones, etc... by students must be authorized. In addition, any use of said equipment other than its intended, school related use.

4. Uniform Violation: (Consequence 1-3) any violation of the MAS uniform policy which falls prior to the 3rd violation

5. Other inappropriate conduct that at the discretion of the administrator or his/her designee fits a level 1 infraction. (Consequence 1-3)

LEVEL 2 VIOLATIONS:

1. Minor Vandalism: (Consequence 2-5) deliberate destruction or defacing of property belonging to, rented by, or on loan to the school system or property of persons employed by the school up to a cost of $25.

2. Fighting: (Consequence 3-6) provoking a fight or engaging in physical contact with another person.

3. Bullying/ Intimidation: (Consequence 3-6) to forcefully and deliberately carry out intentions to inflict harm and strike fear in another student, or their property. This behavior can be carried out by an individual or group.

4. Disruptive Misconduct: (Consequence 3-5) repeated or severe acts that create a danger or disruption. This is to include, but is not limited to: throwing objects, pushing, kicking, slapping, shouting, teasing, spitting, use of obscene language, running in the halls, inappropriate displays of affection or other actions that disrupt the learning environment.

5. Forgery/Lying: (Consequence 2-5) altering school records, calling in or writing the name of another person, falsifying information, or giving misleading information or lying for the purpose of gain.

6. Insubordination: (Consequence 2-5) repeated or absolute refusal to follow directions or requests from any staff member.

7. Possession or Use of Tobacco Products: (Consequence 3-5) possession, smoking, or chewing of any tobacco product while on school property or at school related events.
8. Truancy: (Consequence 3-6) skipping class, leaving the classroom, lunchroom, or other supervised areas without the express permission of a teacher or other staff member, while remaining on campus.

9. Possession or Distribution of Non-Curricular Materials: (Consequence 3-5) possession or distribution of materials that are obscene, libelous, slanderous, or defamatory.

10. Possession of Incendiary Devices: (Consequence 2-5) carrying, handling, or storing lighters, fireworks, or incendiary devices (possession but not use of)

11. Verbal or Non-Verbal Threats Student to Student: (Consequence 3-6) willful verbal or non-verbal threat to harm a person's property, health, or safety which creates a reasonable fear that the act will be carried out.

12. Failure to Complete a Disciplinary Assignment: (Consequence 3-5) disciplinary assignments that students receive from a teacher, administrator, or staff member that are not completed by the student within a designated and/ or specific amount of time.

13. Trespassing: (Consequence 2-5) entering any restricted area or entering any area that a student has been denied access.

14. Petty Theft: (Consequence 3-5) stealing or unauthorized possession of another person's money or property not to exceed a dollar amount of $25.00.

15. Obscene Language/ Gestures/ Drawings: (Consequence 2-5) any language, body movements, or drawings which, at the discretion of the teacher, staff member, or administrator, is deemed rude, vulgar, or inappropriate for the school, and/or learning environment.

16. 3rd Uniform Violation: (Consequence 5) 3rd violation of the MAS uniform policy.

17. Other inappropriate conduct that at the discretion of the administrator or his/her designee fits a level 2 infraction (Consequence 2-6)

LEVEL 3 VIOLATIONS:

1. Major Vandalism: (Consequence 4-7) as judged by the administrator, as any serious deliberate destruction, or defacing of property belonging to, rented by, or on loan to the school system, or property of persons employed by the school. Damages to property exceed $25.

2. Substance Abuse: (Consequence 5-7) selling or distributing, carrying, using, or storing mind-altering drugs, look alike drugs, drug paraphernalia, alcohol products, or inhalants.

3. Theft: (Consequence 4-6) stealing or unauthorized possession of another person's money or property valued in excess of $25.00.

4. Assault: (Consequence 4-7) intentionally causing or attempting to cause physical harm to another through force or violence.

5. Involvement in Gang Activity: (Consequence 4-7) causing any disruptions or disturbances during the school day or any destruction of school property at any time related to gang activity.

6. Sexual Misconduct or Harassment: (Consequence 4 -7) unwelcome sexual advances, requests for sexual favors, or other verbal communication or physical conduct of a sexual nature, which interferes with the educational process, or creates an intimidating, hostile, or offensive learning environment.

7. Extortion: obtaining money or property (something of value) from an unwilling person by either physical force or intimidation.

8. Verbal or Non-verbal Threats to Staff: (Consequence 5-7) willful verbal or non-verbal threat to harm an MAS staff member's property, health, or safety which creates a reasonable fear that the act will be carried out.

9. False Alarms: (Consequence 5-7) activating the fire alarm system in the school building or on school property. Any fines assessed by the City for false alarms must be paid by the parent/guardian.

10. Threat or Use of Non-Violent Objects: (Consequence 5-7) use or threatened use of items normally used for other purposes that can be used to inflict bodily harm (i.e. knives under 3", belts, combs, picks, pencils, chains, etc.).

11. Possession of Incendiary Devices: (Consequence 5-7) carrying, handling, igniting, or storing lighters, fireworks, smoke bombs, or other explosive or incendiary device.

12. Possession or Use of Weapons: (Consequence 5-7) carrying, handling, or storing a firearm, dagger, dirk, stiletto, knife with blade over 3" in length, iron bar, brass knuckles, or other dangerous object.

13. Arson: (Arson 6-7) deliberate burning or attempt to burn any part of the building, or property belonging to, rented by, or on loan to the Milwaukee Academy of Science, or property of persons employed by the school or in attendance at the school.

14. Bomb Threats: (Consequence 6-7) reporting a fire, bomb threat, or other threat where none exists.

Repeated or multiple infractions at any level my result in disciplinary action up to and including expulsion. Consequences are at the discretion of the administrator. The school reserves the right to involve the police in any situation that involves illegal activity.

Disciplinary Consequences

Consequence	Description	Can be Assigned by	Step
Warning	The student is formally warned that such behavior is prohibited by the School's Discipline Code	Teacher Lead Teacher (LT) Principal (PRIN or designee) President (PRES or designee)	1
Informal Talk	A school official will talk to the student regarding the student's behavior.	Teacher LT PRIN PRES	1
Time Out	Student will be assigned to a location other than their assigned classroom for a specified period of time not to exceed one half of the school day.	Teacher LT PRIN PRES	1
Peer Mediation	A way of helping people work out their differences in the presence of a calm, nonpartisan observer who keeps everything fair. A student will serve as peer mediator to students who encounter conflict or disagreements.	Teacher LT PRIN PRES	1
Deprivation of Privileges	Extracurricular activities are special privileges offered to enhance the student's overall learning experience. Field trips, assemblies, and other special events are privileges, not rights. Any or all of these privileges may be revoked.	Teacher LT PRIN PRES	2
Lunch Detention	Students may be assigned to a supervised location other than the cafeteria to eat lunch.	Teacher LT PRIN PRES	2

Student/Parent Conference	A formal conference held between the student and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file. The parent/guardian will be notified of the conference and are expected to attend.	Teacher LT PRIN	2
Restitution	Student will be required to pay for damage done to school facility or equipment, or for damages of another individual's property.	PRES PRIN	3
Parent/Guardian Shadow	A parent/guardian will attend class with the student for a specified period of time.	LT PRIN PRES	3
Detention	Students may receive a detention at the discretion of the teacher and/or principal. Parents of students are to be notified of the detention by the principal/teacher or the student. The parent is responsible for the student's transportation	Teacher LT PRIN PRES	3
Behavior Contract	The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavioral contract identifies a specific behavior, describes how the student should behave, and clearly specifies the consequences of misbehavior. Violation in the terms of the contract may result in long-term suspension.	Teacher LT Student Support Manager PRIN PRES	3
Extended Detention	At the discretion of the principal, students will be assigned to attend an extended detention. Extended detention will be held after school and/or Saturday morning under the supervision of a staff member. Students who are assigned extended detention but fail to attend will receive an in-school suspension.	Teacher LT PRIN PRES	4
In-School Suspension	Temporary appointment of a student to a location that is outside the student's regular class setting. Students assigned to In-School Suspension will be provided instruction within a highly structured format. Building administrators will assign students to In-School suspension and notify parents/guardians and teachers accordingly. Appointment to in-school suspension will not be longer than 3 days.	LT PRIN PRES	4
Out of School Suspension	A temporary dismissal of a student from the regular school program. The length of a suspension may range from 1 to 10 days depending on the seriousness of the violation. After a suspension, parents/guardians must attend a conference to readmit the student to the school.	PRIN PRES	5

Long Term Suspension	An out-of-school suspension lasting longer than 5 days.	PRIN PRES	6
Expulsion	Permanent dismissal of a student from the regular school 5 days.	PRES	7
Suspension from School Transportation (May be imposed as a consequence for any incident that occurred on school transportation.)	As the result of misconduct occurring on a bus or other means of student transportation and after notice to the student and his or her parents(s) or guardian(s), a student may be suspended from school transportation. (*When such suspended from school because of the distance between home and school and the absence of alternative public or private means of transportation, the school must make appropriate arrangements to provide for the student's education.)*	Bus Coordinator PRIN PRES	

Disciplinary Review Process:

When a student engages in an act that endangers the health and safety of others in the school, or repeatedly refuses to follow school rules and procedures, the student will be referred to the Charter Disciplinary Review Board. This board consists of the three principals, the Achievement Director and the social worker. The student and parents/guardians are invited to the meeting to discuss the student's disciplinary record. The student may be suspended for up to fifteen consecutive school days pending the hearing. Once the meeting is concluded, the board discusses the outcome and makes a recommendation to the School President. The School President will consider all the information presented and make a determination on whether the student will be allowed to return to school with no stipulations, return to school on a probationary status with obligations to fulfill or face expulsion. If the school orders expulsion, the student and family will be mailed a copy of the expulsion order. The family may appeal the decision to the Disciplinary Committee of the Board of Directors of the Milwaukee Science Education Consortium within 20 days of the expulsion decision. The Disciplinary Committee will meet within 30 days of receipt of the request to appeal. The decision may be further appealed to the Department of Public Instruction. If the decision is appealed to the department, within 60 days after the date on which the Department receives an appeal, the Department shall review the decision and shall, upon review, approve, reverse or modify the decision. The decision of the school shall be enforced while the Department reviews the decision.

Appeal:

In the event of expulsion, the student and family may appeal the decision. In order to appeal the decision, the family must provide written notification to the Disciplinary Committee of the Milwaukee Academy of Science Board of Directors, within twenty days of the expulsion decision, of their intent to appeal. Within thirty days of receiving written notification of intent to appeal the expulsion decision, the Disciplinary Committee will meet and shall, upon review, approve, reverse or modify the order. The order of the President shall be enforced while the Disciplinary Committee reviews the order. The expelled student or if the student is a minor, the pupil's parent or guardian, may appeal the board's decision to the State Superintendent. If the Disciplinary Committee's decision is appealed to the State Superintendent, within 60 days after the date on which the State Superintendent receives the appeal, the State Superintendent shall review the decision and shall, upon review, approve, reverse or modify the decision. The decision of the Disciplinary Review Committee shall be enforced while the State Superintendent reviews the decision.

Sample Letter:

Date

Name
Address
Milwaukee, Wisconsin Zip

Dear Name:

This letter is to advise you that Name has been placed on indefinite suspension and has been referred to the Charter Discipline Review Board (CDRB) for consideration of expulsion proceedings pursuant to Section 120.13 (1)(c) of the Wisconsin Statutes. This meeting will determine whether an expulsion hearing will be recommended for Name.

The expulsion consideration is based upon Name's alleged acts which include the following:

Date Offense

Any police reports available to the school under the Juvenile Justice Code may be submitted at the hearing as part of the record.

The school administration believes proof of the above misconduct supports a finding that Name is guilty of refusal or neglect to obey the rules and he has engaged in conduct while at school which endangered the property, health or safety of others.

The administration believes proof of the above misconduct may establish that the interest of the school demands Name's expulsion.

Please take notice that if the misconduct cited above is proven, in considering whether to expel Name, and if so, for what period of time, the school may consider Name's complete disciplinary and academic records.

If the school orders expulsion, you will be mailed a copy of the expulsion order. You may appeal the decision to the Disciplinary Committee of the Board of Directors of the Milwaukee Science Education Consortium within 20 days of the expulsion decision. The decision may be further appealed to the Department of Public Instruction. If the decision is appealed to the department, within 60 days after the date on which the Department receives an appeal, the Department shall review the decision and shall, upon review, approve, reverse or modify the decision. The decision of the school shall be enforced while the Department reviews the decision.

Name was suspended today and the suspension shall continue for up to fifteen consecutive school days pending the hearing.

The CDRB will convene on November 20 at 4:30 p.m. to review Name's discipline records. You and Name are invited to attend this meeting. If you are unable to attend this meeting, please call Dr. Tracey Sparrow at 933-0302 x1122. We will try to arrange a time or date change if necessary. Name's current suspension is an out of school suspension and Name is not permitted in the building.

Sincerely,

Tracey Sparrow, Ed. D.
President

Historical Disciplinary Data:

5.11: Student discipline by infraction

Infraction	01	02	03	04	05	06	07	08	09	10	11	12	Total
2000-01													
2001-02	1509	475	516	378	1186	75	50	384	114	104	3	237	5031
2002-03	58	386	370	0	472	18	3	124	126	12	8	38	1615
2003-04	28	396	349	0	490	12	4	61	67	4	4	17	1432
2004-05	73	66	230	3	224	33	12	97	14	22	3	63	840
2005-06	454	0	126	4	293	31	16	55	150	45	3	15	1192
2006-2007	0	417	65	257	60	0	0	0	58	25	3	13	898

Infraction Code:

01 Uncooperative Behavior
02 Disorderly Conduct
03 Insubordination
04 Learning Disruption
05 Fighting
06 Vandalism
07 Threats to Staff
08 Truancy
09 Profanity
10 Threats – Student to Student
11 Possession of Weapon
12 Assault

Plan to Educate Children with Disabilities

The Milwaukee Academy of Science (MAS) serves its students with special needs through an educational model characterized as "responsible inclusion." Students are clustered in small groups (2 – 4 students), then fully integrated into the general education setting. Students are occasionally "pulled – aside" (small group instruction to pre – teach, remediate or reinforce learning) to intensify instruction. Students are typically placed multi – categorically, as the grouping is generally based upon grade level. Activities are then modified as necessary. The range of disabilities currently served encompasses students with learning disabilities, emotional disturbance, other health impairments and mild cognitive disabilities. The school also serves students requiring speech and language services, utilizing both an integrated and pull – out approach to best meet the needs of the students. Currently, the school does not serve any students with low – incidence impairments, but in the event that services of that nature would become necessary, the child would be integrated into the general education setting to the greatest extent possible, pull – asides would be utilized as appropriate and related service personnel would be contracted as necessary.

Staff

The special education staff is comprised of teachers certified in the areas of Learning Disabilities (LD), Cognitive Disabilities (CD) and Emotional Behavioral Disabilities (EBD). The team works together collaboratively to develop and implement Individual Education Plans (IEP). The appropriate specialist (speech and language pathologist for example) participates in initial or reevaluation IEP teams. Weekly team meetings are held to discuss current students, amount of time spent with students, and to determine if modifications to scheduling are needed to meet the needs of individual children. MAS will provide information and inservice opportunities to staff to familiarize them with referral procedures annually and will inform parents of the process.

Caseload

The special education caseload is determined based upon the number of children with disabilities in each grade and the amount of time required per their IEP. Our current student teacher ratio averages 16:1. Administrators and the special education Lead Teacher discuss and adjust caseload concerns on a regular basis.

Related Services Personnel

MAS currently serves very few students who require related services. When needed, these services are provided to the students from outside agencies, with whom the school has developed a contractual relationship. The amount of time the services are provide depends upon the child's IEP.

Parent Involvement in Special Education

Parents communicate their assessment of the special education services provided by MAS through parent surveys and informal conferences. The surveys measure satisfaction in areas such as quality of services provided, the evaluation process, development of the IEP and placement decisions, opportunity for parent input into the IEP, and communication from the school regarding their child's progress.

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Policies and Procedures

Please see Attachment T. The Special Education Policies and Procedures are adapted directly from the Wisconsin Department of Public Instruction's Model Handbook.

X I certify that the school named in this application will abide by health and safety codes that apply to public schools, including immunization requirements.

X I certify that the school named in this application is located in the City of Milwaukee.

X I certify that the applicant is not a for-profit entity.

X I certify that the school named in this application will abide by city requirements for access to records of a contractor with the city.

X I certify that the school named in this application has conducted criminal background checks on current employees and volunteers and will conduct criminal background checks on all new employees, and that the school will assign only those employees and volunteers who, in the judgment of the school have nothing in their background, including but not limited to pending charges or convictions of criminal offenses, which would render them unfit to work or otherwise have contact with the school's students and employees.

X I certify that the school named in this application will submit the annual report required by contract, including an annual financial audit, to the sponsor by the date established in the contract.

X I certify that I understand that the award of a charter school contract is contingent upon receipt of an occupancy certificate for school use from the City of Milwaukee Department of Building Inspection.

X I certify that the school named in this application will comply with federal regulations that apply to charter schools authorized by the City of Milwaukee, including, but not limited to, the provisions in the *No Child Left Behind Act* that apply to schools in need of improvement (The 2001 passage of the Elementary and Secondary Education Act, also known as *No Child Left Behind*, contains significant sanctions for schools that do not meet it requirements; charter schools are required to comply with its provisions. For guidance from the US Department of Education, please see Charter School Policy Guidance for NCLB.)

X I certify that the school named in this application will comply with the requirements of the CSRC regarding tasks required by the academic monitoring and operations monitoring consultants and any additional monitoring requirements that the CSRC develops as needed during the lifetime of the school's contract with the City of Milwaukee.

I hereby certify that I agree to abide by the requirements above and understand that failure to do so may result in revocation of the charter.

Laura Larsen

Applicant Signature

8/27/07