



MILWAUKEE  
**MATH AND  
SCIENCE**  
ACADEMY

110 W. Burling St.  
Milwaukee, WI 53212

Tel: (414) 263-6400  
Fax: (414) 263-6403

[www.mmsacademy.org](http://www.mmsacademy.org)

## **What are the admission policy differences for MMSA?**

### **DPI K4**

- a) The child must turn four year old by September 1<sup>st</sup>

### **MMSA K4**

- a) The child must turn four year old by October 1<sup>st</sup>
- b) The child must demonstrate the social, emotional, physical and mental maturity. (Evaluation by a team)

### **DPI K5**

- a) The child must turn five year old by September 1<sup>st</sup>

### **MMSA K4**

- a) The child must turn five year old by October 1<sup>st</sup>
- b1) The child must demonstrate the social, emotional, physical and mental maturity. (Evaluation by a team) or
- b2) The child who has completed four year old kindergarten in a public or in a non-public school successfully

### **DPI 1<sup>st</sup>**

- a) The child must turn six year old by September 1<sup>st</sup>

### **MMSA 1<sup>st</sup>**

- a) The child must turn six year old by October 1<sup>st</sup>
- b1) The child must demonstrate the social, emotional, physical and mental maturity. (Evaluation by a team) or
- b2) The child who has completed five year old kindergarten in a public or in a non-public school successfully

# **Report Cards**

**Students who benefit from Early  
Admission Policy**

# Student Report Card 2014-2015 (Q4)

Student: ██████████

Milwaukee Math and Science Academy

Address: ██████████

Address: 110 West Burleigh St. Milwaukee, WI 53212

Grade: KG/B State Id: 1024239039

Phone: (414) 263-6400 Fax: (414) 263-6403

Gender: F Birth Date: 9/3/2009

E-mail: info@mmsacademy.org

## Comments

Art by Neumann, Karol

*Puts forth great effort*

English by Kaur, Arvinder

*Danielle is truly a pleasure to have in class. She works hard every day and almost always follows directions. She continues to impress me with her reading and writing abilities!*

## Attendance Summary

7	Absent
1	Absent-excused
131	Present
42	Tardy
181	Total

## Legend

- 4 Advanced, Exceeds required level of performance consistently
- 3 Proficient, Meets required level of performance consistently
- 2 Basic, Working toward required level of performance, but inconsistently
- 1 Below Basic, Working below required level of performance consistently
- 0 Not enough work completed to score
- N/A Not evaluated during this grading period
- C Consistently focuses on learning and works hard on all tasks
- U Usually focuses on learning and works hard on most tasks
- S Sometimes focuses on learning and works on some tasks
- R Rarely focuses on learning and works hard on few tasks
- N No evidence of effort
- N/A Not evaluated during this grading period

	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
<b>Art</b>					<b>Music</b>				
Class participation	3	3	2	3	* Distinguishes between fast and slow sounds (listening)	2	3	3	3
Creative Process	3	3	2	3	* Instrument identification (triangle, violin, drum)	2	3	3	3
Craftsmanship	3	3	1	2	* Sings using head voice	N/A	N/A	2	2
<b>Computer</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	* Echos simple rhythmic patterns	2	2	2	3
Behavior	4	4	4	4	<b>Physical Education</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Class participation	4	4	4	4	* Behavior	4	4	3	4
Following directions	4	4	4	4	* Class participation	4	3	3	4
<b>Independent Learning And Social Behaviors</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	* Following directions	4	4	4	4
Demonstrates self-discipline	3	3	3	3	* Demonstrates competency in motor skills	3	3	3	2
Follows directions and stays on task	3	3	3	3	* Demonstrates understanding of movement concepts	3	3	3	2
Interacts well with peers	3	3	3	3	<b>Reading Achievement</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Listens attentively	3	3	3	4	* Answers questions about what has been read aloud	3	3	3	4
Plays and works well alone	3	3	3	4	* Can identify and complete rhyming words and patterns	2	2	3	4
Produces neat and legible work	3	3	3	4	* Can recall information from a story	3	3	3	4
Recognizes right and left	N/A	N/A	N/A	4	* Listens, responds to variety of literature read aloud	3	3	3	4
Respects the rights and property of others	3	3	3	3	* Names and recognizes upper and lower case letters, common	3	3	3	4
Takes part in class activities	4	4	4	4	* Read pages from front to back, left to right	N/A	N/A	3	4
Works independently	3	3	3	4	* Sounds, identifies beginning sounds	4	4	4	4
<b>Mathematics Achievement</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	* Tells the main idea of what has been read aloud	3	3	3	4
Counts to 20	3	3	3	4	* Verbally recites the alphabet	4	4	4	4
Creates and extends simple patterns	4	4	4	4	* Verbally spells their name	4	4	4	4
Creates and interprets a graph	N/A	3	3	4	<b>Science Achievement</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Draws pictures and uses objects to represent numbers	3	3	3	4	* Describes day to day weather changes	3	3	3	4
Measures using non-standard units	N/A	N/A	3	4	* Gathers, analyze and communicates information	3	3	3	4
Places objects in order by length and weight	N/A	N/A	3	4	* Investigations	N/A	N/A	N/A	4
Reads numbers 0-20	3	3	3	4	* Uses scientific process to asks questions, conduct	N/A	N/A	N/A	4
Reads time by hour and half an hour marking	N/A	N/A	N/A	4	<b>Social Studies Achievement</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Recognizes color words	N/A	2	3	4	* Demonstrates and understanding of yesterday, today, tomorrow	3	3	3	3
Recognizes the value of penny, nickel, dime	N/A	N/A	N/A	N/A	* Identifies symbols of the United States	N/A	N/A	3	4
Uses one to one correspondences when counting 1-10	3	3	3	4	* Raises hand to speak	3	3	3	3
Verbally recites colors	3	3	3	4	* Recites the days of the week	3	3	3	4
Writes numbers 0-20	N/A	3	3	4	* Takes turns and shares	3	3	3	3
<b>Mathematics Effort</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Writing Achievement</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Mathematics Effort	C	C	C	C	* Prints upper and lower case letters	4	4	4	4
<b>Music</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	* Writes left to right, top to bottom	3	3	3	4
Participates in group singing	2	3	2	2	* Writes their name	4	4	4	4
Performs a steady beat	2	2	2	2					
Matches pitch accurately	2	2	2	2					

2014/2015

# Student Report Card 2015-2016 (Q2)

Student: ██████████  
 Address: ██████████  
 Milwaukee, WI 53212

Milwaukee Math and Science Academy

Address: 110 West Burleigh St. Milwaukee, WI 53212

Grade: 1/B                      State Id: 1024239039

Phone: (414) 263-6400      Fax: (414) 263-6403

Gender: F                      Birth Date: 9/3/2009

E-mail: info@mmsacademy.org

## Comments

### Attendance Summary

1	Absent
69	Present
2	Tardy
72	Total

### Legend

- 4 Advanced, Exceeds required level of performance consistently
- 3 Proficient, Meets required level of performance consistently
- 2 Basic, Working toward required level of performance, but inconsistently
- 1 Below Basic, Working below required level of performance consistently
- 0 Not enough work completed to score
- N/A Not evaluated during this grading period
- C Consistently focuses on learning and works hard on all tasks
- U Usually focuses on learning and works hard on most tasks
- S Sometimes focuses on learning and works on some tasks
- R Rarely focuses on learning and works hard on few tasks
- N No evidence of effort
- N/A Not evaluated during this grading period

Art	Q1	Q2
Class participation	3	3
Creative Process	3	3
Craftsmanship	3	3
Independent Learning And Social Behaviors	Q1	Q2
Works independently	3	3
Is Courteous and Considerate	4	4
Follows Directions	4	4
Completes Work on Time	4	4
Pays Attention in Class	4	4
Works Well without Disturbing Others	4	4
Organizes Work and Belongings	4	4
Checks Work for Accuracy	4	4
Returns Homework on Time	4	4
Assumes Responsibility for his / her Actions	4	4
Displays Self Discipline	4	4
Demonstrates Effort	4	4
Behavior Grade	4	4
Mathematics Achievement	Q1	Q2
Concept of Numbers (upto 100)	3	3
Patterns	N/A	N/A
Problem Solving / Story Problems	N/A	N/A
Fractions	N/A	N/A
Measurement	N/A	N/A
Currency	N/A	N/A
Addition	4	4
Subtraction	3	3
Time: Hours and Half Hours	N/A	N/A
Place Value: Ones and Tens	N/A	N/A
Geometric Shapes	N/A	N/A
Does Accurate and Legible Work	4	4
Demonstrates Effort	4	4
Mathematics Effort	Q1	Q2
Mathematics Effort	C	C
Physical Education	Q1	Q2
Class participation	4	3

Physical Education	Q1	Q2
* Behavior	4	3
* Following directions	3	4
* Demonstrates competency in motor skills and movement patterns	3	3
* Demonstrates understanding of movement concepts	3	3
Reading Achievement	Q1	Q2
* Alphabet Name / Phoneme Recognition	3	3
* Summarizes a Story	3	3
* Identifies Main Idea and Details	3	3
* Demonstrates Comprehension	3	3
* Recognizes Basic Sight Word Vocabulary	3	3
* Applies Decoding Strategies	3	3
* Verbal Communication	3	3
* Demonstrates Effort	3	3
* Spelling Words	3	3
* Reading Log	N/A	N/A
Science Achievement	Q1	Q2
* Classifies and explores the properties of materials	N/A	N/A
* Demonstrates understanding of key concepts	N/A	3
* Describes different habitats and their features.	N/A	3
* Explores, questions and makes observations	3	3
* Identifies characteristics of different animals and their needs.	N/A	3
* Identifies that resources come from living and non-living things	N/A	N/A
* Understands living things and how they impact the physical environment	N/A	N/A
* Use technology to design and construct ways to solve problems	N/A	N/A
Social Studies Achievement	Q1	Q2
* Understanding Basic Concepts	4	4
* Participates in Discussions and Activities	4	4
* Demonstrates Effort	4	4
Writing Achievement	Q1	Q2
* Proper Letter Formation / Sentences	4	4
* Combines Phonetic Sounds to Write a Word	3	3
* Writes Neatly and Legibly	4	4
* Demonstrates Effort	3	3
* Writing Log	N/A	N/A

2015/2016

# Student Report Card 2014-2015 (Q4)

Student: ██████████

Milwaukee Math and Science Academy

Address: ██████████

Address: 110 West Burleigh St. Milwaukee, WI 53212

Milwaukee, WI 53209

Grade: PK/A

State Id: 1025376102

Phone: (414) 263-6400

Fax: (414) 263-6403

Gender: M

Birth Date: 9/10/2010

E-mail: info@mmsacademy.org

## Comments

### Attendance Summary

5	Absent
1	Absent-excused
170	Present
2	Tardy
3	Tardy-excused
<b>181</b>	<b>Total</b>

### Legend

- 4 Advanced, Exceeds required level of performance consistently
- 3 Proficient, Meets required level of performance consistently
- 2 Basic, Working toward required level of performance, but inconsistently
- 1 Below Basic, Working below required level of performance consistently
- 0 Not enough work completed to score
- N/A Not evaluated during this grading period
- C Consistently focuses on learning and works hard on all tasks
- U Usually focuses on learning and works hard on most tasks
- S Sometimes focuses on learning and works on some tasks
- R Rarely focuses on learning and works hard on few tasks
- N No evidence of effort
- N/A Not evaluated during this grading period

### Independent Learning And Social Behaviors

	Q1	Q2	Q3	Q4
Demonstrates self-discipline	2	2	2	2
Follows directions and stays on task	2	2	3	3
Interacts with peers	4	4	4	4
Listens attentively	2	2	3	3
Plays and works well alone	4	4	4	4
Produces neat and legible work	4	4	4	4
Recognizes right and left	N/A	N/A	N/A	N/A
Respects the rights and property of others	4	4	4	4
Takes part in class activities	3	3	3	3
Works independently	3	3	3	3

### Mathematics Achievement

	Q1	Q2	Q3	Q4
Creates and extends simple patterns	N/A	N/A	N/A	N/A
Draw pictures and uses objects to represent numbers	N/A	N/A	N/A	N/A
Measures using non-standard units	N/A	N/A	N/A	N/A
Places objects in order by length and weight	N/A	N/A	N/A	N/A
Reads time by hour	N/A	N/A	N/A	N/A
Recognizes color words	N/A	N/A	N/A	N/A
Recognizes the value of penny, nickel, dime	N/A	N/A	N/A	N/A
Uses one to one correspondence when counting 1-10	N/A	N/A	N/A	N/A
Verbally recites colors	3	3	3	3
Writes numbers 0-10	2	2	2	2
Counts to 10	4	4	4	4
Reads number 0-10	3	3	3	3

### Mathematics Effort

	Q1	Q2	Q3	Q4
Mathematics Effort	C	C	C	C

### Reading Achievement

	Q1	Q2	Q3	Q4
* Answers questions about what has been read aloud	3	3	3	3
* Can identify and complete rhyming words and patterns	N/A	N/A	N/A	N/A
* Can recall information from a story	3	3	3	3
* Concepts of Print: reads left to right, front to back	N/A	N/A	N/A	N/A
* Identifies beginning sounds	2	2	3	3
* Listens, responds to variety of literature read aloud	3	3	3	3
* Name and recognizes upper and lower case letters	2	2	3	3
* Verbally recites the alphabet	4	4	4	4
* Verbally spells their name	2	2	3	3

### Science Achievement

	Q1	Q2	Q3	Q4
* Describes day to day weather changes	N/A	N/A	N/A	N/A
* Gathers, analyze, and communicates information	N/A	N/A	N/A	N/A

### Science Effort

	Q1	Q2	Q3	Q4
* Science effort	C	C	C	C

### Social Studies Achievement

	Q1	Q2	Q3	Q4
* Demonstrates and understands yesterday, today, tomorrow	N/A	N/A	N/A	N/A
* Identifies symbols of the United States	N/A	N/A	N/A	N/A
* Raises hand to speak	3	3	3	3
* Recites the days of the week	N/A	N/A	N/A	N/A
* Takes turns and shares	3	3	3	3

### Social Studies Effort

	Q1	Q2	Q3	Q4
* Social Studies Effort	C	C	C	C

### Writing Achievement

	Q1	Q2	Q3	Q4
* Prints upper and lower case letters	2	3	3	3
* Writes left to right, top to bottom	N/A	N/A	N/A	N/A
* Writes their name	3	3	3	3

2014/2015

# Student Report Card 2015-2016 (Q2)

Student: ██████████

Milwaukee Math and Science Academy

Address: ██████████

Address: 110 West Burleigh St. Milwaukee, WI 53212

Milwaukee, WI 53209

Grade: KG/A

State Id: 1025376102

Phone: (414) 263-6400

Fax: (414) 263-6403

Gender: M

Birth Date: 9/10/2010

E-mail: info@mmsacademy.org

## Comments

English by TBA Conrad, Teresa

*Te'mijay works hard and is a pleasure to have in class. He is a very helpful young man. Sometimes Te'mijay gets frustrated and that hinders his progress so we are working on self-discipline and self-control.*

## Attendance Summary

1	Absent
1	Absent-excused
37	Present
3	Tardy
<b>72</b>	<b>Total</b>

## Legend

- 4 Advanced, Exceeds required level of performance consistently
- 3 Proficient, Meets required level of performance consistently
- 2 Basic, Working toward required level of performance, but inconsistently
- 1 Below Basic, Working below required level of performance consistently
- 0 Not enough work completed to score
- N/A Not evaluated during this grading period
- C Consistently focuses on learning and works hard on all tasks
- U Usually focuses on learning and works hard on most tasks
- S Sometimes focuses on learning and works on some tasks
- R Rarely focuses on learning and works hard on few tasks
- N No evidence of effort
- N/A Not evaluated during this grading period

Art	Q1	Q2
Class participation	3	3
Creative Process	3	3
Craftsmanship	3	3
<b>Independent Learning And Social Behaviors</b>	<b>Q1</b>	<b>Q2</b>
Demonstrates self-discipline	3	3
Follows directions and stays on task	2	3
Interacts well with peers	3	3
Listens attentively	2	3
Plays and works well alone	2	3
Produces neat and legible work	3	3
Recognizes right and left	2	3
Respects the rights and property of others	2	3
Takes part in class activities	3	3
Works independently	3	3
<b>Mathematics Achievement</b>	<b>Q1</b>	<b>Q2</b>
Counts to 20	4	3
Creates and extends simple patterns		2
Creates and interprets a graph	N/A	N/A
Draws pictures and uses objects to represent numbers	3	N/A
Measures using non-standard units	N/A	N/A
Places objects in order by length and weight	N/A	N/A
Reads numbers 0-20	3	3
Reads time by hour and half an hour marking	N/A	N/A
Recognizes color words	N/A	3
Recognizes the value of penny, nickel, dime	N/A	N/A
Uses one to one correspondences when counting 1-10	3	3
Verbally recites colors	3	3
Writes numbers 0-20	N/A	3
<b>Mathematics Effort</b>	<b>Q1</b>	<b>Q2</b>
Mathematics Effort	U	C
<b>Physical Education</b>	<b>Q1</b>	<b>Q2</b>
Behavior	3	3

Physical Education	Q1	Q2
* Class participation	3	3
* Following directions	3	3
* Demonstrates competency in motor skills	2	3
* Demonstrates understanding of movement concepts	2	3
<b>Reading Achievement</b>	<b>Q1</b>	<b>Q2</b>
* Answers questions about what has been read aloud	3	3
* Can identify and complete rhyming words and patterns	3	3
* Can recall information from a story	3	3
* Listens, responds to variety of literature read aloud	3	3
* Names and recognizes upper and lower case letters, common	3	3
* Read pages from front to back, left to right	3	3
* Sounds, identifies beginning sounds	2	3
* Tells the main idea of what has been read aloud	1	3
* Verbally recites the alphabet	3	3
* Verbally spells their name	3	3
<b>Science Achievement</b>	<b>Q1</b>	<b>Q2</b>
* Describes day to day weather changes	3	2
* Gathers, analyze and communicates information	N/A	N/A
* Investigations	N/A	N/A
* Uses scientific process to asks questions, conduct	N/A	N/A
<b>Social Studies Achievement</b>	<b>Q1</b>	<b>Q2</b>
* Demonstrates and understanding of yesterday, today, tomorrow	3	4
* Identifies symbols of the United States	2	N/A
* Raises hand to speak	3	3
* Recites the days of the week	4	3
* Takes turns and shares	2	3
<b>Social Studies Effort</b>	<b>Q1</b>	<b>Q2</b>
* Social Studies Effort	S	C
<b>Writing Achievement</b>	<b>Q1</b>	<b>Q2</b>
* Prints upper and lower case letters	3	3
* Writes left to right, top to bottom	3	3
* Writes their name	3	3

2015/2016

## **Explanation for school audit for early admission policy**

Pupils who were not four years of age for four-year-old kindergarten, five years of age for five-year-old kindergarten, or six years of age for first grade on or before September 1 in the year he or she entered school. Determine if the school has enrolled students (excluding three-year old special education pupils) who do not meet this minimum age requirement. If the school did, the following procedures are required to determine if the school is authorized to enroll pupils early:

(1) Verify that the school's charter contract between the school and its authorizer contains specific provisions allowing enrollment of students who were not four years of age for four-year-old kindergarten, five years of age for five-year-old kindergarten, or six years of age for first grade on or before September 1 in the year he or she entered school.

(2) Verify that the governing board of the school has approved a written policy prescribing the procedures, conditions, and standards for early admission.

If both of the above two provisions are not met, the school is not allowed to enroll pupils that do not meet the standard minimum age requirements. If this is found, the auditor must test the entire pupil count listings for four-year old kindergarten, five-year-old kindergarten, and 1<sup>st</sup> grade for the minimum age requirement and include any pupils not found to meet this requirement as ineligible. Report on the above policies in the membership audit report submitted to the Department and maintain copies of the same in audit work paper files."





*Scrabble*  
*9/2/2014*

## EARLY ENTRANCE FOR K4, K5 AND 1ST GRADE POLICY

### (1) EARLY ADMISSION TO FOUR-YEAR-OLD KINDERGARTEN

(a) Pursuant to the authority granted to the Board under Wis. Stat. § 120.12(25), it is the policy of the Board to admit a child who is not 4 years old on or before September 1, as required by Wis. Stat. § 118.14(1), to four-year-old kindergarten under the following condition.

1. the child must, as determined by an evaluation conducted by MMSA administration, children who demonstrate the social, emotional, physical, and mental maturity normally expected for successful participation in four-year-old kindergarten; and
2. the child must turn four years old by October 1.

### (2) EARLY ADMISSION TO FIVE-YEAR-OLD KINDERGARTEN

(a) Pursuant to the authority granted to the Board under Wis. Stat. § 120.12(25), it is the policy of the Board to admit a child who is not 5 years old on or before September 1, as required by Wis. Stat. § 118.14(1), to five-year-old kindergarten under the following conditions and standards:

1. the child must, at the time of application for early admission, be enrolled in four-year-old kindergarten in any public or in non-public school.
2. the child must, as determined by an evaluation conducted by MMSA administration, children who demonstrate the social, emotional, physical, and mental maturity normally expected for successful participation in kindergarten; and
3. the child must turn five years old by October 1.

(b) The procedure for evaluating a child for early admission to five-year-old kindergarten shall be as follows:

1. An application for early admission to five-year-old kindergarten and consent for psychological evaluation shall be completed by the parent/guardian on or before October 1 of the year in which the child turns five. The application shall contain a statement that:

- a. the parent/guardian would like to have the child evaluated for early admission to five-year-old kindergarten; and
  - b. the parent/guardian understands that an evaluation shall be given to determine whether or not the child should enter five-year-old kindergarten in the current school year; and
  - c. the parent/guardian understands that the child shall be given the evaluation only once.
2. The child shall be evaluated, at no cost to the parent/guardian, by a team of individuals employed by MMSA, including school principal, instructional coordinator, grade level teacher and school psychologist, who shall determine whether the child demonstrates the social, emotional, physical, and mental maturity to enroll in five-year-old kindergarten.
  3. The parent/legal guardian shall be notified in writing of the determination with respect to the application for early admission to five-year-old kindergarten. This determination shall be final.

(c) A child who has completed four-year-old kindergarten in a public school or in a non-public school, but does not meet the age requirements for regular admission to five-year-old kindergarten, shall be automatically enrolled in five-year-old kindergarten.

### **(3) EARLY ADMISSION TO FIRST GRADE**

(a) Pursuant to the authority granted to the Board under Wis. Stat. § 120.12(25), it is the policy of the Board to admit a child who is not 6 years old on or before October 1, as required by Wis. Stat. § 118.14(1), to first grade under the following conditions and standards:

1. the child was admitted to and has successfully completed five-year-old kindergarten under this policy established pursuant to Wis. Stat. § 120.12(25); or
2. the child has successfully completed a program for five-year-old children which MMSA deems equivalent to five-year-old kindergarten;
3. the child does not meet either condition described above, but as determined by an evaluation by MMSA, demonstrates the social, emotional, physical, and mental maturity normally expected for successful participation in first grade.

(b) There is no minimum age below which a child will not be considered for early admission to first grade. The procedure for considering a child for early admission to first grade shall be as follows:

1. A child who meets the standards and conditions in paragraphs (3)(a)1 and 3(b)2 shall be automatically granted early admission to first grade.
2. A child who seeks early admission to first grade under paragraph (3)(s)(3) shall comply with the following procedures:
  - a. An application for early admission to first grade and a consent for psychological evaluation shall be completed by the parent/guardian at MMSA. The application shall contain a statement that:

- i. the parent/guardian would like to have the child evaluated for early admission to first grade; and
  - ii. the parent/guardian understands that an evaluation shall be given to determine whether or not the child should enter first grade in the current school year; and
  - iii. the parent/guardian understands that the child shall be given the evaluation only once.
- b. A personal interview shall be held to determine the parent's /guardian's reasons for requesting early admission.
- c. The child shall be evaluated, at no cost to the parent/guardian, by a team of individuals employed by MMSA, including school principal, instructional coordinator, grade level teacher and school psychologist, who shall determine whether the child demonstrates the social, emotional, physical and mental maturity to enroll in first grade.
- d. After the completion of the evaluation, a conference shall be held with the parents to consider the appropriateness of early entrance into first grade.
- e. If the determination is made not to recommend the child for early admission to the grade for which the parent applied, the parent shall be informed of the procedures for appealing the matter to the Board. The Board's decision shall be final.

**ADMINISTRATIVE POLICIES OF THE  
MILWAUKEE PUBLIC SCHOOLS**

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**ADMINISTRATIVE POLICY 8.09  
EARLY ADMISSIONS**

**(1) EARLY ADMISSION TO FIVE-YEAR-OLD KINDERGARTEN**

(a) Pursuant to the authority granted to the Board under Wis. Stat. § 120.12(25), it is the policy of the Board to admit a child who is not 5 years old on or before September 1, as required by Wis. Stat. § 118.14(1), to five-year-old kindergarten under the following conditions and standards:

1. the child must, at the time of application for early admission, be enrolled in four-year-old kindergarten at an MPS school; and
2. the child must, as determined by an evaluation conducted by MPS, children who demonstrate the social, emotional, physical, and mental maturity normally expected for successful participation in kindergarten; and
3. the child must turn five years old by October 1.

(b) The procedure for evaluating a child for early admission to five-year-old kindergarten shall be as follows:

1. An application for early admission to five-year-old kindergarten and consent for psychological evaluation shall be completed by the parent/guardian at the MPS school where the child attends four-year-old kindergarten on or before October 1 of the year in which the child turns five. The application shall contain a statement that:
  - a. the parent/guardian would like to have the child evaluated for early admission to five-year-old kindergarten; and
  - b. the parent/guardian understands that an evaluation shall be given to determine whether or not the child should enter five-year-old kindergarten in the current school year; and
  - c. the parent/guardian understands that the child shall be given the evaluation only once.
2. The child shall be evaluated, at no cost to the parent/guardian, by a team of individuals employed by MPS, including an MPS-certified school psychologist, who shall determine whether the child demonstrates the social, emotional, physical, and mental maturity to enroll in five-year-old kindergarten.
3. The parent/legal guardian and the MPS school where the child is attending four-year-old kindergarten shall be notified in writing of the determination of MPS with respect to the application for early admission to five-year-old kindergarten. This determination shall be final.

(c) A child who has attended four-year-old kindergarten outside the state or in a non-public school, and who does not meet the age requirements for regular admission to five-year-old kindergarten, shall be considered for early admission if the child's parent/guardian applies for early admission to five-year-old kindergarten on or before October 1.

(d) A child who has attended five-year-old kindergarten outside the state or in a non-public school, but does not meet the age requirements for regular admission to five-year-old kindergarten, shall be automatically enrolled in five-year-old kindergarten.

**(2) EARLY ADMISSION TO FIRST GRADE**

(a) Pursuant to the authority granted to the Board under Wis. Stat. § 120.12(25), it is the policy of the Board to admit a child who is not 6 years old on or before October 1, as required by Wis. Stat. § 118.14(1), to first grade under the following conditions and standards:

1. the child was admitted to and has successfully completed five-year-old kindergarten under this policy established pursuant to Wis. Stat. § 120.12(25); or
2. the child has successfully completed a program for five-year-old children which MPS deems equivalent to five-year-old kindergarten;
3. the child does not meet either condition described above, but as determined by an evaluation by MPS, demonstrates the social, emotional, physical, and mental maturity normally expected for successful participation in first grade.

(b) There is no minimum age below which a child will not be considered for early admission to first grade. The procedure for considering a child for early admission to first grade shall be as follows:

1. A child who meets the standards and conditions in paragraphs (2)(a)1 and 2(b)2 shall be automatically granted early admission to first grade.
2. A child who seeks early admission to first grade under paragraph (2)(s)(3) shall comply with the following procedures:
  - a. An application for early admission to first grade and a consent for psychological evaluation shall be completed by the parent/guardian at the child's local MPS attendance area school. The application shall contain a statement that:
    - i. the parent/guardian would like to have the child evaluated for early admission to first grade; and
    - ii. the parent/guardian understands that an evaluation shall be given to determine whether or not the child should enter first grade in the current school year; and
    - iii. the parent/guardian understands that the child shall be given the evaluation only once.
  - b. A personal interview shall be held to determine the parent's /guardian's reasons for requesting early admission.
  - c. The child shall be evaluated, at no cost to the parent/guardian, by a team of individuals employed by MPS, including an MPS certified school psychologist, who shall determine whether the child demonstrates the social, emotional, physical and mental maturity to enroll in first grade.
  - d. After the completion of the evaluation, a conference shall be held with the parents to consider the appropriateness of early entrance into first grade.
  - e. If the determination is made not to recommend the child for early admission to the grade for which the parent applied, the parent shall be informed of the procedures for appealing the matter to the Board. The Board's decision shall be final.

**History:** Adopted 4-18-79; revised 3-29-95, 6-23-05, 8-31-06

**Previous Coding:** Admin. Policy JEBA, prior to May 1995; Admin. Policy 10.09, May 1995-August 1996

**Legal Ref.:** §120.12(25), Stats.; §118.14(1), Stats.

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