

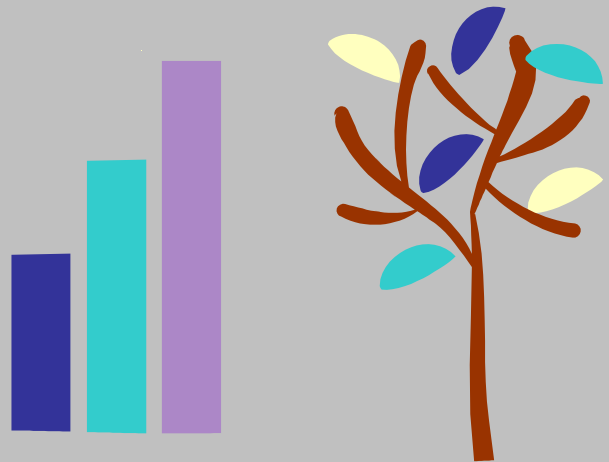
The Milwaukee Academy of Science

Programmatic Profile and Educational Performance

2008–09 School Year

Report Date: August 2009

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Prepared for:

Milwaukee Academy of Science
2000 West Kilbourn Avenue
Milwaukee, WI 53233

EXECUTIVE SUMMARY
for
Milwaukee Academy of Science
First Year of Operation as a City of Milwaukee Charter School
2008–09

This is the first annual report to describe the operation of the Milwaukee Academy of Science as a City of Milwaukee–chartered school. It is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), school staff, and the Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has reached the following findings.

I. CONTRACT COMPLIANCE SUMMARY¹

The Milwaukee Academy of Science (MAS) has met all but three of the educational provisions in its contract with the City of Milwaukee and the subsequent requirements of the CSRC. Provisions not met include the following: that all eleventh and twelfth graders take the ACT or SAT;² that all students would have a written annual plan for graduation;³ and that all instructional staff hold a Department of Public Instruction (DPI) license or permit to teach.⁴

II. PERFORMANCE CRITERIA

A. Local Measures

1. Secondary Measures of Educational Outcomes

To meet City of Milwaukee requirements, MAS identified measurable outcomes in the following secondary areas of academic progress:

- Attendance;
- Parent conferences; and
- Special education student records.

The school did not achieve its internal goal in attendance; parent conference data were not submitted to CRC; and the school met its goal related to special education student records.

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

² Not all of the eleventh- and twelfth-grade students took the ACT or SAT as required. The school did register these students for the ACT test, but some of the students did not go to the testing site and actually take the ACT test.

³ This expectation was met for all tenth through twelfth graders, but written plans were not completed for all ninth graders.

⁴ Six of the 60 teachers providing instruction to students did not possess teaching certificates or permits issued by Wisconsin DPI.

2. Primary Measures of Educational Progress

The CSRC requires each school to track student progress in reading, writing, mathematics, and individualized education program (IEP) goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, MAS's primary local measures of academic progress resulted in the following outcomes.

For primary/elementary academy grades (K4 through 5):

- Of K4 through fifth-grade students, 98.4% exhibited progress in literacy skills and 97.3% showed improvement in math skills based on the BRIGANCE Comprehensive Inventory of Basic Skills.
- Third- through fifth-grade students scored, on average, 9.6 points on the teacher-assessed writing sample. The goal was 12 points.
- Of 55 primary/elementary academy students with IEP goals, 54.5% reached at least 80% of their goals this year.

For junior academy (grades 6–8) and high school (grades 9–12):

- Fifty-six percent of students in junior academy and 67.2% of high school students demonstrated progress in reading based on the Wide Range Achievement Test (WRAT).
- Of junior academy students, 54.9% demonstrated progress in math based on the WRAT. Of high school students, 57.0% demonstrated math progress based on the WRAT.
- Of low-achieving high school students, 63.2% showed adequate improvement in reading and 45.5% showed adequate improvement in math based on the WRAT.
- Junior academy students scored, on average, 16.7 points on a teacher-assessed writing sample. The goal for these students was 18 points. High school students, on average, scored 22.3 points which exceeded the goal of 21 points.
- Of 45 junior academy and high school students with IEP goals, 53.3% reached at least 80% of their goals this year.
- Graduation plans were developed for all eleventh- and twelfth-grade students, 95.7% of which included post-secondary plans.
- Ninth graders earned an average of 6.1 credits; tenth graders accumulated an average of 12.5 credits; eleventh graders accumulated an average of 18.4 credits;

and credit information was not provided for twelfth graders. Seventeen of 21 twelfth graders graduated from high school this year.

Students in grades 1 through 3 were required to take the Stanford Diagnostic Reading Test (SDRT) and students in grades 3 through 8 and in grade 10 must take the Wisconsin Knowledge and Concepts Examination (WKCE). Ninth graders were to take the EXPLORE, tenth graders were required to take the PLAN, eleventh-grade students were to take the ACT or SAT, and all twelfth-grade students who had not taken the ACT or SAT were required to do so during the twelfth grade. Results from these tests are used to describe student skill levels and, for high school students, college readiness. In the school's second and subsequent years, results are used to track student progress. The school administered all required standardized tests this year; however, not all eleventh and twelfth graders who were registered to take the ACT or SAT actually went to the testing site and completed the test.

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

This is the first year that MAS was chartered by the city; therefore, CSRC expectations based on standardized test results from year to year do not apply. Although not required to do so by the CSRC, the school submitted WKCE test scores from the fall of 2007. These scores were compared to scores from the fall of 2008. Based on this comparison:

- Of fourth through eighth graders, 85.6% maintained proficiency in reading and 74.1% maintained proficiency in math; and
- Of students who were below proficient in reading, 47.3% showed improvement, while 52.3% of students who were below proficient in math showed improvement.

C. Adequate Yearly Progress

The school met adequate yearly progress (AYP) in test participation and had an N/A (not applicable) for the "other academic indicator." Both objectives were rated satisfactory. For the third year in a row, the school did not meet AYP in the reading and math objectives. The school's improvement status is "school identified for improvement (SIFI) Level 2."

III. RECOMMENDATIONS

The following recommendations were jointly identified by the school leadership and CRC. To continue a focused school improvement plan, it is recommended that the following activities be undertaken for the 2009–10 year.

For the primary/elementary academy.

- Improve the planning, instruction, and assessment skills of all math teachers. The staff will review students' math assessments on a regular basis and plan next steps

for each student. The math coaches will assist the classroom teacher with the implementation of the adopted math curriculum strategies for all students. In addition, the Title 1 math teachers will assist with the improvement of the math competencies of both the lower-achieving and higher-performing students in first through third grades.

- Move the Guided Reading program into the fourth and fifth grades for the next school year. Title 1 teachers will focus their time and efforts on increasing the reading competencies of the lower-achieving students in the first through fifth grades.
- Develop benchmark examples and protocols for teachers to use in their efforts to improve student writing skills. Special attention will be given to writing fluency and grammar.

For the junior academy, the focus will be on improving the math competencies of students using the following strategies.

- Involving all students in a math learning laboratory on Wednesday mornings for two hours. The students with above-grade-level skills will work with the high school math teachers to increase their knowledge base, while the students with below-grade-level skills will work with the junior academy staff in their specific areas of need.
- Supplying the seventh- and eighth-grade students with bus passes to stay after school for additional assistance with math skills.
- Using master teachers to mentor other teachers on curricular strategies with the greatest potential for success with students who exhibit below-grade-level skills. These teachers will have time to observe the students in their regular math classes. The teacher mentors will meet on a monthly basis to discuss students' progress and formulate recommendations for more appropriate instructional strategies for use by the classroom teachers.

For the high school, the focus will be on the following steps.

- Increasing the rigor of the curriculum, especially in the areas of math and science. More instructional time will be devoted to engaging students in the advanced mathematical curricula.
- Improving entrance testing for ninth graders and all newly enrolled students. Students should be tested within 30 days of their first day of attendance to better ascertain their current reading and math skill levels and competencies so that lower-achieving students are provided with supplemental instruction at the start of each school year.
- Providing targeted, supplemental assistance to all students who do not meet the expected benchmarks on the EXPLORE and PLAN, and increasing the test-taking skills of tenth graders and building their overall vocabularies.

- Planning for and providing higher-level plans/activities for students who are at or above grade level in the acquisition of basic skills.

I. INTRODUCTION

This is the first regular program monitoring report to describe educational outcomes for the Milwaukee Academy of Science (MAS), a school chartered by the City of Milwaukee.⁵ This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).⁶

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

- Two initial site visits occurred, wherein a structured interview was conducted with the primary/elementary academy and junior academy/high school's leadership staff, critical documents were reviewed, and copies of these documents were obtained for CRC files.
- CRC staff assisted the school in developing its outcome measures for two distinct agreement memos.
- Additional scheduled and unscheduled site visits were made to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations, including the clarification of needed data collection. CRC staff also reviewed a representative sample of special education files.
- At the end of the school year, two structured interviews were conducted with the primary/elementary academy and the junior academy/high school leadership teams.
- The school provided electronic data to CRC, which were compiled and analyzed by CRC.

⁵ The City of Milwaukee chartered five schools for the 2008–09 school year. MAS initially opened in August 2000 and was chartered by UW–Milwaukee. In July 2008, the school entered into a new five-year charter agreement with the City of Milwaukee.

⁶ CRC is a nonprofit social research organization and division of the National Council on Crime and Delinquency.

II. PROGRAMMATIC PROFILE

The Milwaukee Academy of Science
2000 West Kilbourn Avenue
Milwaukee, WI 53233

Phone Number: 414-933-0302

President/Chief Executive Officer: Judy Merryfield
Associate Principal, 6–12: Murece Johnson
Associate Principal, K–5: Jacqueline DeJean

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

According to the MAS website and its 2008–2009 Parent Handbook, “the mission of the Milwaukee Academy of Science, an exemplary leader in innovative science education that maximizes the potential of each young mind, is to graduate urban students prepared to compete successfully in science at the post-secondary level, by providing a rigorous 21st century curriculum taught by master educators in collaboration with students, families, staff, and the community.”

MAS opened in August 2000 and was chartered by the University of Wisconsin–Milwaukee (UWM). The school began a new five-year charter agreement with the City of Milwaukee in July 2008. It currently serves students from K4 through twelfth grade with a challenging curriculum that emphasizes science. It enhances its curriculum with community partnerships so it can offer its students unique science opportunities.

MAS complements its mission by operating under the following guiding principles:

- All human beings have equal, intrinsic worth;
- Every individual is unique, and has an unlimited capacity for learning;
- In a changing world, a passion for lifelong learning is crucial for reaching one’s full potential;

- Personal success is achieved through high expectations, hard work, and perseverance;
- As individuals mature, they become increasingly more responsible for their choices and behavior;
- Everyone benefits when people willingly contribute to the well-being of their community;
- A quality education requires the collaborative effort of devoted and enthusiastic students, family, staff, and community;
- Integrity is essential for building and sustaining a strong, supportive community;
- Diversity of experience and culture strengthens understanding and enriches life;
- The understanding and application of science prepares individuals for the complexities of the 21st century.

2. Instructional Design

MAS emphasizes the integration of science into the general curriculum. It also provides its students with unique science opportunities at all levels. The school's overall objectives, as stated in the school's 2008–2013 strategic plan, are threefold.

1. All students who are enrolled at MAS for three or more years will meet or exceed grade-level standards in reading, writing, and mathematics.
2. By 2013, all MAS graduates will demonstrate 21st century skills necessary to make a successful transition to post-secondary education in science.
3. Each student will design and complete challenging, meaningful science projects or experiences tailored to their interest, abilities, and aspirations.

As part of the school's efforts to achieve these objectives, the teachers at MAS 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 occurs in inclusion classrooms with the regular education teacher and the

special education teacher. The school's professionals use direct and indirect instruction methodologies, 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 techniques.⁷

The school's curriculum is challenging, and designed to meet the needs of individual learners. Open Court reading, a research-based program with proven ability to accelerate reading skills with urban students, is used as the core reading program for the primary/elementary academy. The junior academy students use Holt, Rinehart, and Winston's Elements of Literature series as a foundation text. Teachers supplement this curriculum through the use of novels, and techniques such as literature circles. The high school program uses a variety of materials, dependent upon the reading skills of the students.

For math, MAS uses the Everyday Math curriculum for the primary/elementary academy students. Transitions Math is used for the junior academy students, while the high school math program allows students to progress through courses in Pre-algebra, Algebra I, Geometry, and Algebra II/Trigonometry. More advanced courses are provided based on students' needs.

Students start their science learning at the youngest ages by focusing on themes aligned with their reading series. At third grade, students move to the FOSS curriculum, a research-based program developed at University of California–Berkeley to engage students in exploration of the natural world. The junior academy students use Science Plus, which is an active, hands-on curriculum. It is based on the Constructivist Learning Model, which encourages students to build their own understanding of science. Older students also engage in Project Lead the Way (PLTW). PLTW program consists of four 10-week stand-alone modules that cover topics such as design and modeling, “the magic of electrons,” the science of technology, and automation and robotics.

⁷ This information was taken from the school's application to become a city-chartered school.

Finally, MAS recognizes the importance of “specials” in a student’s academic program, so each student receives instruction in art, music, and physical education on a regular basis.

B. School Structure

1. Areas of Instruction

This year MAS restructured its administration to improve the learning environment and academic achievements of all of its students. The new structure creates two academies: the primary/elementary academy and the junior academy/high school. The primary/elementary academy serves students in K4 through fifth grade. The junior academy/high school serves students in the sixth through twelfth grades.

A major part of the school’s overall strategic plan is to identify 21st century skills, integrate them throughout the K4–twelfth-grade curriculum, and develop appropriate means for assessment. In the earliest grades (K4–3), instruction focuses primarily on the acquisition of literacy and mathematical skills. At these early ages, students are also introduced to science, social studies, technology, and the fine arts. As students progress into the next two grades in the primary/elementary academy, the curriculum expands its focus to encompass additional instructional time on scientific constructs and social studies material, but special attention continues to be given to the acquisition of all age-appropriate literacy and mathematical skills.

Students in the junior academy/high school receive instruction in language arts, writing, reading, literature, mathematics, technology, social studies, science, foreign languages, art, music, and physical education. Grade-level standards and benchmarks have been established for each of these curricular areas; progress is measured against these standards for each grade level.

In order to graduate from MAS, students must successfully acquire 22 credits. The minimum credit requirements for graduation are as follows:

- English 4.0
- Math 4.0
- Social Studies 3.0
- Science 3.0
- Engineering 2.0
- Physical Education/Health 2.0
- Electives 2.0

These requirements may vary for students with special education needs, depending upon their individualized education program (IEP) goals and their transition plan.

The school also provided the 21st Century Community Learning Center (CLC), an afterschool program operated in partnership with the Boys and Girls Clubs of America, to provide students with math preparation for the Wisconsin Knowledge and Concepts Examination (WKCE), Science Fair project assistance, and academic enrichment. Students on the “bubble,” i.e., those who scored between basic and proficient skills on the WKCE, were selected to participate in the first phase of the program. For other phases of CLC, students were selected based on their overall academic needs.

2. Teacher Information

At the beginning of the 2008–09 academic year, MAS had 26 primary/elementary academy classrooms and 24 junior academy/high school classrooms. MAS is located on a 2.54-acre parcel of land. The primary/elementary and junior academies occupy a 3-story-plus-basement building, while the high school occupies two stories of the 12-story attached “tower” building. The school has a gymnasium on the north side of its building, which is currently used by all students. There are also numerous rooms available for art, music, computer labs, libraries, science labs, resource areas, engineering lab, and conference rooms.

Classrooms were staffed with 26 primary/elementary academy, 12 junior academy, and 12 high school teachers. These teaching staff were supported by 6 special education teachers, an

art teacher, a music teacher, and 2 physical education instructors.⁸ At the beginning of the year, 14 (23.3%) of the 60 teachers were newly hired. The remaining teachers (76.7%) had been at the school 1 to 9 years. These teachers averaged 3.55 years of teaching at MAS over the last nine school years. Two additional new hires were made during the course of the school year, and two substitute teachers were acquired from Kelly Services due to teacher departures for medical or military leaves. By the end of the school year, decisions were made that resulted in the non-renewal of teaching contracts for 15 (25.0%) of the teaching staff.⁹ Fifty-four (90.0%) of the 60 teachers held a Wisconsin Department of Public Instruction (DPI) license or permit to teach. The remaining 6 teachers did not possess these credentials. Two of the non-certified teachers taught at the primary/elementary academy level, and the school currently plans for these teachers to return for the next school year.¹⁰ The 2 non-certified teachers at the junior academy will not be returning for the next school year.¹¹ The 2 teachers without certification at the high school level will also not be returning for the next school year.¹² Other educational support staff at the school included 9 support teachers, most of whom were reading tutors, 7 classroom assistants, and a guidance counselor for the eleventh- and twelfth-grade students. Five of the classroom teachers served as lead teachers: 3 were in the primary/elementary academy, 1 was in

⁸ The special education teachers were assisted by one full-time and two part-time speech and language pathologists who job-shared a second full-time position.

⁹ Some of the decisions about teacher contracts were made by the administration, while other decisions were made by the individual teachers. The reasons for non-renewals were as follows: three teachers were not offered contracts, one position was eliminated, one of the substitutes was not hired, three teachers continued their leaves, two transferred status from teacher to tutor, and five teachers moved or accepted different career positions.

¹⁰ One of these teachers possessed a teaching certificate from the state of New York. Another teacher possessed a teaching certificate from the state of Michigan. One of these teachers submitted an application for a DPI license in the spring of 2009 and the status of this application is still pending.

¹¹ Both of these teachers possessed bachelor's degrees, one in elementary education, the other in history. The latter teacher also had a master's degree in public administration. In March 2009, one of these teachers went on medical leave and was replaced by a non-certified substitute teacher provided by Kelly Services. This substitute teacher was not hired by MAS for the next school year.

¹² One of the high school teachers worked part-time as a Spanish instructor. The college degree she was pursuing was in Spanish/English, but she only completed three years of her program. The other teacher taught business education classes. She possessed a bachelor's degree in business administration and was also working for certification as a special education teacher.

the junior academy, and 1 was in the high school. The school also employed two parent support staff, two health service nurses, and a four-person technology team that included a librarian. In addition to the president/chief executive officer, the school's administrative staff included an executive vice president/chief operating officer, two associate principals, two achievement coordinators, two science directors, four office staff, three security staff, and a food service worker.

MAS believes that staff members are accountable for their own professional growth and development. The school is accountable for providing opportunities for professional development. Staff members are provided with in-house support and multiple opportunities to grow as professionals.¹³ The school maintains a comprehensive induction program for initial educators. Components include the following:

- Orientation program prior to the start of school year;
- Trained mentors for each teacher;
- Professional development plan reviewers on staff;
- Membership in the Southeastern Wisconsin New Teacher Project, which includes regular mentor/new teacher seminars;
- New teacher group moderated by the principals;
- Strong, cohesive teams; and
- Principal observations.

All K4 through eighth-grade staff members are involved in the professional development program, "Wednesday University." Every Wednesday during the school year, K4 through eighth-grade students are dismissed at 12:30 p.m. and the staff spend the remainder of the day in professional development. Activities have included the following:

¹³ The material in this section is extracted from MAS's application to the city to be authorized as a charter school in July 2008, pages 24 and 25.

- 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 (e.g., math team, science team, literacy team, data team); and
- 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 through eighth-grade staff attends the Wisconsin State Reading Association Conference each year.

Formal teacher evaluations occur on an annual basis and are used to guide decisions about contract renewals for the next school year. Assessments/evaluations of MAS teaching staff are based on four criteria: professionalism measures, evidence of professional growth and development, student achievement gains, and contributions to the community. Each criterion accounts for 25% of the total evaluation rating. The evaluation process is explained in detail in the MAS's *Staff Handbook, 2008–2009*.

3. Hours of Instruction/School Calendar

For primary/elementary and junior academy students, the regular school day began at 7:45 a.m. and ended at 3:05 p.m.¹⁴ Students were dismissed at 12:30 p.m. every Wednesday. The high school students could start their day at 8:30 a.m. with breakfast in the cafeteria. The first class period started at 9:00 a.m., and all students were expected to be present for this

¹⁴ Breakfast was served to eligible children in their classrooms at 7:45 a.m. each school day.

session. Dismissal was at 3:50 p.m., but any student involved in project work/study or an extracurricular activity could stay at the school until 5:00 p.m. The high school students participated in seven 50-minute class periods each day. These students also had a 25-minute lunch break. The first day of student attendance was August 13, 2008, and the last day was June 12, 2009. The highest possible number of full days for student attendance in the academic year was 187 (including Wednesday early release days for primary/elementary and junior academy students); therefore, the contract provision of at least 875 hours of instruction was met.

MAS's CLC provides homework support, reading and math instruction, assistance with PLTW, and recreational and arts/craft activities. The CLC is open Monday through Thursday from 3:30 p.m. to 6:00 p.m. for primary/elementary academy, junior academy, and high school students. The CLC program was divided into three phases: WKCE preparation, science fair, and enrichment. All CLC services were provided collaboratively with the Boys and Girls Clubs of America (BGCA). Both MAS and BGCA hired and trained staff who worked with students in the CLC program. Regular communication was maintained between the MAS school staff and the CLC staff to ensure continuity in instruction as a strategy to maximize the acquisition of skills most needed by the MAS CLC student participants.

4. Parental Involvement

MAS recognizes that parent/family involvement is a critical component of student success. The school encourages and solicits the engagement and involvement of parents in the following ways.

- One of the 13 directors on the school's Consortium Board is a parent representative. This board is responsible for making decisions related to school policies and for approving the school's strategic direction.
- MAS employs a full-time family coordinator. The coordinator is expected to work with parents/families to ensure that children are coming to school regularly. It is also the coordinator's task to provide parents with regular and diverse opportunities to participate in school functions.
- MAS seeks regular communication with its families by sending weekly newsletters from the president. These newsletters highlight upcoming school activities, provide updates on school policy changes, and describe recent student achievements and school awards. The school uses an auto-dialer system to contact parents via telephone about important information related to their child. Finally, teachers are encouraged to communicate with parents on a regular basis via written notes, telephone, and/or email as well as to be prepared to meet with parents on a quarterly basis during parent/teacher conferences.¹⁵

The school also has a Parent Action Team, which holds meetings on a monthly basis. All parents are members of this organization and are encouraged to participate so that the association can achieve its mission, which is to make MAS the best school in Milwaukee. The council provides parents with an additional link to teachers; bridges communication between parents, school, students, and teachers; helps to develop students as lifelong learners; provides leadership for the school community; and raises funds for school programs and projects.

5. Waiting List

The school's administrator reported that as of May 2009, the school did not have a waiting list for fall.

¹⁵ This information is extracted from MAS's charter school application and the high school 2008–2009 Parent Handbook.

6. Discipline Policy

MAS places a strong emphasis on a safe and orderly learning environment. The school has adopted a “Code of Conduct,” which is recited each morning by all students during the morning news broadcast. The Code of Conduct reads as follows:

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

In the MAS Parent Handbook, the school emphasizes its commitment to creating and maintaining a positive learning environment that promotes cooperation, fosters creativity, and encourages and nurtures students to take risks involved in learning. MAS believes that parents and community members play a critical role in supporting this learning environment through the use of common, respectful language that inspires students while setting clear limits. These partners are encouraged to discuss the school’s code of conduct with their children.

The Parent Handbook also contains detailed information about MAS’s discipline code. The code contains detailed information about what MAS considers to be Level 1, 2, and 3 violations. It also provides clear and concrete descriptions of the range of disciplinary consequences that will be used by MAS staff. The handbook identifies each type of consequence, describes each consequence in some detail, indicates who can assign the consequence, and associates each consequence with a set of procedures that increase in severity from step 1 through 7. For example, a warning issued to a student is a step 1 procedure, and expulsion is a step 7 procedure.

7. Graduation Information

MAS's guidance department provides some assistance to the school's eighth graders, but the junior academy staff work throughout the year with these students and their parents and strongly encourage them to continue their education at MAS through high school graduation. If eighth graders decide they do not plan to continue at MAS as ninth graders, the school works with these students and their parents to enroll in the school of their choice. The reasons generally stated for non-returning students are their desire to participate in school athletics or to pursue interests other than science and/or engineering. The leadership team at MAS indicated that most of their eighth graders continue at MAS for high school.

MAS employs a full-time guidance counselor, whose primary responsibility is to work with the high school students as they prepare for post-secondary careers and educational experiences. As part of her work over the last school year, the counselor completed the following activities with MAS students.

- All twelfth graders participated in a credit check and graduation progress meeting. A specific form was structured for use in these meetings so that each senior was aware of what was required of him/her in order to graduate at the end of the school year. During this session, each student identified the colleges and careers of greatest interest to him/her.
- All eleventh graders participated in an individual session to develop a career plan. As part of this plan, each student was required to complete an online career exploration tool. This tool assists students in identifying potential careers based on their personal preferences and interests. The plan also requires students to determine what they will need to do to be successful in the career(s) of their choice.
- All tenth graders and their parents participated in a counseling session related to post-secondary education and future careers. Topics discussed included PLAN results, credit status, graduation plans, career interest inventory outcomes, steps required for college admission, etc.
- All ninth graders participated in group counseling sessions reviewing the graduation requirements at MAS. Additionally, students were given information related to opportunities for participation in pre-college programs and information to help them understand how MAS staff would work with them on scheduling,

reviewing credit status, and planning for graduation within a four-year timeframe. These students also signed the Wisconsin Covenant Pledge.

These individualized sessions were complemented by a series of other activities that MAS provided to its high school students to increase their knowledge and ability to be more successful in their careers after graduation from high school. Examples included the following activities.

- A college/career exploration course was offered as an elective. During the course, students practiced job interviews, developed short- and long-term goals, and researched colleges.
- A Career Club was launched to assist students develop critical employability skills. The club met after school once per week.
- Representatives from several pre-college programs (e.g., Upward Bound, Talent Search, and Upward Bound Math-Science) met with students to discuss potential opportunities.
- Students were assisted with completing applications, preparing for interviews, and getting to interviews for Mayor Barrett's Summer Youth Internship Program.
- Students were offered opportunities for trips to Concordia, UWM, UW-Parkside, UW-Waukesha, Carroll University, UW-Platteville, and UW-LaCrosse.
- Recruiters from several UW sites, Marquette, Mount Mary, ITT Tech, McNally Smith Music College, and the Air Force visited the school and talked with students.

Some of the outcomes of these diverse activities, as reported by the guidance counselor at the end of the school year, were as follows:

- Nine of the 17 graduates were accepted into post-secondary schools;
- Another five students were planning to attend Milwaukee Area Technical College (MATC) in the fall and had completed all requirements for entry;¹⁶ and

¹⁶ MATC does not provide students with an acceptance letter. Enrollment is based on availability of the program selected at the time of the next school year.

- One student had completed an application for UWM but had not yet received a determination letter.

Finally, MAS launched a website in an effort to stay in touch with its graduates and to enable alumni to stay connected to each other. At the end of the school year, all graduates received a flier informing them of the website and encouraging them to log on in the near future. The flier indicated that at least eight students were already registered on the site.

This year, 17 students graduated from twelfth grade.

C. Student Population

MAS started its 2008–09 school year on August 13, 2008. As of September 19, 2008, there were 954 students enrolled in grades K4 through 12.¹⁷ During the year, 36 students enrolled in the school and 99 students withdrew.¹⁸ Students withdrew for a variety of reasons. Of the primary/elementary academy students, 19 students moved away, 8 left after a Charter Discipline Review Board (CDRB) session on a possible expulsion, 7 left because of transportation issues, 3 had issues with the school uniform, 3 left after a sibling withdrew due to CDRB session decision, parents of 2 students were dissatisfied with the school, 2 left because of behavior issues, 1 student was expelled, 1 withdrew prior to CDRB, and 8 students left for unknown reasons. Of the junior academy and high school students, 40 transferred to another school in the Wisconsin public school system, 4 transferred to a school out of state, and 1 student transferred to a private school. The school did not provide reasons for why these students withdrew.

At the end of the year, there were 891 students enrolled. Student enrollment was as follows:

- There were 539 students in K4 through fifth grade, 220 in junior academy (grades 6–8), and 132 students in high school (grades 9–12);
- There were 473 (53.1%) girls and 411 (46.1%) boys. Gender data were not provided for 7 (0.8%) students.
- Nearly all (522, or 96.9%) students in the primary/elementary academy were Black, 2 (0.4%) students were Hispanic, 2 (0.4%) students were White, and 6 (1.1%) were of another race/ethnicity. Race/ethnicity data were not provided for 7 primary/elementary academy students. Most (347, or 98.6%) students in the junior academy/high school were African American, and the other 5 (1.4%) students were Hispanic.

¹⁷ There were 573 students in primary/elementary academy grades K4 through 5; 235 in junior academy grades 6 through 8; and 146 students were in high school grades 9 through 12.

¹⁸ Twenty students enrolled and 54 withdrew from primary/elementary academy; 9 enrolled and 21 withdrew from junior academy; and 7 enrolled and 24 withdrew from high school.

- There were 104 students who had special education needs. Thirty-six students had learning disabilities (LD); 27 students had speech and language needs (SPL); 8 had cognitive disabilities (CD); 6 had emotional/behavioral disabilities (EBD); 1 had a significant developmental delay (SDD); 24 students had other health impairments (OHI); 1 had EBD and OHI; and 1 student had SPL/OHI.

The number of students in each grade level is illustrated in Figures 1 and 2.

Figure 1

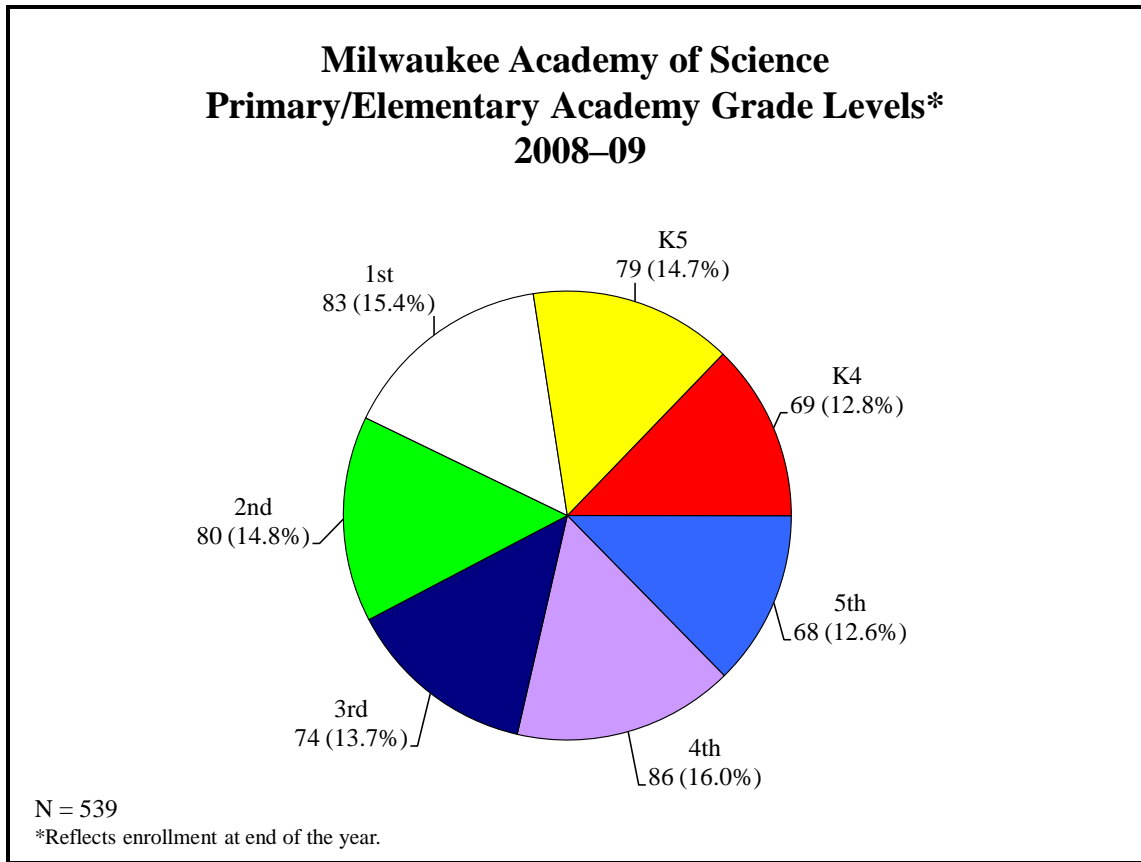
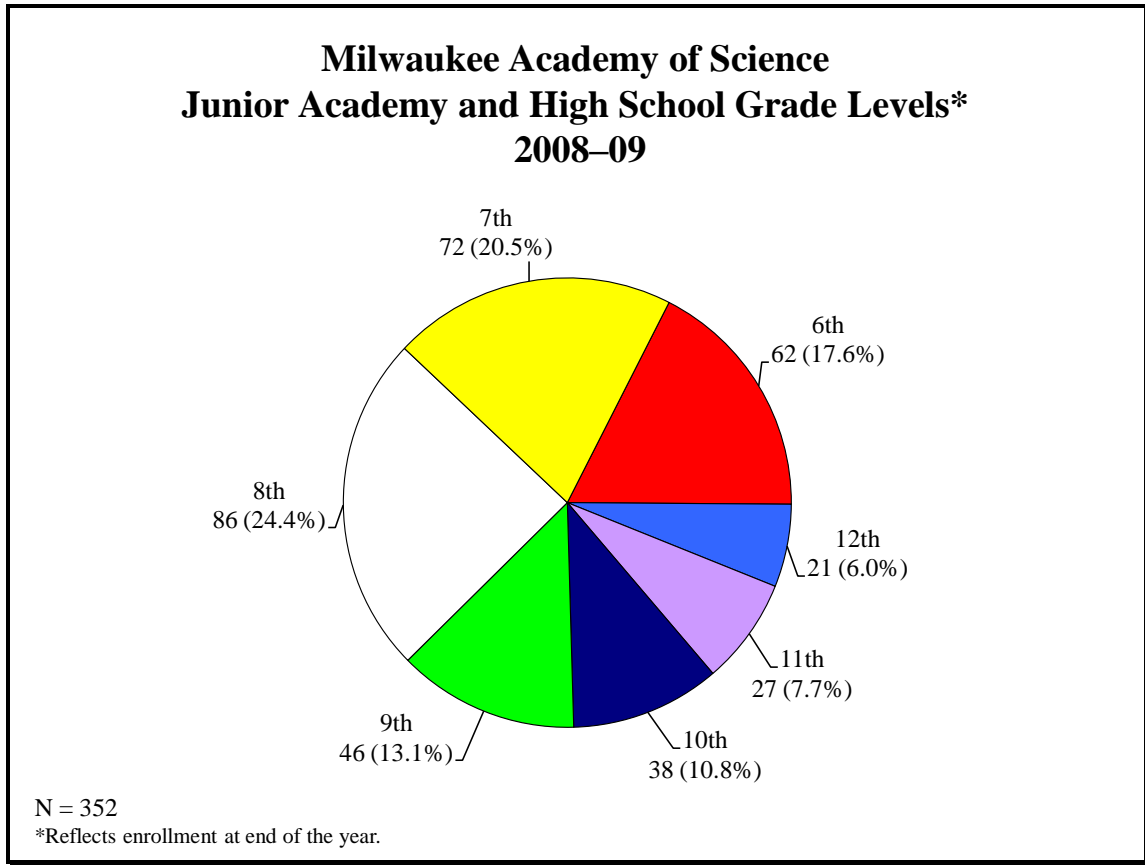


Figure 2



There were 867 students who had been enrolled for the entire school year. This represents a retention rate of 90.9%.¹⁹ There were 340 (89.2%) of 381 students enrolled in junior academy and high school for the year, and 527 (92.0%) of 573 in primary/elementary academy.

¹⁹ Eight hundred and sixty-seven of 954 students.

III. EDUCATIONAL PERFORMANCE

To monitor the performance of MAS as it relates to the CSRC contract, the school collected a variety of qualitative and quantitative information at specified intervals during the past academic year. This year, the school established goals for attendance, parent conferences, and special education student records. In addition, the school identified local and standardized measures of academic performance to monitor student progress.

This year, the local assessment measures included student progress in literacy, mathematics, and writing, as well as IEP goals for special education students. The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT), the Wisconsin WKCE, the EXPLORE, the PLAN, and the ACT or SAT.²⁰ Results for measures of academic progress are presented for primary/elementary academy students in grades K4 through 5 and then for students attending the junior academy (grades 6 through 8) and high school (grades 9 through 12).

A. Primary/Elementary Academy (Grades K4 Through 5)

1. Attendance

At the beginning of the 2008–09 academic year, the primary/elementary academy established a goal to maintain an average attendance rate of 90.0%. This year, students attended school an average of 86.0% of the time, falling short of the goal.²¹

²⁰ The WKCE is a standardized test aligned with Wisconsin model academic standards.

²¹ Attendance data were provided for 590 students enrolled at any point during the school year. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates. Attendance data were not provided for 3 students. At the end of the year interview, school staff mentioned that attendance may have been affected by two health issues: the outbreak of swine flu and the requirement that the school become compliant with immunization requirements. The school worked throughout the school year with the District Attorney's office and Aurora Health Care to create a database to track immunizations and move MAS from a 10% compliance rate to a higher level of compliance. In some cases, students were not allowed to return to school without documentation of compliance. At the end of the school year, MAS's immunization compliance rate was 93.6% as reported by its Aurora Healthcare partner.

2. Parent-teacher Conferences

At the beginning of the school year, the school set a goal that parents would attend two of three scheduled parent-teacher conferences. Conferences were scheduled for October, January, and April. At the time of this report, the school had not submitted parent conference data. Therefore, CRC was unable to include results in this report.

3. Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. There were 59 special education students enrolled in primary/elementary academy during the year. Data were provided for 55 of the 59 students. An IEP had been developed and/or reviewed for 55 students.²² The school has therefore met its goal to maintain records on all students with special needs.

4. Local Measures of Educational Performance

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

²² A random review of special education files indicated that IEPs were routinely completed and that parents were invited to develop and/or involved in developing the IEP.

At the beginning of the school year, MAS designated three different areas in which students' competencies would be measured: literacy, mathematics, and writing.

a. Literacy

The school set a goal that all students in grades K4 and K5 would be administered the BRIGANCE Comprehensive Inventory of Basic Skills. The goal was that students would exhibit progress between the first and final assessments of their literacy skills. Literacy skills include reciting the alphabet and recognizing upper and lowercase letters.²³ Results were provided as quotient scores. Tests were administered in December 2008 and May 2009. A similar goal was also set for students in grades 1 through 5. These students' skills in word recognition and comprehension were also tested using the BRIGANCE. Results were provided as grade equivalents (GE). Tests were administered to first graders in December and May, and to second through fifth-grade students once in August 2008 and again in May 2009.

Results indicate that, on average, students were functioning at the following GE at the end of the school year.²⁴ For example, first graders exhibited above-grade-level skills, on average, in word recognition (2.5 GE) and in comprehension (2.2 GE).

Table 1			
Milwaukee Academy of Science			
1st Through 5th Grade			
Average GE in Reading Based on Spring BRIGANCE			
2008–09			
Grade	N	Word Recognition	Comprehension
1st	79	2.5	2.2
2nd	79	3.8	3.2
3rd	73	4.5	3.8
4th	86	5.7	4.5
5th	69	5.7	5.2

²³ K5 students were also tested in printing upper and lowercase letters. These scores were not included in the analysis.

²⁴ K4 and K5 results were provided as quotient scores; therefore, these records were not included in the GE display.

Results also indicate that 98.4% of the 503 primary/elementary students with comparable test results were able to improve their BRIGANCE score from the first to the last test administration (see Table 2).²⁵

Table 2				
Milwaukee Academy of Science Primary/Elementary Academy Literacy Progress Measured by BRIGANCE Score Improvement* 2008-09				
Grade	Test Administrations	N	Improvement	
			Number Improved	Percentage Improved
K4	Dec. 2008 and May 2009	64	64	100.0%
K5	Dec. 2008 and May 2009	78	77	98.7%
1st	Dec. 2008 and May 2009	77	74	96.1%
2nd	Aug. 2008 and May 2009	74	74	100.0%
3rd	Aug. 2008 and May 2009	71	70	98.6%
4th	Aug. 2008 and May 2009	75	73	97.3%
5th	Aug. 2008 and May 2009	64	63	98.4%
Total	--	503	495	98.4%

*K4 and K5 progress is based on changes in quotient scores. The highest quotient score possible for K4 students for reciting the ABCs was 110 points, the highest possible score for reading uppercase letters was 114, and the highest possible score for reading lowercase letters was 115 points. For K5 students, the highest possible scores were 110 for reciting the ABCs and 112 for upper- and lowercase letters. Students who scored the maximum on the first test and maintained the maximum score on the second test were counted as improved.

²⁵ A student must have improved in at least one area to be counted as “improved.”

b. *Mathematics*

To assess primary/elementary academy student progress in mathematics, the school set a goal that students in K4 and K5 would exhibit progress from the first to the final assessment of their math skills, based on the BRIGANCE. Math skills included rote counting, counting objects, and reading numerals. Results for K4 and K5 students were provided in quotient scores. BRIGANCE was also used to test math skills for first through fifth graders. These students were tested on computation and problem-solving skills. Results for first through fifth grades were provided as GE. Tests were given in the fall and again in the spring for second through fifth graders. Tests were administered to K4, K5, and first graders in December 2008 and May 2009.²⁶ At the end of the year, on average, students were functioning at the following GE.²⁷ For example, first graders were functioning at grade level (1.9 GE) in computation and above grade level (2.1 GE) in problem solving.

Table 3			
Milwaukee Academy of Science			
1st Through 5th Grade			
Average GE in Math Based on Spring BRIGANCE			
2008–09			
Grade	N	Average GE	
		Computation	Problem Solving
1st	79	1.9	2.1
2nd	80	2.5	2.5
3rd	73	3.9	2.5
4th	85	5.0	3.5
5th	69	5.0	3.6

²⁶ Students who showed progress in at least one area were counted as “improved.”

²⁷ K4 and K5 results were provided as quotient scores; therefore, these records were not included in the GE display.

The school set a goal that students would demonstrate progress in mathematics skills. As illustrated below, 97.3% of the 503 primary/elementary academy students with comparable test results showed progress (by achieving a higher score) from the first to the last BRIGANCE mathematics test (Table 4).

Table 4				
Milwaukee Academy of Science Primary/Elementary Academy Mathematics Progress Measured by BRIGANCE Score Improvement 2008–09				
Grade	Test Administrations	N	Improvement	
			Number Improved	Percentage Improved
K4	Dec. 2008 and May 2009	64	62	96.9%
K5	Dec. 2008 and May 2009	78	78	100.0%
1st	Dec. 2008 and May 2009	79	76	96.2%
2nd	Aug. 2008 and May 2009	75	71	94.7%
3rd	Aug. 2008 and May 2009	73	71	97.3%
4th	Aug. 2008 and May 2009	82	80	97.6%
5th	Aug. 2008 and May 2009	67	66	98.5%
Total	--	518	504	97.3%

Note: K4 and K5 progress is based on changes in quotient scores. The highest quotient score possible for K4 students for rote counting was 137 points, the highest possible points for counting objects was 117, and the highest possible score for reading numbers was 132 points. For K5 students, the highest possible scores were 126 for rote counting, 113 for counting objects, and 126 for reading numbers. Students who scored the maximum on the first test and maintained the maximum score on the second test were counted as improved.

c. Writing

To assess student skills in writing, at the end of the school year, teachers judged student writing samples and assigned a score to each student. Student writing skills were assessed in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain was assigned a score of 1, minimal/basic control; 2 for adequate control; or 3 for proficient/advanced control. Scores in each domain were totaled. A score of 12 or more indicated that the student was writing at grade level. The

school's goal was that students in grades 3 through 5 would reach a score of 12 or more, on average.

Results for students in third through fifth grades indicate that students, on average, scored 9.6 (see Table 5).²⁸

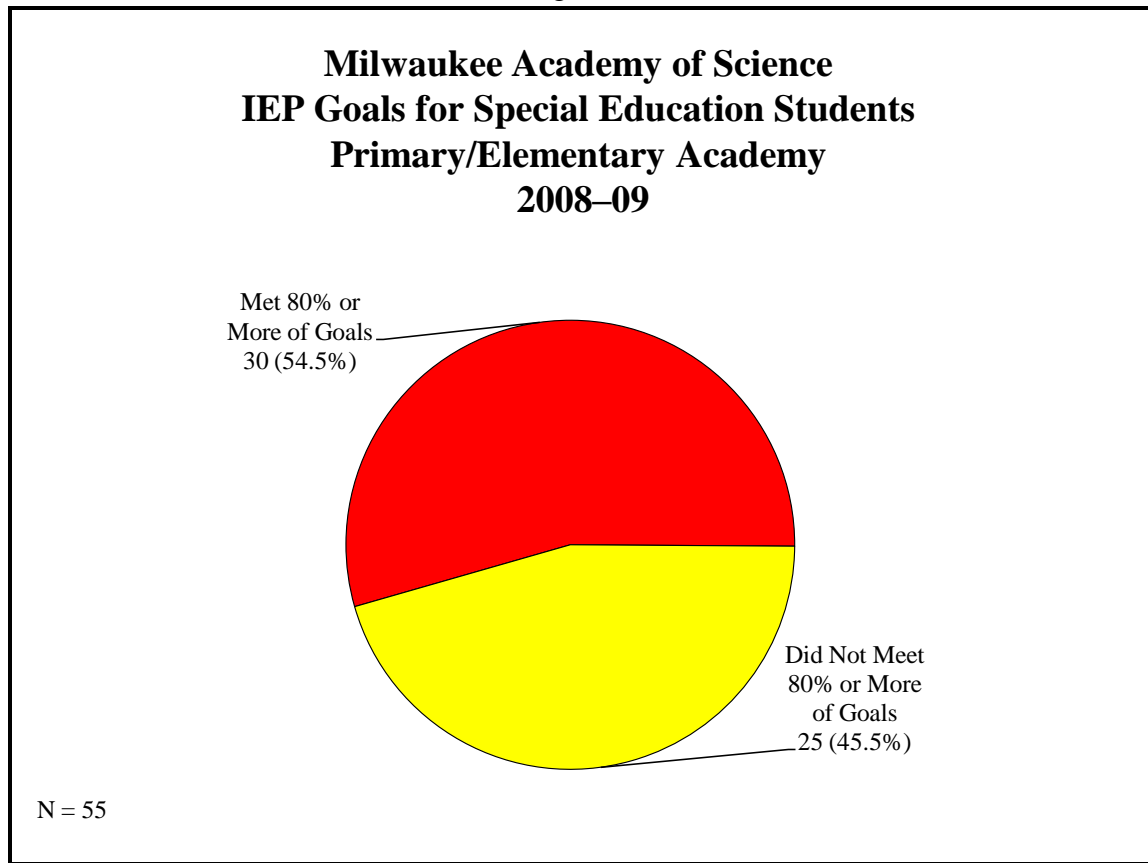
Table 5 Milwaukee Academy of Science Writing Skills 3rd Through 5th Grade Based on Teacher Assessment 2008–09		
Grade	N	Writing Score Average
3rd	71	9.8
4th	84	10.0
5th	69	8.9
Total	224	9.6

²⁸ The original elementary academy learning memo included students in third through eighth grades. Due to the school's reorganization, the junior academy students were not included in this analysis. If sixth through eighth graders' scores were included in the analysis, the average score would have been 13.1.

d. *IEP Goals for Special Education Students*

This year, the primary/elementary academy's goal was that special education students would achieve at least 80% of the goals on their IEP as assessed by the participants in their most recent annual IEP review. Data were provided for 55 special education students in primary/elementary academy. Over half (54.5%) of these students were able to reach 80% or more of the goals in their IEP (Figure 3). The primary/elementary academy has therefore met its goal for 54.5% of special education students.

Figure 3



5. External Standardized Measures of Educational Performance

The CSRC required the following standardized tests be administered to students attending city-chartered elementary schools.

- The SDRT would be administered to all first-, second-, and third-grade students. The test was to be administered between March 15 and April 15, 2008.
- The Wisconsin Student Assessment System WKCE would be administered to all third- through fifth-grade students in October or November, the timeframe established by the Wisconsin DPI.²⁹

The CSRC requires that these tests be administered to students to provide an assessment of student skills and to provide a basis for student progress over consecutive school years. The DPI required all students in third through eighth and tenth grades to participate in WKCE testing to meet federal No Child Left Behind requirements.

Results for primary/elementary academy students administered the examinations are included in this section. This section reflects results for all students enrolled in the school, including those enrolled for a full academic year (FAY) or longer and those students who were new to the school.

a. SDRT for First Graders

The SDRT is the standardized test required by the CSRC for administration to all first graders enrolled in city-chartered schools. Student performance is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total.

In April 2009, MAS administered the SDRT to 80 first-grade students. Results indicate that first graders were functioning, on average, at 1.3 to 1.9 grade-level equivalents (GLE) in reading, depending on the area assessed (see Figure 4 and Table 6).

²⁹ The WKCE is also given to students in sixth, seventh, eighth, and tenth grades. Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies.

Figure 4

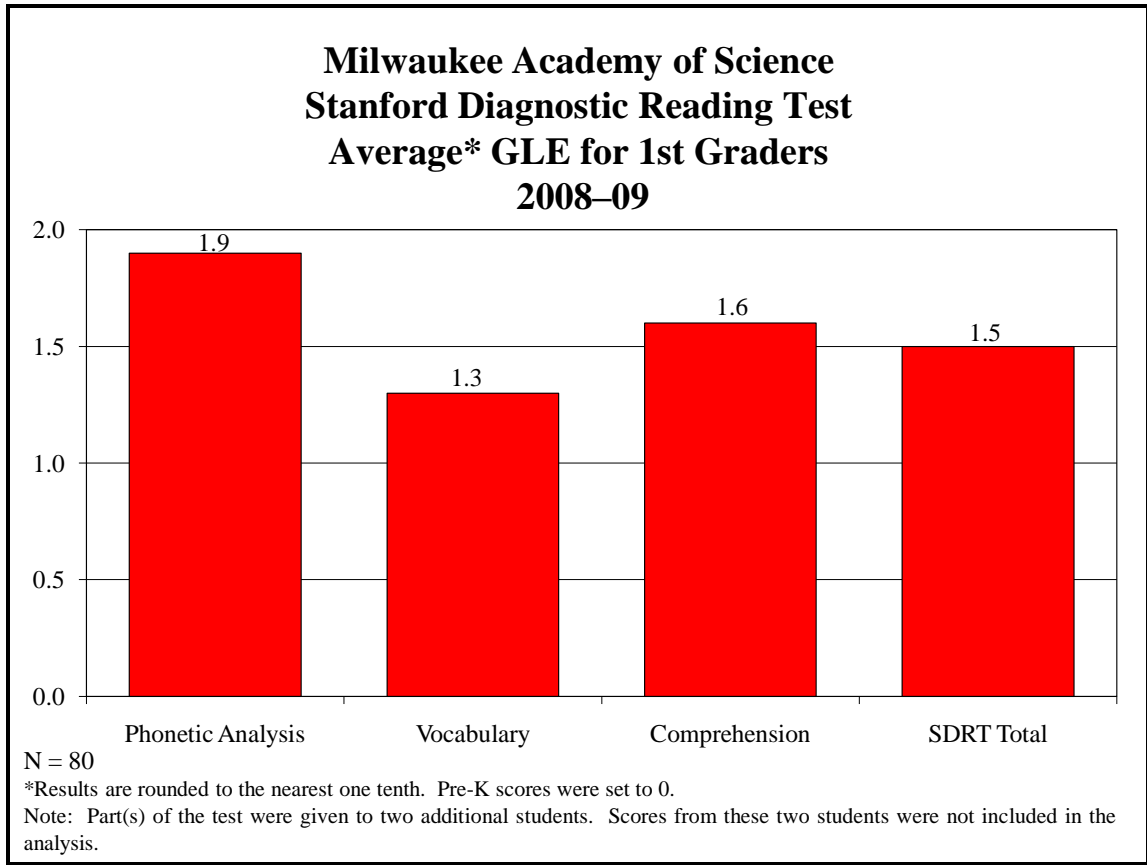


Table 6

**Milwaukee Academy of Science
Stanford Diagnostic Reading Test
GLE for 1st Graders
2008–09
(N = 80)**

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	Pre-K	5.2	1.8
Vocabulary	Pre-K	2.6	1.3
Comprehension	K.3	5.3	1.5
SDRT Total	K.2	2.8	1.5

Note: Results are rounded to the nearest one tenth. Pre-K scores were set to 0.

b. *SDRT for Second Graders*

In April 2009, the SDRT was administered to 79 second-grade students. Second graders were functioning, on average, from 1.7 to 2.4 GLE depending on the areas tested. Results are presented in Figure 5 and Table 7.

Figure 5

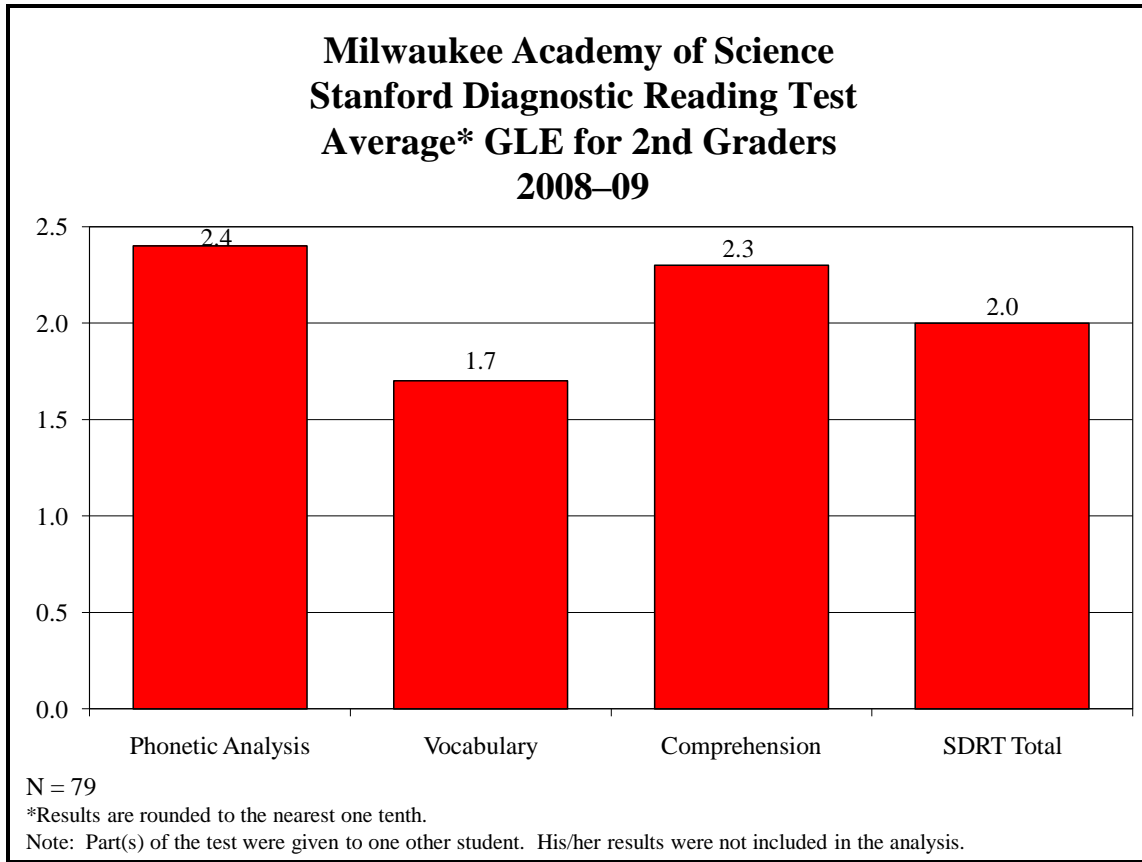


Table 7

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	K.6	10.9	2.1
Vocabulary	K.1	4.2	1.3
Comprehension	K.3	8.9	2.1
SDRT Total	K.5	5.6	1.8

Note: Results are rounded to the nearest one tenth.

c. *Standardized Tests for Third Graders*

i. SDRT for Third Graders

In April 2009, MAS administered the SDRT to third graders. Results indicated that the third graders were, on average, reading at second- or third-grade levels, depending on the area tested (see Figure 6 and Table 8).

Figure 6

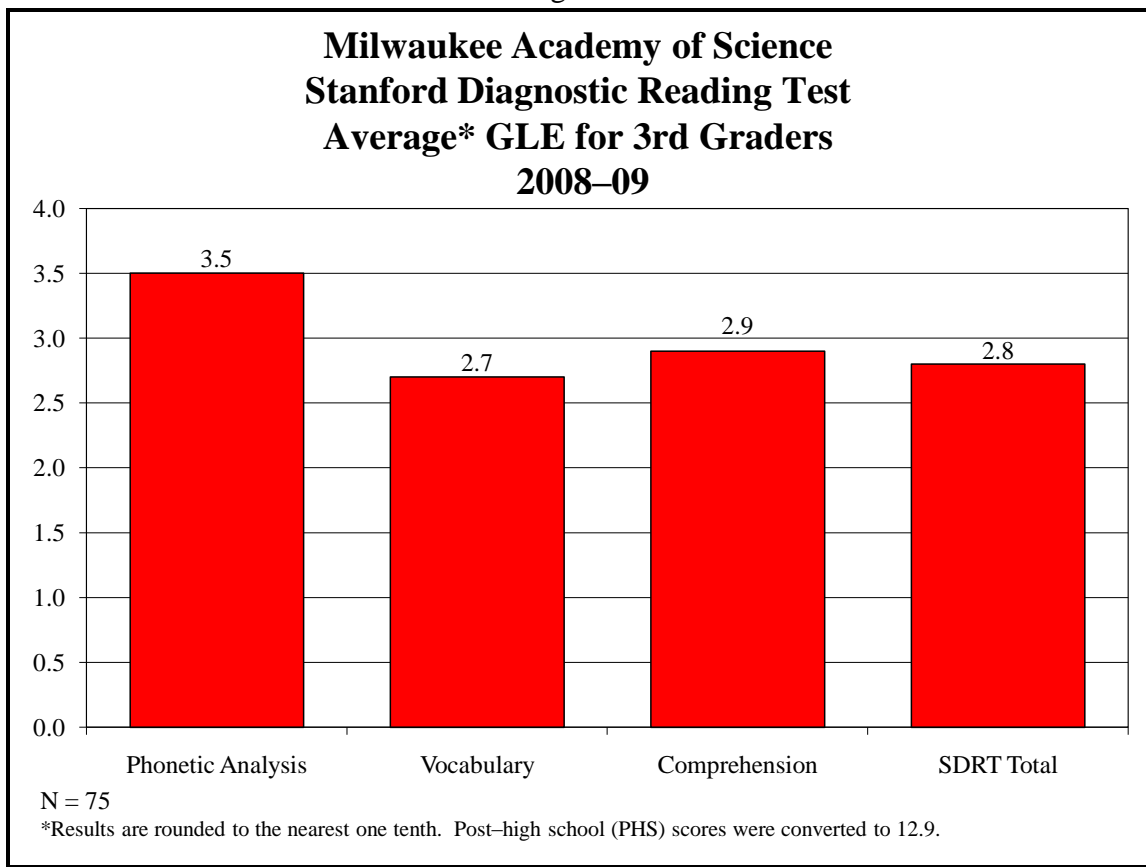


Table 8 Milwaukee Academy of Science Stanford Diagnostic Reading Test GLE for 3rd Graders 2008–09 (N = 75)			
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median
Phonetic Analysis	1.1	PHS	2.7
Vocabulary	1.0	9.9	2.6
Comprehension	1.2	PHS	2.5
SDRT Total	1.3	8.2	2.6

Note: Results are rounded to the nearest one tenth. Post-high school (PHS) scores were converted to 12.9.

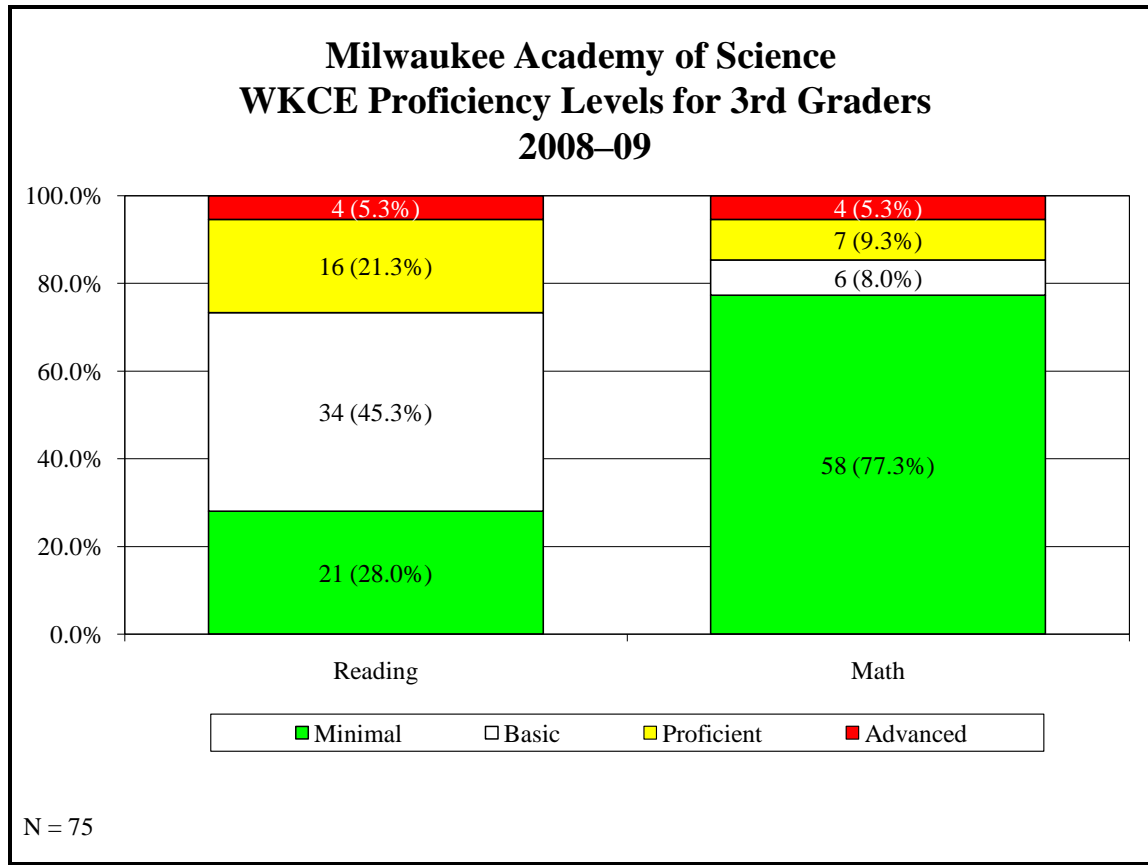
ii. WKCE for Third Graders

In October 2008, third graders were administered the WKCE reading and math tests. The WKCE was developed by CTB McGraw-Hill to directly align with Wisconsin model academic standards in reading and mathematics. Results can be used to describe how students performed relative to these standards. Results are reported as minimal, basic, proficient, or advanced proficiency levels.

This year, 75 MAS third graders were administered the exam. Results show that 4 (5.3%) third graders reached the advanced level, 16 (21.3%) scored at the proficient level, 34 (45.3%) scored at the basic level, and 21 (28.0%) students exhibited minimal reading skills.

In math, 4 (5.3%) students reached the advanced level, 7 (9.3%) scored at the proficient level, 6 (8.0%) scored at the basic level, and most (58, or 77.3%) students scored at the minimal level (see Figure 7).

Figure 7

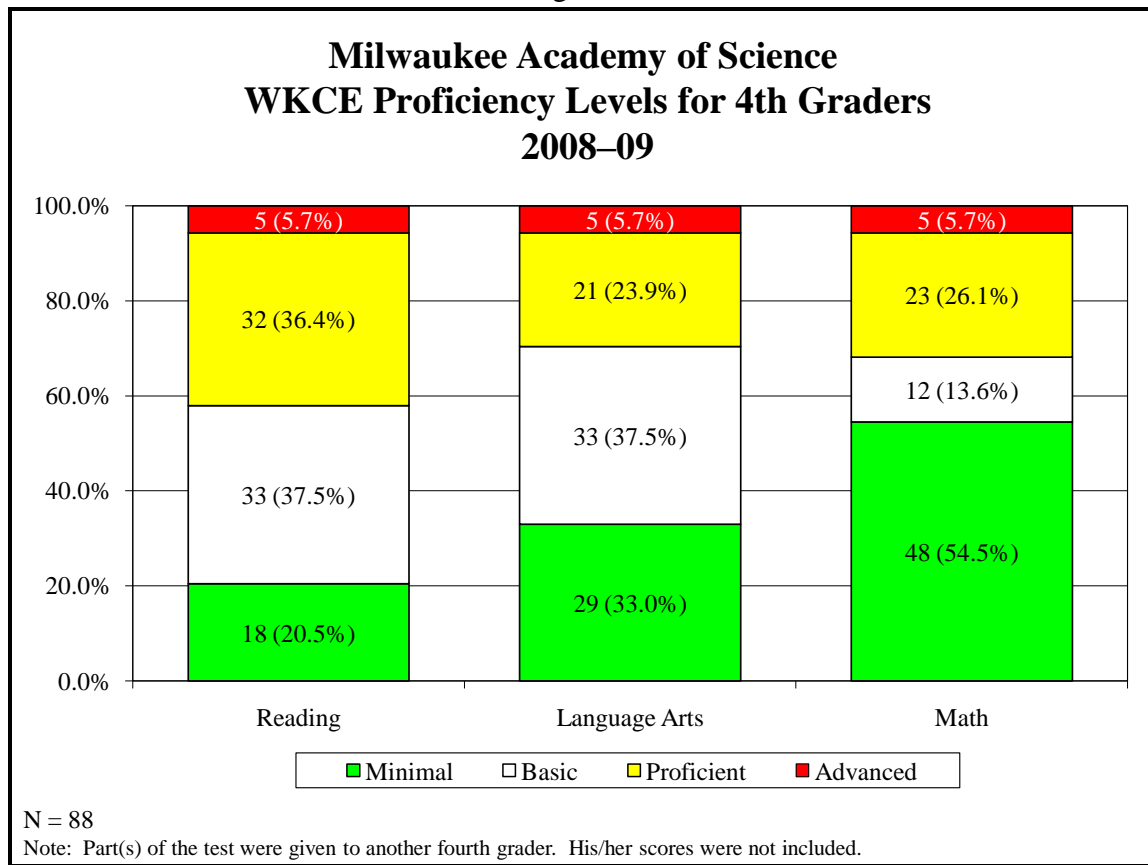


d. *WKCE for Fourth Graders*

In October 2008, Wisconsin fourth graders were administered the WKCE. In addition to reading and math, fourth graders were tested in language arts, science, and social studies. CSRC requires that results in reading, language arts, and math be reported.

WKCE scores were provided for 88 fourth-grade students. Proficiency indicators in reading, language arts, and math are illustrated in Figure 8. Five (5.7%) fourth graders had advanced reading proficiency, 32 (36.4%) were proficient readers, 33 (37.5%) had a basic level of understanding, and 18 (20.5%) had minimal reading proficiency. In language arts, 5 (5.7%) students scored in the advanced category, 21 (23.9%) were proficient, 33 (37.5%) had basic skills, and 29 (33.0%) students had minimal skills. Five (5.7%) students exhibited advanced math skills, 23 (26.1%) scored in the proficient category, 12 (13.6%) had basic skills, and 48 (54.5%) students had minimal skills in mathematics.

Figure 8



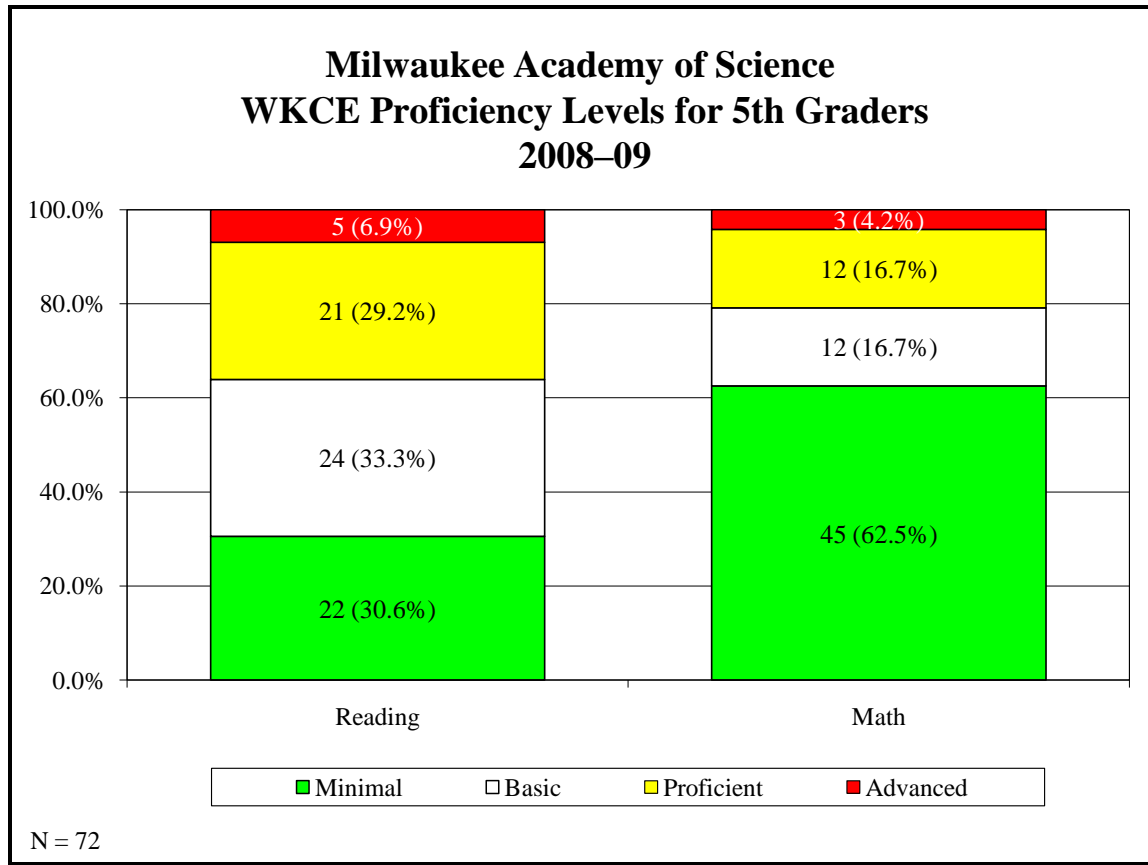
The final score from the WKCE is a writing score. The extended writing sample is scored using two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions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

The MAS fourth-grade extended writing scores ranged from 1.0 to 6.0. The median score was 4.0, meaning half of the students scored at or below 4.0, and half scored 4.0 to 6.0 on a scale of 0 to 9.

e. *WKCE for Fifth Graders*

The WKCE reading and math tests were administered to fifth graders in October 2008. As illustrated, 5 (6.9%) fifth graders scored at an advanced level, 21 (29.2%) scored proficient, 24 (33.3%) exhibited basic skills, and 22 (30.6%) exhibited minimal skills in reading. In math, 3 (4.2%) students scored in the advanced range, 12 (16.7%) were proficient, 12 (16.7%) showed basic understanding, and 45 (62.5%) exhibited minimal skills.

Figure 9



B. Junior Academy and High School (Grades 6 Through 12)

1. Attendance

At the beginning of the 2008–09 academic year, the junior academy/high school established a goal to maintain an average attendance rate of 90.0%. A student was considered present if he/she arrived at school prior to 11:00 a.m. This year, junior academy and high school students attended school an average of 86.0% of the time, falling short of the goal.³⁰

2. Parent-teacher Conferences

At the beginning of the school year, the school set a goal that parents of junior academy students would attend two of three scheduled parent-teacher conferences and that parents of high school students would attend three of six scheduled parent-teacher conferences. This year, there were four conferences scheduled for junior academy and high school students. Conferences were scheduled for September, December, March, and May.

At the time of this report, the school had not submitted parent-teacher conference information. Therefore, results could not be included in this report.

3. Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. Data were provided for 45 special education students enrolled in junior academy or high school during the year. An IEP had been completed for all of these students.³¹ The school has therefore met its goal to maintain records on all students with special needs.

³⁰ Attendance data were provided for 398 children enrolled at any point during the school year. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates.

³¹ A random review of special education files indicated that IEPs were routinely completed and that parents were invited to develop and/or involved in developing the IEP.

4. High School Graduation Plan

A high school graduation plan is to be developed for each high school student by the end of his/her first semester of enrollment at the school. First, the plans are to include evidence of parent/guardian/family involvement; 2) information regarding the student's post-secondary plans; and 3) a schedule reflecting plans for completing four credits in English and mathematics; three credits in science and social studies; and two credits each in engineering, foreign language, physical education/health, and other electives.³²

The goal this year was that graduation plans for eleventh and twelfth graders were to be reviewed by the end of the year by the guidance counselor or the advisor to determine if the student was on track to graduate and whether or not the student should enroll in summer school. This year, high school graduation plans were completed for all 47 eleventh- and twelfth-grade students.³³ Plans were shared with parents of 30 (63.8%) of the students;³⁴ 45 (95.7%) graduation plans included post-secondary plans; 41 (87.2%) of these students were on track toward earning enough credits toward graduation;³⁵ and 6 (12.8%) were referred to summer school (see Figure 10).

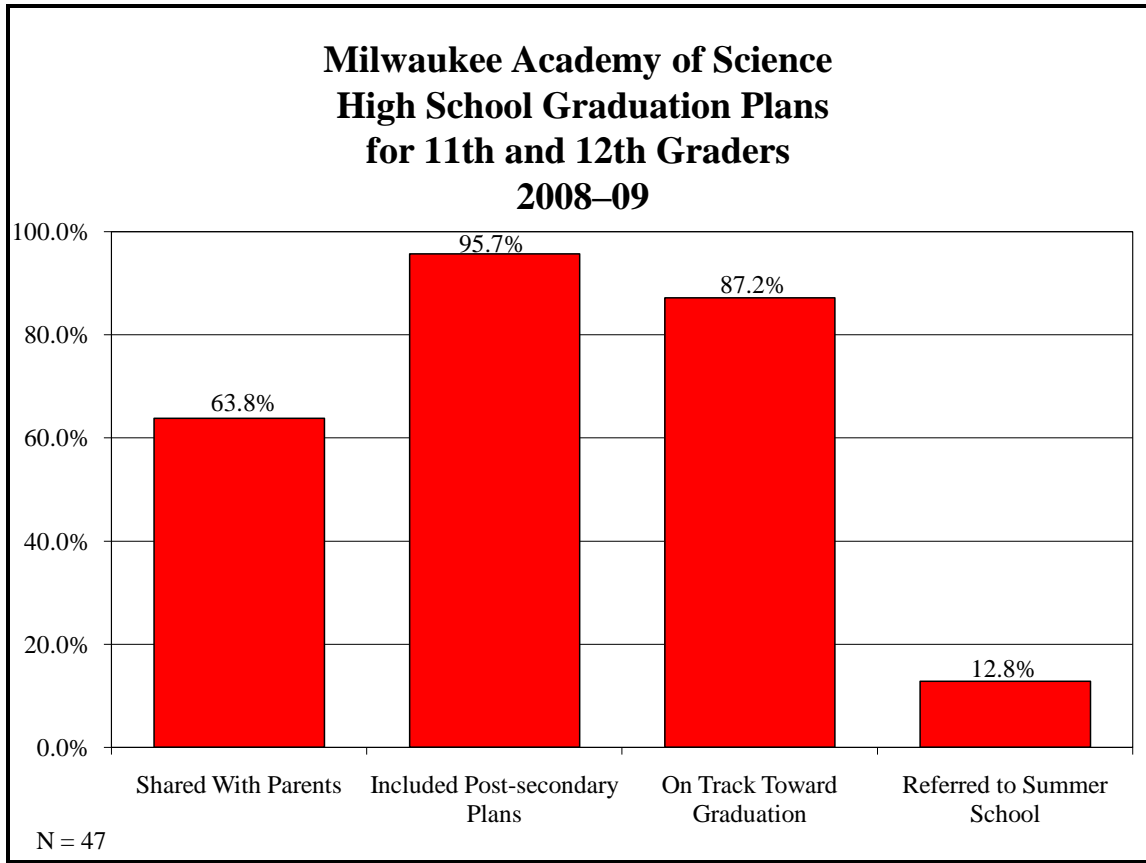
³² Evidence of involvement reflects whether or not the school provided the student's parent with a copy of the plan. Parents are also encouraged to review the plan as part of scheduled parent-teacher conferences.

³³ Does not include one student who was on out-of-school suspension at the end of the year.

³⁴ The school attempted to contact 12 additional parents; however, the parents either never called back or there was not a working phone number.

³⁵ Two of the 47 students were special education students. There was no indication if these students were on track; however, there was an indication that these students had an IEP.

Figure 10



5. High School Graduation Requirements

As part of high school graduation requirements, the school set a goal that all ninth graders who earned at least 4 credits would be promoted to tenth grade; all tenth graders who accumulated at least 9 credits would be promoted to eleventh grade; all eleventh graders who accumulated at least 15 credits would be promoted to twelfth grade; and all twelfth graders who had earned 22 or more credits would graduate. This measure applies to high school students only (not to junior academy students).

Credit and/or graduation information was provided for 128 of 132 high school students who finished the school year at MAS.³⁶ One hundred and six of these students earned at least the minimum number of credits to be promoted to the next grade or, in the case of twelfth graders, to graduate from high school. Thirty-three (75.0%) of 44 ninth graders who earned at least 4 credits were promoted; 33 (89.2%) of 37 tenth graders who earned 9 credits were promoted; 23 (88.5%) of 26 eleventh graders who earned 15 or more credits were promoted; and 17 (81.0%) of 21 twelfth graders graduated. Note that the school did not provide number of credits earned by twelfth-grade students. Ninth graders earned, on average, 6.1 credits; tenth graders accumulated, on average, 12.5 credits; and eleventh graders earned, on average, 18.4 credits. See Table 9.

Table 9					
Milwaukee Academy of Science High School Graduation Requirements 2008–09					
Grade	N	Minimum Number of Credits Required	Average Credits Earned/Accumulated	Promoted/Graduated	
				N	%
9th	44	4	6.1	33	75.0%
10th	37	9	12.5	33	89.2%
11th	26	15	18.4	23	88.5%
12th	21*	22	Not provided	17	81.0%
Total	128	--	--	106	82.8%

*Includes two special education students. One of the special education students at MAS chose not to graduate and will continue to attend the school for another year in an effort to further enhance his/her skill levels and competencies.

6. Local Measures of Educational Performance

At the beginning of the school year, MAS designated four different areas in which junior academy and high school students' competencies would be locally measured: literacy, mathematics, writing, and IEP goals.

³⁶ Credit information was not provided for two ninth graders, one tenth grader, and one eleventh grader.

a. *Literacy*

The school set a goal that all students in junior academy would be administered the BRIGANCE Comprehensive Inventory of Basic Skills in the fall and again in the spring. However, the school administered the Wide Range Achievement Test (WRAT) instead of the BRIGANCE.³⁷ The WRAT was given in December 2008 and May 2009. High school students were also given the WRAT. Like the junior academy students, high school students were tested in December and May.³⁸ Results from the examinations were provided in grade level (GL) scores. The goal for all students was to show some progress in GL scores from one test to the other. Based on WRAT literacy scores from the spring 2009 test administration, students on average, exhibited the following GLs.³⁹ For example, sixth-grade reading scores, on average, were below grade level (5.4 GL).

Table 10		
Milwaukee Academy of Science Junior Academy and High School WRAT Literacy Average GL Scores Spring 2009		
Grade	N	Average GL*
6th	62	5.4
7th	71	5.4
8th	86	5.7
9th	46	7.1
10th	38	7.5
11th	27	7.8
12th	21	7.7

*High school GL scores were provided as “HS” with no corresponding GL. HS scores were converted to 12.9. This may inflate GL averages.

³⁷ As part of the school’s improvement plan, it reorganized its academic structure. The elementary achievement director shifted her focus from K4 through eighth grade to the primary/elementary grades (K4–5). The sixth, seventh, and eighth grades were linked to the high school for academic programming and assessments. This reorganization provided a separate assistant principal and a separate achievement director for the primary/elementary academy (K4–5) and the junior academy/high school (6–12).

³⁸ This deviated from the original plan to test all students with the BRIGANCE in September and at the end of the year. New high school students were tested with the BRIGANCE in September, and these results were used by teachers as guides for course placements and designing of instructional materials to meet students’ needs.

³⁹ Scores provided by the school were labeled “word.”

As illustrated in Table 11, 56.0% of 209 junior academy and 67.2% of 128 high school students with comparable scores were able to show improvement in reading skills based on pre- and post-test GL scores.⁴⁰

Table 11			
Milwaukee Academy of Science Junior Academy and High School Literacy Progress Measured by WRAT GL Scores 2008–09			
Grade	N	Number Improved*	Percentage Improved
6th	60	35	58.3%
7th	67	40	59.7%
8th	82	42	51.2%
Junior Academy Subtotal	209	117	56.0%
9th	45	30	66.7%
10th	37	26	70.3%
11th	26	19	73.1%
12th	20	11	55.0%
High School Subtotal	128	86	67.2%

*High school scores were provided as “HS” with no corresponding GL. Students who scored HS in fall and HS in spring were counted as improved. For calculation purposes, HS scores were converted to 12.9.

In addition, high school students whose achievement was below grade level based on the first test were encouraged to participate in the CLC and/or 50-minute Committee of Concern (COC) sessions to obtain additional assistance with basic skill acquisition. The COC is designed to help students who have behavioral or academic difficulty. The committee consists of the student, the principal, the achievement coordinator, and/or the student’s teacher(s). The student’s parents are also invited to attend. The committee then designs a specific plan tailored to the student’s needs. The goal was that these students would demonstrate one month of progress for each month of instruction by the end of the school year. (This part of the goal applied to high school students only, not to junior academy students.) There were

⁴⁰ Includes students who scored HS on both examinations.

106 low-achieving high school students (i.e., students who scored below grade level on the December test). Of these, 67 (63.2%) were able to show at least one month of progress for every month of instruction (i.e., five months) from the December to the spring test (see Table 12).

Table 12			
Milwaukee Academy of Science High School Literacy Progress for Low-achieving Students Measured by WRAT GL Scores 2008–09			
Grade	Number of Low-achieving Students	Number Improved at Least Five Months	Percentage Improved
9th	38	24	63.2%
10th	31	21	67.7%
11th	21	15	71.4%
12th	16	7	43.8%
Total	106	67	63.2%

b. Mathematics

To assess junior academy student progress in mathematics, the school set a goal that junior academy students would exhibit progress from the first to the final assessment of their math skills, based on the BRIGANCE. However, instead of using BRIGANCE, the school tested junior academy students using the WRAT. The goal for high school students was that they show GL progress based on the WRAT. The goal for all students was to show improvement from a pre-test given at the beginning of the year to a post-test administered at the end of the school year. However, the school deviated from this plan and instead tested students in December.⁴¹ Math scores were provided as GL. Results from the test administered in the spring indicate that students exhibited math skills, on average, at the following GL (see Table 13).

⁴¹ This deviated from the original plan to test all students with the BRIGANCE in September and at the end of the year. New high school students were tested with the BRIGANCE in September, and these results were used by teachers as guides for course placements and designing of instructional materials to meet students' needs.

Table 13 Milwaukee Academy of Science Junior Academy and High School WRAT Math Average GL Scores Spring 2009		
Grade	N	Average GL*
6th	62	5.6
7th	72	6.9
8th	86	6.9
9th	46	9.0
10th	38	7.9
11th	26	7.3
12th	20	6.7

*High school GL scores were provided as “HS” with no corresponding GL. HS scores were converted to 12.9. This may inflate GL average.

As illustrated in Table 14, 54.9% of 204 junior academy and 57.0% of 121 high school students with comparable scores showed progress from the first to the last mathematics test.

Table 14 Milwaukee Academy of Science Junior Academy and High School Math Progress Measured by WRAT GL Scores 2008–09			
Grade	N	Number Improved*	Percentage Improved
6th	59	39	66.1%
7th	69	34	49.3%
8th	76	39	51.3%
Junior Academy Subtotal	204	112	54.9%
9th	43	32	74.4%
10th	34	15	44.1%
11th	25	12	48.0%
12th	19	10	52.6%
High School Subtotal	121	69	57.0%

*High school GEs were provided as “HS” with no corresponding GE. Students who scored HS on fall and HS on spring were counted as improved. For calculation purposes, scores of HS were converted to 12.9.

The school also set a goal that low-achieving high school students, i.e., those who scored below grade level on the December WRAT, would show one month of progress for every month of instruction. These students were also encouraged to seek additional assistance, such as attending the CLC and/or the COC sessions. There were 101 high school students who were low-achieving in math. Of these, 46 (45.5%) were able to show one month of achievement for every month of instruction (i.e., at least five months; see Table 15).

Table 15			
Milwaukee Academy of Science			
High School Math Progress for Low-achieving Students			
Measured by WRAT GL Scores			
2008–09			
Grade	Number of Low-achieving Students	Number Improved at Least Five Months	Percentage Improved
9th	38	24	63.2%
10th	24	6	25.0%
11th	20	8	40.0%
12th	19	8	42.1%
Total	101	46	45.5%

c. Writing

To assess junior academy and high school students’ skills in writing, at the end of the school year, teachers judged student writing samples and assigned a score to each student. Student writing skills were assessed in six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain was assigned a score from 0 to 6. Scores in each domain were totaled. A score of 18 or more was assigned a score from 0 to 6. Scores in each domain were totaled. A score of 18 or more for junior academy students and a score of 21 or more for high school students indicated that the student was writing at grade level. The goal was that students in grades 6 through 8 would reach a score of 18 or more on average and students in grades 9 through 12 would achieve 21 or more, on average.

Results for students in junior academy indicated that students scored, on average, 16.7 points. Results for high school students indicate that students' average score was 22.3 points (see Table 16).⁴²

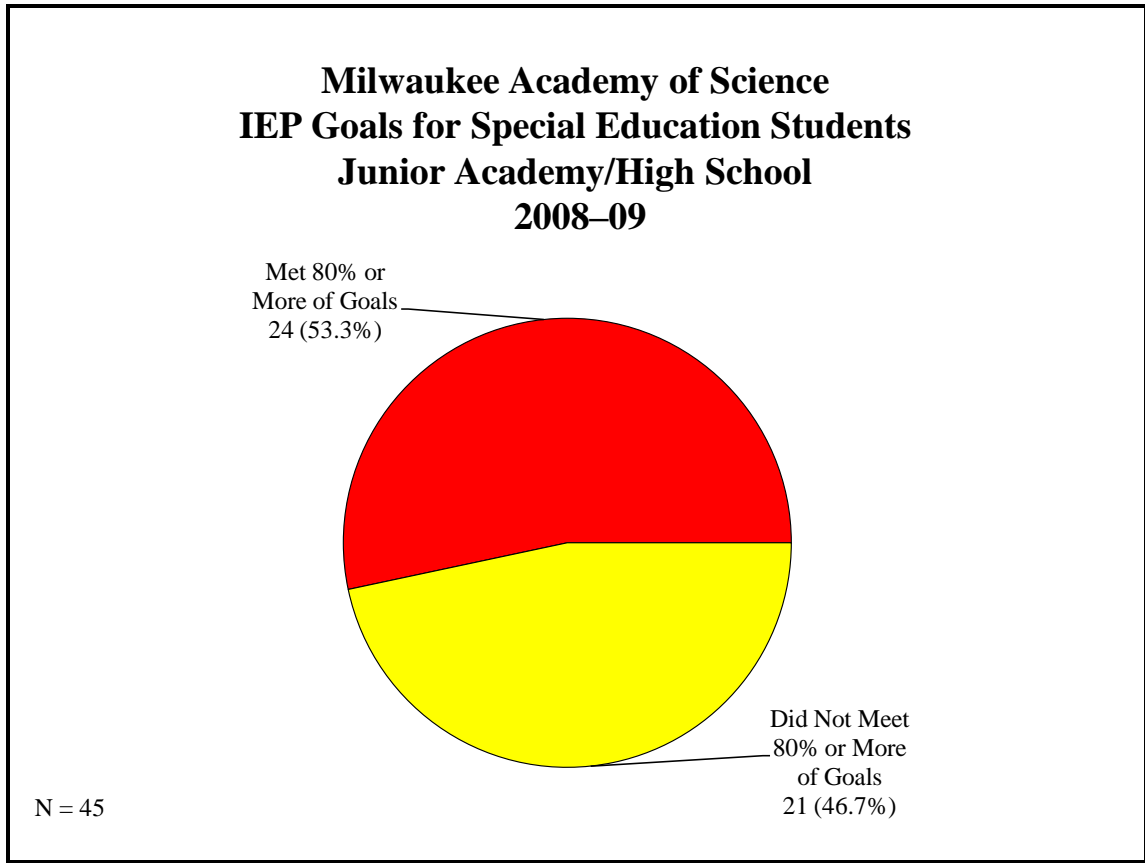
Table 16 Milwaukee Academy of Science Junior Academy and High School Writing Skills Based on Teacher Assessment 2008–09		
Grade	N	Writing Score Average
6th	59	13.3
7th	70	19.4
8th	85	16.7
Junior Academy Subtotal	214	16.7
9th	46	20.5
10th	36	23.7
11th	27	24.4
12th	21	21.3
High School Subtotal	130	22.3

⁴² The original learning memo was written to cover the high school students. The goal for the original elementary students (third through eighth grade) was an average score of 12.

d. *Special Education Students*

This year, the junior academy and high school’s goal was that special education students would reach at least 80% of the goals on their IEP, as assessed by the participants in their most recent annual IEP review. Data were submitted for 45 special education students in sixth through twelfth grade. Twenty-four (53.3%) of these students were able to reach 80% or more of the goals in their IEP (Figure 11). The junior academy/high school has therefore met its goal for 53.3% of special education students.

Figure 11



7. External Standardized Measures of Educational Performance

The CSRC required that the WKCE be administered to all sixth through eighth and tenth-grade students.⁴³ The CSRC requires that these tests be administered to students to provide an assessment of student skills and to provide a basis for student progress over consecutive school years. The DPI required all students in third through eighth and tenth grades to participate in the WKCE testing to meet federal No Child Left Behind requirements.

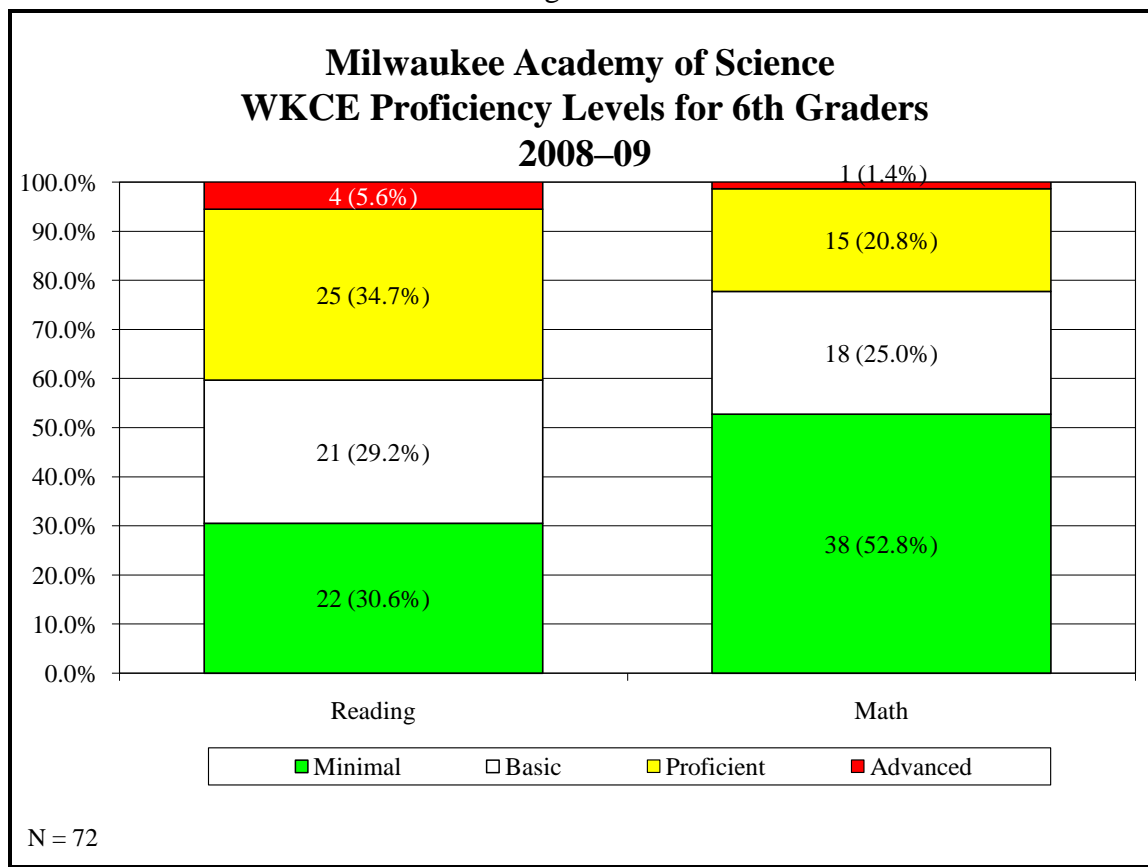
Results for all junior academy and high school students administered the examinations are reflected in this section.

⁴³ The WKCE is also given to students in third, fourth, and fifth grades. Students in fourth, eighth, or tenth grade were also tested in language arts, science, and social studies.

a. *WKCE for Sixth Graders*

Sixth graders were administered the WKCE in October 2008. As illustrated, 4 (5.6%) sixth graders showed advanced reading skills and 25 (34.7%) students scored as proficient in reading. In math, 1 (1.4%) student exhibited advanced skills and 15 (20.8%) scored in the proficient range (see Figure 12).

Figure 12

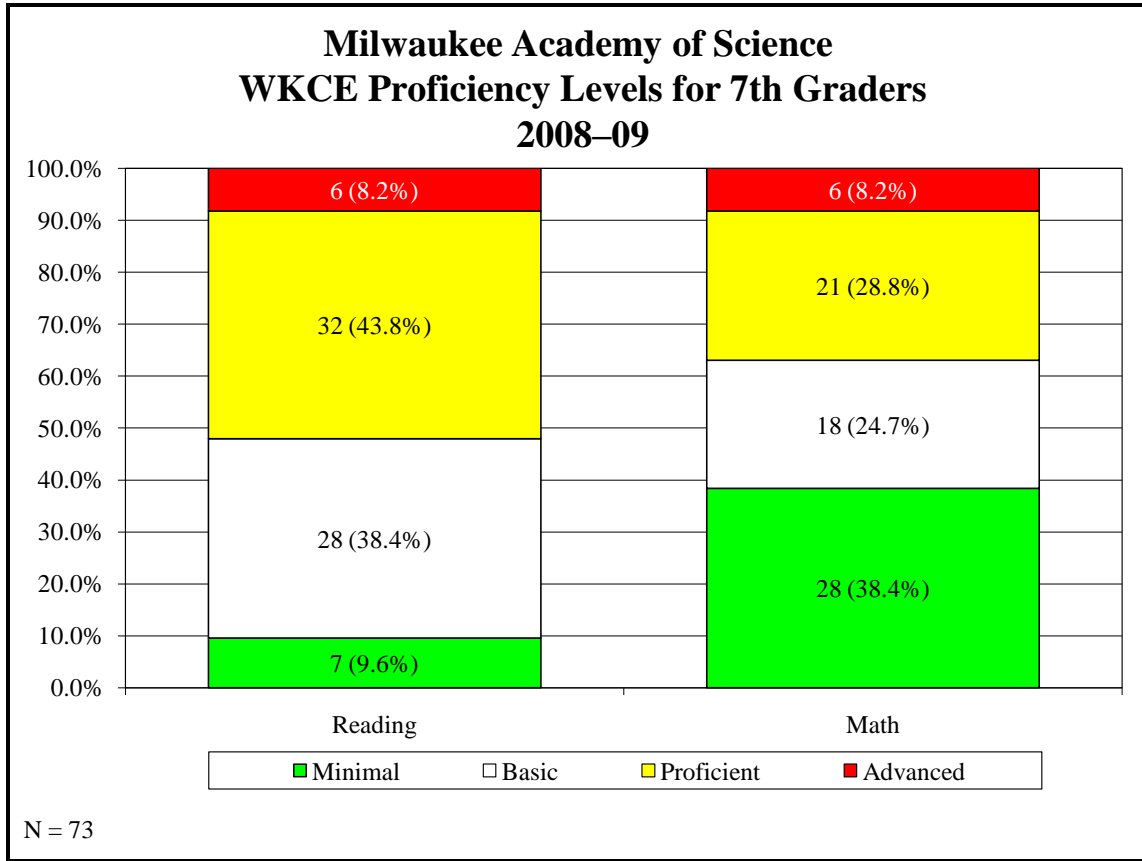


b. *WKCE for Seventh Graders*

Proficiency levels from the WKCE administered in October 2008 for seventh graders are illustrated in Figure 13. In reading, 6 (8.2%) students scored at the advanced level and 32 (43.8%) scored as proficient, while 28 (38.4%) students scored at a basic level and 7 (9.6%) scored at a minimal level of proficiency. In math, 6 (8.2%) seventh graders were advanced,

21 (28.8%) were proficient, 18 (24.7%) were at a basic skill level, and 28 (38.4%) scored at a minimal skill level.

Figure 13

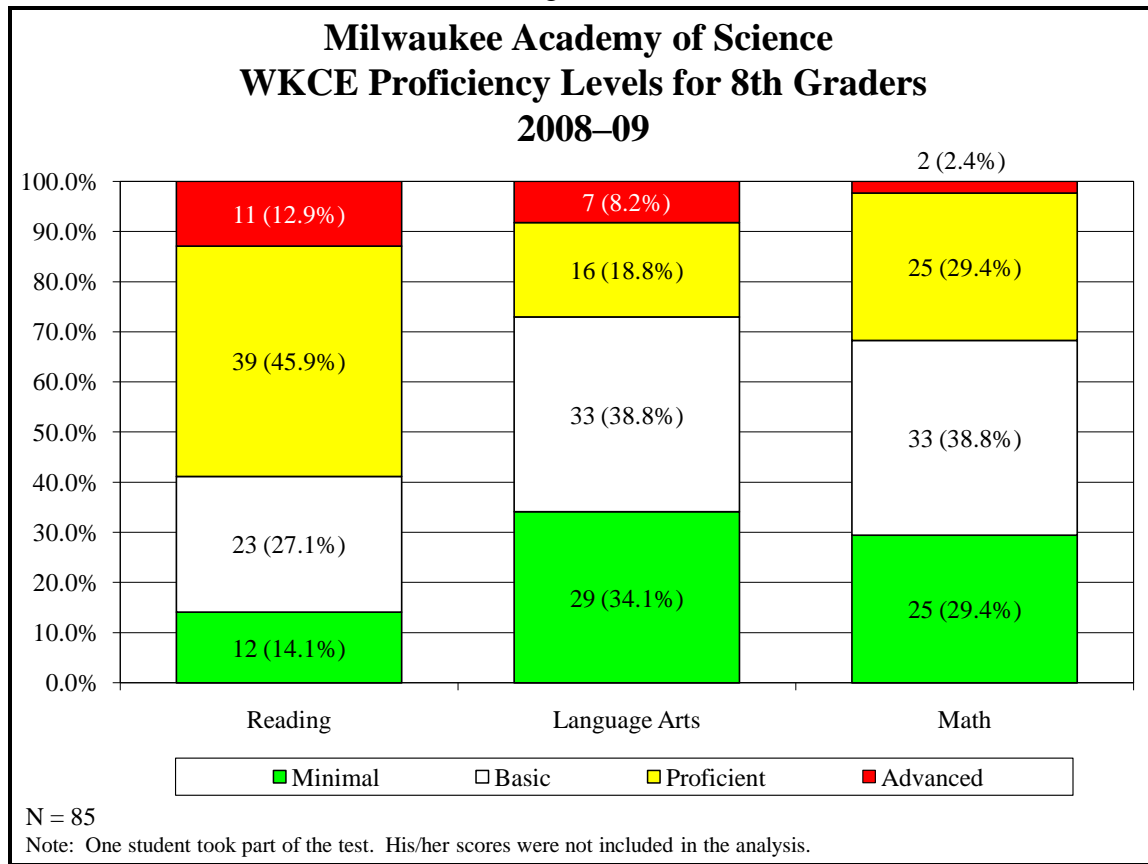


c. *WKCE for Eighth Graders*

In October 2008, the WKCE was administered to eighth-grade students. Like the fourth graders, students were tested in reading, language arts, mathematics, science, and social studies. The CSRC requires that results be reported for reading, language arts, and math.

Proficiency indicators for eighth graders are illustrated in Figure 14. For example, 11 (12.9%) eighth graders scored in the advanced reading proficiency range, 39 (45.9%) scored in the proficient range, 23 (27.1%) had a basic understanding, and 12 (14.1%) scored in the minimal range. In terms of language arts ability, 7 (8.2%) students demonstrated advanced skills, 16 (18.8%) scored in the proficient range, 33 (38.8%) had a basic understanding, and 29 (34.1%) students demonstrated a minimal skill. In mathematics, 2 (2.4%) students scored in the advanced range, 25 (29.4%) were proficient, 33 (38.8%) had a basic understanding, and 25 (29.4%) students demonstrated minimal skills.

Figure 14



The final score from the WKCE is a writing score. The extended writing sample is scored using two holistic rubrics that are similar to those used on the fourth-grade test. Points received on the two rubrics are combined to produce a single score on the report, with a maximum possible score of 9.⁴⁴ The MAS eighth-grade writing scores ranged from 2.0 to 6.0. The median score was 5.0, meaning half of students scored 2.0 to 5.0 and half scored 5.0 to 6.0 on a scale of zero to nine.

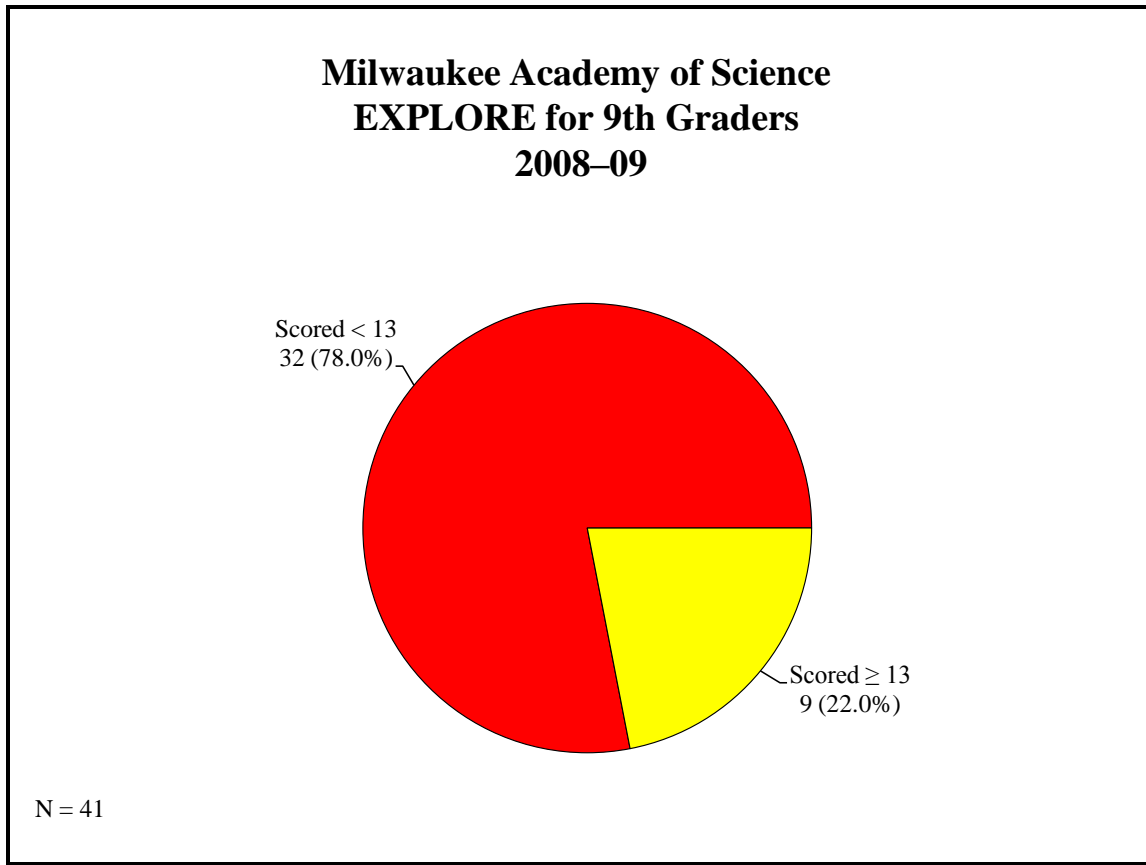
d. EXPLORE for Ninth Graders

This year, all ninth graders were required to take the EXPLORE test, the first of two pre-ACT tests. The EXPLORE tests student skills in English, math, reading, and science. The test was to be given in October/November 2008, during the same timeframe the DPI established for the standardized WKCE. During second semester, teachers reviewed the results of the EXPLORE with the achievement director. Teachers subsequently used student assessment results to inform their instruction and create additional appropriate instructional activities to be embedded within their core content areas. Supplemental activities were provided within core courses for students who scored below 13 on the EXPLORE. Examples of embedded activities included do-nows, exit cards, review sheets, and periodic basic skill reviews.

⁴⁴ See www.dpi.state.wi.us/oea/kc_writg.html for details.

This year, there were 41 students who took the EXPLORE in the fall and remained in school through the second semester. Thirty-two (78.0%) of these students scored below 13 (see Figure 15). In addition to the supplemental instruction that was provided to the lower-achieving students in their core content courses, 4 (12.5%) attended the CLC for additional instructional assistance and 3 (9.4%) students' results were reviewed by the COC to design a more comprehensive supplemental instructional plan (not shown).

Figure 15

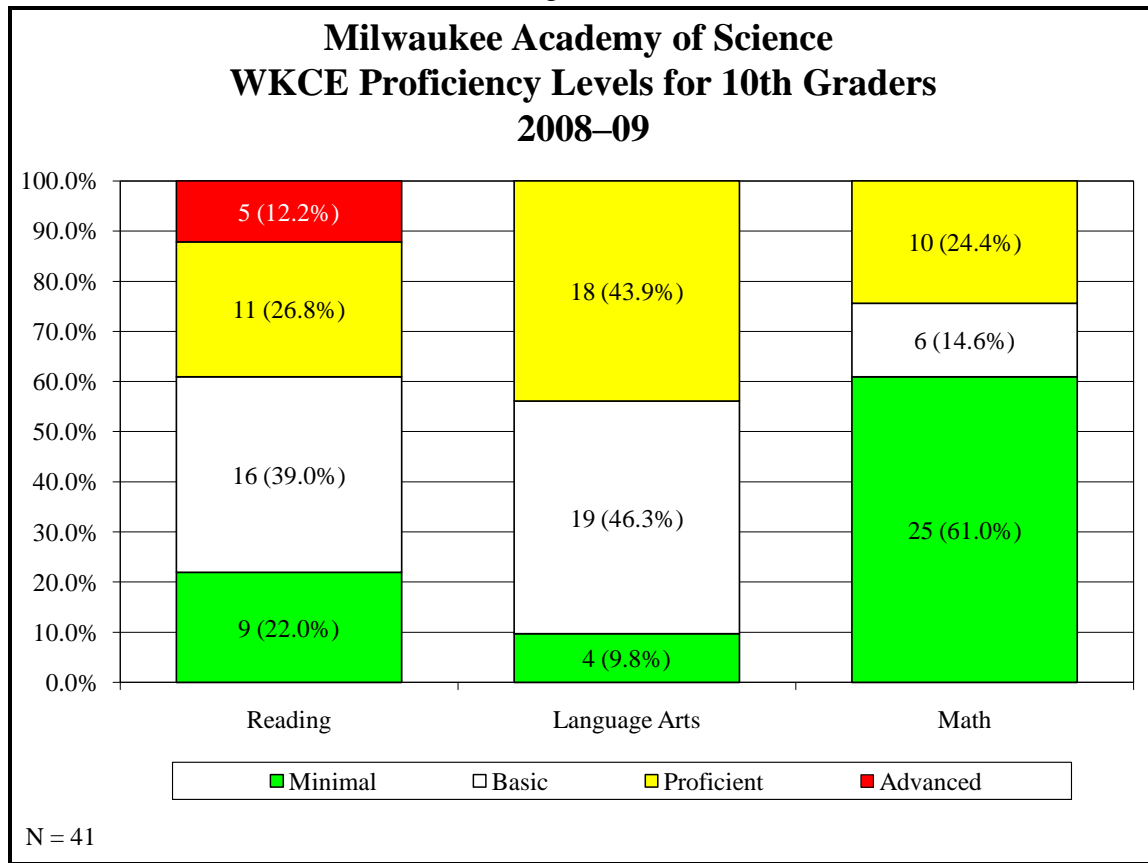


e. *Standardized Tests for Tenth Graders*

i. WKCE for Tenth Graders

In October 2008, tenth graders were given the WKCE. Results are illustrated in Figure 16.

Figure 16



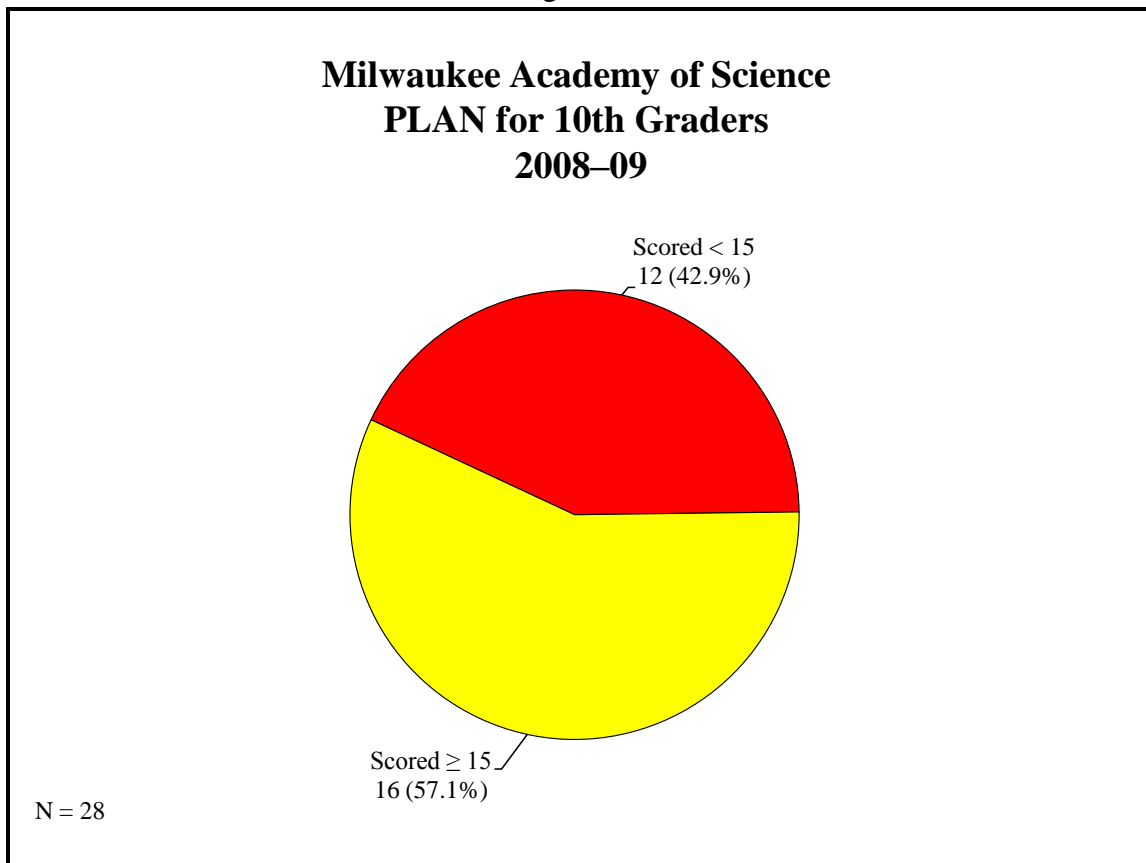
ii. PLAN for Tenth Graders

All tenth-grade students were required to take the PLAN, the second of two pre-ACT tests. The PLAN tests students' skills in English, math, reading, and science. The PLAN was administered in the fall semester of 2008. During the subsequent (spring) semester, teachers reviewed the results of the PLAN with the achievement director. Teachers subsequently used student assessment results to inform their instruction and create additional appropriate

instructional activities to be embedded within their core content areas. Supplemental activities were provided within core courses for students who scored below 15 on the PLAN. Examples of embedded activities included do-nows, exit cards, review sheets, and periodic basic skill reviews.

This year, there were 28 tenth graders who took the test in the fall and remained enrolled in the school through the second semester. Results indicate that 12 (42.9%) of these students scored below 15 (see Figure 17). In addition to the supplemental instruction that was provided to the lower-achieving students in their core content courses, 2 (16.7%) attended CLC for additional instructional assistance and 1 (8.3%) student's results were reviewed by the COC to design a more comprehensive supplemental instructional plan (not shown).

Figure 17



f. ACT for Eleventh or Twelfth Graders

The final CSRC expectation was that all eleventh and twelfth graders will have taken the ACT. Eleventh graders were to have taken the test by the end of the school year. Twelfth graders who had not taken the test as eleventh graders were to have taken the test in the fall of 2008.

This year, there were 27 eleventh graders who should have taken the test. Twelve eleventh graders took the ACT exam. Of the remaining students, 12 registered but did not show up at the examination, 2 students neither registered for nor took the test, and 1 did not take the test as he/she was suspended from school.

There were also nine twelfth graders who had not taken the ACT as eleventh graders. Four of the nine took the test this year, two students were special education students and it was discussed as part of the IEP, one student registered but did not show up at the test site, one student registered but did not pay the fee, and one student neither registered for nor took the test.⁴⁵

C. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. The tests used in these comparisons for grades one through eight are the SDRT and the WKCE.

The CSRC requires that multiple-year progress be reported for students who met proficiency level expectations, i.e., scored at proficient or advanced levels, and for those students who did not meet proficiency level expectations, i.e., tested at minimal or basic levels in the 2007–08 school year. The CSRC expectation is that at least 75.0% of the students who were at the proficient or advanced levels on their previous year's WKCE reading and math subtests, and

⁴⁵ The results of the ACT tests taken by the eleventh and twelfth graders were not reported to CRC for inclusion in this report.

who met the full academic year (FAY) definition,⁴⁶ would maintain their status of proficient or above. The CSRC expectation for those students who scored below expectations, i.e., at the minimal or basic levels on their previous year's WKCE reading or math tests, was that students would either advance to the next proficiency level or advance to the next highest quartile within their previous year's proficiency level.

This is the first year that MAS was chartered by the city; therefore, these expectations do not apply. However, the school submitted WKCE reading and math scale scores from the fall of 2007 (when the school was chartered by UWM). These data were examined to provide baseline information to the school and to CSRC. The following section is based on a comparison of the fall 2007 and fall 2008 WKCE scores. It includes any student tested in consecutive years for whom data were supplied to CRC. Note that the school did not administer the SDRT during the 2006–07 school year when chartered by UWM; therefore, there are no multiple-year results for first and second graders.

⁴⁶ Students had to be enrolled in the school on or before September 21, 2007, to meet the FAY definition.

1. Students Who Met Proficiency Level Expectations

Based on fall 2007 WKCE data, there were 139 students who reached proficiency in reading and 85 who were proficient or higher in math. As illustrated in Tables 17 and 18, 85.6% of students maintained their reading levels and 74.1% maintained proficient or advanced levels in math.

Table 17			
Milwaukee Academy of Science Reading Proficiency Level Progress for Students Proficient or Advanced in 2007–08 Based on WKCE			
Grade	Students Proficient/Advanced in 2007–08	Students Maintained Proficient/Advanced in 2007–08	
		N	%
3rd to 4th	24	21	87.5%
4th to 5th	23	16	69.6%
5th to 6th	26	20	76.9%
6th to 7th	29	27	93.1%
7th to 8th	37	35	94.6%
Total	139	119	85.6%

Table 18			
Milwaukee Academy of Science Math Proficiency Level Progress for Students Proficient or Advanced in 2007–08 Based on WKCE			
Grade	Students Proficient/Advanced in 2007–08	Students Maintained Proficient/Advanced in 2007–08	
		N	%
3rd to 4th	8	Cannot report due to N size	Cannot report due to N size
4th to 5th	14	12	85.7%
5th to 6th	16	11	68.8%
6th to 7th	22	15	68.2%
7th to 8th	25	17	68.0%
Total	85	63	74.1%

2. Students Who Did Not Meet Proficiency Level Expectations

To determine if students who did not meet proficient or advanced levels were making progress, CRC examined whether or not these students were able to improve scores by moving up one or more categories, e.g., minimal to basic, minimal to proficient, basic to proficient, etc. If students were not able to improve by a level, CRC examined student progress within the student’s skill level. To examine movement within a proficiency level, CRC equally divided the minimal and basic levels into quartiles. The lower threshold for the minimal level was the lowest scale score possible on the examination. The lower threshold for the basic level and the upper threshold for both levels reflected the scale scores used by DPI to establish proficiency levels.⁴⁷

As illustrated in Table 19, there were 165 students who scored in the minimal or basic categories in 2007. Of these, 47.3% showed improvement by progressing to a higher proficiency level (n = 50) or quartile (n = 28) in reading.

Table 19					
Milwaukee Academy of Science Reading Proficiency Level Progress for Students Minimal or Basic in 2007–08 Based on WKCE					
Grade	# Students Minimal/Basic 2007–08	# Students Who Advanced One Proficiency Level 2008–09	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2008–09	Total Proficiency Level Advancement	
				N	%
3rd to 4th	41	9	9	18	43.9%
4th to 5th	36	10	6	16	44.4%
5th to 6th	28	7	5	12	42.9%
6th to 7th	33	11	6	17	51.5%
7th to 8th	27	13	2	15	55.6%
Total	165	50	28	78	47.3%

⁴⁷ This method is used by CRC to examine student progress in the other schools chartered by the city.

Proficiency level progress in math is described in Table 20. There were 218 students who scored below proficient on the fall 2007 WKCE. Overall, 52.3% of these students either advanced one proficiency level (n = 64) or, if they did not advance a level, improved at least one quartile within their level (n = 50).

Table 20					
Milwaukee Academy of Science Math Proficiency Level Progress for Students Minimal or Basic in 2007–08 Based on WKCE					
Grade	# Students Minimal/Basic 2007–08	# Students Who Advanced One Proficiency Level 2008–09	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2008–09	Total Proficiency Level Advancement	
				N	%
3rd to 4th	57	21	14	35	61.4%
4th to 5th	45	8	8	16	35.6%
5th to 6th	37	6	10	16	43.2%
6th to 7th	40	11	12	23	57.5%
7th to 8th	39	18	6	24	61.5%
Total	218	64	50	114	52.3%

D. Annual Review of the School’s Adequate Yearly Progress

1. Background Information⁴⁸

State and federal laws require the annual review of school performance to determine student academic achievement and progress. In Wisconsin, the annual review of performance required by the federal No Child Left Behind Act is based on each school’s performance on four objectives:

- The test participation of all students enrolled;
- A required academic indicator (either graduation or attendance rate);
- The proficiency rate in reading; and
- The proficiency rate in mathematics.

⁴⁸ This information is based on the DPI website, <http://dpi.wi.gov/oea/aact/ayp.html>.

In Wisconsin, the DPI releases an annual review of school performance for all public schools, including charter schools, with information about whether that school has met the criteria for each of the four required adequate yearly progress (AYP) objectives. If a school fails to meet the criteria in the same AYP objective for two consecutive years, the school is designated as “identified for improvement.” Once designated as “identified for improvement,” the school must meet the annual review criteria for two consecutive years in the same AYP objective to be removed from the status designation.

The possible school status designations are as follows.

- “Satisfactory,” which means the school is not in improvement status.
- “School Identified for Improvement” (SIFI), which means the school does not meet AYP for two consecutive years in the same objective.
- SIFI Levels 1–5, which means the school missed at least one of the AYP objectives and is subject to the state requirements and additional Title I sanctions, if applicable, assigned to that level.
- SIFI Levels 1–4 Improved, which means the school met the AYP in the year tested but remains subject to sanctions due to the prior year. AYP must be met for two years in a row in that objective to be removed from “improvement” status and returned to “satisfactory” status.
- Title I status identifies whether Title I funds are directed to this school; if so, the school is subject to federal sanctions.

2. Adequate Yearly Progress Summary⁴⁹

According to the Adequate Yearly Progress Review Summary for 2008–09 published by DPI, MAS reached adequate yearly progress in one of the four AYP objectives—test participation. The “required academic indicator” objective was not applicable (N/A) because

⁴⁹ For a copy of MAS’s Annual Review of School Performance, see http://www2.dpi.state.wi.us/sifi/AYP_Summary.asp?AgKey=071238.

fewer than 40 students eligible to graduate from high school this year.⁵⁰ The school's improvement status on these two objectives was assessed as satisfactory by DPI. MAS did not achieve AYP for the remaining two objectives: reading and math. For the third year in a row, MAS did not meet AYP in reading and math, indicating a Level 2 status for each of these objectives. Therefore, the school did not meet adequate yearly progress, and its improvement status rating is SIFI Level 2 Title 1 Schoolwide.

⁵⁰ A representative from DPI indicated that MAS was judged N/A on this objective because they had fewer than the minimum number of students eligible to graduate. However, the primary/elementary academy, junior academy, and high school levels all had attendance rates above the required rate of 85% for the current school year.

V. SUMMARY/RECOMMENDATIONS

This report describes the programmatic profile and educational performance of the first year of MAS's operation as a City of Milwaukee–chartered school. Results are described below.

A. Contract Compliance

MAS has met all but three of the educational provisions in its contract with the City of Milwaukee. See Appendix A for a list of contract provisions and whether or not the school met CSRC expectations.

B. Education-related Findings

- Average student attendance was 86.0%, falling short of the school's goal of 90.0%.
- The school held parent conferences for all students this year. The school did not, however, submit parent conference data; therefore, parent participation rates could not be included in this report. It should be noted that the school has a policy to involve parents and parents are involved in several ways, not limited to conferences. Therefore, the school has met its goal related to parental involvement.
- The school maintained up-to-date records for special education students, meeting its goal.

C. Local Measures Results

For primary/elementary academy grades (K4 through 5):

- Of K4 through fifth-grade students, 98.4% exhibited progress in literacy skills and 97.3% showed improvement in math skills based on the BRIGANCE Comprehensive Inventory of Basic Skills.
- Third- through fifth-grade students scored, on average, 9.6 points on the teacher assessed writing sample. The goal was 12 points.

- Of 55 primary/elementary academy students with IEP goals, 54.5% reached at least 80% of their goals this year.

For junior academy (grades 6–8) and high school (grades 9–12):

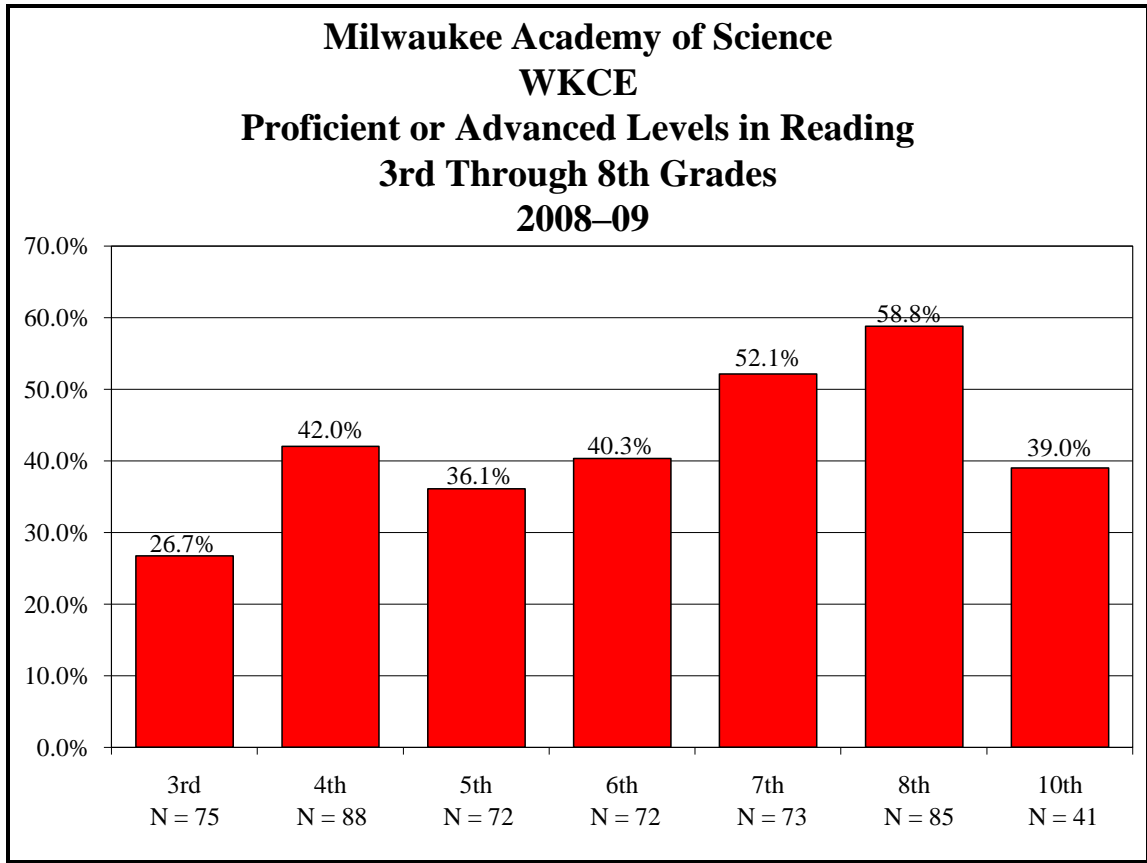
- Fifty-six percent of students in junior academy and 67.2% of high school students demonstrated progress in literacy based on WRAT.
- Of junior academy students, 54.9% demonstrated improvement in math skills based on WRAT. Of high school students, 57.0% showed math progress based on WRAT.
- Of low-achieving high school students, 63.2% showed adequate improvement in reading and 45.5% showed adequate improvement in math based on WRAT.
- Junior academy students scored, on average, 16.7 points on a teacher-assessed writing sample. The goal was 18. High school students, on average, scored 22.3 points. The goal for these students was 21.
- Of 45 junior academy and high school students with IEP goals, 53.3% reached at least 80% of their goals this year.
- Graduation plans were developed for all eleventh- and twelfth grade-students, 95.7% of which included post-secondary plans.
- Ninth graders earned an average of 6.1 credits; tenth graders accumulated an average of 12.5 credits; eleventh graders accumulated an average of 18.4 credits; and credit information was not provided for twelfth graders. Seventeen of 21 twelfth graders graduated from high school this year.

D. Standardized Test Results

Standardized tests results for MAS students were as follows.

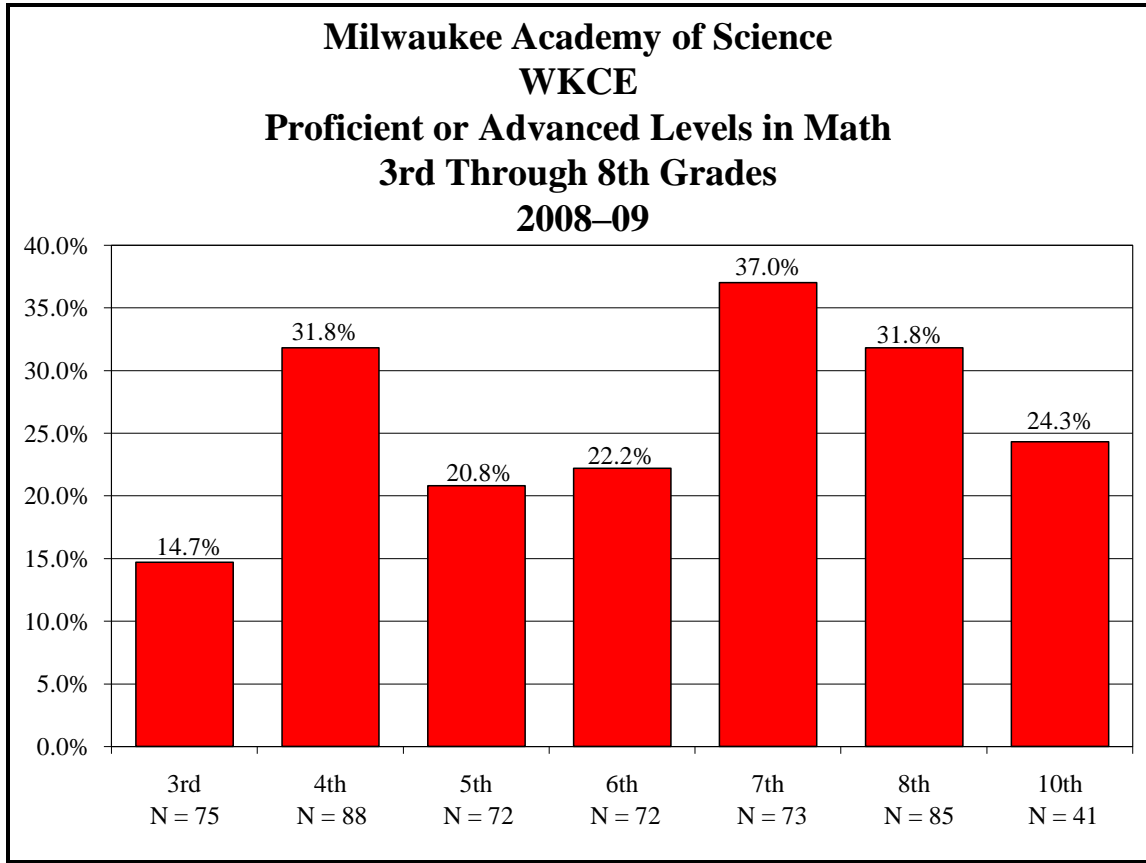
- The April 2009 SDRT results indicated the following:
 - » First graders were reading, on average, at 1.5 GLE;
 - » Second graders were at 2.0 GLE; and
 - » Third graders were at 2.8 GLE.
- The WKCE for third through eighth and tenth graders indicated that the following percentage of students were proficient or advanced in reading (see Figure 18).

Figure 18



The following percentages of students were proficient or advanced in math.

Figure 19



E. Multiple-year Advancement

CSRC multiple-year advancement expectations do not apply, as MAS is in its first year as a city-chartered school. Although not required to do so, the school supplied WKCE data from the fall of 2007. These data were compared to scores from the fall 2008 WKCE. The following is for informational purposes only. Based on WKCE from two consecutive years:

- Of fourth through eighth graders, 85.6% maintained proficiency in reading and 74.1% maintained proficiency in math;
- Of students who were below proficient in reading, 47.3% showed improvement, while 52.3% who were below proficient in math showed improvement.

After reviewing the information in this report and considering the information gathered during the administration interview in May 2009, CRC and the school jointly identified a list of focus activities for the 2009–10 school year. This includes the following:

For the primary/elementary academy:

- Improve the math competency of students by using math coaches with lower-achieving students. The staff will review students' math assessments on a regular basis and plan next steps for each student. The math coaches will assist the classroom teacher with the implementation of the adopted math curriculum strategies for each low-achieving student.
- Move the Guided Reading program into the fourth and fifth grades for the next school year. Intervention staff (tutors) will focus their time and efforts on increasing the reading competencies of the lower-achieving students in these two grade levels.
- Develop benchmark examples and protocols for teachers to use in their efforts to improve students' writing skills. Special attention will be given to writing fluency and grammar.

For the junior academy, the focus will be on improving the math competencies of students through the following strategies.

- Involving all students in a math learning laboratory on Wednesday mornings for two hours. The students with above-grade-level skills will work with the high school math teachers to increase their knowledge base, while the students with below-grade-level skills will work with the junior academy staff in their specific areas of need.
- Supplying the seventh- and eighth-grade students with bus passes to stay after school for additional assistance with math skills.
- Using master teachers to mentor other teachers about curricular strategies with the greatest potential for success with students who exhibit below-grade-level skills. These teachers will have time to observe the students in their regular math classes. The teacher mentors will meet on a monthly basis to discuss students' progress and formulate recommendations for more appropriate instructional strategies for use by the classroom teachers.

For the high school, the focus will be on the following steps.

- Increasing the rigor of the curriculum, especially in the areas of math and science. More instructional time will be devoted to engaging students in the more advanced mathematical curricula.
- Improving entrance tests for ninth graders and all newly enrolled students to better ascertain their current reading and math skill levels and competencies so that lower-achieving students are provided with supplemental instruction at the start of each school year.
- Providing targeted, supplemental assistance to all students who do not meet the expected benchmarks on the EXPLORE and PLAN, and increasing the test-taking skills of tenth graders and building their overall vocabularies.
- For all students, the school will plan and provide higher-level plans/activities for students who are at or above grade level in the acquisition of basic skills.

Appendix A

Contract Compliance Chart

Milwaukee Academy of Science

**Overview of Compliance for Education-related Contract Provisions
2008–09**

Section of Contract	Education-related Contract Provision	Report Reference Page	Contract Provision Met or Not Met?
Section I, B	Description of educational program; student population served.	pp. 2–5 and pp. 16–18	Met
Section I, V	Charter school operation under the days and hours indicated in its calendar.	pp. 9–10	Met
Section I, C	Educational methods.	pp. 2–5	Met
Section I, D	Administration of required standardized tests: a. Grades 1 through 8 b. Grades 9 through 12	pp. 27–35; 47–51; pp.51–55	a. Met b. Not met ⁵¹
Section I, D	Expectation that 9th and 10th graders receive supplemental instruction if below the EXPLORE/PLAN benchmarks.	pp. 51–54	Met
Section I, D	All new high school students tested within 30 days of first day of attendance in reading and math.	pp. 40, 42	Met
Section I, D	Written annual plan for graduation.	pp. 13–15	Not met ⁵²
Section I, D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, math, writing, and special education goals.	pp. 20–26 and pp. 39–46	Met ⁵³
Section I, D	Academic criteria #2: Year-to-year achievement measure for grades 1 through 8: a. 2nd- and 3rd-grade students: Advance average of one GLE in reading. b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level. c. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.	a. pp. 29–31 b. p. 57 c. p. 57	a. Year-to-year achievement goals do not apply, as this is the school’s first year as a city-chartered school. b. Year-to-year achievement goals do not apply, as this is the school’s first year as a city-chartered school. ⁵⁴ c. Year-to-year achievement goals do not apply, as this is the school’s first year as a city-chartered school.

⁵¹ Not all of the eleventh- and twelfth-grade students took the ACT or SAT as required, despite the school’s effort to facilitate the students’ registering for the test and then actually taking the test.

⁵² This expectation was met for all tenth through twelfth graders, but written plans were not completed for all ninth graders.

⁵³ The school did not meet all of its internal goals, but it met the expectations established by the CSRC.

⁵⁴ Although not required, the school provided data from 2007–08 WKCE. Based on these data, 85.6% of students maintained proficiency in reading and 74.1% maintained proficiency in math.

Milwaukee Academy of Science

**Overview of Compliance for Education-related Contract Provisions
2008–09**

Section of Contract	Education-related Contract Provision	Report Reference Page	Contract Provision Met or Not Met?
Section I, D	Academic criteria #3: Year-to-year achievement measure for grades 1 through 8: a. 2nd- and 3rd-grade students below grade level in reading: Advance more than one GLE in reading.	a. pp. 29–31	a. Year-to-year achievement goals do not apply, as this is the school’s first year as a city-chartered school. ⁵⁵
	b. 4th- through 8th-grade students below proficient level in reading: Increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range.	b. p. 58	b. Year-to-year achievement goals do not apply, as this is the school’s first year as a city-chartered school.
	c. 4th- through 8th-grade students below proficient level in math: Increase the percentage of students who have advanced one level of proficiency or to the next quartile within the proficiency level range.	c. p. 59	c. Year-to-year achievement goals do not apply, as this is the school’s first year as a city-chartered school.
Section I, E	Parental involvement.	p. 11	Met
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 6–9	Not met ⁵⁶
Section I, I	Pupil database information, including special education needs students.	pp. 16–18	Met
Section I, K	Discipline procedures.	p. 12	Met

⁵⁵ Based on data provided by the school, 47.3% of students improved in reading and 52.3% improved in math.

⁵⁶ Six of the 60 teachers providing instruction to students did not possess teaching certificates or permits issued by Wisconsin DPI.

Appendix B

Outcome Measure Agreement Memos

To: Children's Research Center
From: Milwaukee Academy of Science (MAS): Elementary Grade Levels
Final Student Learning Memorandum for the 2008–09 School Year
Date: October 14, 2008

The following procedures and outcomes will be used for the 2008–09 school year to monitor the education-related activities described in the Milwaukee Academy of Sciences: Elementary Grade Levels' charter school contract with the City of Milwaukee. Data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee (CSRC). Data will be reported in a spreadsheet or database that includes each student's state ID number(s). CRC requests electronic submission of first semester data no later than January 31, 2009, and year-end data on the fifth day following the last day of student attendance for the academic year, or June 19, 2009.

The school will record student data in the PowerSchool (PS) database and Excel spreadsheets. The school will be able to generate a student roster in a usable data file format that lists all students enrolled at any time during the school year. The roster will include student name, student state ID number, enrollment date, withdrawal date and reason (if applicable), grade, gender, race/ethnicity, special education status, and if applicable, disability type.

Attendance

The school will maintain an average daily attendance rate of 90.0%. Attendance rates will be reported as present, excused absence, or unexcused absence. MAS considers a student in attendance if the student arrives at the school no later than 11:00 a.m.

Enrollment

The school will record the enrollment date for every student. Upon admission, individual student information, including student name, student ID, enrollment date, grade, gender, race/ethnicity, special education status and, if applicable, disability type will be added to the school database.

Termination/Withdrawal

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

Parent Participation

On average, parents will participate in two of the three the scheduled parent-teacher conferences. If a parent(s) does not attend a scheduled conference at the school, MAS will conduct the conference with the parent either via phone or home visit. The date of the conference, the type of contact (school, phone, or home), and whether a parent/guardian or other interested person participated in the conference will be recorded by the school for each student.

Special Education Needs Students

The school will maintain updated records on all special education students including disability type, date of the individual education program (IEP) team assessment, assessment outcome, IEP completion date, parent participation in IEP, IEP review dates, review/reassessment results, and parent participation in IEP review/reassessment.

Academic Achievement: Local Measures

Literacy and Math

Students in K4 and K5 will exhibit progress between the first and final assessments of their literacy skills (specifically, recites ABCs; recognizes upper/lowercase letters; and prints upper/lowercase letters) and math skills (specifically, rote counting; counting of objects; and reading of numbers), based on student raw scores and/or quotients on the BRIGANCE: Comprehensive Inventory of Basic Skills.⁵⁷ (Note: a quotient score of 85 or higher is considered proficient.)

Students in first through eighth grades will demonstrate progress in reading (word recognition and comprehension) and mathematics (math computation and problem solving) in their grade equivalency scores on the BRIGANCE: Comprehensive Inventory of Basic Skills tests administered in the fall and again in the spring.

Writing

By the end of the final marking period, students in third through eighth grades will have a writing sample assessed, and each grade cohort will be judged to have, on average, at least an “adequate control,” as indicated by an average total score of 12, of writing skills appropriate for their grade level on the following six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal/basic control; 2 = adequate control; and 3 = proficient/advanced control.

Special Education Students

Special education students will achieve at least 80% of the individual goals contained within their IEP, as assessed by the participants in their most recent annual review. Data on each special education student’s goal achievements will be recorded on an Excel spreadsheet by student ID.

Academic Achievement: Standardized Measures

The following standardized test measures will assess academic achievement in reading and/or mathematics.

During the school’s second and subsequent years as a City charter school, each grade will demonstrate, on average, a minimum increase of one grade level on the Stanford Diagnostic Reading Test (SDRT) as measured by the academic progress of each student in that grade. Students who tested below grade level on the SDRT in one year will demonstrate more than one grade level gain the following year. At least 75.0% of the students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination – Criterion-referenced Test (WKCE–CRT) in 2008–09 will maintain their status of proficient or above in the subsequent year. Students who tested below proficient on the WKCE–CRT in 2008–09 will improve a level or at least one quartile within their level in the next school year. This year, the standardized test scores will be used as baseline data.

⁵⁷ BRIGANCE is a basic skills-assessment model created and distributed by Curriculum Associates, Inc.

Grades 1, 2, & 3: The **SDRT** will be administered each spring between March 15 and April 15. The first-year testing will serve as baseline data. Progress will be assessed based on the results of the testing in reading in the second and subsequent years.

Grades 3, 4, 5, 6, 7, 8: The **WKCE–CRT** will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The **WKCE–CRT** reading subtest will provide each student with a proficiency level via a scale score in reading, and the **WKCE–CRT** math subtest will provide each student with a proficiency level via a scale score in math.

**Student Learning Memo Data Addendum
Milwaukee Academy of Science**

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in your school’s student learning memo for the 2008–09 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school *at any time during the 2008–09 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student’s unique ID number in each data file.
2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled and/or present when a measure is completed, record an N/A for that student to indicate “not applicable.” This may occur if a student enrolls after the beginning of the school year, withdraws prior to the end of the school year, or is absent when a measure is completed.
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

Mid-year data must be submitted to CRC by no later than January 31, 2009.
End-of-year data is due no later than June 19, 2009.

Staff person responsible for mid-year data submission: Judy Merryfield/Jenny Berwanger
Staff person responsible for year-end data submission: Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster		Powerschool	
Attendance	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> ● Student ID ● Student name ● Number of days expected attendance ● Number of days attended ● Number of days excused absent ● Number of days unexcused absent 	Export data from Powerschool into a usable data format such as a spreadsheet	Judy Merryfield/Jenny Berwanger
Enrollment, Termination/Withdrawal	For every student enrolled at any time during the year, include the following:	Export data from Powerschool into a usable data format	Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Student ID • Student name • Grade • Enrollment date • Withdrawal date (if applicable) • Withdrawal reason (if applicable) • Gender • Race/ethnicity • Special education status • Disability type (if applicable) 	such as a spreadsheet	
Parent Participation	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Parent participation in conference 1 (yes, no, N/A) • Type of conference 1 (school, phone, home, N/A) • Parent participation in conference 2 (yes, no, N/A) • Type of conference 2 (school, phone, home, N/A) • Parent participation in conference 3 (yes, no, N/A) • Type of conference 3 (school, phone, home, N/A) 	<p>Student data in a spreadsheet</p> <p>Provide conference dates via a document or email</p>	Judy Merryfield/Jenny Berwanger
Special Education Needs Students	<p>For each student with a special education need, as noted on the student roster, include the following:</p> <ul style="list-style-type: none"> • The special education needs type (e.g., ED, CD, LD) • The IEP team assessment date • The IEP completion date • Parent participation in IEP 		Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	(yes, no) <ul style="list-style-type: none"> • The IEP review date • The IEP review result (whether the student no longer qualified for special education or continued to qualify for special education) • Parent participation in IEP review (yes, no) 		
Academic Achievement: Local Measures <i>K4 and K5 Literacy</i>	For each student, include the following: <ul style="list-style-type: none"> • Student ID • Student name • First BRIGANCE literacy raw score • First BRIGANCE literacy quotient score • Final BRIGANCE literacy raw score • Final BRIGANCE literacy quotient score 	Spreadsheet	Judy Merryfield/Jenny Berwanger
<i>K4 and K5 Math</i>	For each student, include the following: <ul style="list-style-type: none"> • Student ID • Student name • First BRIGANCE math raw score • First BRIGANCE math quotient score • Final BRIGANCE math raw score • Final BRIGANCE math quotient score 	Spreadsheet	Judy Merryfield/Jenny Berwanger
<i>1st- Through 8th-grade Literacy</i>	For each student, include the following: <ul style="list-style-type: none"> • Student ID • Student name • Fall BRIGANCE reading GE score (based on word recognition and comprehension) • Spring BRIGANCE reading GE score (based on word recognition and comprehension) 	Spreadsheet	Judy Merryfield/Jenny Berwanger
<i>1st- Through 8th-grade Math</i>	For each student, include the following: <ul style="list-style-type: none"> • Student ID 	Spreadsheet	Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Student name • Fall BRIGANCE math GE score (based on math computation and problem solving) • Spring BRIGANCE math GE score (based on math computation and problem solving) 		
<i>3rd- Through 8th-grade Writing</i>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • End-of-year purpose and focus score • End-of-year organization and coherence score • End-of-year development of content score • End-of-year sentence fluency score • End-of-year word choice score • End-of-year grammar score 	Spreadsheet	Judy Merryfield/Jenny Berwanger
Individual Education Program (IEP)	<p>For each student with an IEP, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Number of goals or benchmarks on the IEP • Number of goals or benchmarks achieved 	Note: These data can be added to the data file that contains special education student IEP information.	Judy Merryfield/Jenny Berwanger
Academic Achievement: Standardized Measures SDRT	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Raw scores from each section of the SDRT • GLE scores from each section of the SDRT 	Spreadsheet; provide paper copies of the test publisher's printout	Judy Merryfield/Jenny Berwanger
Academic Achievement: Standardized Measures WKCE–CRT	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Proficiency level and scale score for WKCE–CRT math test. 	Spreadsheet; provide paper copies of the test publisher's printout	Judy Merryfield/Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Proficiency level and scale score for WKCE–CRT reading test. <p>For students in 4th or 8th grade:</p> <ul style="list-style-type: none"> • Proficiency level and scale score for WKCE–CRT language arts test. • Proficiency level and scale score for WKCE–CRT social studies test. • Proficiency level and scale score for WKCE–CRT science test. • Writing composite score <p>Note: Enter absent in each column if the student was absent at the time of the test. Enter NE if the student was not enrolled in the school at the time of the test.</p>		

Small High School Learning Memo for Milwaukee Academy of Science

To: Children's Research Center/Charter School Review Committee
From: Milwaukee Academy of Science High School (MAS)
Re: Student Learning Memorandum for the 2008–09 Academic Year
Date: October 9, 2008

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC). Schools can add outcomes to this memo if additional measures of academic progress are developed and the school desires them to be included in the final monitoring report (e.g., if a school administers additional standardized tests).

The specific outcomes have been defined by the leadership and/or staff at the school in consultation with staff from the Children's Research Center (CRC) and CSRC. All data shall be reported to CRC in an electronic file such as a spreadsheet or a database **that includes a consistent student ID number**. CRC requests electronic submission of first semester data by January 31, 2009, to ensure that the data are being collected and reported in a manner that allows for analysis. CRC requests electronic submission of school year data no later than the fifth day following the last day of student attendance for the academic year or June 19, 2009.

The school will record student data in the PowerSchool (PS) database and Excel spreadsheets. The school will be able to generate a student roster that lists all students enrolled at any time during the school year. The roster will include student name, student ID, student enrollment date, withdrawal date and reason (if applicable), grade, gender, and race/ethnicity.

Enrollment

The school will record enrollment dates for every student. Upon admission, individual student information and the actual enrollment date will be added to the school's PS database.⁵⁸

Termination

The date and reason for every student leaving the school will be determined and an exit date will be recorded in the school's PS database. Information will include the date of withdrawal/termination and reason why the student left the school, such as expelled, dropped out, moved, transportation issues, dissatisfaction with the school, etc.

Attendance

The school will maintain appropriate attendance records, including in-school and out-of-school suspensions. Attendance data will include student ID numbers. MAS will achieve an attendance rate of at least 90%. A student will be marked present for the day if he/she arrives at school prior to 11:00 a.m.

Parent/Guardian Participation

On average, students and/or parents will participate in three of the six scheduled parent-teacher conferences. If a parent(s) does not attend a scheduled conference at the school, MAS will conduct the conference with the student and submit a written report to the parent via regular mail. The student name, student ID, date of each conference, who participated in the conference (student and/or parent), and whether the conference was held at the school or via a written report

⁵⁸ Transfer student information will be obtained by the receiving school and transcript information will be entered into the receiving school's database.

(due to parent not attending the conference at the school) will be recorded in a database or spreadsheet.

Special Education Needs Students

The school will maintain updated records on all special education students, including disability type, date of individual education program (IEP) team assessment, assessment outcome, IEP completion date, parent participation in IEP, IEP review date(s), review/reassessment results, and parent participation in IEP review/reassessment(s).

High School Graduation Plan

A high school graduation plan will be developed for each student by the end of his/her first semester of enrollment at the school. Each student will incorporate the following into his/her high school graduation plan:

- Evidence of parent/guardian/family involvement. The school guidance counselor will meet with each eleventh- and twelfth-grade student within the first quarter. After the guidance counselor/advisor meets with each eleventh and twelfth grader to review his/her graduation plan, a written update of the plan will be submitted to the parent/guardian for review. The school will record by student ID the date of the review and indicate whether a report was submitted to the parent upon the completion of the review. Parents are also encouraged to review their student's high school graduation plans as part of their regular involvement in the scheduled parent-teacher conference events.
- Information regarding the student's post-secondary plans.
- A schedule reflecting plans for completing four credits in English and mathematics; five credits in science; three credits in social studies; and two credits each in foreign language, advisory/ACT, and electives.

Student schedules will be reviewed annually by the guidance counselor or the advisor by the end of the school year. The school will record information on a spreadsheet that includes student name, student ID, the date of the end-of-year review, if the student is on track toward earning credits, and whether or not the student will need to enroll in summer school.

High School Graduation Requirements⁵⁹

- All ninth graders who earn at least four credits will be promoted to the tenth grade.
- All tenth graders who earn at least nine credits will be promoted to the eleventh grade.
- All eleventh graders who earn at least 15 credits will be promoted to twelfth grade.

⁵⁹ This item depends upon the school's high school graduation requirements and the timing of the student's coursework. Outcomes reflect what would be needed at each grade level to meet graduation requirements by the end of the fourth year.

- All twelfth graders who earn at least 22 credits will graduate.

Academic Achievement: Local Measures⁶⁰

Literacy and Mathematics

All students will show some progress in their grade-level equivalency (GLE) score in reading and mathematics as measured by the Wide Range Achievement Test (WRAT) administered to all students in September and again at the end of the school year.⁶¹ Students whose achievement is below grade level will demonstrate one month of progress for each month of instruction between the pre-and post- tests. All of the low-achieving students will be encouraged to participate in the Community Learning Center and/or the 50-minute Committee of Concern class session to obtain additional assistance with their basic skill acquisition. If a student enrolls after the September testing date, he/she will be tested within 30 calendar days of enrollment.

Writing

By the end of the final marking period, students in ninth through twelfth grade will have a writing sample assessed, and each grade cohort will be judged to have, on average, at least “adequate control,” as indicated by an average total score of 12, of writing skills appropriate for their grade level in the following six domains: purpose and focus, organization and coherence, development of content, sentence fluency, word choice, and grammar. Each domain will be assessed on the following scale: 1 = minimal/basic control; 2 = adequate control; and 3 = proficient/advanced control.

IEP Goals

Special education students will achieve at least 80% of the individual goals contained within their IEP, as assessed by the participants in their most recent annual review. Data on each special education student’s goal achievements will be recorded on an Excel spreadsheet by student ID.

Academic Achievement: Standardized Measures

Ninth-grade Students

All ninth-grade students are required to take all subtests⁶² of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students who are not ready for the ACT)⁶³ in the same timeframe identified by the State of Wisconsin Department of Public Instruction (DPI) for the Wisconsin Knowledge and Concepts Examination – Criterion-referenced Test (WKCE–CRT). During the second semester, teachers of all ninth-grade students who scored

⁶⁰ Local measures of academic achievement are the classroom- or school-level measures that monitor student progress throughout the year (formative assessment) and can be summarized at the end of the year (summative assessment) to demonstrate academic growth. They are reflective of each school’s unique philosophy and curriculum. The CSRC requires local measures of academic achievement in the areas of literacy, mathematics, writing, and IEP goals.

⁶¹ This test will regularly be given to all new students as per the requirement (#1) of the CSRC for its high schools.

⁶² English, mathematics, reading, and science.

⁶³ The Educational Planning and Assessment System (EPAS), developed by the American College Testing (ACT) service, provides a longitudinal, standardized approach to educational and career planning, assessment, instructional support, and evaluation. The series includes the EXPLORE, PLAN, and ACT tests. Score ranges from all three tests are linked to *Standards for Transition* statements that describe what students have learned and what they are ready to learn next. The *Standards for Transition*, in turn, are linked to *Pathways* statements that suggest strategies to enhance students’ classroom learning. *Standards* and *Pathways* can be used by teachers to evaluate instruction and student progress and advise students on the courses of study.

below 13 on the EXPLORE test will review the test results and embed instructional activities appropriate for these students' needs within the core courses related to the appropriate subtest content area.

Tenth-grade Students

All tenth-grade students are required to take the WKCE–CRT in the timeframe identified by DPI.

All tenth-grade students are required to take all subtests⁶⁴ of the PLAN (the second test in the pre-ACT series). The PLAN will be administered in the fall of 2008. During the second semester of tenth grade, teachers of all tenth-grade students who scored below 15 on the PLAN will review the test results and embed instructional activities appropriate for these students' needs within the core courses related to the appropriate subtest content area.

Eleventh-grade Students

All eleventh-grade students are required to take the ACT or the SAT by the end of the school year. MAS will monitor students' participation on a spreadsheet.

Twelfth-grade Students

MAS will require all seniors who have not yet taken the ACT or SAT test during eleventh grade to take one of these tests in the fall semester of 2008.

⁶⁴ English, mathematics, reading, and science.

Student Learning Memo Data Addendum Milwaukee Academy of Science

This addendum has been developed to clarify the data collection and submission process related to each of the outcomes stated in your school’s student learning memo for the 2008–09 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school *at any time during the 2008–09 academic year* should be included in all student data files created by the school. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student’s unique ID number in each data file.

2. All data fields must be completed for each student *enrolled at any time during the school year*. If a student is not enrolled and/or present when a measure is completed, record an N/A for that student to indicate “not applicable.” This may occur if a student enrolls after the beginning of the school year, withdraws prior to the end of the school year, or is absent when a measure is completed.

3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

Mid-year data must be submitted to CRC by no later than January 31, 2009.

End-of-the-year data must be submitted to CRC by no later than the fifth working day after the end of the second semester or June 19, 2009.

Staff person(s) responsible for mid-year data submission: Judy Merryfield/Katie Morrison

Staff person(s) responsible for year-end data submission: Judy Merryfield/Katie Morrison

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Student Roster		Powerschool	
Enrollment and Termination	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> ● Student ID ● Student name ● Grade ● Gender ● Race/ethnicity ● Enrollment date ● Termination (withdrawal) date, if applicable ● Termination (withdrawal) reason, if applicable 		

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Special education (yes, no) 		
Attendance	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Number of days expected attendance • Number of days attended • Number of days excused absent • Number of days unexcused absent • Number of days in-school suspension • Number of day out-of-school suspension 		
Parent Participation	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Attend conference 1 (parent, student, parent and student, none, N/A) • Type conference 1 (school, report, none, N/A) • Attend conference 2 (parent, student, parent and student, none, N/A) • Type conference 2 (school, report, none, N/A) • Attend conference 3 (parent, student, parent and student, none, N/A) • Type conference 3 (school, report, none, N/A) • Attend conference 4 (parent, student, parent and student, none, N/A) • Type conference 4 (school, report, none, N/A) • Attend conference 5 (parent, student, parent and student, none, N/A) • Type conference 5 (school, report, none, N/A) 	Spreadsheet designed by school	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • Attend conference 6 (parent, student, parent and student, none, N/A) • Type conference 6 (school, report, none, N/A) 		
Special Education Needs Students	<p>For each student with special education need (as indicated on the student roster), include the following:</p> <ul style="list-style-type: none"> • Special education disability type (e.g., CD, ED, LD, etc.) • IEP team assessment date. • IEP team assessment outcome • IEP completion date. • Parent participation in IEP (yes, no, N/A) • IEP review date(s) • IEP review result (whether the student continued to qualify or no longer qualified for special ed) • Parent participation in IEP review (yes, no, N/A) 	Spreadsheet designed by school	
High School Graduation Plan	<p>For each 11th and 12th grader enrolled at any time in the school, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Date met with guidance counselor/advisor to review graduation plan (enter N/A if the meeting did not occur) • Submitted graduation plan to parent (yes, no, N/A) • Graduation plan included post-secondary plans (yes, no, N/A) • Date met with guidance counselor/advisor to review student schedule • Is student on track (yes, no) • Will student need to enroll in summer school (yes, no, N/A) 	Spreadsheet designed by school	
High School Graduation Requirements	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name 	PowerSchool	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	<ul style="list-style-type: none"> • The number of credits earned during the current school year • The number of cumulative credits earned at MAS and any other high school attended • If 9–11th grade, indicate if the student was promoted to the next grade level (yes, no). • If 12th grade, indicate if the student graduated (yes, no). 		
<p>Academic Achievement: Local Measures</p> <p>Literacy and Math</p>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Fall semester WRAT reading score • Fall semester WRAT math score • Spring semester WRAT reading score • Spring semester WRAT math score • Student participated in CLS (yes, no, N/A) • Student participated in Committee of Concern (yes, no, N/A) 	<p>Spreadsheet designed by school</p>	
<p>Academic Achievement: Local Measures</p> <p>Writing</p>	<p>For each student, enter the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Purpose and focus score • Organization and coherence score • Development of content score • Sentence fluency score • Word choice score • Grammar score 	<p>Spreadsheet designed by school</p>	
<p>Academic Achievement: Local Measures</p> <p>Individual Education Program (IEP)</p>	<p>For each student with an IEP, indicate the following:</p> <ul style="list-style-type: none"> • Student ID • Student name • Number of goals or benchmarks on the IEP • Number of goals or benchmarks achieved <p>Note: This information can be</p>	<p>Spreadsheet designed by school</p>	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	added to the special education needs student data file described above.		
Academic Achievement: Standardized Measures EXPLORE	For each 9th-grade student, include the following: <ul style="list-style-type: none"> ● Student ID ● Student name ● EXPLORE composite score from fall semester. Enter N/A if the student was not enrolled. ● Placed in intervention process (yes, no, N/A) 	Spreadsheet designed by school	
Academic Achievement: Standardized Measures WKCE–CRT and PLAN	For each 10th-grade student, include the following: <ul style="list-style-type: none"> ● Student ID ● Student name ● Proficiency level and scale score for WKCE–CRT math test ● Proficiency level and scale score for WKCE–CRT reading test ● Proficiency level and scale score for WKCE–CRT language test ● Proficiency level and scale score for WKCE–CRT social studies test ● Proficiency level and scale score for WKCE–CRT science test ● PLAN composite score from the fall semester ● Placed in intervention process (yes, no, N/A) Note: Enter N/A in each column if the student was absent or not enrolled at the time of the test.	Spreadsheet designed by school	
Academic Achievement: Standardized Measures ACT Preparation	For each 11th-grade student, include the following: <ul style="list-style-type: none"> ● Student ID ● Student name ● Took the ACT (yes, no, N/A) ● Took the SAT (yes, no, N/A) 	Spreadsheet designed by school	
Academic Achievement: Standardized	For each 12th-grade student, include the following: <ul style="list-style-type: none"> ● Student ID 	Spreadsheet designed by school	

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Measures ACT	<ul style="list-style-type: none"> • Student name • Took the ACT as 12th grader (yes, no, yes as 11th grader, N/A) • Took the SAT (yes, no, yes as 11th grader, N/A) 		