

The Milwaukee Academy of Science

Programmatic Profile and Educational Performance

2010–11 School Year

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EXECUTIVE SUMMARY
for
Milwaukee Academy of Science
2010–11

This is the third 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 the following educational provisions in its contract with the City of Milwaukee and the subsequent requirements of the CSRC. Provisions not met were that all eleventh and twelfth graders take the ACT or SAT; that all second and third graders advance 1.0 grade-level equivalent (GLE); and that second and third graders below GLE advance more than 1.0 GLE.

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 primary/elementary school met all of its internal goals, but the junior academy/high school met only one of its internal goals.²

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 The junior academy/high school met the special education student records goal but not its internal goals for attendance and parent conferences. Note that the junior academy met the attendance goal but the high school did not; when the two attendance rates were averaged together, the attendance rate was below 90%.

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 fifth):

- Of 162 K4 and K5 students, 93.8% were proficient in literacy skills at the end of the school year. K4 and K5 proficiency were based on the BRIGANCE Comprehensive Inventory of Basic Skills. The school's goal was 90%.
- Of 243 first- through third-grade students, 88.1% showed improvement or reached proficiency in literacy skills. First through third graders were tested using the Scholastic Guided Reading Level. It should be noted that, overall, this cohort did not meet the school's goal, but both the second- and third-grade cohorts met the school's goal. The school's goal was 90%.
- Of 150 fourth and fifth graders, 84.7% demonstrated growth or maintained grade equivalency in literacy, based on BRIGANCE. The school's goal was 80%.
- Of 162 K4 and K5 students, 94.4% exhibited proficiency in mathematics, based on BRIGANCE. The school's goal was 90%.
- Of 396 first through fifth graders, 87.9% showed improvement or maintained grade-level expectations in mathematics, based on BRIGANCE. The school's goal was 80%.
- Third- through fifth-grade students scored, on average, 12.2 points on the teacher-assessed writing sample. The school's goal was 12 points.
- Of 33 primary/elementary academy students with IEP goals, 91.7% met one or more of their goals this year. The school's goal was 80%.

For junior academy (sixth through eighth grade) and high school (ninth through twelfth grade):

- Junior academy students scored, on average, 88.0 points higher on the Scholastic Reading Inventory (SRI) administered at the end of the year compared to the beginning of the year. High school students scored, on average, 63.9 points higher. The school's goal was 50 points for junior academy and 25 points for high school.
- Of 217 junior academy students, 70.5% demonstrated progress in math based on the Wide Range Achievement Test (WRAT). On average, students demonstrated

a 1.6 increase in grade level based on spring 2010 to spring 2011 scores. The school's goal was that, on average, students would show one month increase for each month of instruction.

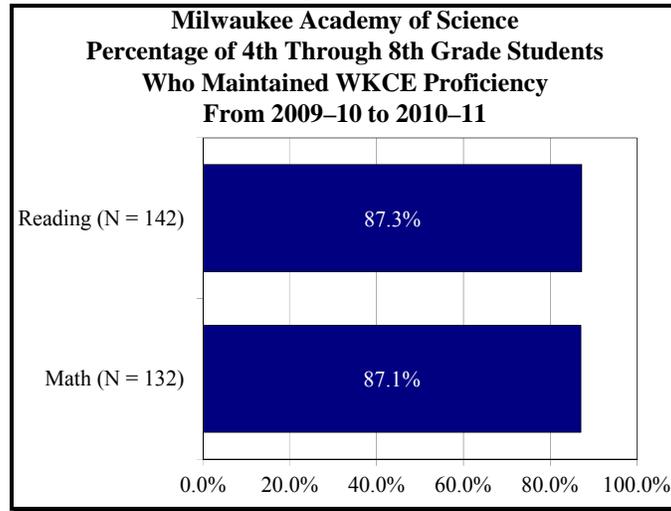
- Of 164 high school students, 78.7% demonstrated math competency by scoring 70% or higher at the final course examination. The school's goal was 80%.
- Junior academy students scored, on average, 18.7 points on a teacher-assessed writing sample. The goal for these students was 18 points. High school students, on average, scored 23.7 points. The goal for these students was 21 points.
- Of 41 junior academy and high school students with IEP goals, 85.4% met one or more of their goals this year. The school's goal was 80%.
- Graduation plans were developed for 162 (99.4%) of 163 ninth- through twelfth-grade students. The school's goal was to develop a plan for all students.
- Ninth graders earned an average of 6.3 credits; tenth graders accumulated an average of 13.0 credits; eleventh graders accumulated an average of 19.9 credits; and twelfth graders accumulated, on average, 26.2 credits. One hundred forty-seven (90.2%) students were promoted to the next grade or graduated from high school this year.

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

The following summarizes year-to-year achievement based on standardized test scores.

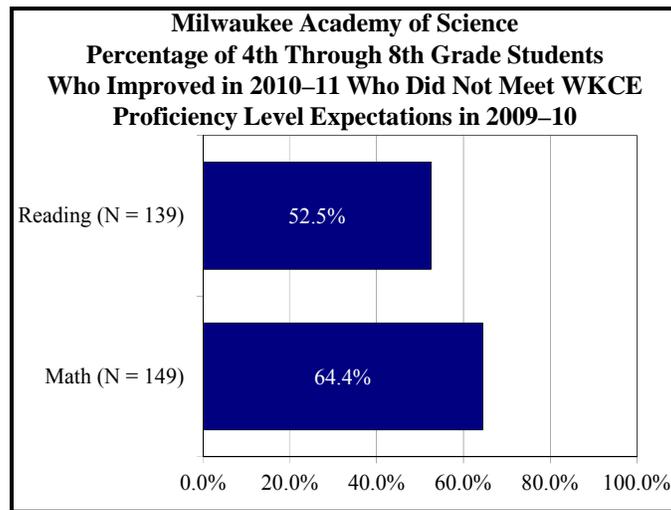
- Fifty-six second graders advanced, on average, 1.1 GLE and 59 third graders advanced, on average, 1.2 GLE, based on Stanford Diagnostic Reading Test (SDRT) scores from consecutive years. Overall, these students advanced 1.1 GLE. The CSRC goal is 1 GLE or higher.
- Twenty-seven second and third graders below GLE last year advanced, on average, 0.9 GLE. The CSRC goal is that these students would advance more than 1 GLE.
- Of 142 fourth through eighth graders, 87.3% maintained proficiency in reading, and 87.1% of 132 students maintained proficiency in math. The CSRC goal is 75%. See Figure ES1.

Figure ES1



- Of 139 fourth- through eighth-grade students who were below proficient in reading, 52.5% showed improvement, while 64.4% of 149 students who were below proficient in math showed improvement (Figure ES2). This compares to 63.9% of 166 students who showed improvement in reading and 65.4% of 149 students who improved in math the previous year.

Figure ES2



- EXPLORE to PLAN: Forty-eight students took the EXPLORE in the fall of 2009 as ninth-grade students and the PLAN in the fall of 2010 as tenth graders. CRC examined progress for students who were below benchmark at the time of the fall 2009 EXPLORE.
 - » Thirty-nine (81.3%) students were below the English benchmark on the fall 2009 EXPLORE; 5 (12.8%) of those students reached the benchmark and 16 (41.0%) had improved their scores by at least one point on the fall 2010 PLAN, for a total growth rate of 53.8%.
 - » Forty-five (93.8%) students were below the EXPLORE math benchmark; 2 (4.4%) of those students reached benchmark and 25 (55.6%) students had improved their math scores by at least one point between the EXPLORE and PLAN, for a total growth rate of 60.0%.
 - » Thirty-nine (81.3%) students were below the EXPLORE reading benchmark; 6 (15.4%) of those students reached benchmark by the fall 2010 PLAN and 18 (46.2%) had improved their scale scores by at least one point, for a total growth rate of 61.5%.
 - » Forty-six (95.8%) students were below the science benchmark; 1 (2.2%) of those students reached benchmark by the time of the fall 2010 PLAN and 15 (32.6%) students increased their scale scores by at least one point, for a total growth rate of 34.8%.
 - » Forty-one (85.4%) students had a composite score less than 17 on the fall 2009 EXPLORE; none of those students scored an 18 or higher on the PLAN, but 24 (58.5%) students improved their composite scores by at least one point, for a total growth rate of 58.5%.

- PLAN to ACT: Fourteen students took the PLAN in the fall of 2009 as tenth-grade students and the ACT during 2010–11 as eleventh graders. CRC examined progress for students who were below benchmark at the time of the fall 2009 PLAN.
 - » Ten (71.4%) students were below the English benchmark on the fall 2009 PLAN; none of those students reached the benchmark but 6 (60.0%) had improved their scores by at least one point on the 2010–11 ACT, for a total growth rate of 60.0%.
 - » Thirteen (92.9%) students were below the PLAN math benchmark; none of those students reached benchmark but 10 (76.9%) students had improved their math scores by at least one point between the PLAN and ACT, for a total growth rate of 76.9%.
 - » Thirteen (92.9%) students were below the PLAN reading benchmark; none of those students reached benchmark by the 2010–11 ACT but

9 (69.2%) had improved their scale scores by at least one point, for a total growth rate of 69.2%.

- » Fourteen (100.0%) students were below the PLAN science benchmark; none of those students reached benchmark by the time of the 2010–11 ACT but 5 (35.7%) students increased their scale scores by at least one point, for a total growth rate of 35.7%.
- » Thirteen (92.9%) students had a composite score less than 17 on the fall 2009 PLAN; none of those students scored an 18 or higher on the ACT, but 6 (46.1%) students improved their composite scores by at least one point, for a total growth rate of 46.1%.

C. Adequate Yearly Progress

The school met adequate yearly progress (AYP) in three of four objectives.³ The school's improvement status is Level 3.

IV. 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 2011–12 year.

For the primary/elementary academy:

- Provide adequate professional development to staff to help them maximize MAP assessment data so that they can differentiate their instruction to students in reading and math based on students' individual needs. Staff will also be expected to use the MAP assessment results to monitor each student's individual progress in these two basic skill areas.
- Engage staff in professional development activities related to Response to Intervention (RTI).⁴ As part of this professional development process, staff will refine their RTI process as a group to promote consistency and effectiveness in daily practice.
- Utilize work completed over the summer by the Reading Improvement Team in reviewing current reading tools, resources, and practice as compared to what research identifies as best practices as an improvement guide. This summer work

³ MAS did not meet the reading objective for Students with Disabilities. The school met the reading objective for all students and for two of the three applicable subgroups, Black and economically disadvantaged.

⁴ RTI is typically viewed as a means to expand schools' capacity to reach and support diverse learners, especially those most likely to become disengaged from the learning process and at risk of dropping out of school.

resulted in an action plan that will require ongoing steps to create improvements in practice throughout the course of the next school year, including attention to the professional development of teachers related to these best practices.

For the junior academy:

- Implement departmentalized instructional practices, starting in the sixth grade, at the beginning of the school year.
- Engage sixth graders in the study of literature during the next school year.

For the high school:

- Focus on the implementation of college readiness standards in the high school for the next school year.
- Engage ninth and tenth graders in smaller reading and math classes to address basic skill deficits and better prepare them for more rigorous math and science courses.

I. INTRODUCTION

This is the third 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 learning 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 necessary data collection. CRC staff also reviewed a representative sample of special education files.
- At the end of the school year, 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 CRC compiled and analyzed.

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 five-year charter agreement with the City of Milwaukee.

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

II. PROGRAMMATIC PROFILE

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

Phone Number: 414-933-0302

President and Chief Executive Officer: Judy Merryfield
Associate Principal, Sixth Through Twelfth Grade: Murece Johnson⁷
Associate Principal, Kindergarten Through Fifth Grade: Jacqueline DeJean

A. Description and Philosophy of Educational Methodology

1. Mission and Philosophy

According to the MAS website and 2009–10 *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 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 to 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;

⁷ Beginning with the 2011–12 school year, Kevin Johnkin will be the associate principal for the junior academy/high school.

- 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 2008–13 strategic plan and the 2009–10 *Parent Handbook*, 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 his/her interests, 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 the curricular areas in which they teach. 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.⁸

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 and high school 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. Both programs used the Scholastic Reading Inventory (SRI) to assess and monitor students' acquisition of higher level reading skills.

For math, MAS uses the Real Math curriculum for the primary/elementary academy students. Prentice Hall is used for the junior academy students, while the high school math program allows students to progress through courses in 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. This year, a new science curriculum, the McGraw-Hill series, was adopted for K4 through fifth graders. The junior academy students use Science Plus, which is an active, hands-on curriculum. It is based on the Constructivist Learning Model, which encourages

⁸ This information was taken from the school's city charter application.

students to build their own understanding of science. Older students engage in Project Lead the Way (PLTW). PLTW 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.

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

MAS administration is structured to support the ongoing improvement of the learning environment and academic achievement of all its students. The school has a president/chief executive officer, who is responsible for the overall school and its academic outcomes. Two associate principals, assisted by achievement coordinators, oversee the 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 sixth through twelfth grade.

A major part of the school’s overall strategic plan is to identify 21st-century skills, integrate them throughout the K4 through twelfth-grade curriculum, and develop appropriate means for assessing and improving students’ academic performance. In the earliest grades (K4 through third), 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. Most recently, high school students have been given expanded opportunities to participate in advanced placement (AP) classes and other more advanced courses. In order to graduate from MAS, students must acquire 22 credits. The minimum credit requirements for graduation are as follows:

- English 4.0
- Mathematics 4.0
- Social Studies 3.0
- Science 3.0
- Engineering 2.0
- Foreign Language 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.

2. Teacher Information

MAS is located on a 2.54-acre parcel of land. The primary/elementary and junior academies occupy a three-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. At the beginning of the 2010–11 academic year, MAS had 25 primary/elementary academy classrooms and 20 junior academy/high school classrooms. 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 28 primary/elementary academy teachers and lead teachers, 12 junior academy teachers and a lead teacher, and 9 high school teachers. These classroom teachers were supported by two special education coordinators and six special education teachers,⁹ two art teachers, a music teacher, two physical education instructors, and four Title 1 teachers. Other educational support staff at the school included five tutors, a substitute teacher, two classroom assistants, and a guidance counselor for the ninth- through twelfth-grade students. Five of the classroom teachers served as lead teachers: three were in the primary/elementary academy, one was in the junior academy, and one was in the high school. The school also employed two parent support staff, two health services 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, three office staff, three security staff, and a food service worker.

At the beginning of the year, 14 (20.9%) of the 67 instructional staff were newly hired. The remaining 53 (79.1%) teachers returned from the 2009–10 school year and had been at the school from 1 to 10 years. The overall return rate from the 2009–10 to 2010–11 school year for eligible instructional staff was 92.9%.¹⁰ During the 2010–11 school year, 1 of 67 teachers left the school prior to the end of the school year, resulting in an annual school year teacher retention rate of 98.5%. By the end of the 2010–11 school year, the instructional staff had been teaching at the school for an average of 3.8 years.

All 67 instructional staff employed during the year (including the one who left) held a Wisconsin Department of Public Instruction (DPI) license or permit to teach.

⁹ The special education teachers included two speech and language specialists.

¹⁰ This rate was calculated excluding the teachers who were at MAS at the end of the 2009–10 school year but who were not offered contracts for the 2010–11 school year, either due to unacceptable performance or the elimination of their instructional position.

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.¹¹ The school maintains a comprehensive induction program for initial (new) educators. Components include the following:

- Orientation program prior to the start of the 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:

- 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);

¹¹ The material in this section was extracted from MAS’s application to the City to be authorized as a charter school in July 2008, pages 24 and 25.

- 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, some of the K4 through eighth-grade staff attend 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 Staff Handbook, 2008–2009*.¹²

3. Hours of Instruction/School Calendar

For primary/elementary and junior academy students, the regular school day began at 8:00 a.m. and ended at 3:20 p.m. Students were dismissed at 12:30 p.m. every Wednesday. The junior academy students' school day began at 7:45 a.m. and ended at 3:20 p.m. except for Wednesdays, when these students were dismissed for Wednesday University. 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.,¹³ but the first-period bell rang at 8:50 a.m. so that all students were prepared and present for their first class session. Dismissal was at 4:00 p.m., but any student involved in

¹² The handbook was not updated for the 2009–10 school year. It will be updated for the 2011–12 school year.

¹³ For students enrolled in AP biology lab, the first period started at 8:00 a.m.

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 50-minute lunch break. The first day of student attendance was August 17, 2010, and the last day was June 13, 2010. The highest possible number of days for student attendance in the academic year was 185 (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 offers its students regular opportunities for afterschool activities and academic support. Staff provide homework support, reading and math instruction, assistance with PLTW, sports, band, scouts, arts/crafts, recreational activities, and assorted other clubs. These activities typically take place from the time of dismissal until 4:00 p.m. for the younger students and 5:00 p.m. for the older students, while some of the activities available to the older students extend until 7:00 p.m.

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 position. 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 having each grade level send weekly newsletters. These newsletters highlight upcoming school activities and describe recent student achievements and school awards. Teachers are also 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 during parent/teacher conferences.¹⁴

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 team can achieve its mission, which is to make MAS the best school in Milwaukee. The team 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 2011, the school had a waiting list for some of the grade levels this upcoming fall.

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 *Parent Handbook*, the school emphasizes its commitment to creating and maintaining a positive learning environment that promotes cooperation, fosters creativity, and

¹⁴ This information was extracted from MAS's charter school application and the high school's 2008–09 and 2009–10 *Parent Handbook*.

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 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. The leadership team at MAS indicated that most of their eighth graders continue at MAS for high school. It is anticipated that almost three quarters (72.7%) of MAS eighth-grade graduates will continue their education at MAS. If eighth graders do not plan to continue at MAS as ninth graders, the school works with these students and their parents to enroll the students in the school

of their choice.¹⁵ The reasons generally stated for students not returning are the desire to participate in school athletics or to pursue interests other than science and/or engineering.

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.

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

¹⁵ Some of the schools chosen by MAS eighth-grade graduates include Bradley Tech, Brown Deer, Messmer, Riverside, Vincent, and Washington Institute of Technology.

in their careers after graduation from high school. Some of these activities included the following:

- 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.
- “Career cruising” was provided online for sophomores to assist them with refining their career aspirations. This club was launched to help students develop critical employability skills. The club met after school once per week to discuss their online findings and other aspects of pursuing a career.
- A partnership was launched with Talent Search to find potential pre-college programs for ninth through eleventh graders.
- Great Lakes Higher Education assisted the school as follows:
 - » Presented to eleventh graders to assist them with their selection of specific colleges;
 - » Assistance with resources to aid with the cost of post-secondary education was provided to tenth and eleventh graders.
 - » Information to display “college land adventures” was made available to ninth graders.
 - »
- 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 five different colleges.
- Recruiters from 10 post-secondary institutions and three branches of the military visited the school and talked with students.
- A financial aid guest made a presentation to interested students and remained available to students to respond to individual questions.
- Afterschool college-bound groups were created for students. The boys were given presentations by current college students, while the girls interacted with college students through a series of question-and-answer sessions.

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

- Twenty-five (80.6%) of the 31 high school graduates were accepted into post-secondary schools;
- Another three students had applied to colleges/the military and were waiting for notification of acceptance;
- Three students were planning to work for a period of time.

Finally, MAS launched a website at the end of the 2008–09 school year in an effort to stay in touch with its graduates and to enable alumni to stay connected to each other. At the end of each school year, all graduates receive a flier informing them of the website and encouraging them to log on in the near future. MAS has also begun to utilize the National Student Clearinghouse to enable it to track its students more accurately after their graduation from the school.¹⁶

C. Student Population

MAS started the school year on August 17, 2010. As of September 17, 2010, there were 1,054 students enrolled in K4 through twelfth grades.¹⁷ During the year, 32 students enrolled in the school and 133 students withdrew.¹⁸ Students withdrew for a variety of reasons. Of the primary/elementary academy students, 23 students moved away, 10 left because of transportation issues, 9 left due to excessive behavioral issues (for 4 of these students, parents wanted to try a different setting), 4 because of family issues, 4 students were expelled¹⁹, 3 students left for a school that better suited special needs, 3 students left after their parents withdrew them,

¹⁶ Based on its website, this organization describes itself as a “unique program designed to help school districts more accurately gauge the college success of their graduates.” See <http://www.studentclearinghouse.org/highschools/default.htm>.

¹⁷ There were 612 students in primary/elementary academy, K4 through fifth grade; 252 in junior academy, sixth through eighth grade; and 190 students were in high school, ninth through twelfth grades.

¹⁸ Twenty-one students enrolled and 68 withdrew from primary/elementary academy; 6 enrolled and 33 withdrew from junior academy; and 5 enrolled and 32 withdrew from high school. Twelve of the students who withdrew from MAS had special education needs.

¹⁹ MAS reported that one of the expelled students was reinstated during the fourth quarter of the school year.

2 transferred to other schools, 1 left before or after a Charter Discipline Review Board (CDRB) session on a possible expulsion, 1 left after a sibling withdrew, 1 student submitted a false application, and seven 7 students left for unknown reasons. Of the junior academy and high school students, 18 transferred to a different school, 15 were expelled, 10 transferred to other school districts, 4 were withdrawn by a parent and no reason was provided, 2 were withdrawn by a parent to attend another school, 2 transferred out of state, and 1 student stopped attending. Withdraw reasons were not provided for 13 students.

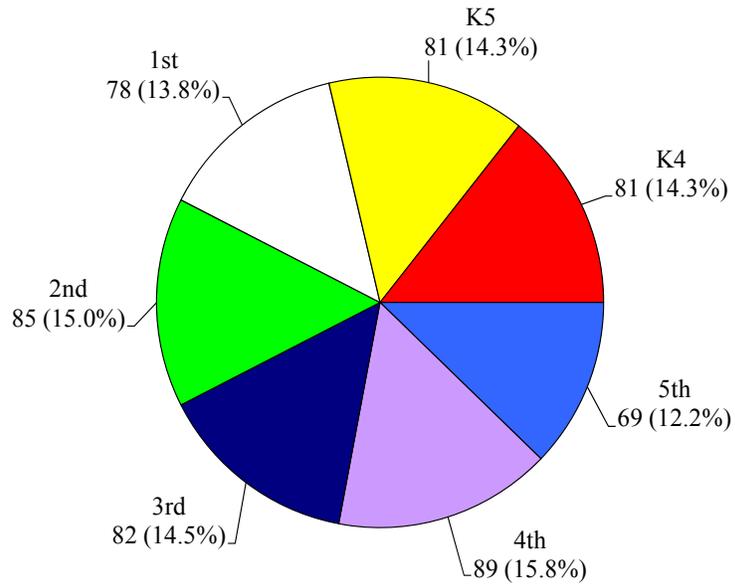
At the end of the year, there were 953 students enrolled. Student enrollment was as follows:

- There were 565 students in K4 through fifth grades, 225 in junior academy (sixth through eighth grades), and 163 students in high school (ninth through twelfth grades);
- There were 515 (54.0%) girls and 438 (46.0%) boys.
- Five hundred and fifty-eight (98.8%) students in the primary/elementary academy were African American, 5 (0.9%) students were Hispanic, and 2 (0.4%) students were White. Three hundred and eighty-three (98.7%) students in the junior academy/high school were African American, 3 (0.8%) were Hispanic, and 2 (0.5%) were White.
- There were 118 students who had special education needs. Thirty students had speech and language needs (SPL); 26 had learning disabilities (LD); 19 had other health impairments (OHI); 17 had learning disabilities and SPL; 7 had OHI with SPL; 4 had cognitive disabilities (CD) with SPL; 4 had emotional/behavioral disabilities (EBD) with OHI; 3 had EBD; 2 had traumatic brain injuries with (TBI) SPL; 1 had autism with LD and SPL; 1 had autism with SPL; 1 had CD; 1 had EBD with SPL; 1 had LD with OHI; and 1 student had CD with SPL and OHI.
- There were 882 (92.5%) students eligible for free/reduced lunch.

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

Figure 1

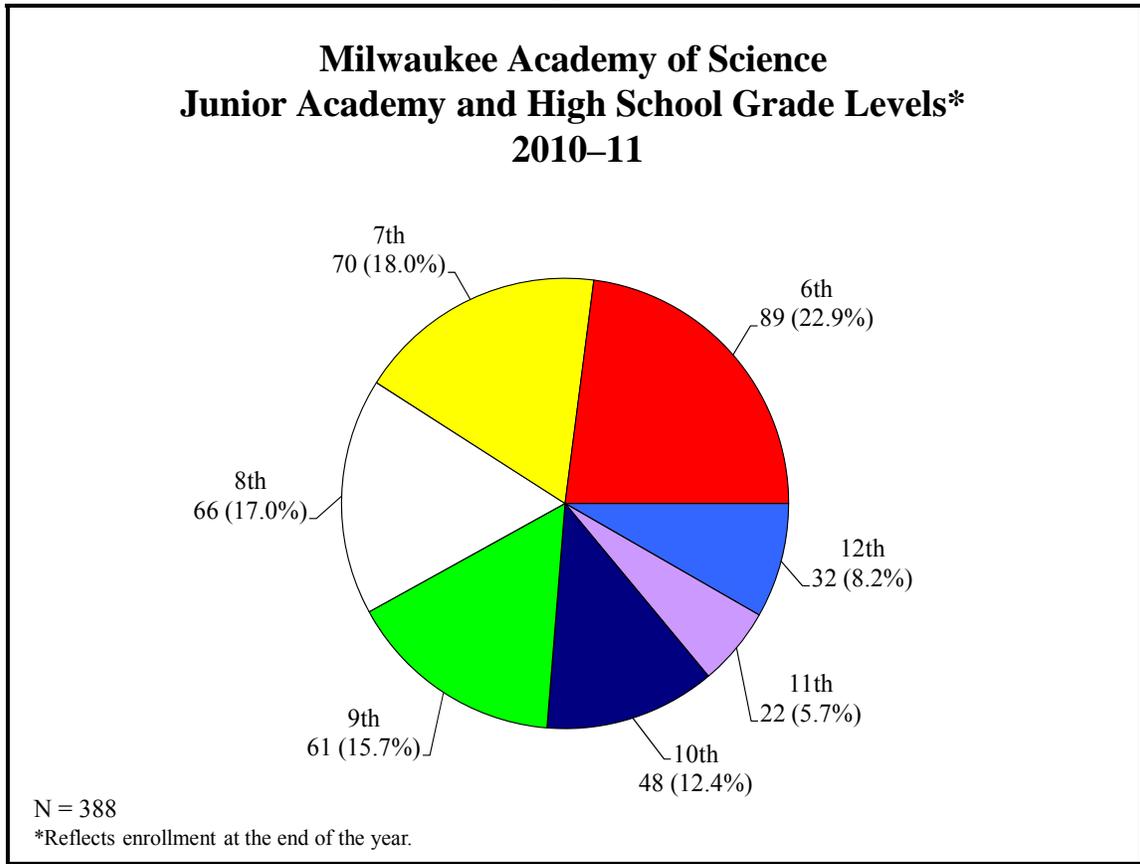
**Milwaukee Academy of Science
Primary/Elementary Academy Grade Levels*
2010-11**



N = 565

*Reflects enrollment at the end of the year.

Figure 2



There were 926 students who had been enrolled for the entire school year. This represents a retention rate of 87.9%.²⁰ There were 380 (86.0%) of 442 students enrolled in the junior academy and high school for the year, and 546 (89.2%) of 612 in the primary/elementary academy.

There were 849 students enrolled at the end of the 2009–10 school year who were eligible to return to the school, i.e., had not graduated from high school. Of these, 712 were enrolled as of the third Friday in September 2010. This represents a student return rate of 83.9%.²¹

²⁰ Nine hundred and twenty-six of 1,054 students.

²¹ Additionally, 10 students who were enrolled on the last day of the 2009–10 school year who were eligible for return were not enrolled on the third Friday of September but returned to MAS later in the school year.

D. Activities for Continuous School Improvement

The following is a description of MAS's response to the recommended activities in its programmatic profile and educational performance report for the 2009–10 academic year.

For the primary/elementary academy:

- Recommendation: Improve the planning, instruction, and assessment skills of all reading teachers. The staff will review students' reading assessments on a regular basis and plan next steps for each student. The two reading coaches will assist the classroom teachers with implementation of the reading curriculum, with a focus on pre-literacy skills for the youngest students and comprehension skills for second through fifth graders. The school has a goal to move its reading instruction from good to excellent by increasing consistency in teachers' instructional practices across grade-level teams. An emphasis will be placed on raising the level of reading instruction at all grade levels so that all students (low and high achievers) can maximize their reading skill levels.

Response: The two reading coaches worked regularly with classroom teachers in the primary grades to assess and monitor students' needs and progress. As part of their work with teachers, guided reading and running records were reviewed on an ongoing basis. The coaches also provided the teachers with feedback on their teaching practices and modeled lesson practices for them.

Teachers analyzed reading data for each of their students on a quarterly basis. Two data retreats were held to review the WKCE outcomes after these data became available in February. As part of these retreats, staff worked on plans to better meet the needs of all students (low and high performing).

- Recommendation: Provide sufficient training for the achievement director and all teaching staff to enable them to effectively use a new assessment model, Measures of Academic Progress (MAP), including how to adapt the curriculum to ensure that all students meet the school's high expectations for growth.

Response: The achievement coordinator and four teaching staff participated in a four-day training session on MAP in June 2010. The achievement coordinator subsequently used the training materials developed by MAP to train all of the teachers to use this new assessment model. During these trainings, significant time was given to ensure that staff understood what the various MAP reports were telling them about their students. Instruction time was also spent on discussing how to use these data to more effectively meet the needs of every student.

- Recommendation: Maintain and improve the math initiative launched during the 2009–10 school year.

Response: The math coach continued to meet with each grade-level team to assess student weaknesses and design instructional practices to address these weaknesses. Staff also participated in a workshop to revisit the grade-level standards in an effort to better align them with specific grade-level curricula.

For the junior academy, the focus was on improving the math competencies of students through the following strategies:

- Recommendation: Continue implementing the strategies adopted last year to improve all students' (low and high achieving) math competencies. Use some of these interventions to improve students' reading competencies.

Response: Math tutors and teachers used Compass Learning Odyssey and the MAP assessment results to design individual learning paths for every student. The website for this curriculum indicates that it provides "interactive, self-paced, challenging, engaging activities...based on current and confirmed research about how students think and learn."²²

- Recommendation: Involve all students and teachers in cross-curriculum projects. Special attention will be given to improving students' skills with "project management" in such areas as creating and meeting timelines, following procedures, planning efficiently and effectively, and producing expected outcomes (accountability).

Response: The science fair involved all students and teachers in a specific project. As part of the fair, students were expected to assume project management responsibilities and were required to comply with a concrete timeline. Each project was assessed by an administrative team and students were provided feedback on the quality of their projects and the strength of their diverse management skills.

- Recommendation: Assign all teachers to a content specialty area for instructional purposes. Teacher looping will also be used to enable teachers who contribute effectively to their students' performance to continue effectively building students' skills in the next school year.

Response: Teachers were assigned to content specialty areas for instructional purposes. The reading and social studies teachers were looped up to eighth grade to provide greater continuity in instructional practices and content for these students.

²² See <http://www.compasslearningodyssey.com/solutions.html>.

For the high school, the focus was on the following steps:

- Recommendation: Improve the use of the Committee of Concern for issues related to academic performance. Staff will work to design and implement more effective intervention strategies, incentives, etc.

Response: Grade-level advisory teams were created to track the academic performance of all students. Any issues identified about a specific student's performance were presented at weekly meetings of the Committee of Concern held at 8:00 a.m. on a designated day. The principal and achievement coordinator served as the hearing officers and worked with the advisory team members and the students to design and implement practices to remedy the identified issue.

- Recommendation: Offer students more elective options during all periods of the school day. Examples of some of the elective options will be Honors English in both composition and speech, and advanced composition for seniors to improve their writing skills.

Response: More electives were made available at all period during the school day. These options were quite diverse and included honors English, zoology, speech, compositions, business, and personal law and finance. The school offered an AP biology class during the last school year and plans to add more AP classes as electives for students in the upcoming school year.

- Recommendation: Use the results from the staff's spring data retreat²³ to create and implement the diverse interventions required to improve students' reading and math performance in the 2010–11 school year. These interventions will also include strategies to assist the students with their project management skills.

Response: Staff used data from the spring data retreat and pre-tests in math classes to better assess students' needs and guide their instruction throughout the school year. Teachers also periodically reviewed assessment results to determine if component(s) of the curriculum required re-teaching strategies.

Reading instruction was guided by reviewing each student's most recent Lexile level and determining which competencies were required to move the student to the next Lexile level. Spark Notes were used to assist students with their comprehension skills and improve their ability to appreciate the various components of literary works of art.

²³ The spring data retreat included staff from the junior academy as well as the high school.

III. EDUCATIONAL PERFORMANCE

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

This year, 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 WKCE,²⁴ the EXPLORE, the PLAN,²⁵ and the ACT or SAT. Results for measures of academic progress are presented for primary/elementary academy students in K4 through fifth grade and then for students attending the junior academy (sixth through eighth grade) and high school (ninth through twelfth grade).

A. Primary/Elementary Academy (K4 Through Fifth Grade)

1. Attendance

At the beginning of the 2010–11 academic year, the primary/elementary academy established a goal to maintain an average attendance rate of 90.0%. A student was considered present if he/she arrived at the school between 8:05 a.m. and 3:20 p.m. A student was marked truant if he/she arrived after 8:05 a.m. or left before 3:20 p.m. This year, students attended school

²⁴ The WKCE is a standardized test aligned with Wisconsin model academic standards.

²⁵ The EXPLORE and PLAN were developed by ACT and measure a student's preparedness to take the ACT.

an average of 90.3% of the time. When excused absences were included, the attendance rate rose to 91.7%. The school has therefore met its goal.²⁶

Note that 143 students were suspended at least once from school during the year. These students spent, on average, 2.3 days out of school due to suspension.

2. Parent-teacher Conferences

At the beginning of the school year, the school set a goal that at least 80% of students enrolled for the entire school year would have their parent(s) attend two of three scheduled parent-teacher conferences. Conferences were scheduled for November 2010, January 2011, and April 2011. There were 546 primary/elementary academy students enrolled all year. Parents of 507 (92.9%) students attended two of three conferences.²⁷ The school has therefore exceeded its goal for parent participation.

3. Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. There were 73 special education students enrolled in primary/elementary academy at the end of the year. An IEP had been developed and/or reviewed for all 73 students. In addition, CRC conducted a random review of special education files. This review indicated that IEPs were routinely completed and that parents were invited to develop and/or be involved in developing the IEP. The school has therefore met its goal to maintain records on all students with special needs.

²⁶ Attendance data were provided for 633 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.

²⁷ At the time of the first conference, teachers attempted but were unable to contact parents of 9 students. At the time of the second conference, teachers were unable to contact parents of 9 students and at the time of the third conference, teachers were unable to contact parents of 6 students enrolled for the entire school year.

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 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.

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 at least 90% of students in K4 and K5 would exhibit proficient or higher literacy skills by the final spring assessment, that 90% of students in first through third grades would reach a reading level that is at or above grade level or show progress of at least four reading levels, and that 80% of students in fourth and fifth grades would reach a grade equivalency (GE) at or above grade level or demonstrate one month's growth for each month of instruction.

Literacy skills for K4 and K5 included recognizing and printing upper and lowercase letters. Results were based on student performance at the time of the spring assessment. Results were provided as quotient scores; a quotient score of 85 or higher was considered proficient. First- through third-grade literacy skills were assessed using the Scholastic Guided Reading Level. Students were to exhibit reading skills at grade level or show at least four levels of

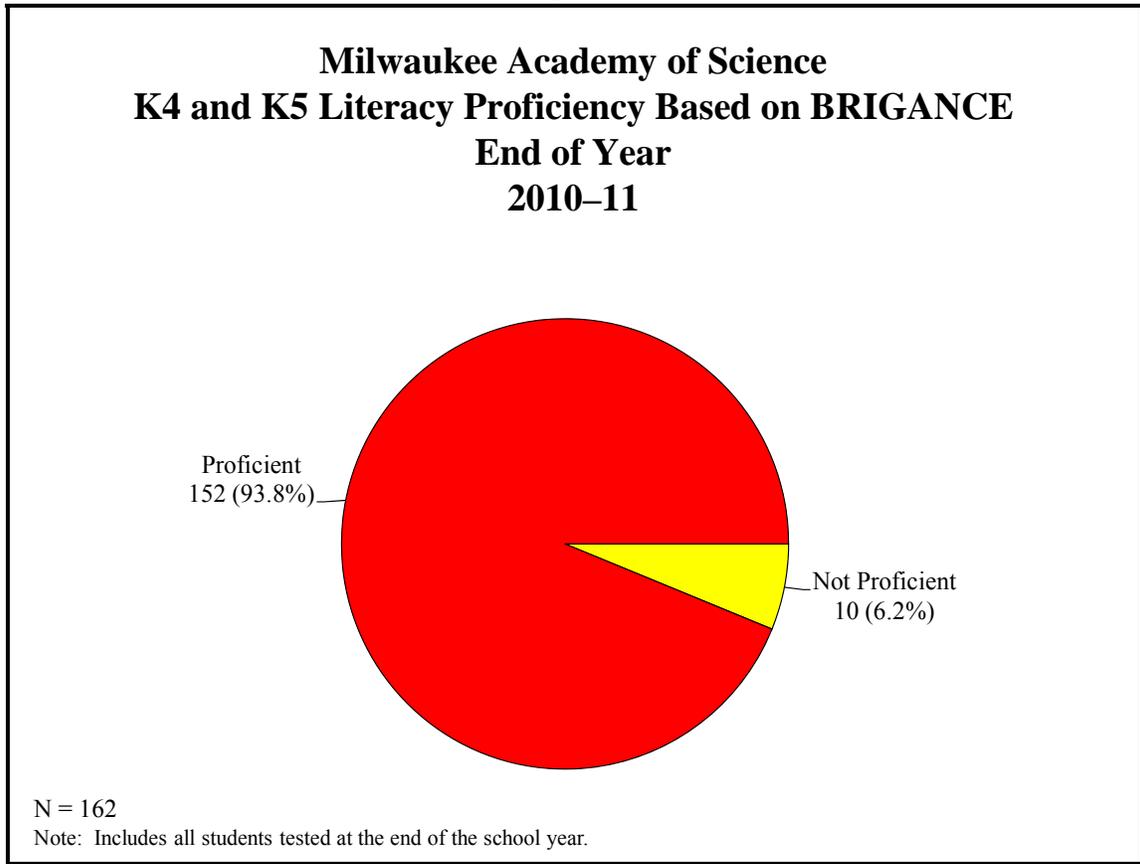
improvement based on the test gradient scale, which assesses reading fluency and comprehension. The test gradient scale consists of 27 levels, each assigned an alphabetic character(s). Levels correspond to grade-level skills; for example, levels A through C indicate kindergarten, and B through I indicate second-grade-level reading skills. The minimum level for first grade proficiency was H; for second grade, L; and for third grade, O. Tests were given in the fall of 2010 and spring of 2011; progress for returning students was measured from the spring of 2010 to the spring of 2011 and progress for new students was measured from the fall of 2010 to the spring of 2011.

The school's goal for fourth and fifth graders was that 80% of students would show one month's growth for each month of instruction or maintain a GE score at or above grade level. Fourth and fifth graders were assessed using the word recognition portion of the BRIGANCE. Scores were provided as GE. Returning students were tested in the spring of 2010 and spring of 2011. New students were tested in the fall of 2010 and spring of 2011.

At the end of the year, most (93.8%) K4 and K5 students were proficient or higher on recognizing and printing upper and lowercase letters (i.e., scored 85 or higher on both areas).²⁸ Therefore, the school met its internal literacy goal for K4 and K5 students (Figure 3).

²⁸ A score of 85 is considered proficient.

Figure 3



Of first through third graders, 65.3% were reading at or above grade-level expectations (Table 1).²⁹

Table 1				
Milwaukee Academy of Science				
1st Through 3rd Grades				
Reading Proficiency at the End of the Year Based on Scholastic Guided Reading Level				
2010–11				
Grade	Minimum SRI Level for Proficiency	N	Proficient or Higher	
			N	%
1st	H	80	29	36.3%
2nd	L	84	59	70.2%
3rd	O	81	72	88.9%
Total	--	245	160	65.3%

²⁹ Scores were provided as an alpha-character level.

Of fourth through fifth graders, 74.1% were at or above GE in reading (Table 2).³⁰

Grade	N	Minimum GE	Maximum GE	Average GE	% At or Above GE
4th	89	1.4	6.8	5.4	70.8%
5th	69	1.8	6.8	6.1	78.3%
Total	158	--	--	--	74.1%

Results for the first- through third-grade students indicate that 88.1% of students showed improvement or reached proficiency or reading level requirements in literacy skills (see Table 3). The school therefore did not meet its internal literacy goal for first- through third-grade students.³¹

Grade	Test Administrations	Test	N	Met Goal	
				N	%
1st	Fall 2010 and Spring 2011	Scholastic Guided Reading Level	80	62**	77.5%
2nd	Spring 2010 and Spring 2011*	Scholastic Guided Reading Level	82	75**	91.5%
3rd	Spring 2010 and Spring 2011*	Scholastic Guided Reading Level	81	77**	95.1%
Total	--	--	243	214	88.1%

*New students were tested in the fall of 2010 and the spring of 2011.

**Reflects students who reached reading level requirements or improved four or more levels on the test gradient scale.

³⁰ Fourth-grade GE scores of 4.8 or higher were considered at or above grade level. Fifth-grade GE scores of 5.8 or higher were considered at or above grade level. In the 2009–10 report, GE scores of 4.0 or higher were considered at or above grade level for fourth grade and GE scores of 5.0 or higher were considered at or above grade level for fifth graders.

³¹ It should be noted that the school did meet this goal for second- and third-grade students who were tested from spring 2010 and spring 2011. The first graders were tested in fall 2010 and then again in spring 2010, so they had less time between tests.

Results for fourth and fifth graders indicate that 84.7% of students maintained GE or showed improvement of one month GE per month of instruction in literacy skills. This meets the school's internal goal (Table 4).

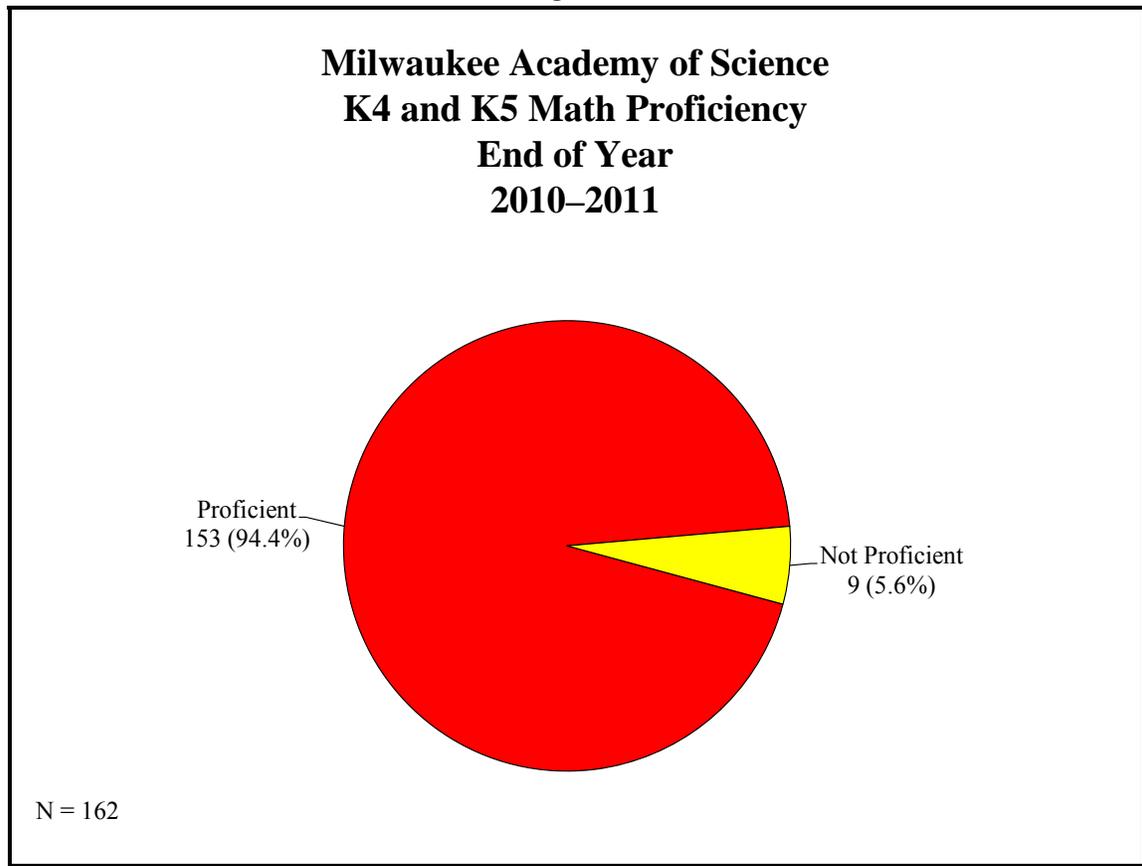
Table 4					
Milwaukee Academy of Science Literacy Progress for 4th and 5th Grades Based on BRIGANCE 2010–11					
Grade	Test Administrations	N	Maintained GE	Number Improved 1 GE/ Month	Percentage Maintained or Improved
4th	Fall 2010 and Spring 2011	83	59	9	81.9%
5th	Spring 2010 and Spring 2011*	67	52	7	88.1%
Total	--	150	111	16	84.7%

*New students were tested in the fall of 2010 and the spring of 2011.

b. Mathematics

To assess primary/elementary academy student progress in mathematics, the school set a goal that at least 90% of students in K4 and K5 would exhibit proficient or higher skills by the final spring math assessment, based on the BRIGANCE. Math skills included counting objects and reading numbers. Results for K4 and K5 students were provided as quotient scores. A student was considered proficient if he/she scored 85 or higher on both tests. At the end of the year, most (94.4%) K4 and K5 students were proficient in math (Figure 4).

Figure 4



BRIGANCE was also used to test math skills for first through fifth graders. The school set a goal that 80% of these students would show improvement or maintain GE or higher. These students were tested on computation skills. Results for first through fifth grades were provided as GE. Tests were given in the spring of 2010 and spring of 2011 for all returning students. All first graders and newly enrolled students were tested in the fall of 2010 and again in spring of 2011. At the end of the year, on average, 62.0% of first graders were functioning at grade level, as were 88.1% of second, 86.6% of third, 70.8% of fourth, and 71.4% of fifth graders (Table 5).³²

³² At or above GE reflects students who scored GE equal to or greater than the minimum, end-of-year expected GE set by the school. For example, first-grade scores of 2.2 or higher, second-grade scores of 2.6 or higher, third-grade scores of 3.7 or higher, fourth-grade scores of 4.8 or higher, and fifth-grade scores of 6.0 or higher were considered at or above grade level. This differs from analysis in the 2009–10 report, in which GE requirements for each grade level were lower (e.g., 1.0 for first grade, 2.0 for second grade).

Table 5			
Milwaukee Academy of Science 1st Through 5th Grades At or Above GE in Math Based on Spring 2011 BRIGANCE 2010–11			
Grade	N Tested	At or Above GE	
		N	%
1st	79	49	62.0%
2nd	84	74	88.1%
3rd	82	71	86.6%
4th	89	63	70.8%
5th	70	50	71.4%
Total	404	307	76.0%

Academic progress for 396 first- through fifth-grade students with comparable test results from the spring of 2010 or fall of 2010 and the spring of 2011 indicated that 87.9% improved at least one month for every month of instruction or maintained GE (Table 6).³³ The school has therefore exceeded its goal.

Table 6					
Milwaukee Academy of Science Mathematics Progress for 1st Through 5th Grades Based on BRIGANCE 2010–11					
Grade	N	Number Maintained GE	Number Improved 1 GE per Month	Total	
				N	%
1st	79	49	24	73	92.4%
2nd	82	72	1	73	89.0%
3rd	82	71	3	74	90.2%
4th	85	59	14	73	85.9%
5th	68	49	6	55	80.9%
Total	396	300	48	348	87.9%

³³ To be considered “maintained,” a student’s scores must be greater than or equal to the GE the minimum, end-of-year expected GE set by the school. For example, first-grade scores of 2.2 or higher, second-grade scores of 2.6 or higher, third-grade scores of 3.7 or higher, fourth-grade scores of 4.8 or higher, and fifth-grade scores of 6.0 or higher were considered at or above grade level, and the student therefore “maintained.” This differs from analysis in the 2009–10 report, in which GE requirements for each grade level were lower (e.g., 1.0 for first grade, 2.0 for second grade).

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 from 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 third through fifth grades would reach a score of 12 or more, on average.

Results for students in third through fifth grades indicate that students, on average, scored 12.2, meeting the school's goal (Table 7).

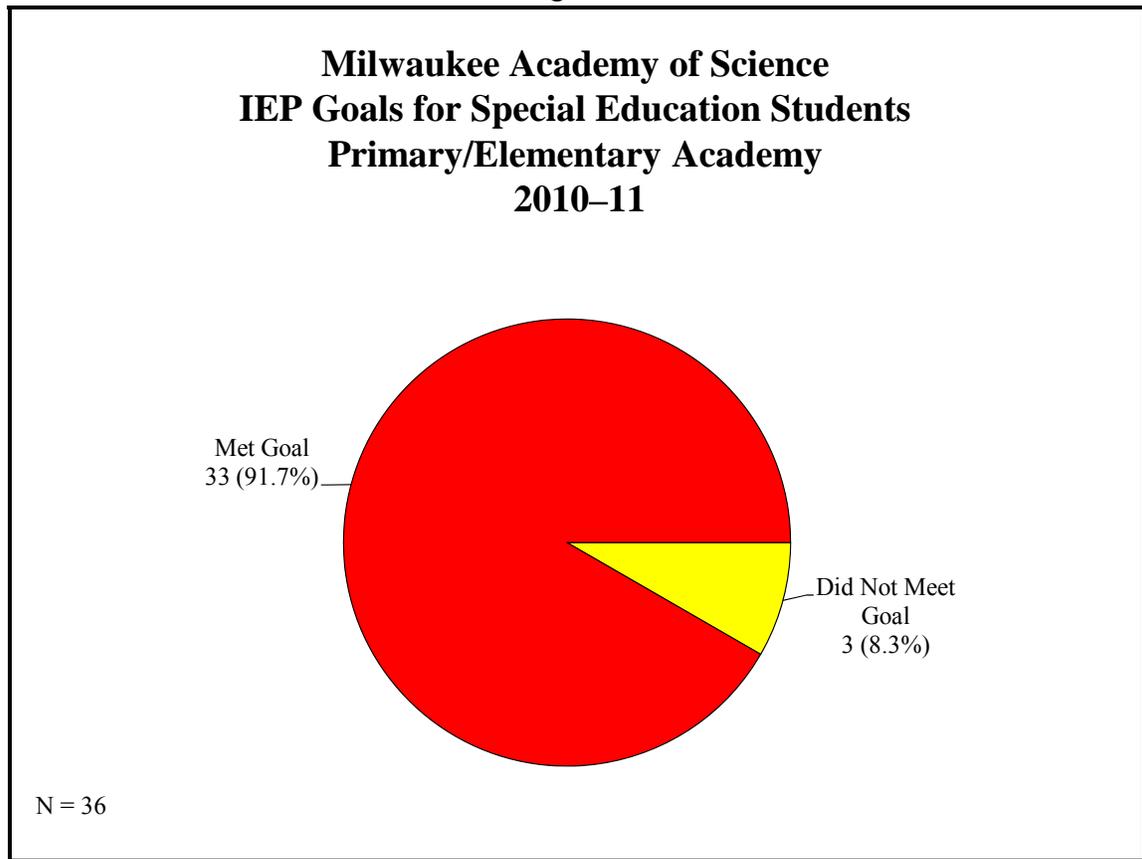
Table 7			
Milwaukee Academy of Science			
Writing Skills for 3rd Through 5th Grades Based on Teacher Assessment			
2010–11			
Grade	N	Writing Score Average	% Met Goal*
3rd	81	12.7	79.0%
4th	88	12.0	63.6%
5th	69	11.8	55.1%
Total	238	12.2	66.4%

*Received a score of 12 or higher.

d. *IEP Goals for Special Education Students*

This year, the primary/elementary academy's goal was that at least 80% of special education students would meet one or more goals defined on their IEP as assessed by the participants in their most recent annual IEP review. There were 73 special education students enrolled at the end of the year. IEPs for 35 students had been in effect for less than one year and were not yet due for an assessment of student progress toward meeting goals. Thirty-six of the 38 students with reviews due during the school year had one; of those 36 students who were assessed for progress, 33 (91.7%) met at least one goal (Figure 5). Therefore, the elementary academy has exceeded its goal.

Figure 5



5. External Standardized Measures of Educational Performance

The CSRC required that the SDRT be administered to all first-, second-, and third-grade students between March 15 and April 15, 2011. Student performance is reported in phonetic analysis, vocabulary, and comprehension. These scores are summarized in an overall SDRT total. CSRC also required that the WKCE be administered to all third- through fifth-grade students in October or November, the timeframe established by the Wisconsin DPI.³⁴ The WKCE aligns with Wisconsin model academic standards in reading and math. Results describe how students perform relative to these standards. Skills are assessed as minimal, basic, proficient, or advanced.

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 who took the examinations are included in this section. This section reflects results for all students enrolled in the school who were administered all portions of the exams, 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

In March and April, 2011, MAS administered the SDRT to 80 first-grade students. Results indicate that first graders were functioning, on average, at 1.4 to 1.6 grade-level equivalents (GLE) in reading, depending on the area assessed (see Figure 6 and Table 8).

³⁴ The WKCE is also given to students in sixth, seventh, eighth, and tenth grades. Students in fourth, eighth, and tenth grade are also tested in language arts, science, and social studies.

Figure 6

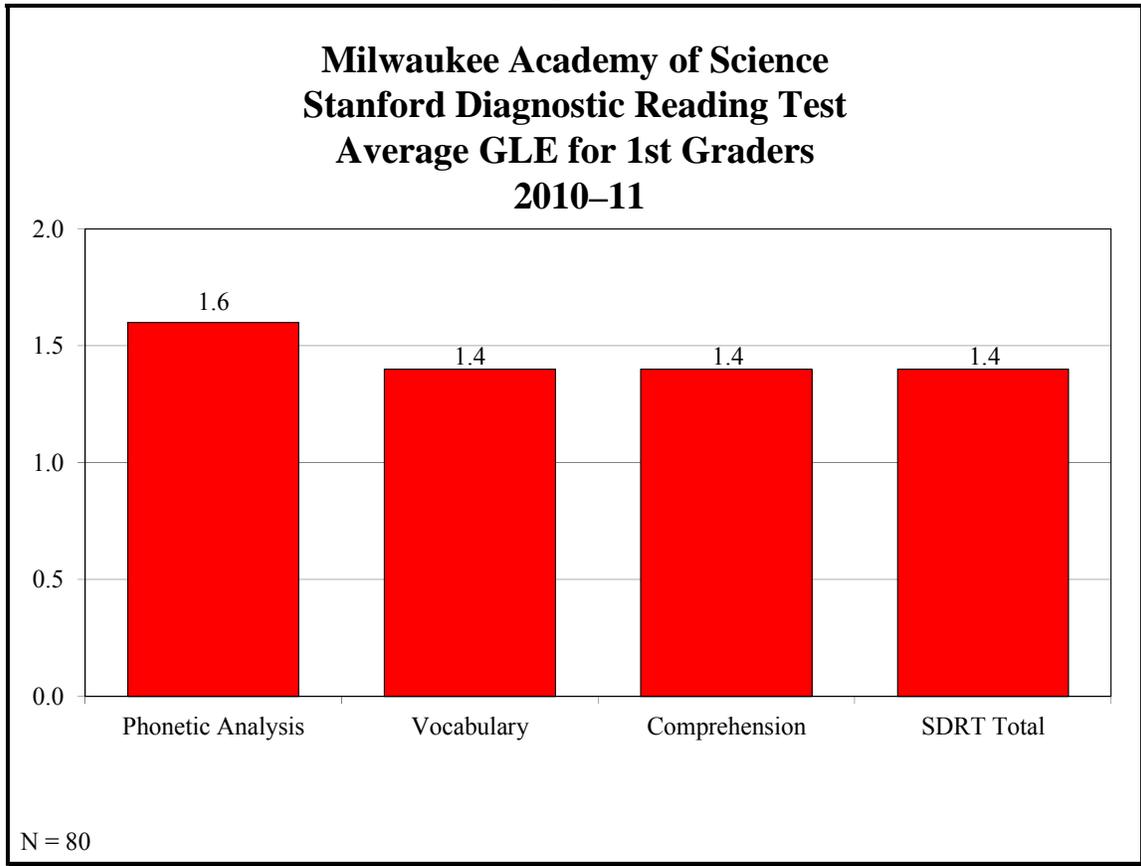


Table 8

**Milwaukee Academy of Science
Stanford Diagnostic Reading Test
GLE for 1st Graders
2010–11
(N = 80)**

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above Grade Level
Phonetic Analysis	K.2	5.2	1.3	81.3%
Vocabulary	K.2	3.2	1.4	85.0%
Comprehension	K.5	5.3	1.2	77.5%
SDRT Total	K.4	3.0	1.4	83.8%

Note: Results are rounded to the nearest one tenth.

b. *SDRT for Second Graders*

In March 2011, the SDRT was administered to 83 second-grade students. Second graders were functioning, on average, at or above GLE depending on the areas tested. Results are presented in Figure 7 and Table 9.

Figure 7

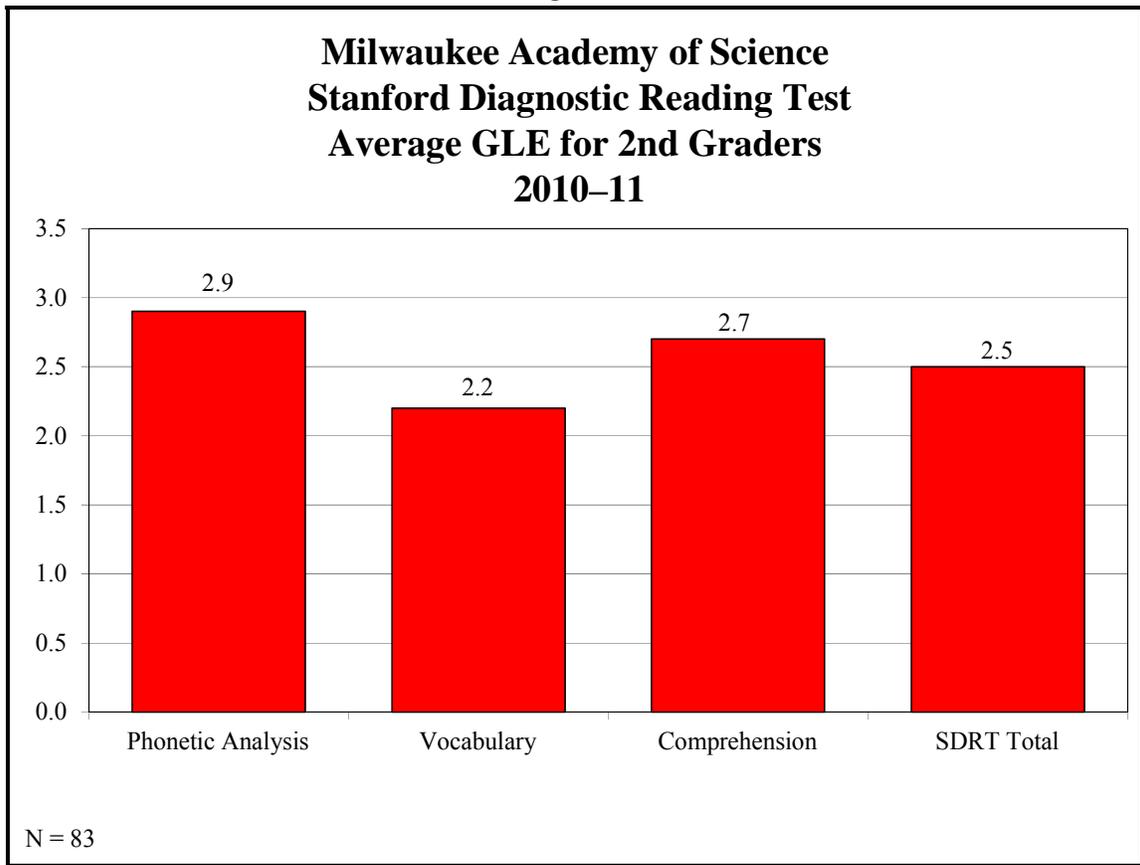


Table 9 Milwaukee Academy of Science Stanford Diagnostic Reading Test GLE for 2nd Graders 2010–11 (N = 83)				
Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above Grade Level
Phonetic Analysis	K.9	10.9	2.5	78.3%
Vocabulary	K.8	4.2	2.1	59.0%
Comprehension	1.2	8.9	2.5	79.5%
SDRT Total	1.3	5.2	2.4	68.7%

Note: Results are rounded to the nearest one tenth.

c. Standardized Tests for Third Graders

i. SDRT for Third Graders

In March 2011, MAS administered the SDRT to 84 third graders. Results indicated that the third graders were, on average, reading at third- or fourth-grade levels, depending on the area tested (see Figure 8 and Table 10).

Figure 8

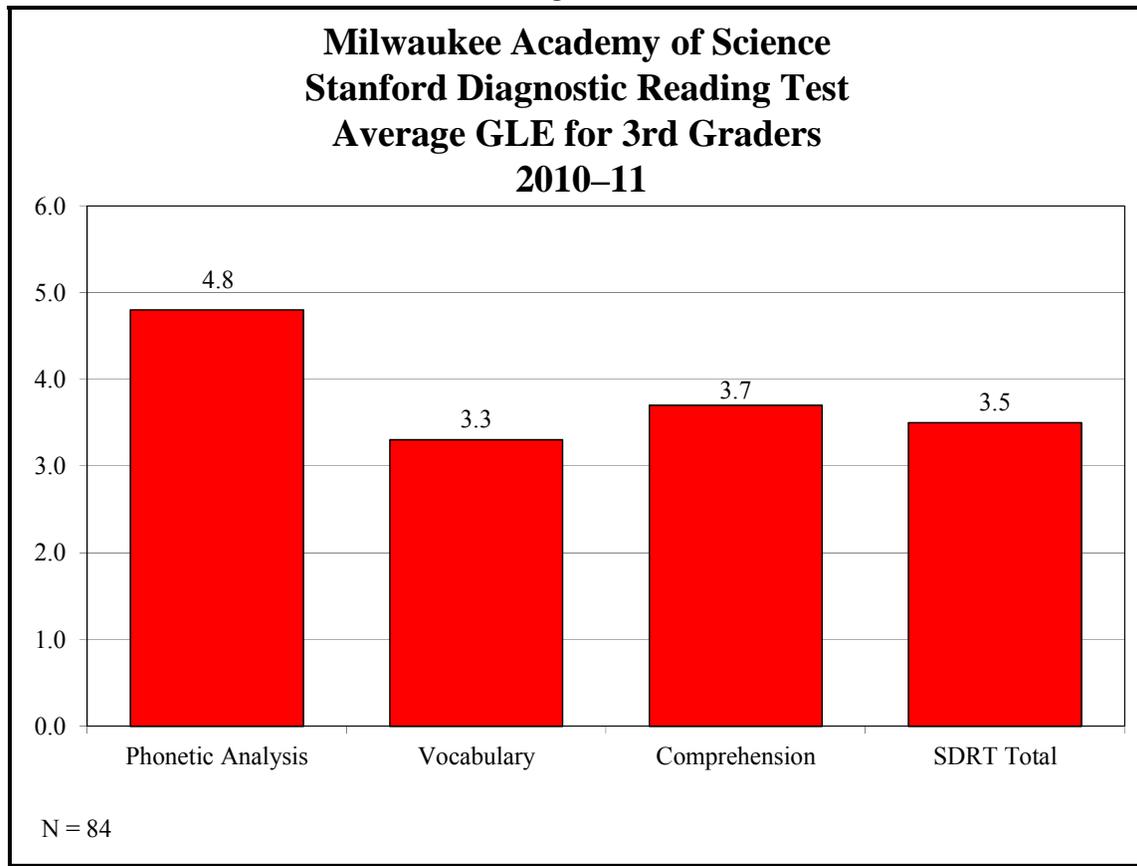


Table 10

**Milwaukee Academy of Science
Stanford Diagnostic Reading Test
GLE for 3rd Graders
2010–11
(N = 84)**

Area Tested	Lowest GLE Scored	Highest GLE Scored	Median	% At or Above Grade Level
Phonetic Analysis	K.9	PHS*	3.3	58.3%
Vocabulary	K.9	9.9	3.2	61.9%
Comprehension	K.1	PHS*	3.2	56.0%
SDRT Total	1.2	9.6	3.1	58.3%

Note: Results are rounded to the nearest one tenth.

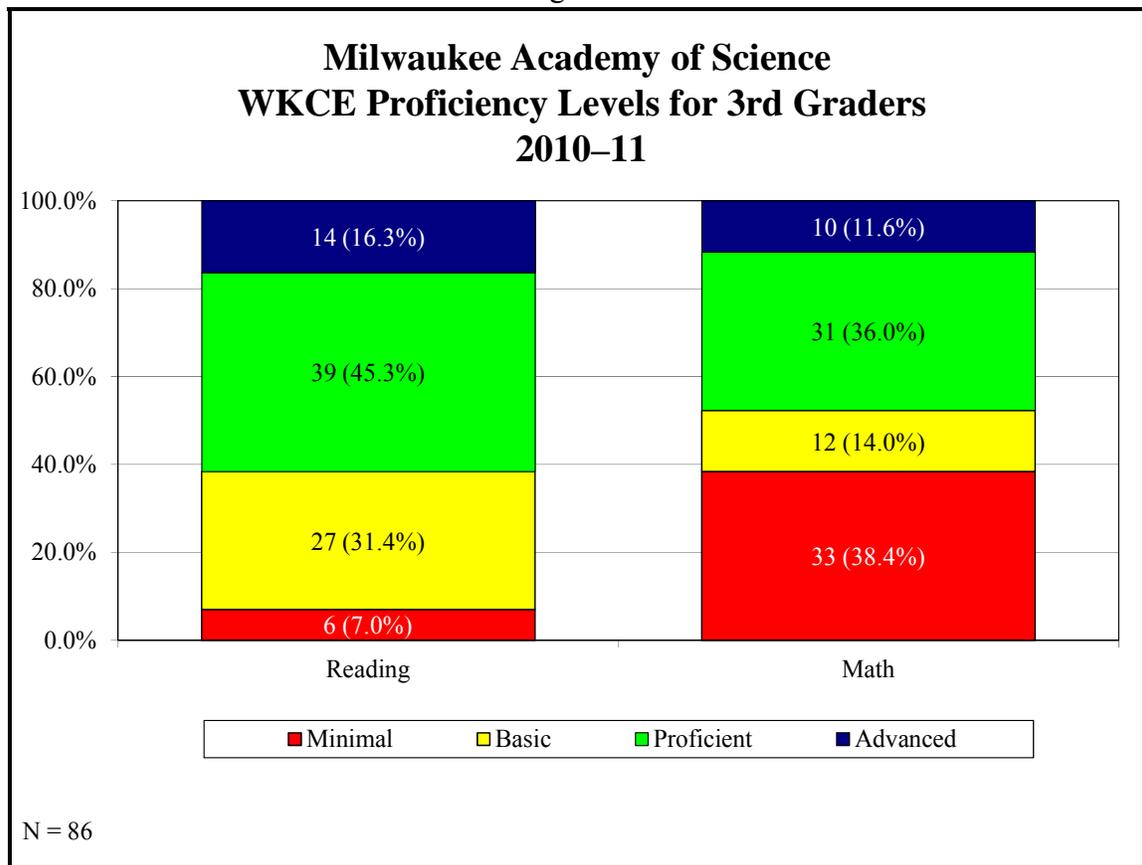
*Post-high school.

ii. *WKCE for Third Graders*

In October 2010, 86 MAS third graders were administered the WKCE. In reading, 14 (16.3%) third graders reached the advanced level, 39 (45.3%) scored at the proficient level, 27 (31.4%) scored at the basic level, and 6 (7.0%) students exhibited minimal skills.

In math, 10 (11.6%) students reached the advanced level, 31 (36.0%) scored at the proficient level, 12 (14.0%) scored at the basic level, and 33 (38.4%) students scored at the minimal level (Figure 9).

Figure 9

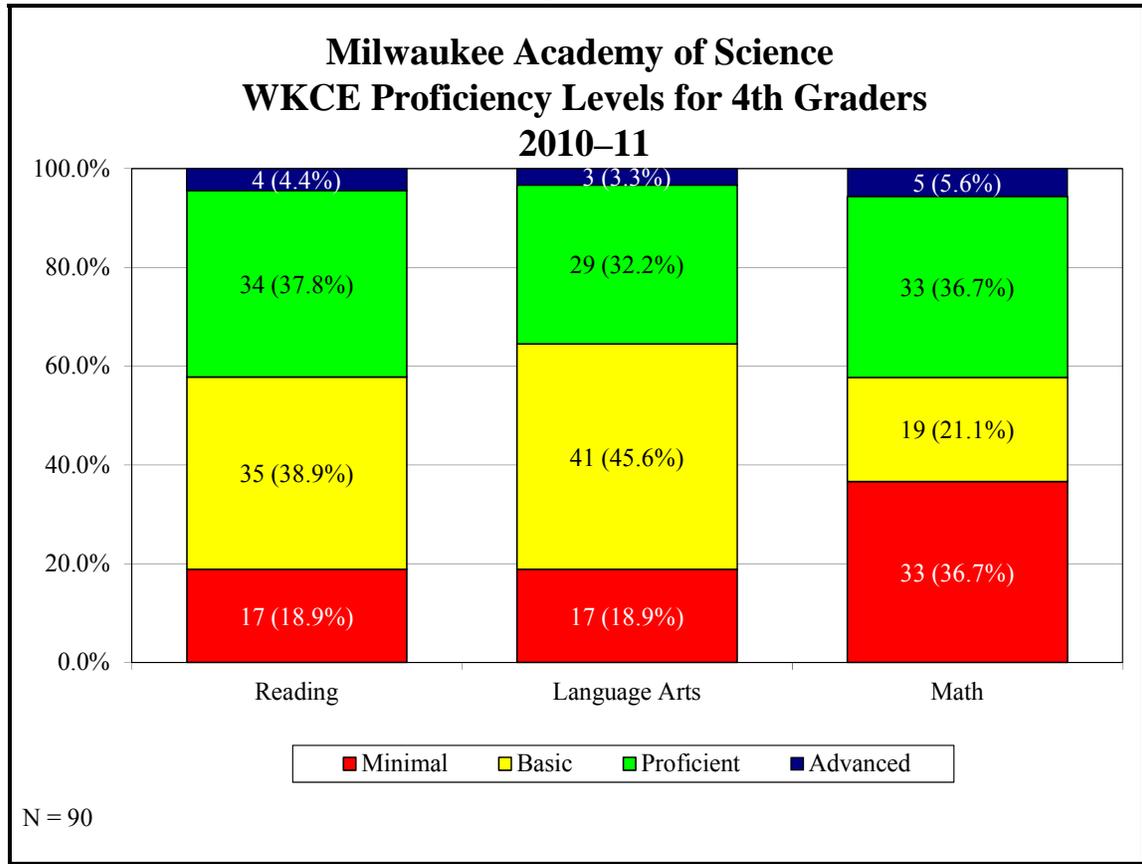


d. WKCE for Fourth Graders

In October 2010, 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.

Proficiency indicators from the WKCE reading, language arts, and math subtests for the 90 fourth grade students to took the test are illustrated in Figure 10. Four (4.4%) fourth graders had advanced reading proficiency, 34 (37.8%) were proficient readers, 35 (38.9%) had a basic level of understanding, and 17 students (18.9%) had minimal reading proficiency. In language arts, 3 (3.3%) students scored in the advanced category, 29 (32.2%) were proficient, 41 (45.6%) had basic skills, and 17 (18.9%) students had minimal skills. Five (5.6%) students exhibited advanced math skills, 33 (36.7%) scored in the proficient category, 19 (21.1%) had basic skills, and 33 (36.7%) students had minimal skills in mathematics.

Figure 10



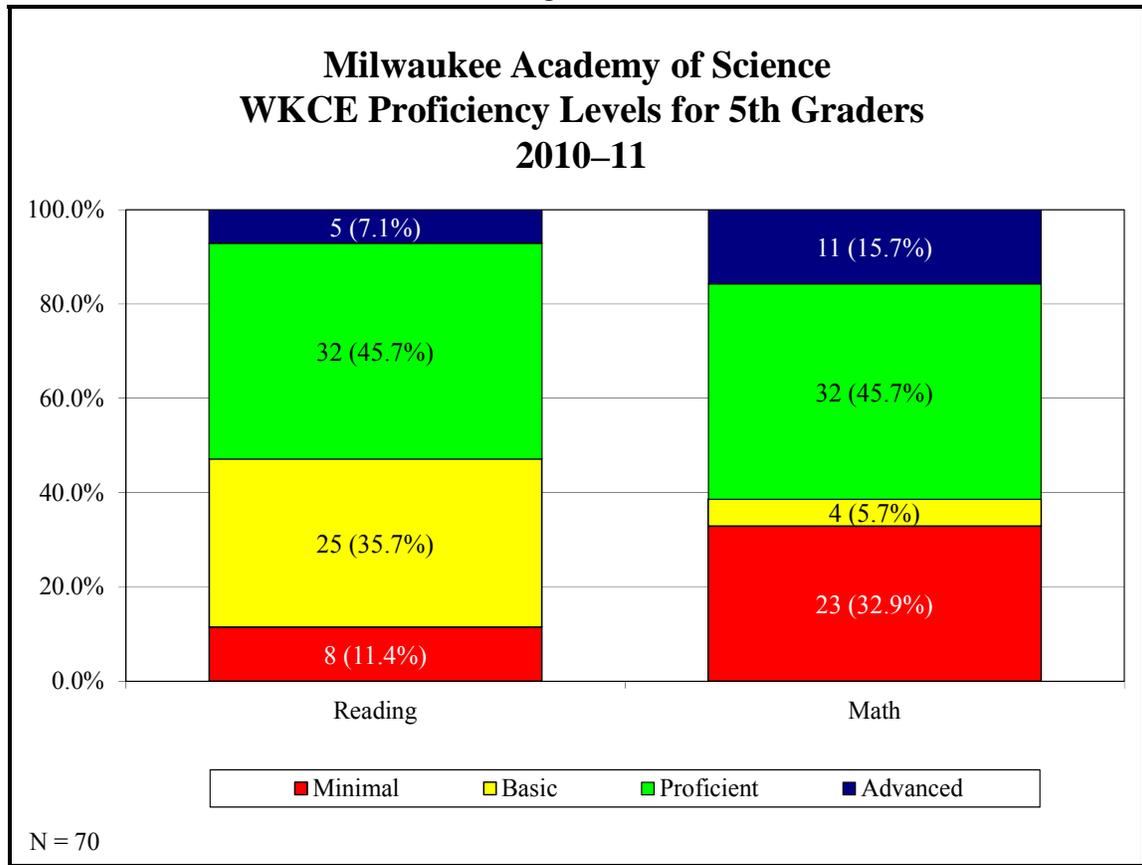
The final score from the WKCE is a writing score. Each student's extended writing sample is scored using two holistic rubrics. A 6-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A 3-point 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 2 to 7. The median score was 5, meaning half of the students scored at or below 5, and half scored 4 to 7 on a scale of 0 to 9.

e. *WKCE for Fifth Graders*

The WKCE reading and math tests were administered to 70 fifth graders in October 2010. As illustrated in Figure 11, 5 (7.1%) fifth graders scored at an advanced level in reading, 32 (45.7%) scored proficient, 25 (35.7%) exhibited basic skills, and 8 (11.4%) students exhibited minimal skills. In math, 11 (15.7%) students scored in the advanced range, 32 (45.7%) were proficient, 4 (5.7%) showed basic understanding, and 23 (32.9%) exhibited minimal skills.

Figure 11



B. Junior Academy and High School (Sixth Through Twelfth Grade)

1. Attendance

At the beginning of the 2010–11 academic year, the junior academy/high school established a goal to maintain an average attendance rate of 90.0%. A junior academy student was considered present if he/she arrived at school prior to 10:00 a.m. High school students were considered present if they attended 90% or more of the instructional hours for that day. Junior academy students attended school an average of 91.0% of the time and high school students attended school an average of 86.4% of the time. Overall, junior academy and high school students attended, on average, 89.0% of the time.³⁵ The overall rate did not meet the school's internal goal. However, the junior academy rate, when examined separately, did meet the school's goal. When excused absences were included, the attendance rate rose to 92.2% for junior academy students and 87.5% for high school students, for an overall rate of 90.2%, which was consistent with the school's goal.³⁶

Note that 216 students were suspended at least once during the year. These students spent an average of 1.8 days out of school due to suspension.³⁷

2. Parent-teacher Conferences

At the beginning of the school year, the school set a goal that 80% of parents of junior academy/high school students would attend each of three scheduled parent-teacher conferences. Conferences were scheduled for October 2010, January 2011, and April 2011. There were 380

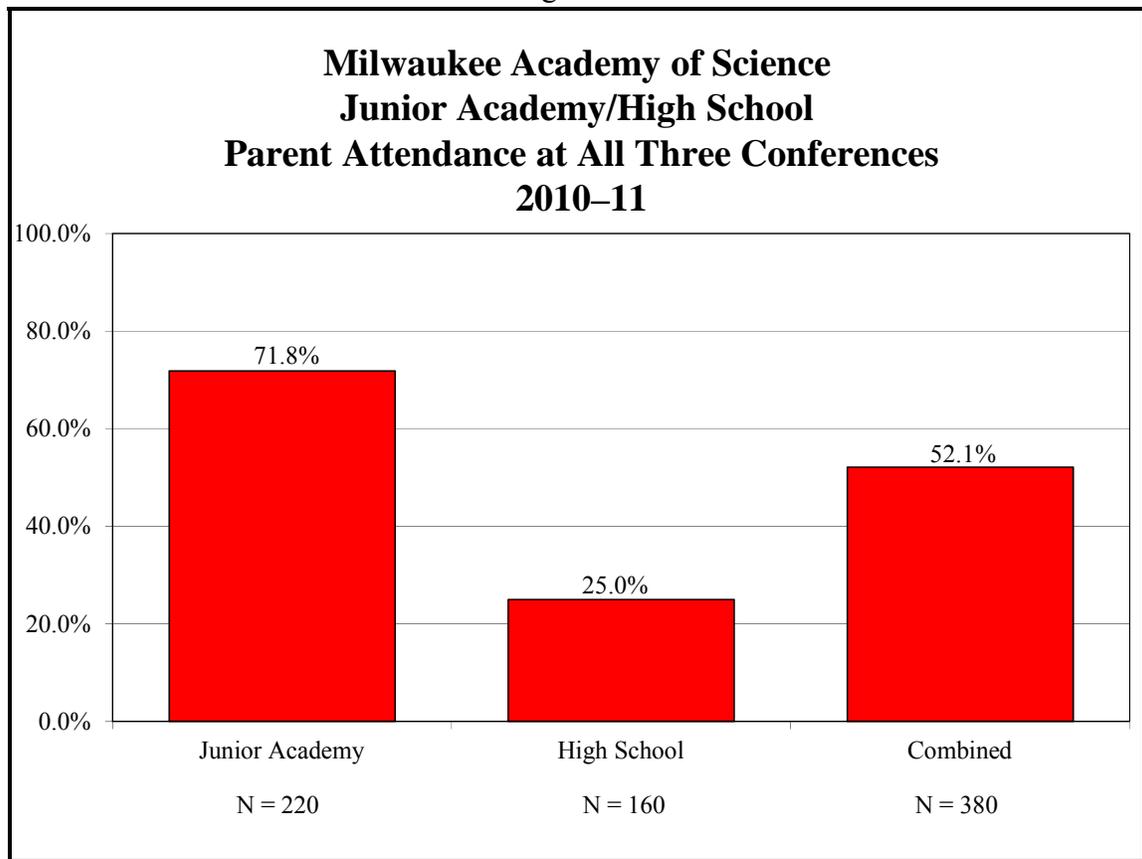
³⁵ Attendance data were provided for 453 students enrolled at any point during the school year; attendance data were available for 258 junior academy and 195 high school students. Attendance was calculated for each student by dividing the number of days attended by the number of days expected, then averaging all of the students' attendance rates.

³⁶ Days of excused absence were reported by period for high school students. In order to determine the number of days of excused absence, CRC added the number of periods excused and divided by 7, the number of periods during the day.

³⁷ Out-of-school suspensions were reported by period for high school students. In order to determine the number of days assigned to out-of-school suspension, CRC added the number of periods of out-of-school suspension and divided by 7.

students enrolled for all three conferences (i.e., the entire year). Parents of 71.8% of junior academy and 25.0% of high school students attended all three conferences (attendance could occur in person at the school, at the parents' home, via telephone, or via a written report if the parent could not attend at the school and was not available by phone).³⁸ Overall, parents of 52.1% of students attended the three conferences, which falls short of the school's goal (Figure 12).

Figure 12



³⁸ Data were reported to CRC using letter codes and were interpreted as S = school, P = phone, H = home, and ST = student and teacher with a written report to the parent.

3. Special Education Student Records

The school established a goal to maintain up-to-date records for all special education needs students. There were 45 special education students enrolled in junior academy or high school at the end of the school year. An IEP had been completed or reviewed for all 45 of these students. In addition, CRC conducted a random review of special education files that indicated that IEPs were routinely completed and that parents were invited to develop and/or were involved in developing the IEP. The school has therefore met its goal to maintain records on all students with special needs.

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. The plans are to include (1) 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.³⁹

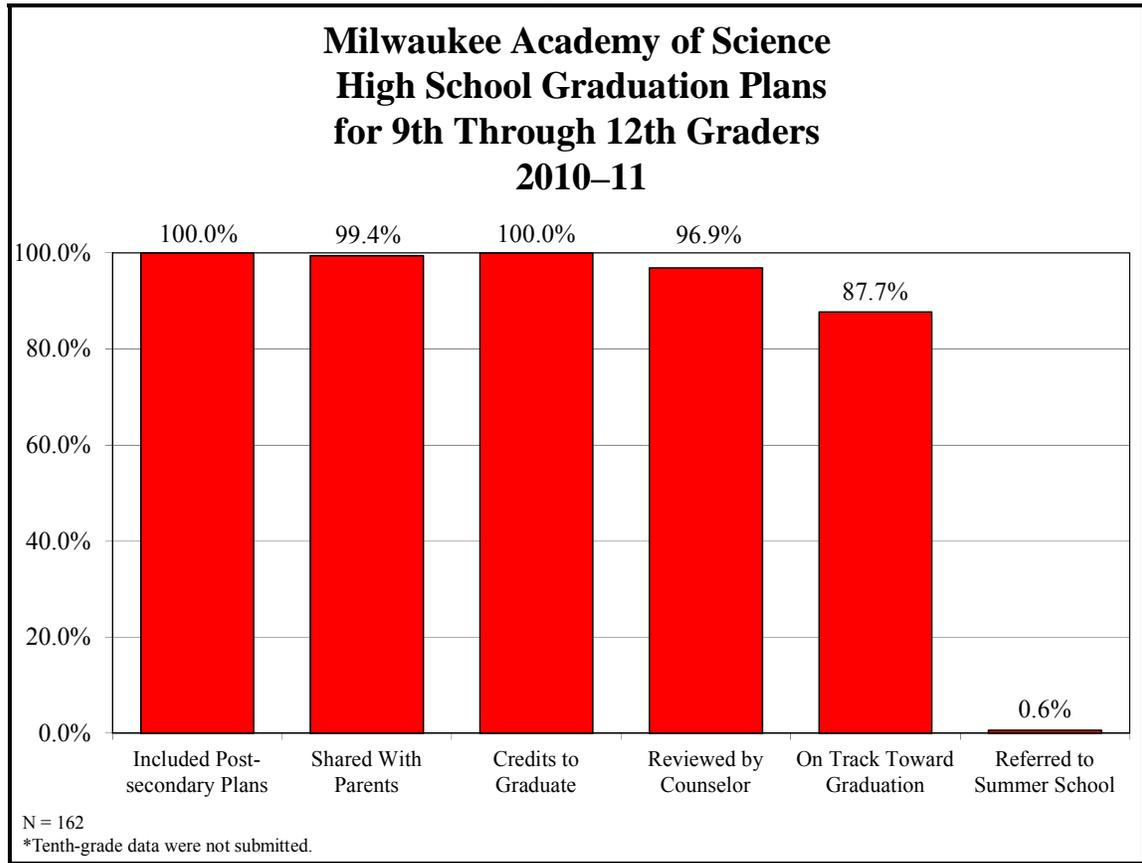
This year, plans were completed for 162 of 163 high school students enrolled at the end of the year.⁴⁰ Of these, 100.0% included the student's post-secondary plans, 99.4% were submitted to parents for their review, and 100.0% included a schedule reflecting credits needed to graduate. Counselors were required to review each student's plan at least once during the year. Part of the review was to ensure that students were on track to graduate and to determine if a student should be referred for summer school. Counselors reviewed plans for 96.9% of students.

³⁹ Evidence of involvement reflects whether or not the school provided the student's parent(s) with a copy of the plan. Parents are also encouraged to review the plan as part of scheduled parent-teacher conferences.

⁴⁰ Graduation plan data were not submitted for students who withdrew during the year.

This year, 87.7% of students were on track to graduate and 1 (0.6%) was referred to summer school (Figure 13).

Figure 13



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 5.5 credits would be promoted to tenth grade; all tenth graders who accumulated at least 11 credits would be promoted to eleventh grade; all eleventh graders who accumulated at least 16 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 promotion information was provided for high school students who finished the school year at MAS. Of 163 students, 147 (90.2%) 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. Fifty (82.0%) of 61 ninth graders were promoted; 45 (93.8%) of 48 tenth graders were promoted; 21 (95.5%) of 22 eleventh graders were promoted; and 31 (96.9%) of 32 twelfth graders graduated. Ninth graders earned, on average, 6.3 credits; tenth graders accumulated, on average, 13.0 credits; eleventh graders earned, on average, 19.9 credits; and twelfth graders earned an average of 26.2 credits (Table 11).

Table 11					
Milwaukee Academy of Science High School Graduation Requirements 2010–11					
Grade	N	Minimum Number of Credits Required	Average Credits Earned/Accumulated	Promoted/Graduated	
				N	%
9th	61	5.5	6.3	50	82.0%
10th	48	11.0	13.0	45	93.8%
11th	22	16.0	19.9	21	95.5%
12th	32	22.0	26.2	31	96.9%
Total	163	--	--	147	90.2%

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. All new students are tested in literacy and math within 30 days of enrollment.

a. *Literacy*

The school set a goal that all students be administered the SRI in the fall and again in the spring. The goal for junior academy students was to show improvement in scores, called measures, of at least 50 points.⁴¹ High school students were to increase measures by 25 points. These Lexile measure increases would indicate that students had made one year of progress in attaining skills. Lexile measures can range from 0 (beginning reader) to 1700 and are used to help students find books that align with reading skills.⁴² Lexile levels cannot be converted into grade-level units. Based on SRI scores from the spring 2011 test administration, students scored, on average, the measures indicated in Table 12. (Note that Lexile measures are typically denoted with an “L.”⁴³)

Table 12					
Milwaukee Academy of Science Junior Academy and High School Scholastic Reading Inventory Lexile Measures at the End of the Year Spring 2011					
Grade	N	Minimum	Maximum	Average	Typical Reader Measures
6th	89	168L	1,325L	677.8L	665L to 1000L
7th	70	221L	1,338L	835.5L	735L to 1065L
8th	66	252L	1,298L	907.4L	805L to 1100L
9th	63	540L	1,168L	881.9L	855L to 1165L
10th	48	19L	1,439L	945.3L	905L to 1195L
11th	22	516L	1,283L	989.6L	940L to 1210L
12th	32	131L	1,398L	1,031.7L	940L to 1210L

⁴¹ www2.scholastic.com/browse/article.jsp?id=1556

⁴² www.lexile.com/about-lexile/lexile-overview; www.lexile.com/m/uploads/downloadablepdfs/WhatDoesTheLexileMeasureMean.pdf indicates that the largest maximum possible measure is 2000.

⁴³ www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

As illustrated in Table 13, 56.0% of 225 junior academy and 54.3% of 162 high school students with comparable SRI measures were able to show improvement (as measured by a 50-point increase for junior academy and a 25-point increase for high school students) in reading skills based on SRI fall and spring test measures. Overall, junior academy students improved, on average, 88.0 points and high school students improved 63.9 points, on average. The school has therefore met its internal goal.

Grade	N	Number Improved*	Percentage Improved	Average Increase in Score
6th	89	51	57.3%	89.8
7th	70	43	61.4%	117.7
8th	66	32	48.5%	54.2
Junior Academy Subtotal	225	126	56.0%	88.0
9th	62	35	56.5%	67.6
10th	48	25	52.1%	53.5
11th	21	11	52.4%	103.7
12th	31	17	54.8%	45.6
High School Subtotal	162	88	54.3%	63.9

*Improved by 50 or more points for junior academy; 25 or more points for high school.

b. Mathematics

To assess junior academy student progress in mathematics, the school set a goal that junior academy students would exhibit progress from the spring of 2010 to the spring of 2011 assessment of their math skills, based on the Wide Range Achievement Test (WRAT).⁴⁴ The goal was that, on average, students would show at least one month gain for every month of

⁴⁴ Note that new students are given the WRAT within 30 days of enrollment to test math competency level.

instruction. To assess progress for high school students, the school set a goal that at least 80% of students in each math class would attain a score of 70% or more on the course examination at the end of the school year. Math scores for junior academy students were provided as GL. High school student scores were percentage correct. Results for junior academy students from the test administered at the end of the school year indicate that students exhibited math skills, on average, at the following GL (Table 14).

Table 14		
Milwaukee Academy of Science Junior Academy WRAT Math Average GL Scores at the End of the Year Spring 2011		
Grade	N	Average GL
6th	89	7.1
7th	70	8.6
8th	67	8.5
Total	226	--

High school results from exams at the end of the year indicate that, on average, students scored 73.7% correct (Table 15).

Table 15				
Milwaukee Academy of Science High School Final Math Exam Percentage Correct at the End of the Year Spring 2011				
Grade	N	Minimum %	Maximum %	Average %
9th	63	0.0%	95.0%	73.6%
10th	48	8.0%	96.0%	73.8%
11th	22	0.0%	99.0%	72.6%
12th	31	0.0%	100.0%	74.7%
Total	164	--	--	73.7%

As illustrated in Table 16, 70.5% of 217 junior academy students with comparable scores showed progress from the spring of 2010 to the spring of 2011 mathematics test.⁴⁵ On average, students showed 1.6 GL increase in scores, exceeding the school’s goal.

Table 16				
Milwaukee Academy of Science Junior Academy Math Progress Measured by WRAT GL Scores 2010–11				
Grade	N	Improved		Average GL Improvement
		N	%	
6th	83	61	73.5%	1.7
7th	68	53	77.9%	1.8
8th	66	39	59.1%	1.2
Total	217	153	70.5%	1.6

As illustrated in Table 17, 78.7% of high school students scored 70% or higher on their end-of-the-year mathematics examinations; therefore, the school did not meet the goal for high school math progress.

Table 17			
Milwaukee Academy of Science High School End-of-the-year Math Course Examination (a Measure of Progress) Spring 2011			
Grade	N	N Met Goal	% Met Goal
9th	63	53	84.1%
10th	48	36	75.0%
11th	22	17	77.3%
12th	31	23	74.2%
Total	164	129	78.7%

⁴⁵ Fall 2010 test scores were used for new students.

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 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 sixth through eighth grades would reach a score of 18 or more, on average, and students in grades nine through twelve would achieve 21 or more, on average.

Results for students in junior academy indicated that students scored, on average, 18.7 points.⁴⁶ Results for high school students indicate that students' average score was 23.7 points (see Table 18).⁴⁷ The school has therefore met its goal.

Table 18 Milwaukee Academy of Science Junior Academy and High School Writing Skills Based on Teacher Assessment 2010–11		
Grade	N	Writing Score Average
6th	88	18.4
7th	72	18.9
8th	66	19.0
Junior Academy Subtotal	226	18.7
9th	63	22.7
10th	48	23.7
11th	19	23.9
12th	32	25.8
High School Subtotal	162	23.7

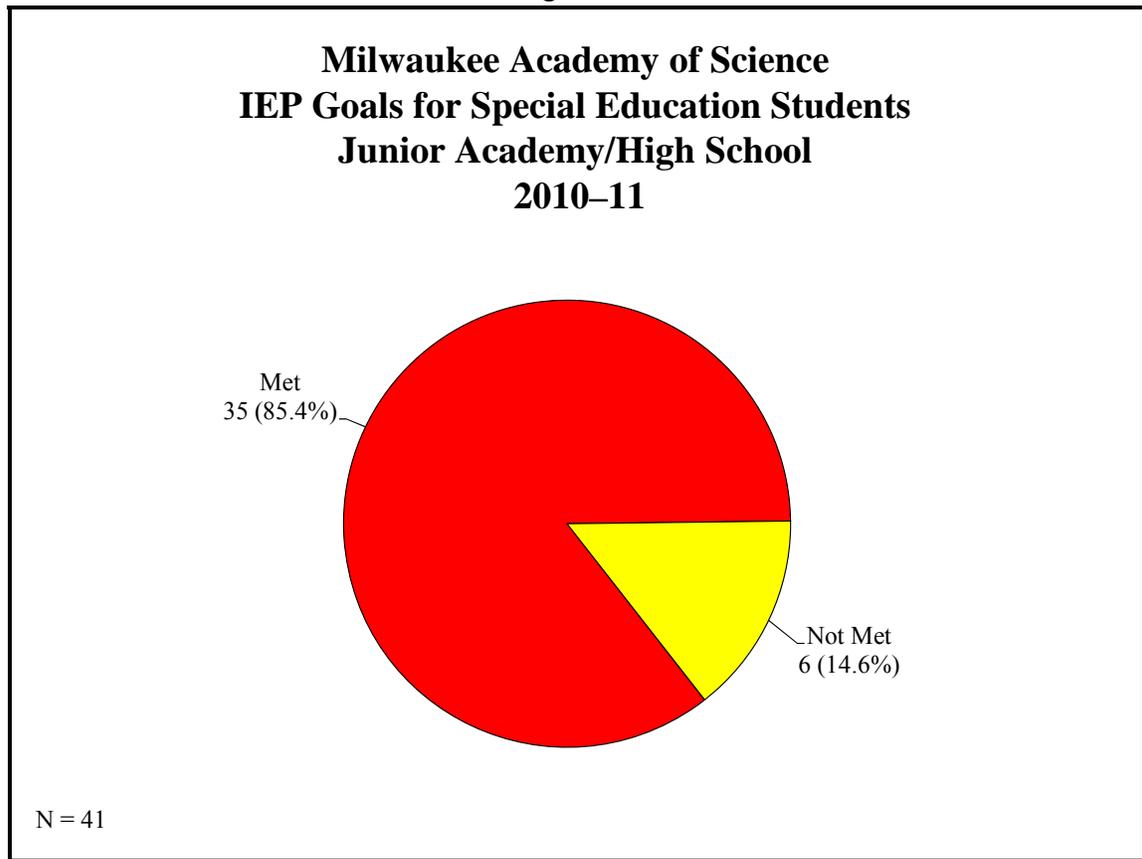
⁴⁶ One hundred thirty-six (60.2%) of 226 junior academy students scored 18 or more points.

⁴⁷ One hundred twenty-seven (78.4%) of 162 high school students scored 21 or more points.

d. *Special Education Students*

This year, the junior academy and high school's goal was that 80% of special education students would meet one or more goals on their IEP, as assessed by the participants in their most recent annual IEP review. There were 45 special education students in sixth through twelfth grade at the end of the year. IEPs for four students had been in effect for less than one year; therefore, progress toward meeting goals was not required. Annual IEPs were available for the remaining 41 students; 35 (85.4%) of those 41 students met one or more of the goals in their IEP (Figure 14). The junior academy/high school has therefore met its goal related to student progress on IEP goals.

Figure 14



7. External Standardized Measures of Educational Performance

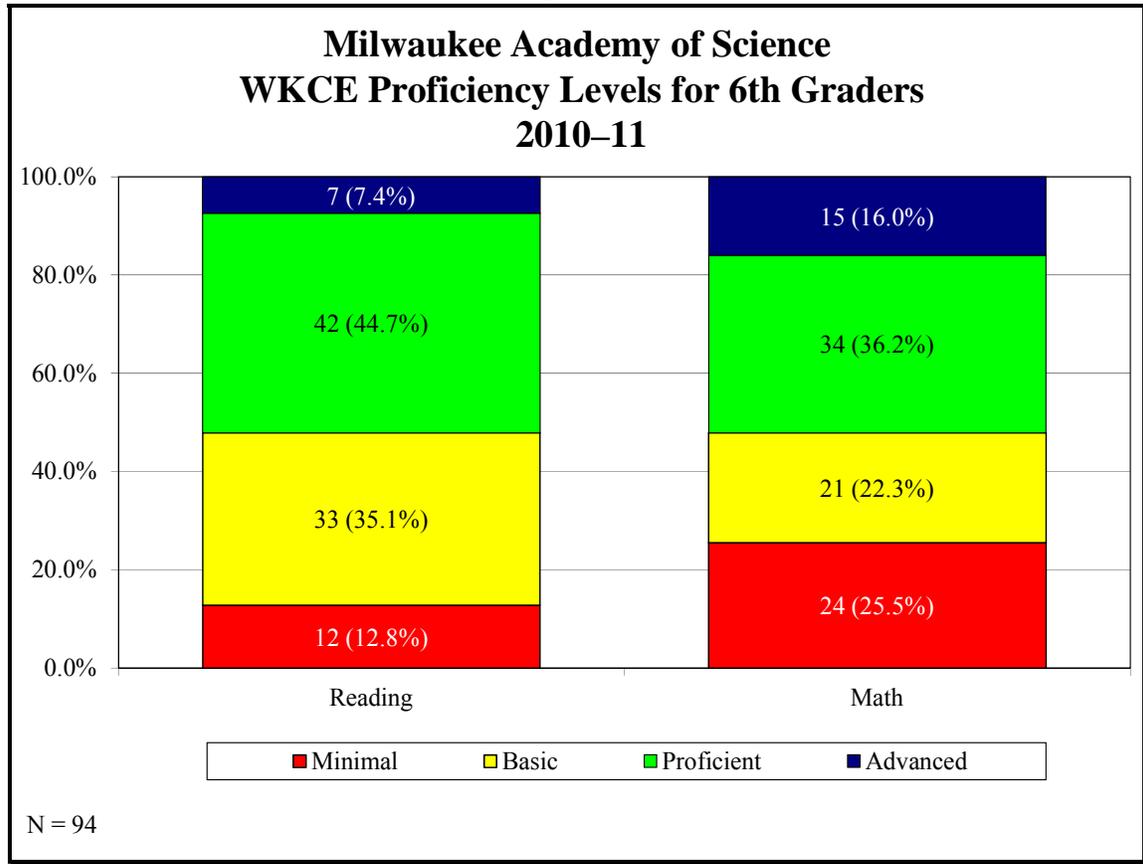
The CSRC required that the WKCE be administered to all sixth- through eighth- and tenth-grade students.⁴⁸ Results for all junior academy and high school students administered all subtests, regardless of FAY status, are reflected in this section.

a. *WKCE for Sixth Graders*

Sixth graders were administered the WKCE in October 2010. As illustrated, 7 (7.4%) sixth graders showed advanced reading skills and 42 (44.7%) scored proficient in reading. In math, 15 (16.0%) students exhibited advanced skills and 34 (36.2%) scored in the proficient range (Figure 15).

⁴⁸ The WKCE is also given to students in third, fourth, and fifth grades to test reading and math skills. Students in fourth, eighth, and tenth grade are also tested in language arts, science, and social studies.

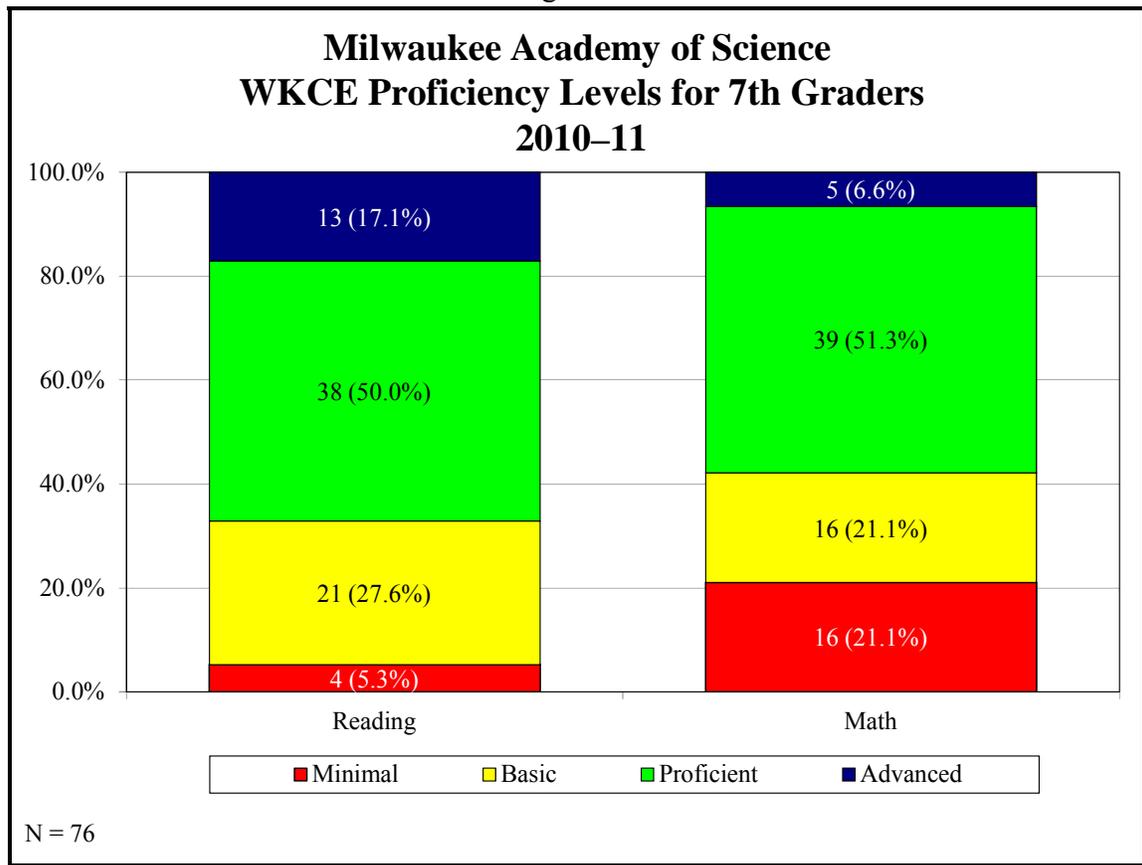
Figure 15



b. *WKCE for Seventh Graders*

Proficiency levels from the WKCE administered in October 2010 for seventh graders are illustrated in Figure 16. In reading, 13 (17.1%) students scored at the advanced level and 38 (50.0%) scored proficient, while 21 (27.6%) students scored at a basic level and 4 (5.3%) scored at a minimal level of proficiency. In math, 5 (6.6%) seventh graders were advanced, 39 (51.3%) were proficient, 16 (21.1%) were at a basic skill level, and 16 (21.1%) scored at a minimal skill level.

Figure 16

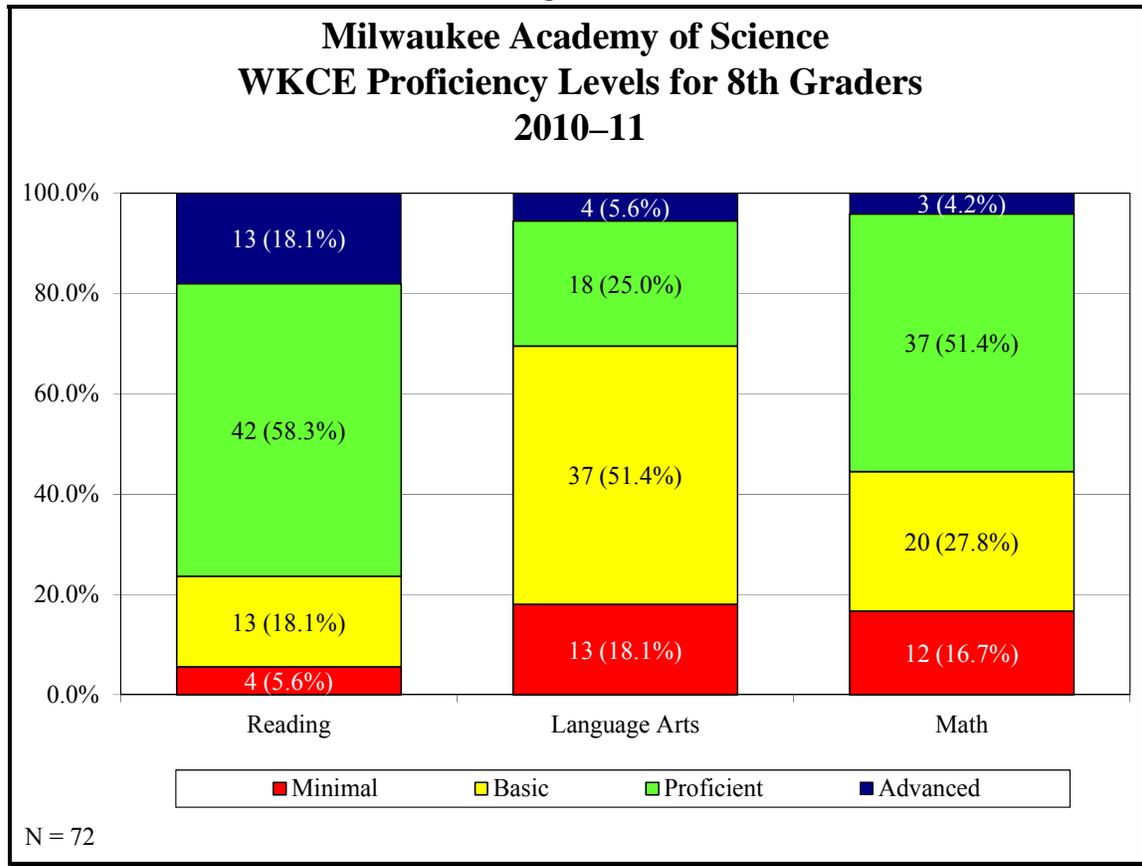


c. *WKCE for Eighth Graders*

In October 2010, 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 17. For example, 13 (18.1%) eighth graders scored in the advanced range, 42 (58.3%) scored in the proficient range, 13 (18.1%) had a basic understanding, and 4 (5.6%) scored in the minimal range. In terms of language arts ability, 4 (5.6%) students demonstrated advanced skills, 18 (25.0%) scored in the proficient range, 37 (51.4%) had a basic understanding, and 13 (18.1%) students demonstrated minimal skills. In mathematics, 3 (4.2%) students scored in the advanced range, 37 (51.4%) were proficient, 20 (27.8%) had a basic understanding, and 12 (16.7%) students demonstrated minimal skills.

Figure 17



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 9.⁴⁹ The MAS eighth-grade writing scores ranged from 3 to 7. The median score was 6, meaning half of students scored 3 to 6 and half scored 6 to 7 on a scale of 0 to 9.

⁴⁹ See www.dpi.state.wi.us/oea/kc_writg.html for details.

d. Standardized Tests for Ninth and Tenth Graders

The EXPLORE is the first in a series of two pre-ACT tests developed by ACT and is typically administered to students in eighth or ninth grade. The EXPLORE includes sections for English, math, reading, and science. EXPLORE scores provide information about students' knowledge, skills, interests, and plans. Students can use this information as they plan their high school coursework and begin thinking about college and careers. In addition to providing a score for each section, the EXPLORE provides a composite score for each student that reflects all the areas tested. Students can score between 1 and 25 on each section of the test; the composite score, which also ranges from 1 to 25, is an average of the scores from all four of the subtests.⁵⁰

The PLAN, the second in the series of pre-ACT tests, is generally taken in tenth grade as a follow-up to the EXPLORE. Like the EXPLORE, the PLAN includes sections for English, math, reading, and science. Results of the PLAN can be used as a guidance tool for students planning to attend college or join the workforce following graduation. It has also been shown to be a predictor of student success on the ACT. Students can score between 1 and 32 on each section of the test; the composite score, which also ranges from 1 to 32, is an average of the scores from all four of the subtests.⁵¹

In addition to providing information about students' skill levels in reading, math, English, and science, scores from the EXPLORE, PLAN, and ACT from consecutive years can be used to gauge student progress toward college readiness. ACT conducted a study to determine the relationship between scores on the EXPLORE, PLAN, and ACT with success in college courses. Based on that research, ACT set minimum scores on the English, math, reading, and science subtests for the EXPLORE, PLAN, and ACT that serve as benchmarks for success in college-

⁵⁰ Information found at <http://actstudent.org/explore/index.html>, July 2008.

⁵¹ Information found at <http://www.act.org/plan>, July 2008.

level English composition, algebra, social sciences, and biology. Students who reach the benchmark or higher on the EXPLORE as ninth graders, the PLAN as tenth graders, and the ACT as eleventh or twelfth graders have a 50% chance of receiving at least a B in those college courses. Table 19 shows ACT’s benchmark scores for each subtest on the EXPLORE and PLAN.⁵² ACT does not publish composite benchmark scores for the EXPLORE and PLAN. CRC created composite benchmark scores for these tests by averaging the benchmark scores from the four subtests. The ACT composite benchmark was created and published by ACT.

Table 19			
Milwaukee Academy of Science			
ACT College Readiness Benchmarks for the EXPLORE and PLAN			
2010–11			
Subtest	EXPLORE Benchmark (9th Grade)	PLAN Benchmark (10th Grade)	ACT Benchmark (11th Grade)
English	14	15	18
Math	18	19	22
Reading	16	17	21
Science	20	21	24
Composite	17	18	21.25

The following describes results for ninth and tenth graders relative to these benchmarks. It also describes the school’s progress toward meeting goals related to providing additional intervention to students based on their composite scores.

i. EXPLORE for Ninth Graders

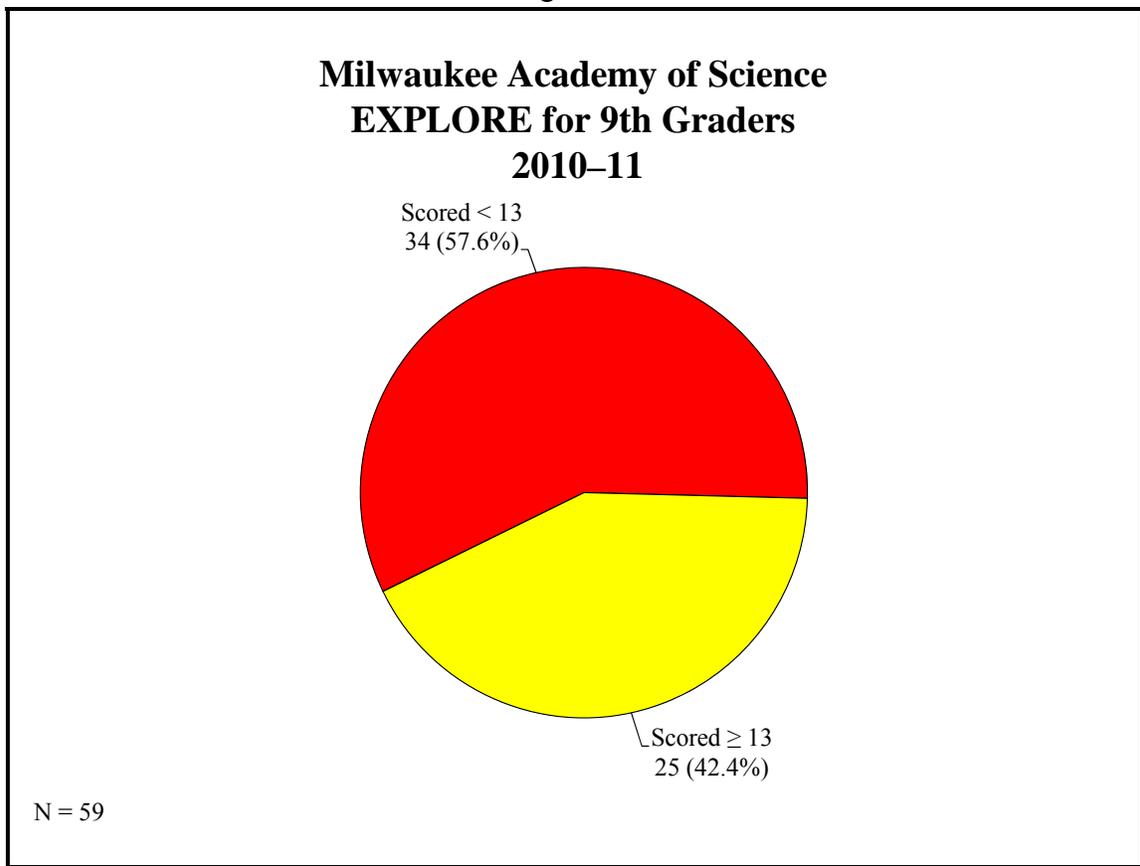
All ninth graders were required to take the EXPLORE during October/November 2010, the same timeframe the DPI established for the standardized WKCE. In December 2010, teachers of students who scored below 13 reviewed the results of the EXPLORE with the

⁵² For more information, see the ACT EXPLORE Technical Manual online at <http://www.act.org/explore/pdf/TechManual.pdf>.

achievement director and embedded additional instructional activities into the applicable core content areas. Examples of embedded activities included do-nows, exit cards, review sheets, math tutoring, reading comprehension practice, and periodic basic skill reviews. In some cases, students were referred to the school's Committee of Concern for further support and intervention.

This year, there were 59 students enrolled in the fall semester who remained in school through the end of the second semester and took the EXPLORE in the fall of 2010. Thirty-four (57.6%) of these students scored below 13 (Figure 18).

Figure 18



The following illustrates student performance relative to the ACT readiness benchmarks on each subtest, as well as the composite score for all students who took the test (including those who withdrew during the year). As shown, 7 (11.9%) students who completed the test scored 14 or more on the English test, 1 (1.7%) scored 18 or higher on the math test, 1 (1.7%) scored 16 or better on the reading test, none scored at or above the benchmark for science, and 1 (1.7%) student was at or above the composite benchmark score (Table 20). Note: This includes all students who completed the test and were still enrolled at the end of the school year.

Table 20				
Milwaukee Academy of Science				
EXPLORE for 9th Graders				
Minimum, Maximum, and Average Scores				
Fall 2010				
(N = 59)				
Test Section	Minimum Score	Maximum Score	Average Score	Students At or Above Benchmark
English	8.0	19.0	11.2	7 (11.9%)
Math	4.0	21.0	12.4	1 (1.7%)
Reading	6.0	17.0	11.0	1 (1.7%)
Science	6.0	18.0	14.0	0 (0.0%)
Composite	9.0	19.0	12.3	1 (1.7%)*

*ACT does not publish a benchmark for the EXPLORE composite score; CRC calculated a composite benchmark equal to 17 by averaging the benchmark scores from the four subtests.

ii. *PLAN for Tenth Graders*

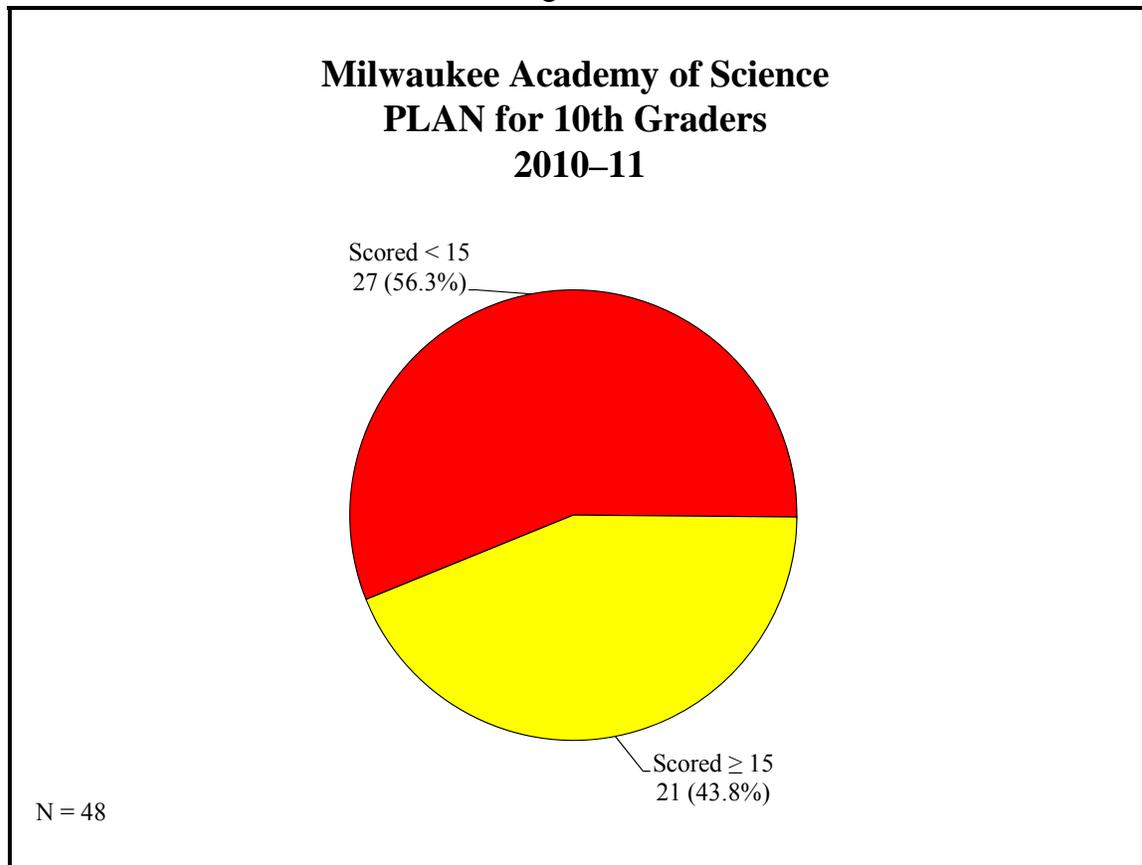
All tenth-grade students were required to take the PLAN. The PLAN was administered during the fall semester of 2010. During December 2010, teachers of students who scored less than 15 reviewed the results of the PLAN with the achievement director and created additional appropriate instructional activities to be embedded in applicable core content areas for students who scored low. Examples of embedded activities included do-nows, exit cards, review sheets,

math tutoring, periodic basic skill reviews, reading comprehension practice, and, in some instances, a referral to the school's Committee of Concern.

The achievement director also met with tenth-grade students in December 2010 to review results. In addition, parents of tenth graders were invited to review and interpret PLAN scores and were provided with suggestions for how students can prepare for the ACT.

This year, all 48 tenth graders who were enrolled in the fall and remained in school through the end of the school year took the PLAN in the fall of 2010. Results indicate that 27 (56.3%) of these students scored below 15 (Figure 19).

Figure 19



Student performance relative to ACT benchmarks in each subtest indicated that 13 (27.1%) of the tenth-grade students who completed the test in the fall of 2010 scored 15 or higher on the English test, 5 (10.4%) students scored 19 or better on the math test, 10 (20.8%) students scored at least 17 on the reading test, 1 (2.1) student received a score of 21 or higher on the science test, and 5 (10.4%) students received a composite score of 18 or higher. Note: This includes all students who completed the test and were still enrolled at the end of the school year. See Table 21.

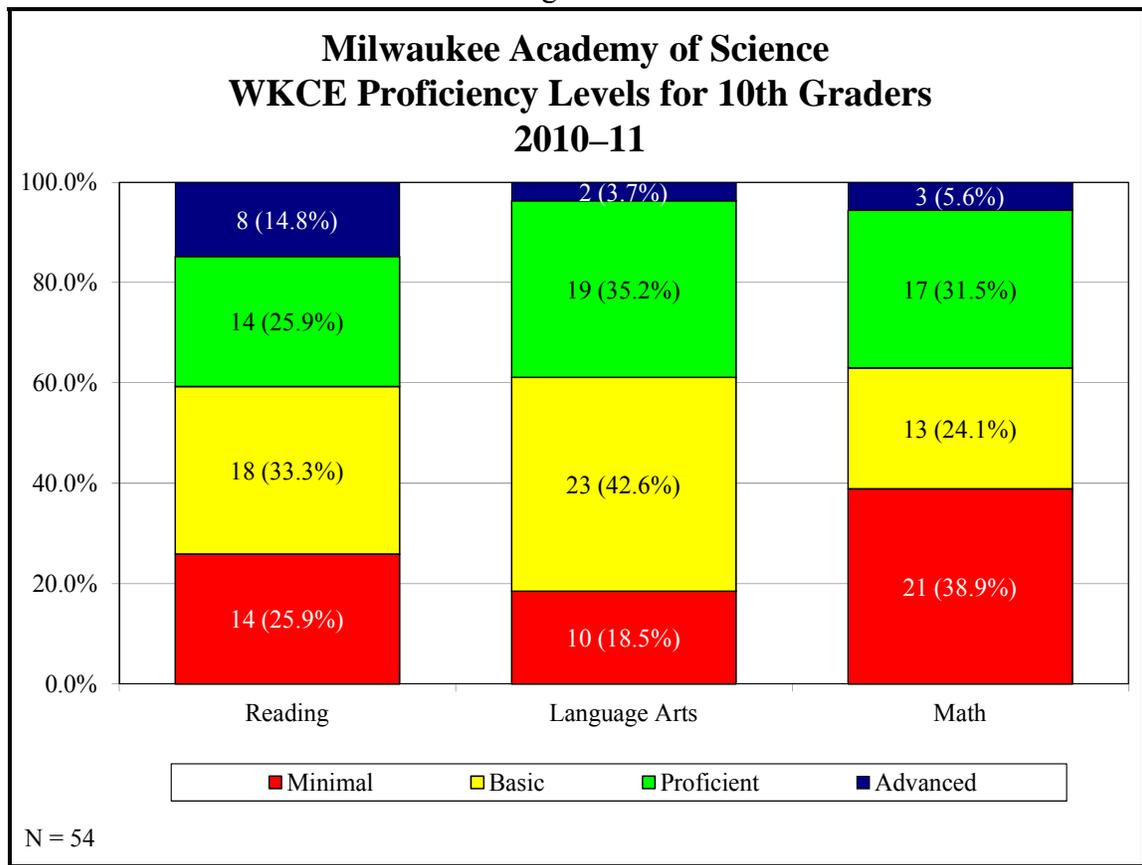
Table 21				
Milwaukee Academy of Science PLAN for 10th Graders Minimum, Maximum, and Average Scores Fall 2010 (N = 48)				
Test Section	Minimum	Maximum	Average	Students at or Above Benchmark
English	5.0	21.0	12.6	13 (27.1%)
Math	7.0	22.0	14.2	5 (10.4%)
Reading	8.0	30.0	13.8	10 (20.8%)
Science	9.0	25.0	15.2	1 (2.1%)
Composite	8.0	22.0	14.0	5 (10.4%)*

*ACT does not publish a benchmark for the PLAN composite score; CRC calculated a composite benchmark equal to 18 by averaging the benchmark scores from the four subtests.

iii. *WKCE for Tenth Graders*

In October 2010, 54 tenth graders were given the WKCE. Fourteen (25.9%) students scored proficient and 8 (14.8%) scored advanced in reading; 19 (35.2%) scored proficient and 2 (3.7%) scored advanced in language arts; and 17 (31.5%) students scored proficient and 3 (5.6%) scored advanced in math. Results are illustrated in Figure 20.

Figure 20



e. *ACT or SAT for Eleventh or Twelfth Graders*

The final CSRC expectation was that all eleventh and twelfth graders will have taken the ACT or SAT. 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 2010.

This year, there were 22 eleventh and 32 twelfth graders who were enrolled at the end of the year and therefore should have taken the test. Forty-nine (90.7%) of these 54 students took the ACT by June 2011; one of those 49 students also took the SAT. This falls short of CSRC expectations that all eleventh and twelfth graders take the ACT or SAT.⁵³

ACT composite scores were available for 45 of the 49 students who completed the test.⁵⁴ Composite ACT scores for eleventh graders ranged from 12.0 to 19.0, with an average of 14.4. ACT scores for twelfth graders ranged from 12.0 to 23.0, with an average of 15.9. To protect student identity, SAT scores could not be included in this report.⁵⁵ Overall, eleventh and twelfth graders scored, on average, 15.4 points on the ACT composite (Table 22). Two (6.5%) of 31 twelfth-grade students with scores available scored at or above the ACT composite benchmark of 21.25.

⁵³ It should be noted that all students were signed up to take the ACT as required but some students did not go to the testing site to take the test.

⁵⁴ Four eleventh graders took the ACT in May 2011 and one twelfth grader took the test in June 2011. Due to the later test dates, scores were not available for these students at the time of this report.

⁵⁵ CSRC requires cohorts of 10 or more students for inclusion in this report.

Table 22			
Milwaukee Academy of Science Composite ACT Scores for 11th and 12th Graders 2010–11			
Grade	Minimum	Maximum	Average
11th (N = 14)	12.0	19.0	14.4
12th (N = 31)	12.0	23.0	15.9
Total (N = 45)	--	--	15.4

C. Multiple-year Student Progress

Year-to-year progress is measured by comparing scores on standardized tests from one year to the next. First- through third-grade skills are assessed based on the SDRT. Year-to-year progress expectations apply to all students with scores in consecutive years. Fourth- through eighth-grade reading and math skills are tested on the WKCE. Year-to-year progress expectations apply to students who have been enrolled at the school for a full academic year. Progress toward college readiness from ninth to tenth grade is assessed using benchmarks from the EXPLORE and PLAN tests, and progress from tenth to eleventh grade is assessed using benchmarks from the PLAN to the ACT test. 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 2009–10 school year.

The CSRC expectation is that at least 75.0% of the students who were at the proficient or advanced levels on the previous year’s WKCE reading and math subtests, and who met the full academic year definition,⁵⁶ 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

⁵⁶ Students had to be enrolled in the school on or before September 18, 2009, to meet the FAY definition.

the next proficiency level or advance to the next highest quartile within their previous year's proficiency level. Minimal expectations on the SDRT are that students advance, on average, at least 1.0 GLE. Students below grade level are expected to advance, on average, more than 1.0 GLE.

1. SDRT Results for First Through Third Graders

a. *Consecutive Years*

The standardized test used by the CSRC to track reading progress from first through third grade is the SDRT. GLE scores from this test do not translate into proficiency levels; therefore, results are described in GLE. Progress for all students who took tests in the last two consecutive years was examined.

There were 56 students enrolled at MAS as first graders in 2009–10 who took the test in 2010–11 as second graders, and 59 students enrolled in 2009–10 as second graders who took the test in 2010–11 as third graders. The CSRC expects that these students will advance, on average, 1.0 GLE. As illustrated in Table 23, 46.4% of second and 59.3% of third graders improved by 1.0 GLE or more. The average advancement from first to second grade was 1.1 GLE, and second to third graders advanced an average of 1.2 GLE. Overall, these students advanced, on average, 1.1 GLE from 2009–10 to 2010–11. These data indicate that the school met the goal for second and third grade.⁵⁷

⁵⁷ Although not required, CRC examined progress for students who scored at or above GLE in 2009–10. Results indicated that 76 (86.4%) of the 88 students maintained reading skills at or above grade level.

Table 23				
Milwaukee Academy of Science				
Average GLE Advancement in Reading				
Based on SDRT Total				
Grade (2009–10 to 2010–11)	Average GLE 2009–10	Average GLE 2010–11	Average GLE Advancement	% Met Goal*
1st to 2nd (n = 56)	1.6	2.6	1.1	46.4%
2nd to 3rd (n = 59)	2.5	3.8	1.2	59.3%
Total (N = 115)	--	--	1.1	53.0%

*Advanced 1.0 GLE or more.

It is possible to compare SDRT results over two academic years for third-grade students who took the SDRT in 2008–09 as first graders to scores they earned as third graders in 2010–11. As illustrated, in 2008–09, first-grade students were reading at GLE and were able to maintain grade-level skills in 2010–11. Over two years, these students improved, on average, 2.1 GLE (see Table 24).

Table 24				
Milwaukee Academy of Science				
Average GLE Advancement From 1st to 3rd Grade				
Based on SDRT Total				
Reading	Average GLE 2008–09	Average GLE 2010–11	Median GLE Advancement	Average GLE Advancement
1st to 3rd (n = 47)	1.5	3.7	1.8	2.1

Note: Results are rounded to the nearest tenth.

b. *Students Below GLE*

The CSRC requires that progress for students below proficiency be examined separately. The SDRT does not provide proficiency indicators; therefore, GLE scores were used to identify students who were functioning below grade level in reading. The CSRC expects more than 1.0 GLE improvement for these students. As illustrated below, there were 27 second and third graders who tested below GLE as first or second graders. These students advanced, on average, 0.9 GLE this year, short of the CSRC goal (Table 25).

Table 25				
Milwaukee Academy of Science Average GLE Advancement in Reading for Students Below GLE				
Grade (2009–10 to 2010–11)	Average GLE 2009–10	Average GLE 2010–11	Average GLE Advancement	% Met Goal*
1st to 2nd (n = 4)	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
2nd to 3rd (n = 23)	1.6	2.4	0.8	39.1%
Total (N = 27)	--	--	0.9	44.4%

Note: Results are rounded to the nearest one tenth.

*Improved 1.1 or more GLE.

2. Multiple-year Student Progress for Fourth Through Eighth Graders

a. *Students Who Met Proficiency-level Expectations*

Based on fall 2009 WKCE data, there were 142 students who reached proficiency in reading and 132 who were proficient or higher in math. As illustrated in Tables 26 and 27, 87.3% of students maintained their reading levels and 87.1% maintained proficient or advanced levels in math, exceeding CSRC expectations.

Table 26			
Milwaukee Academy of Science Reading Proficiency Level Progress for Students Proficient or Advanced in 2009–10 Based on WKCE			
Grade	Students Proficient/Advanced in 2009–10	Students Maintained Proficient/Advanced in 2010–11	
		N	%
3rd to 4th	22	16	72.7%
4th to 5th	25	20	80.0%
5th to 6th	28	23	82.1%
6th to 7th	31	30	96.8%
7th to 8th	36	35	97.2%
Total	142	124	87.3%

Table 27			
Milwaukee Academy of Science Math Proficiency Level Progress for Students Proficient or Advanced in 2009–10 Based on WKCE			
Grade	Students Proficient/Advanced in 2009–10	Students Maintained Proficient/Advanced in 2010–11	
		N	%
3rd to 4th	18	16	88.9%
4th to 5th	25	21	84.0%
5th to 6th	28	25	89.3%
6th to 7th	26	26	100.0%
7th to 8th	35	27	77.1%
Total	132	115	87.1%

b. *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, or basic to proficient. 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.⁵⁸

There were 139 students who scored in the minimal or basic categories in 2009–10. Of these, 52.5% showed improvement by progressing to a higher proficiency level (N = 50) or quartile (N = 23) in reading (Table 28). This compares to 63.9% of 166 students who showed improvement from 2008–09 to 2009–10. The CSRC expectation is to increase the percentage of students who advance; therefore, MAS did not meet this expectation.

Table 28					
Milwaukee Academy of Science Reading Proficiency Level Progress for Students Minimal or Basic in 2009–10 Based on WKCE					
Grade	# Students Minimal/Basic 2009–10	# Students Who Advanced One Proficiency Level 2010–11	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2010–11	Total Proficiency Level Advancement	
				N	%
3rd to 4th	38	10	8	18	47.4%
4th to 5th	28	9	5	14	50.0%
5th to 6th	37	13	6	19	51.4%
6th to 7th	23	11	1	12	52.2%
7th to 8th	13	7	3	10	76.9%
Total	139	50	23	73	52.5%

⁵⁸ This method is used by CRC to examine student progress in the schools chartered by the city.

Proficiency-level progress in math is described in Table 29. There were 149 students who scored below proficient on the fall 2009 WKCE. Overall, 64.4% of these students either advanced one proficiency level (N = 74) or, if they did not advance a level, improved at least one quartile within their level (N = 22). This compares to 65.4% of 211 students who showed progress from 2008–09 to 2009–10. The CSRC expectation is to increase the percentage of students who show improvement; therefore, MAS did not meet this expectation.

Table 29					
Milwaukee Academy of Science Math Proficiency Level Progress for Students Minimal or Basic in 2009–10 Based on WKCE					
Grade	# Students Minimal/Basic 2009–10	# Students Who Advanced One Proficiency Level 2010–11	If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level 2010–11	Total Proficiency Level Advancement	
				N	%
3rd to 4th	42	20	5	25	59.5%
4th to 5th	28	12	4	16	57.1%
5th to 6th	37	21	6	27	73.0%
6th to 7th	28	16	5	21	75.0%
7th to 8th	14	5	2	7	50.0%
Total	149	74	22	96	64.4%

3. Benchmark Progress From the Fall 2009 EXPLORE to the Fall 2010 PLAN

Students in ninth grade at MAS during the 2009–10 school year took the EXPLORE in the fall of 2009. Those same ninth-grade students who were enrolled as tenth graders at MAS during 2010–11 took the PLAN during the fall of 2010. Students, parents, and teachers can use scores from each year to determine areas in which students may need additional assistance.

Using the minimum benchmark scores for each subject area (shown in Table 19) on the EXPLORE, CRC examined student progress from ninth to tenth grade. There were 48 MAS students who took the EXPLORE in the fall of 2009 as ninth graders and the PLAN in the fall of

2010 as tenth graders. Of those students, 9 (18.8%) were at or above the English benchmark, 3 (6.3%) students were at or above the benchmark in reading, 9 (18.8%) were at or above the benchmark for math, and 2 (4.2%) were at or above the benchmark for science at the time of the fall 2009 EXPLORE. The following sections describe progress for students who were at or above the EXPLORE benchmark for each test as well as students who were below the benchmark at the time of the fall 2009 test.

a. *Students At or Above Benchmarks on the EXPLORE Subtests*

CRC first examined scores for students who were at or above benchmarks on the fall 2009 EXPLORE. The English and reading subtests were the only ones in which students reached benchmarks. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark, CRC could not include results in this report.

Table 30						
Milwaukee Academy of Science						
Progress for Students At or Above Benchmarks on the Fall 2009 EXPLORE						
(N = 48)						
Subtest	Students At or Above Benchmark on the EXPLORE Fall 2009		Students Who Remained At or Above Benchmark on the PLAN Fall 2010		Students Below Benchmark on the PLAN Fall 2010	
	N	%	N	%	N	%
English	9	18.8%	Cannot report due to N size		Cannot report due to N size	
Math	3	6.3%	Cannot report due to N size		Cannot report due to N size	
Reading	9	18.8%	Cannot report due to N size		Cannot report due to N size	
Science	2	4.2%	Cannot report due to N size		Cannot report due to N size	
Composite*	7	14.6%	Cannot report due to N size		Cannot report due to N size	

*ACT does not publish a benchmark for the EXPLORE or PLAN composite score; CRC calculated a composite benchmark equal to 17 for the EXPLORE and 18 for the PLAN by averaging the benchmark scores from the four subtests.

b. Students Below Benchmarks on the EXPLORE Subtests

Next, CRC examined progress for students below benchmarks on each of the fall 2009 EXPLORE subtests. As Table 31 illustrates, 39 (81.3%) of the 48 students who took the EXPLORE and PLAN scored below the benchmark on the EXPLORE English subtest. At the time of the fall 2010 PLAN, 5 (12.8%) of those students reached the benchmark and 16 (41.0%) had improved their scores by at least one point. Two (4.4%) of the 45 students below benchmark in math reached benchmark and 25 (55.6%) students had improved their math scores between the EXPLORE and PLAN. Six (15.4%) of the 39 students below the benchmark on the fall 2009 EXPLORE reading test reached benchmark by the fall 2010 PLAN and 18 (46.2%) had improved their scale scores by at least one point from the EXPLORE to PLAN. One (2.2%) of the 46 students below benchmark in science on the fall 2010 EXPLORE reached benchmark by the time of the fall 2010 PLAN and 15 (32.6%) students increased their scale scores between tests. Finally, none of the students who scored a composite score below a 17 on the EXPLORE scored an 18 or higher on the PLAN, but 24 (58.5%) students improved their composite scores by at least one point.

Table 31								
Milwaukee Academy of Science								
Year-to-year Student Progress: EXPLORE to PLAN								
Progress for Students Below Benchmarks on the Fall 2009 EXPLORE								
Subtest	Students Below Benchmark on the EXPLORE Fall 2009 (N = 48)		Students Who Achieved Benchmark on the PLAN Fall 2010		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the PLAN Fall 2010*		Overall Progress of Students Below Benchmark on Fall 2009 EXPLORE	
	N	%	N	%	N	%	N	%
English	39	81.3%	5	12.8%	16	41.0%	21	53.8%
Math	45	93.8%	2	4.4%	25	55.6%	27	60.0%
Reading	39	81.3%	6	15.4%	18	46.2%	24	61.5%
Science	46	95.8%	1	2.2%	15	32.6%	16	34.8%
Composite**	41	85.4%	0	0.0%	24	58.5%	24	58.5%

*Scores on the EXPLORE and PLAN are scaled so that a score on the EXPLORE represents the same level of skill as the same score on the PLAN. Therefore, a score increase in one subject from the EXPLORE to the PLAN demonstrates progress in that subject area from one year to the next.

**ACT does not publish a benchmark for the EXPLORE or PLAN composite score; CRC calculated a composite benchmark equal to 17 for the EXPLORE and 18 for the PLAN by averaging the benchmark scores from the four subtests.

4. Benchmark Progress From the Fall 2009 PLAN to the 2010–11 ACT

Students in tenth grade at MAS during the 2009–10 school year took the PLAN in the fall semester. Those same tenth-grade students who were enrolled as eleventh graders at MAS during 2010–11 took the ACT during the spring 2011 semester.

Using the minimum benchmark scores for each subject area (shown in Table 19) on the PLAN, CRC examined student progress from tenth to eleventh grade. There were 14 MAS students who took the PLAN in the fall of 2009 as tenth graders and the ACT in the spring of 2011 as eleventh graders. Of those students, 4 (28.6%) were at or above the English benchmark, 1 (7.1%) student was at or above the benchmark in math, 1 (7.1%) was at or above the benchmark in reading, and none of the students were at or above the benchmark in science at the time of the fall 2009 PLAN. The following sections describe progress for students who were at

or above the PLAN benchmark for each test as well as students who were below the benchmark at the time of the fall 2009 test.

a. *Students At or Above Benchmarks on the Fall 2009 PLAN Subtests*

CRC first examined scores for students who were at or above the English benchmark on the fall 2009 PLAN. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, due to the small number of students who were at or above benchmark in English, math, reading, and science, CRC could not include results in this report.

Table 32						
Milwaukee Academy of Science						
Year-to-year Student Progress: PLAN to ACT Results						
Progress for Students At or Above Benchmarks on the Fall 2009 PLAN						
(N = 14)						
Subtest	Students At or Above Benchmark on the PLAN Fall 2009		Students Who Remained At or Above Benchmark on the ACT Spring 2011		Students Below Benchmark on the ACT Spring 2011	
	N	%	N	%	N	%
English	4	28.6%	Cannot report due to N size		Cannot report due to N size	
Math	1	7.1%	Cannot report due to N size		Cannot report due to N size	
Reading	1	7.1%	Cannot report due to N size		Cannot report due to N size	
Science	0	0.0%	Cannot report due to N size		Cannot report due to N size	
Composite*	1	7.1%	Cannot report due to N size		Cannot report due to N size	

*There is no composite benchmark score for the PLAN. CRC created a PLAN composite benchmark score by averaging the benchmark scores for the four subtests.

b. *Students Below Benchmarks on the Fall 2009 PLAN Subtests*

Next, CRC examined progress for students below benchmarks on each of the fall 2009 PLAN subtests. As Table 33 illustrates, none of the students below benchmark on any of the four subtests reached benchmark on the spring 2011 ACT. However, 6 (60.0%) of the 10 students below benchmark in English had improved their scores by at least one point. Additionally, 10 (76.9%) of the 13 students below benchmark in math, 9 (69.2%) of the students below benchmark in reading, and 5 (35.7%) of the 14 students below benchmark in science had improved their respective scale scores by at least one point from the PLAN to the ACT.

Table 33								
Milwaukee Academy of Science								
Year-to-year Student Progress: PLAN to ACT								
Progress for Students Below Benchmarks on the Fall 2009 PLAN								
Subtest	Students Below Benchmark on the PLAN Fall 2009 (N = 14)		Students Who Achieved Benchmark on the ACT Spring 2011		Students Who Did Not Achieve Benchmark But Increased at Least One Point on the ACT Spring 2011*		Overall Progress of Students Below Benchmark on Fall 2009 PLAN	
	N	%	N	%	N	%	N	%
English	10	71.4%	0	0.0%	6	60.0%	6	60.0%
Math	13	92.9%	0	0.0%	10	76.9%	10	76.9%
Reading	13	92.9%	0	0.0%	9	69.2%	9	69.2%
Science	14	100.0%	0	0.0%	5	35.7%	5	35.7%
Composite**	13	92.9%	0	0.0%	6	46.1%	6	46.1%

*Scores on the PLAN and ACT are scaled so that a score on the PLAN represents the same level of skill as the same score on the ACT. Therefore, a score increase in one subject from the PLAN to the ACT demonstrates progress in that subject area from one year to the next.

**There is no composite benchmark score for the PLAN. CRC created a PLAN composite benchmark by averaging the benchmark scores for the four subtests.

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

1. Background Information⁵⁹

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.

In Wisconsin, 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.

⁵⁹ This information is based on the DPI website: <http://dpi.wi.gov/oea/aact/ayp.html>.

- 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 Summary⁶⁰

According to the *Adequate Yearly Progress Review Summary* for 2010–11 published by DPI, MAS reached adequate yearly progress in three of four AYP objectives. Status in test participation, other academic indicator (graduation), and mathematics was “satisfactory” and the school’s AYP status in reading was Level 3.⁶¹

⁶⁰ For a copy of MAS’s Annual Review of School Performance, see http://www2.dpi.state.wi.us/sifi/AYP_Summary.asp?AgKey=071238.

⁶¹ MAS did not meet the reading objective for students with disabilities. The school met the reading objective for all students and for two of the three applicable subgroups, Black and economically disadvantaged.

IV. SUMMARY AND RECOMMENDATIONS

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

A. Contract Compliance

MAS has met all but 3 of the 24 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 excluding excused absences was 90.3% for elementary and 89.0% for junior academy/high school. This meets the school's goal of 90.0% for the elementary academy. The goal was not met for the junior academy/high school.⁶²
- The school held parent conferences for all students this year. Parents of 92.9% of elementary academy students attended two of three conferences, exceeding their goal of 80.0%; parents of 52.1% of junior academy/high school students attended all three conferences, falling short of the goal of 80%.
- The school maintained up-to-date records for special education students, meeting its goal.

C. Local Measures Results

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

- Of 162 K4 and K5 students, 93.8% were proficient in literacy. The school's goal was 90.0%.

⁶² Note that the average attendance rate for junior academy students was 91.0% and the average rate for high school students was 86.4%; when the two rates were averaged together, the rate was below 90%.

- Of 243 first- through third-grade students, 88.1% exhibited progress in literacy skills. It should be noted that, overall, this cohort did not meet the school's goal, but both the second- and third-grade cohorts met the school's goal. The school's goal was 90%.
- Of 150 fourth and fifth graders, 84.7% showed progress in literacy skills. The school's goal was 80%.
- Of 162 K4 and K5 students, 94.4% were proficient in math. The school's goal was 90%.
- Of 348 first through fifth graders, 87.9% showed progress in math. The school's goal was 80%.
- Third- through fifth-grade students scored, on average, 12.2 points on the teacher assessed writing sample. The school's goal was 12 points.
- Of 33 students with IEP goals, 91.7% met at least one of their goals this year. The school's goal was 80%.

For junior academy (sixth through eighth grades) and high school (ninth through twelfth grades):

- One hundred ninety-six junior academy students advanced an average of 88.0 and 154 high school students improved on average 63.9 measures on the SRI. The school's goal was 50 points for junior academy and 25 for high school students.
- One hundred fifty-three junior academy students improved, on average, 1.6 GL based on WRAT. Of 164 high school students, 78.7% demonstrated math competencies. The school's goal was that junior academy students would show progress of at least one month for every month of instruction and 80% of high school students would demonstrate competency.
- Junior academy students scored, on average, 18.7 points on a teacher-assessed writing sample. The goal was 18. High school students, on average, scored 23.7 points. The goal for these students was 21.
- Of 41 junior academy and high school students with IEP goals, 85.4% reached at least one of their goals this year. The school's goal was 80%.
- Graduation plans were developed for all but one (99.4%) high school student, falling short of the school's goal.

- Ninth graders earned an average of 6.3 credits; tenth graders accumulated an average of 13.0 credits; eleventh graders accumulated an average of 19.9 credits; and twelfth graders accumulated 26.2 credits, on average. One hundred forty-seven (90.2%) students were promoted and/or graduated.

D. Standardized Test Results

Standardized tests results for MAS students were as follows:

- The April 2011 SDRT results indicated the following:
 - » First graders were reading, on average, at 1.4 GLE;
 - » Second graders were at 2.5 GLE; and
 - » Third graders were at 3.5 GLE.
- The WKCE for third through eighth and tenth graders indicated that the following percentage of students were proficient or advanced in reading (Table 34).

Table 34			
Milwaukee Academy of Science WKCE Summary 2010–11			
Grade	N	% Proficient or Advanced	
		Reading	Math
3rd	86	61.6%	47.6%
4th	90	42.2%	42.2%
5th	70	52.9%	61.4%
6th	94	52.1%	52.1%
7th	76	67.1%	57.9%
8th	72	76.4%	55.6%
10th	54	40.7%	37.0%
Total	542	56.1%	50.5%

E. Multiple-year Advancement

Based on SDRT from two consecutive years, 56 second graders advanced 1.1 GLE and 59 third graders advanced 1.2 GLE. Overall advancement was 1.1, meeting the CSRC goal of 1.0.

Based on WKCE for full academic year students:

- Of fourth through eighth graders, 87.3% of 142 maintained proficiency in reading and 87.1% of 132 maintained proficiency in math.
- Of students who were below proficient in reading, 52.5% of 139 showed improvement, while 64.4% of 149 who were below proficient in math showed improvement.

Based on 48 students who took the EXPLORE in the fall 2009 as ninth graders and the PLAN in the fall of 2010 as tenth graders:

- Of students below benchmark on the fall 2009 EXPLORE English subtest, 53.8% reached benchmark or improved their scores by one point on the fall 2010 PLAN;
- Of students below the EXPLORE math benchmark, 60.0% reached the PLAN math benchmark or improved their scores by at least one point between tests;
- Of students below benchmark on the EXPLORE reading test, 61.5% reached the PLAN reading benchmark or improved their scale scores by at least one point;
- Of students below benchmark on the fall 2009 EXPLORE science test, 34.8% reached benchmark on the fall 2010 PLAN or improved their scores by at least one point; and
- Of students who received composite scores below 17 on the fall 2009 EXPLORE, 58.5% received composite scores of 18 or higher on the fall 2010 PLAN or improved their composite scores by at least one point between tests.

Based on 14 students who took the PLAN in the fall of 2009 as tenth-grade students and the ACT during 2010–11 as eleventh graders:

- Of students below the PLAN English benchmark, 60.0% improved their scores by one or more points on the ACT;
- Of students below the PLAN math benchmark, 76.9% had improved their scores by at least one point on the ACT;
- Of students below the PLAN reading benchmark, 69.2% had improved their scores by at least one point on the ACT;

- Of students below the PLAN science benchmark, 35.7% improved their scores by at least one point on the ACT; and
- Of students who received composite scores below 18 on the PLAN, 58.5% improved their composite scores by at least one point on the ACT.

F. 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 2011–12 year.

For the primary/elementary academy:

- Provide adequate professional development to staff to help them maximize MAP assessment data obtained so that they can differentiate their instruction to students in reading and math based on students' individual needs. Staff will also be expected to use the MAP assessment results to monitor each student's individual progress in these two basic skill areas.
- Engage staff in professional development activities related to RTI. As part of this professional development process, staff will refine their RTI process as a group to promote consistency and effectiveness in daily practice.
- Utilize work completed over the summer by the Reading Improvement Team in reviewing current reading tools, resources, and practice as compared to what research identifies as best practices as an improvement guide. This summer work resulted in an action plan that will require ongoing steps to create improvements in practice throughout the course of the next school year, including attention to the professional development of teachers related to these best practices.

For the junior academy:

- Implement departmentalized instructional practices, starting in the sixth grade, at the beginning of the school year.
- Engage sixth graders in the study of literature during the next school year.

For the high school:

- Focus on the implementation of college readiness standards in the high school for the next school year.
- Engage ninth and tenth graders in smaller reading and math classes to address basic skill deficits and better prepare them for more rigorous math and science courses.

Appendix A

Contract Compliance Chart

Milwaukee Academy of Science

**Overview of Compliance for Education-related Contract Provisions
2010–11**

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.	p. 10	Met
Section I, C	Educational methods.	pp. 2–5	Met
Section I, D	Administration of required standardized tests:		
	a. Grades 1 through 8	pp. 33–41; pp. 53–57;	a. Met
	b. Grades 9 through 12	pp. 58–66	b. Substantially met ⁶³
Section I, D	Expectation that 9th and 10th graders receive supplemental instruction if below the EXPLORE/PLAN benchmarks.	pp. 59–62	Met
Section I, D	All new high school students tested within 30 days of first day of attendance in reading and math.	p. 46	Met
Section I, D	Written annual plan for graduation.	pp. 13–15	Met ⁶⁴
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. 24–32 and pp. 46–52	Met ⁶⁵
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 1GLE in reading.	a. pp. 67–68	a. Met ⁶⁶
	b. 4th- through 8th-grade students proficient or advanced in reading: At least 75.0% maintain proficiency level.	b. p. 70	b. Met. 87.3% of 142
	c. 4th- through 8th-grade students proficient or advanced in math: At least 75.0% maintain proficiency level.	c. p. 70	c. Met. 87.1% of 132

⁶³ All ninth and tenth graders took the required standardized tests. However, not all eleventh- and twelfth-grade students took the ACT or SAT as required.

⁶⁴ There was one student for whom submitted data indicated no graduation plan, but the school counselor reported that meetings were held with all students to review their graduation plans during the course of the school year.

⁶⁵ The school did not meet all of its internal goals, but it met the expectations established by the CSRC.

⁶⁶ Second graders advanced 1.1 GLE and third graders advanced 1.2 GLE, for overall advancement of 1.1 GLE.

Milwaukee Academy of Science

**Overview of Compliance for Education-related Contract Provisions
2010–11**

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 1 GLE in reading.	a. p. 69	a. Not met ⁶⁷
	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. 71	b. Not met ⁶⁸
	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. 72	c. Not met ⁶⁹
Section I, E	Parental involvement.	p. 11	Met ⁷⁰
Section I, F	Instructional staff hold a DPI license or permit to teach.	pp. 7–9	Met
Section I, I	Pupil database information, including special education needs students.	pp. 16–18	Met
Section I, K	Discipline procedures.	pp. 12–13	Met

⁶⁷ Second and third graders advanced 0.9 GLE, on average.

⁶⁸ Only 52.5% of 139 students improved, compared to 63.9% in 2009–10.

⁶⁹ Of 149 students below proficient in 2009–10, 64.4% improved compared to 65.4% the previous year.

⁷⁰ The school met its contract requirements but the junior academy/high school did not meet its internal goals for parental involvement.

Appendix B

Outcome Measure Agreement Memos

To: Children's Research Center and the Charter School Review Committee
From: Milwaukee Academy of Science Primary/Elementary Academy
Re: Student Learning Memorandum for the 2010–11 School Year
Date: August 23, 2010

The following procedures and outcomes will be used for the 2010–11 school year to monitor the education-related activities described in the Milwaukee Academy of Sciences (MAS) Primary/Elementary Academy's 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 year-end data on the fifth day following the last day of student attendance for the academic year, or June 20, 2011.

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 ID number; Wisconsin student number (WSN), enrollment date; withdrawal date and reason; grade; gender; race/ethnicity; free/reduced lunch eligibility; 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, unexcused absence, and out-of-school suspension. MAS considers a student in attendance if the student arrives at the school between 8:05 am and 3:20 pm. A student is marked truant if he/she arrives after 8:05 am or leaves before 3:20 pm.

Enrollment

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

Termination/Withdrawal

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

Parent Participation

At least 80.0% of students enrolled for the entire school year will have their parent(s) participate in two of the three 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 evaluated students and eligible special education students including date of the most recent individualized education program (IEP) team eligibility evaluation, evaluation results including outcome, ineligible or disability type, IEP completion date, parent participation in IEP, number of IEP goals, IEP annual review dates, number of IEP goals achieved at the annual review, and planned date for the next evaluation/eligibility assessment

Academic Achievement: Local Measures

Literacy and Math

At least 90.0% of the students in K4 and K5 will exhibit proficient or higher skills by the final spring assessment of their literacy skills (specifically recognizes uppercase letters and prints uppercase letters) and math skills (specifically, counting of objects and reading of numbers), based on student quotients on the BRIGANCE: Comprehensive Inventory of Basic Skills.⁷¹ (Note: A quotient score of 85 or higher is considered proficient.)

At least 90.0% of the students in first through third grades will reach a reading level that is at or above grade level or will show progress of at least four levels on their Scholastic Guided Reading Level as measured by the text gradient scale, which assesses reading fluency and comprehension.⁷² All new students will take their pre-test in the fall of 2010. For returning students, results from the spring of 2010 will be used for the pre-test and all students will be post-tested in the spring of 2011.

At least 80.0% of the students in fourth and fifth grades will reach a grade-equivalency score that is at or above grade level in reading (word recognition) or demonstrate one month's growth for each month of instruction on the BRIGANCE.⁷³ All new students will take their pre-test in the fall of 2010. Spring 2010 test results will be compared to spring 2011 test results for returning students. All students will be post-tested in the spring of 2011.

At least 80.0% of the students in first through fifth grades will reach a grade-equivalency score that is at or above grade level or demonstrate one month's growth for each month of instruction in mathematics (math computation) on the BRIGANCE.⁷⁴ All new students will take their pre-test in the fall of 2010. Spring 2010 test results will be compared to spring 2011 test results for returning students. All students will be post-tested in the spring of 2011.

Writing

By the end of the final marking period, students in third through fifth grades will have a writing sample assessed. Each grade cohort will be judged to have, on average, at least "adequate control," as indicated by an average total score of 12. Writing skills appropriate for each grade

⁷¹ BRIGANCE is a basic skills assessment model created and distributed by Curriculum Associates, Inc.

⁷² The following are the text gradient levels that indicate a student is at grade level for the respective grades: first grade = H or above; second grade = L or above; and third grade = O or above.

⁷³ The reading end-of-year expected grade equivalent scores are as follows: fourth grade = 4.8 and fifth grade = 5.8.

⁷⁴ The math end-of-year expected grade equivalent scores are as follows: first grade = 2.2; second grade = 2.6; third grade = 3.7; fourth grade = 4.8; and fifth grade = 6.0.

level will be assessed 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.

Special Education Students

At least 80.0% of the special education students will meet one or more of the goals defined in 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 in an Excel spreadsheet by student ID.

Academic Achievement: Standardized Measures

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

Grades 1, 2, and 3: The Stanford Diagnostic Reading Test (SDRT) will be administered each spring between March 15 and April 15. Progress will be assessed based on the results of testing in reading in the second and subsequent years.

During the current and subsequent years as a city-chartered school, second and third graders will demonstrate, on average, a minimum increase of one grade level on the 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, on average, more than one grade-level gain the following year.

Grades 3, 4, and 5: The Wisconsin Knowledge and Concepts Examination (WKCE) will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The WKCE reading subtest will provide each student with a proficiency level via a scale score in reading, and the WKCE math subtest will provide each student with a proficiency level via a scale score in math. For fourth graders, it will also include language arts, science, and social studies scale scores. Results will also reflect the student's statewide percentile score.

At least 75.0% of the students who were proficient or advanced in reading and/or math on the WKCE in 2009–10 will maintain their status of proficient or above in the subsequent year.

More than 65.4% of the students who tested below proficient (basic or minimal) in mathematics on the WKCE in 2009–10 will improve a level or at least one quartile within their level in the next school year. This is a school-wide expectation.

More than 63.9% of the students who tested below proficient (basic or minimal) in reading on the WKCE in 2009–10 will improve a level or at least one quartile within their level in the next school year. This is a school-wide expectation.

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 the school’s student learning memo for the 2010–11 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 2010–11 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 when a measure is completed, record N/E for that student to indicate “not enrolled.” This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
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%).

End-of-the-year data must be submitted to CRC no later than the fifth working day after the end of the second semester, or June 20, 2011.

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	List of students enrolled at any time during the year. Include student name; student ID number; WSN; grade; gender; race/ethnicity; free/reduced lunch eligibility; special education status; and, if applicable, disability type.	PowerSchool	Elizabeth Rodriguez
Attendance	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absent 	Export data from PowerSchool into a usable data format such as a 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"> • Number of days unexcused absent • Number of days in-school suspension • Number of days out-of-school suspension 		
Enrollment, Termination/Withdrawal	<p>For every student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WSN • Local student ID • Student name • Grade • Enrollment date • Withdrawal date (if applicable) • Withdrawal reason (if applicable, including if the student was expelled and why) • Gender • Race/ethnicity • Free/reduced lunch status • Special education status • Disability type (if applicable) 	Export data from PowerSchool into a usable data format such as a spreadsheet	Judy Merryfield/ Jenny Berwanger
Parent Participation	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Parent participation in conference 1 (Y, N, N/A) • Type of conference 1 (school, phone, home, N/A) • Parent participation in conference 2 (Y, N, N/A) • Type of conference 2 (school, phone, home, N/A) • Parent participation in conference 3 (Y, N, 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

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Special Education Needs Students	For each student with a special education need, as noted on the student roster, include the following: <ul style="list-style-type: none"> • WSN • Student name • The special education needs type (e.g., ED, CD, LD) • Date of most recent IEP eligibility evaluation • Most recent eligibility results (e.g., ineligible or disability type) • IEP completion date • Parent participation in IEP • IEP annual review date • Number of IEP goals • Number of IEP goals achieved at IEP review • Planned date for next evaluation/eligibility assessment 	Spreadsheet	Judy Merryfield/ Jenny Berwanger
Academic Achievement: Local Measures <i>K4 and K5 Literacy</i>	For each student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Grade • Spring 2011 quotient score • Recognizing UC letters • Spring 2011 quotient score for printing UC letters 	Spreadsheet	Judy Merryfield/ Jenny Berwanger
<i>K4 and K5 Math</i>	For each student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Grade • Spring 2011 quotient score for counting objects • Spring 2011 quotient score for reading numbers 	Spreadsheet	Judy Merryfield/ Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<i>1st- Through 5th-grade Literacy</i>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name <p>For 1st through 3rd graders, including the following:</p> <ul style="list-style-type: none"> • New student fall 2010 Scholastic Guided Reading Level • Spring 2011 Scholastic Guided Reading Level (Note: Spring 2010 scores will be used to gauge progress. These scores were provided to CRC in the summer of 2010.) <p>For 4th and 5th graders, also include the following:</p> <ul style="list-style-type: none"> • Spring 2011 BRIGANCE word recognition GE score <p>Note: For new enrollees, also provide fall 2010 BRIGANCE word recognition GE score. (Note: Spring 2010 scores will be used to gauge progress. These scores were provided to CRC in the summer of 2010.)</p>	Spreadsheet	Judy Merryfield/ Jenny Berwanger
<i>1st- Through 5th-grade Math</i>	<p>For each student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Grade • Spring 2011 BRIGANCE math computation GE score <p>Note: For new enrollees, also provide fall 2010 BRIGANCE math computation GE score. (Note: Spring 2010 scores will be used to gauge progress. These scores were provided to CRC in the summer of 2010.)</p>	Spreadsheet	Judy Merryfield/ Jenny Berwanger

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
<i>3rd- Through 5th-grade Writing</i>	For each student, include the following: <ul style="list-style-type: none"> • WSN • 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
Academic Achievement: Standardized Measures <i>SDRT 1st Through 3rd Grade</i>	For each student, include the following: <ul style="list-style-type: none"> • WSN • 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 <i>WKCE 3rd Through 5th Grade</i>	For each student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and statewide percentile for WKCE math test • Proficiency level, scale score, and statewide percentile for WKCE reading test For students in 4th grade, include the following: <ul style="list-style-type: none"> • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test • Writing composite score Note: Enter absent in each column if the student was absent at the time of the test. Enter N/E if the student was not enrolled in the school at the time of the test.	Spreadsheet; provide paper copies of the test publisher's printout	Judy Merryfield/ Jenny Berwanger

Student Learning Memorandum for Milwaukee Academy of Science

To: Children's Research Center and Charter School Review Committee
From: Milwaukee Academy of Science Junior Academy/High School
Re: Learning Memo for the 2010–11 Academic Year
Date: August 16, 2010

Note: This memorandum of understanding includes the *minimum* measurable outcomes required by the City of Milwaukee Charter School Review Committee (CSRC). It also describes outcomes defined by the school to monitor and report students' academic progress. These outcomes have been defined by the leadership and/or staff at the school in consultation with staff from Children's Research Center (CRC) and the CSRC. Data will be provided to CRC, the monitoring agent contracted by the City of Milwaukee CSRC. Data will be reported in a spreadsheet or database that includes each student's Wisconsin student number (WSN). CRC requests electronic submission of year-end data on the fifth day following the last day of student attendance for the academic year, or June 20, 2011.

The school will record student data in the PowerSchool (PS) database and/or 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; local student ID number; WSN; enrollment date; withdrawal date and reason; grade; gender; race/ethnicity; free/reduced lunch eligibility; special education status; and, if applicable, disability type.

Enrollment

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

Termination/Withdrawal

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 the 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. These records need to include student data on excused absences, unexcused absences, and out-of-school suspensions. Attendance data will include WSN for each student. MAS will achieve an attendance rate of at least 90%. Junior academy students will be marked present for the day if they arrive at school prior to 10:00 a.m. High school students will be marked present for the day if they attend 90% of the instructional hours for that day.

Parent/Guardian Participation

At least 80% of parents will participate in each of the three scheduled parent-teacher conferences held for the junior academy/high school students. The WSN; student name; date of each conference; who participated in the conference (student and/or parent); and whether the conference was held at the school, via phone, at the student's home, or via a written report (due

to parent not attending the conference at the school and not being available for phone or home contact) will be recorded in a database or spreadsheet.

Special Education Needs Students

The school will maintain updated records on all students evaluated and eligible for special education services, including date of the most recent individualized education program (IEP) team eligibility evaluation; evaluation results including if the student was ineligible; and if eligible, the disability type, IEP completion date, parent participation in IEP, number of IEP goals, IEP annual review dates, number of IEP goals achieved at the annual review, and planned date for the next evaluation/eligibility assessment.

High School Graduation Plan

A high school graduation plan will be developed for all students (ninth through twelfth grade) by the end of their first semester of enrollment at the school. Each student will incorporate the following into his/her high school graduation plan.

- Information regarding the student's post-secondary plans.
- A schedule reflecting plans for completing four credits each in English and mathematics; three credits each in science and social studies; and two credits each in engineering, foreign language, physical education/health, and other electives.
- Evidence of parent/guardian/family involvement. Involvement means that during the first scheduled parent-teacher conference, teachers/staff will review each student's graduation plan with his/her parent(s) whether the conference is held at the school, via phone, or via home visit. If a parent does not participate in this conference, MAS will have a conference with the student and submit a written report to the parent via regular mail.

For eleventh- and twelfth-grade students, the guidance counselor/advisor will meet with each student during the first quarter to discuss the student's graduation plan.

For ninth through twelfth grades, student schedules will be reviewed by the guidance counselor/advisor by the end of the school year to determine 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 Requirements⁷⁵

- All ninth graders who earn at least 5.5 credits will be promoted to tenth grade.
- All tenth graders who earn at least 11 credits will be promoted to eleventh grade.
- All eleventh graders who earn at least 16 credits will be promoted to twelfth grade.

⁷⁵ This item depends on 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, including the required courses, will graduate.

Academic Achievement: Local Measures⁷⁶

Literacy

Students' reading progress will be demonstrated by changes in their Lexile level scores⁷⁷ in reading as measured by the Scholastic Reading Inventory (SRI) administered to all students by the end of September and again at the end of the school year.⁷⁸ Junior academy students will increase their Lexile level scores, on average, by at least 50 points. High school students will increase their Lexile level scores, on average, by at least 25 points.⁷⁹ If a student enrolls after the September testing date, he/she will be tested within 30 calendar days of enrollment.

Mathematics

Junior academy students' progress in mathematics will be measured using grade-level equivalency (GLE) scores from the Wide Range Achievement Test (WRAT) administered to students in the spring of 2010 (during the prior school year) and again in the spring of 2011. The test will be administered to all new students within 30 days of their entrance into the junior academy during the 2010–11 school year and again at the end of the school year. On average, students will show at least one month gain for each month of instruction.

High school students' progress in the acquisition of math competencies will be measured by the comprehensive tests for their math course.⁸⁰ The end-of-year-test results will be reported to CRC. At least 80% of the students will attain a score of at least 70% on their comprehensive course exam at the end of the school year. In addition, all new high school students will be given the WRAT within 30 days of their enrollment to assess their basic math competency level.⁸¹

Writing

⁷⁶ Local measures of academic achievement are 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.

⁷⁷ The Lexile Framework is a research-proven system for measuring students' reading levels and matching readers to text. The Lexile Framework is unique because it uses a common metric—a Lexile measure—to evaluate both reading ability and text difficulty. By placing both reader and text on the same scale, the Lexile Framework allows educators to forecast the level of comprehension a student will experience with a particular text, and to evaluate curriculum needs based on each student's ability to comprehend the materials.

⁷⁸ This test will regularly be given to all new students as per the requirement (#1) of the CSRC expectations policy dated February 1, 2008, for its high schools.

⁷⁹ These Lexile score increases would indicate that students in these respective grade levels had made one year of progress in the acquisition of comprehension and vocabulary skills.

⁸⁰ The math courses offered to high school students include algebra, geometry, advanced algebra, and advanced algebra/trigonometry.

⁸¹ This test will regularly be given to all new students as per the requirement (#1) of the CSRC expectations policy dated February 1, 2008, for its high schools.

By the end of the final marking period, students in sixth 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 18 for junior academy students and 21 for high school students. Student writing skills will be assessed 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 for junior academy students: 1 = minimal control; 2 = basic control; 3 = adequate control; 4 = proficient control; and 5 = advanced control. Another assessment level, 6 = exemplary control, will be included for high school students.

IEP Goals

At least 80% of the special education students will meet one or more of the goals defined in their IEP. Data on each special education student’s goal achievements will be recorded in an Excel spreadsheet by student WSN.

Academic Achievement: Standardized Measures

Sixth-, Seventh-, Eighth-, and Tenth-grade Students

All sixth-, seventh-, eighth-, and tenth-grade students are required to take the Wisconsin Knowledge and Concepts Examination (WKCE) in the timeframe identified by the Department of Public Instruction (DPI).

Ninth-grade Students

All ninth-grade students are required to take all subtests⁸² 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)⁸³ in the same timeframe identified by the DPI for the WKCE. During the second semester, teachers of all ninth-grade students who scored below 13 on the EXPLORE test will review the test results with the achievement director and embed additional instructional activities appropriate for these students’ needs within the core courses related to the appropriate subtest content area. The achievement director will monitor and document the provision of additional instructional activities to the lower-achieving students.

Tenth-grade Students

All tenth-grade students are required to take all subtests of the PLAN (the second test in the pre-ACT series).⁸⁴ The PLAN will be administered in the fall of 2010. 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 with the achievement director and embed additional instructional activities appropriate for these students’ needs within the core courses related to the appropriate

⁸² English, mathematics, reading, and science.

⁸³ 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 courses of study.

⁸⁴ English, mathematics, reading, and science.

subtest content area. The achievement director will monitor and document the provision of additional instructional activities to the lower-achieving students.

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 in a spreadsheet and report the subtest and composite scores for each student as well as the date the test was administered.

Twelfth-grade Students

MAS will require all seniors who did not take the ACT or SAT test during eleventh grade to take one of these tests in the fall semester of 2010. MAS will monitor students' participation in a spreadsheet and report the subtest and composite score for each students. The spreadsheet needs to indicate the date (month/year) that each twelfth grader took the ACT or SAT test.

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 the school's learning memo for the 2010–11 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 2010–11 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 WSN 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/E for that student to indicate "not enrolled." This may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year.
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%).

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 20, 2011.

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; Enrollment and Termination	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • Wisconsin Student Number (WSN) • Local student ID • Student name • Grade • Gender • Race/ethnicity • Free/reduced lunch status (free, reduced, not eligible) • Enrollment date • Termination/withdrawal date, if applicable • Termination/withdrawal reason, if applicable, including if the student was expelled • Assessed for special education (Y, eligible; Y, not eligible, N) 	PowerSchool	Katie Morrison/ Judy Merryfield
Attendance	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Number of days expected attendance • Number of days attended • Number of days excused absence • Number of days unexcused absence • Number of times out-of-school suspension • Number of days out-of-school suspension 	PowerSchool	Katie Morrison/ Judy Merryfield
Parent Participation	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Attend conference 1 (parent, student, parent and student, none, N/A) • Type conference 1 (school, phone, home, written report, none, N/A) • Attend conference 2 (parent, student, parent and student, none, N/A) • Type conference 2 (school, phone, home, written report, none, N/A) • Attend conference 3 (parent, 	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	student, parent and student, none, N/A) <ul style="list-style-type: none"> • Type conference 3 (school, phone, home, written report, none, N/A) 		
Special Education Needs Students	For each student assessed for special education needs (as indicated on the student roster), include the following: <ul style="list-style-type: none"> • WSN • Most recent IEP eligibility evaluation date • Disability type (e.g., CD, ED, LD, etc.). If eligible, enter the disability type. If not eligible, enter N/E. • IEP completion date • Parent participation in IEP (Y, N, N/A) • IEP annual review date(s) • Number of IEP goals • Number of IEP goals met at time of annual evaluation • Date of next eligibility evaluation 	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
High School Graduation Plan	For each 9th- through 12th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Graduation plan developed (Y, N) • Date graduation plan developed • Graduation plan included post-secondary plans (Y, N, N/A) • Graduation plan included a schedule that reflected credits required for graduating (Y, N, N/A) • Graduation plan included evidence of parent/guardian/family involvement (Y; N; N, but plan was mailed; or N/A) • Is student on track toward earning credits (Y, N) • Will student need to enroll in summer school (Y, N, N/A) For 11th- and 12th-grade students, include the following: <ul style="list-style-type: none"> • Guidance counselor met with student to discuss graduation plan (Y, N, N/A) • Date guidance counselor met 	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
	with student		
High School Graduation Requirements	<p>For each 9th- through 12th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • 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 9th through 11th grade, indicate if the student was promoted to the next grade level (Y, N) • If 12th grade, indicate if the student graduated (Y, N) 	PowerSchool	Katie Morrison/ Judy Merryfield
Academic Achievement: Local Measures Literacy and Math	<p>For all students, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Fall semester SRI Lexile reading level (or for new students, level from the test given within 30 days of enrollment) • Spring semester SRI Lexile reading level <p>For 6th-, 7th-, and 8th-grade students, also include the following:</p> <ul style="list-style-type: none"> • Spring 2009 WRAT math GLE (enter N/A if new student) • For new students, GLE from the WRAT given within 30 days of enrollment (enter N/A if returning student, i.e., spring 2009 WRAT score is available) • Spring 2010 semester WRAT math GLE <p>For each 9th- through 12th-grade student, also spring semester comprehensive course exam percentage correct</p>	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
Academic Achievement: Local Measures Writing	<p>For each student, enter the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Final writing total score 	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
Academic Achievement: Local Measures	See “Special Education Needs Students” section above.	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
IEP			
Academic Achievement: Standardized Measures WKCE	<p>For each 6th-, 7th-, 8th-, and 10th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • Proficiency level, scale score, and state percentile for WKCE math test • Proficiency level, scale score, and state percentile for WKCE reading test <p>For 8th- and 10th-grade students, also include the following:</p> <ul style="list-style-type: none"> • Proficiency level and scale score for WKCE language arts test • Proficiency level and scale score for WKCE social studies test • Proficiency level and scale score for WKCE science test • Total writing score 	Export results from the Turnleaf website to a spreadsheet	Katie Morrison/ Judy Merryfield
Academic Achievement: Standardized Measures EXPLORE	<p>For each 9th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • EXPLORE English, mathematics, reading, and science scores from fall semester • EXPLORE composite score from fall semester. Enter N/A if the student was not enrolled. • Reviewed by teacher and achievement director (Y, N, N/A) • Instructional activities embedded (Y, N, N/A) 	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
Academic Achievement: Standardized Measures PLAN	<p>For each 10th-grade student, include the following:</p> <ul style="list-style-type: none"> • WSN • Student name • PLAN English, mathematics, reading, and science scores from fall semester • PLAN composite score from fall semester. Enter N/A if the student was not enrolled. • Reviewed by teacher and achievement director (Y, N, N/A) • Instructional activities embedded (Y, N, N/A) 	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Learning Memo Section/Outcome	Data Description	Location of Data	Person(s) Responsible for Collecting Data
Academic Achievement: Standardized Measures ACT or SAT	For each 11th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Took the ACT (Y, N, N/A) • Date student took the ACT • Took the SAT (Y, N, N/A) • Date student took the SAT 	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield
Academic Achievement: Standardized Measures ACT or SAT	For each 12th-grade student, include the following: <ul style="list-style-type: none"> • WSN • Student name • Took the ACT • Date student took the ACT • Took the SAT • Date student took the SAT 	Spreadsheet designed by school	Katie Morrison/ Judy Merryfield

Appendix C

Trend Information

Table C1					
Milwaukee Academy of Science Enrollment					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number/Percentage Enrolled for Entire School Year
2008–09	954	36	99	891	867 (90.9%)
2009–10	969	14	111	872	858 (88.5%)
2010–11	1,054	32	133	953	926 (87.9%)

Table C2			
Milwaukee Academy of Science Student Return Rates			
Year	Number Enrolled at End of Previous Year	Number Enrolled at Start of 2009–10	Student Return Rate
2009–10	869	715	82.3%
2010–11	849	712	83.9%

Figure C1

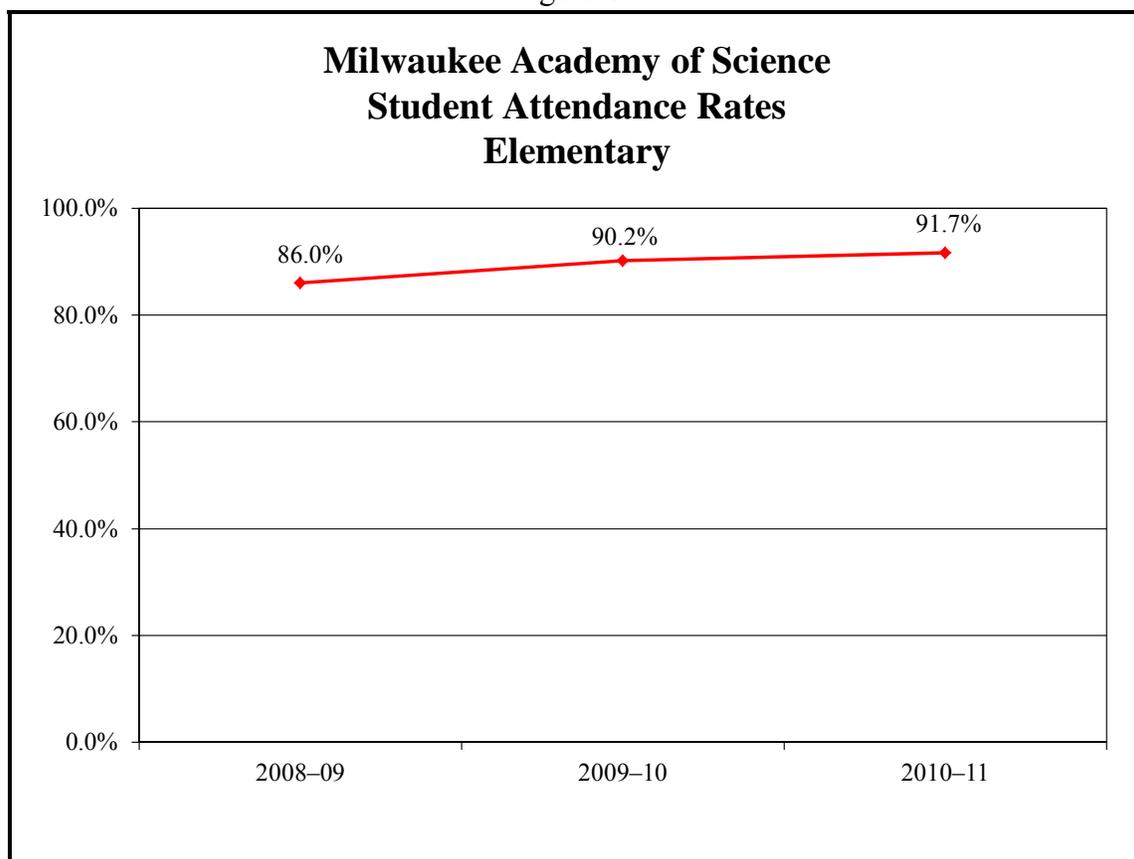


Figure C2

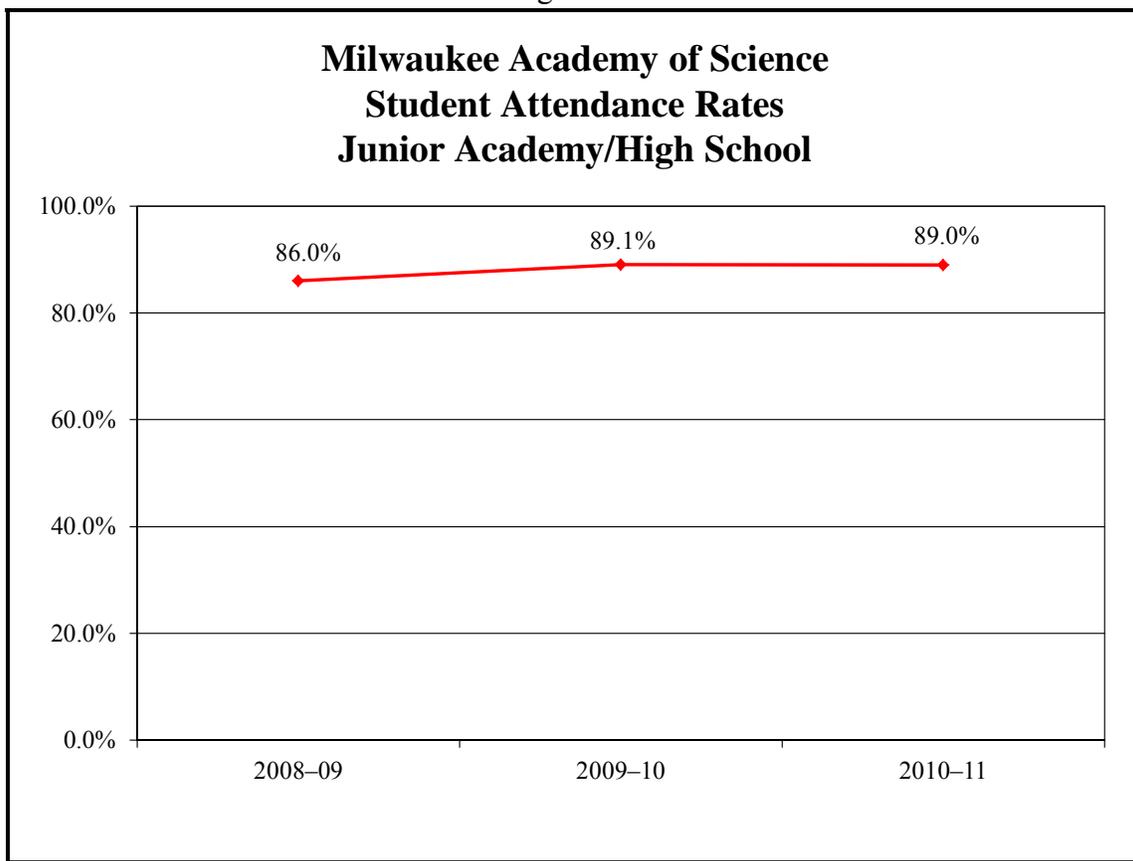


Figure C3

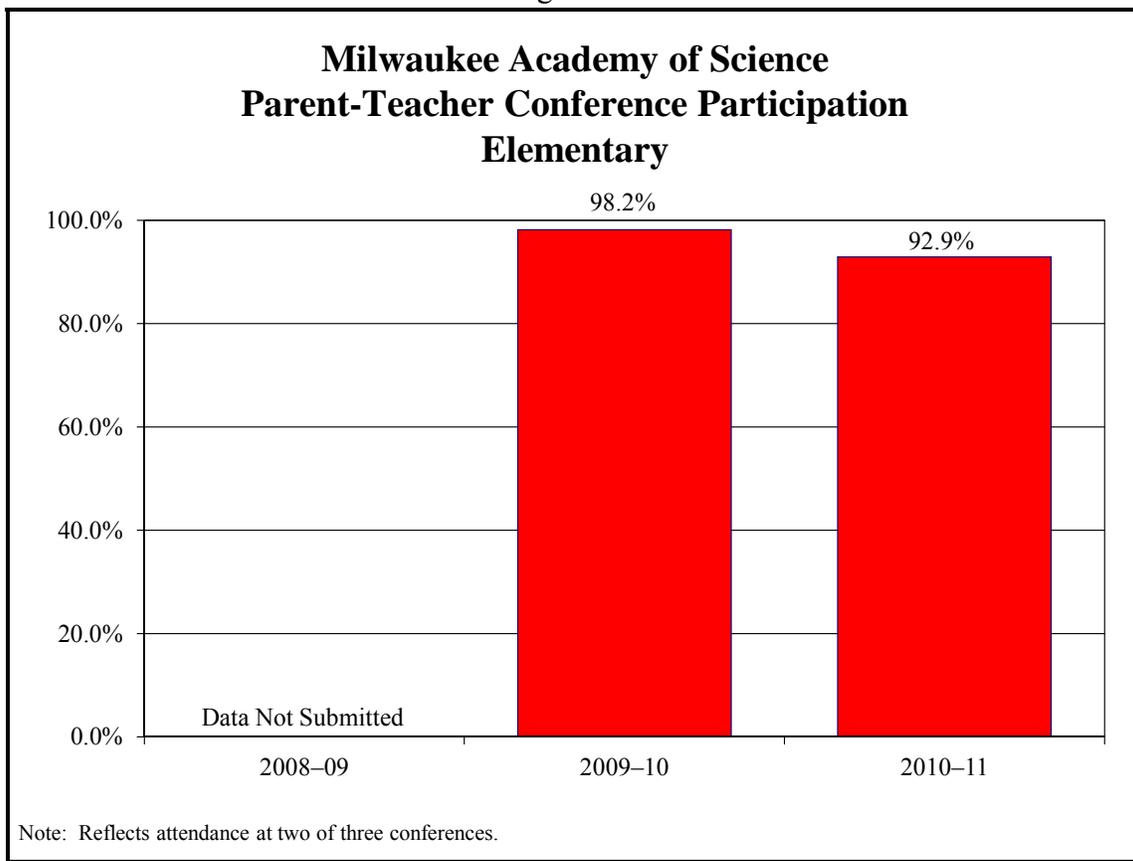


Figure C4

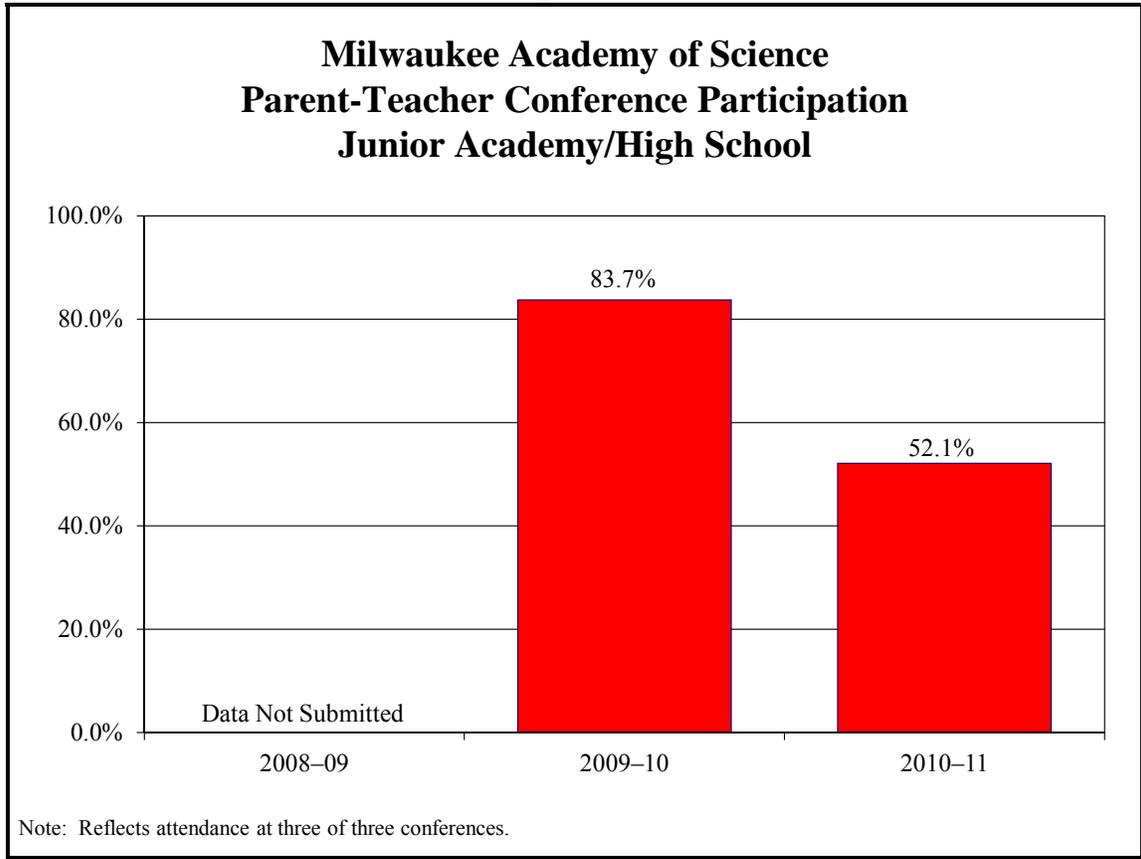


Table C3

**Milwaukee Academy of Science
SDRT Year-to-year Progress
Average Grade Level Advancement
1st Through 3rd Grades**

School Year	N	Average Grade Level Advancement
2009-10*	123	0.9
2010-11	115	1.1

*The school was chartered by the city in 2008-09. Therefore, 2009-10 is the first year multiple-year progress was available.

Table C4		
Milwaukee Academy of Science WKCE Year-to-year Progress Students Who Remained Proficient 4th Through 8th Grades		
School Year	Reading	Math
2008–09*	85.6%	74.1%
2009–10	89.4%	91.0%
2010–11	87.3%	87.1%

*Although not required, the school provided WKCE data.

Table C5		
Milwaukee Academy of Science WKCE Year-to-year Progress Students Who Were Minimal or Basic and Showed Improvement 4th Through 8th Grades		
School Year	Reading	Math
2008–09*	47.3%	52.3%
2009–10	63.9%	65.4%
2010–11	52.5%	64.4%

*Although not required, the school provided WKCE data.

Table C6					
Milwaukee Academy of Science Teacher Retention					
Year	Number at Beginning of School Year	Number Started After School Year Began	Number Terminated Employment During the Year	Number at the End of School Year	Teacher Retention Rate: Number and Rate Employed at the School for Entire School Year
2009–10	64	0	2	62	62 (96.9%)
2010–11	67	1	1	67	66 (98.5%)

Table C7			
Milwaukee Academy of Science Teacher Return			
Year	Number at End of Prior School Year	Number Returned at Beginning of Current School Year	Teacher Return Rate
2009–10	64	47	73.4%
2010–11	57 ⁸⁵	53	92.9%

Table C8			
Milwaukee Academy of Science % Proficient or Advanced WKCE 3rd Through 8th and 10th Grades			
School Year	N	Reading	Math
2008–09*	506	42.7%	26.5%
2009–10	492	50.6%	43.9%
2010–11	542	56.1%	50.5%

*First year as a City-chartered school.

Table C9		
Adequate Yearly Progress		
School Year	Met	Improvement Status
2002–03	No	Satisfactory
2003–04	No	Satisfactory
2004–05	Yes	Satisfactory
2005–06	Yes	Satisfactory
2006–07	No	Satisfactory
2007–08	No	Level 1
2008–09*	No	Level 2
2009–10	Yes	Level 2 Improved
2010–11	No	Level 3

*From 2000 to 2008, the school was chartered by UW–Milwaukee. In 2008, the school became a City of Milwaukee–chartered school.

⁸⁵ This number excludes the teachers who were not offered contracts for the 2010–11 school year due to either unacceptable performance or the elimination of an instructional position.

Appendix D

CSRC Pilot Scorecard

**City of Milwaukee Charter School Review Committee
Pilot School Scorecard**

r: 4/11

K5-8TH GRADE

STUDENT ACADEMIC PROGRESS: GRADES 1-3		
• SDRT—% remained at or above GL	(4.0)	10%
• SDRT—% below GL who improved more than 1 GL	(6.0)	

STUDENT ACADEMIC PROGRESS: GRADES 3-8		
• WKCE reading—% maintained proficient and advanced	(7.5)	35%
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

LOCAL MEASURES		
• % met reading	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADES 3-8		
• WKCE reading—% proficient or Advanced	(7.5)	15%
• WKCE math—% proficient or advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

HIGH SCHOOL

STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12		
• EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5)	30%
• EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

POST-SECONDARY READINESS: GRADES 11 and 12		
• Post-secondary acceptance for graduates (college, university, technical school, military)	(10)	15%
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

LOCAL MEASURES		
• % met reading	(3.75)	15%
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

STUDENT ACHIEVEMENT: GRADE 10		
• WKCE reading—% proficient and advanced	(7.5)	15%
• WKCE math—% proficient and advanced	(7.5)	

ENGAGEMENT		
• Student attendance	(5.0)	25%
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less than 10 students in any cell, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells are reported as not available (NA) on the scorecard. The total score will be calculated based on the school's denominator.

Table D1

**Milwaukee Academy of Science Elementary (K4 – 8)
Charter School Review Committee Pilot Score Card
2010–11 School Year**

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress Grades 1–3	SDRT: % remained at or above GL	4	10%	86.4%	3.5
	SDRT: % below GL who improved more than 1 GL	6		44.4%	2.7
Student Academic Progress Grades 3–8	WKCE reading: % maintained proficient and advanced	7.5	35%	87.3%	6.5
	WKCE math: % maintained proficient and advanced	7.5		87.1%	6.5
	WKCE reading: % below proficient who progressed	10		52.5%	5.3
	WKCE math: % below proficient who progressed	10		64.4%	6.4
Local Measures	% met reading	3.75	15%	88.8%	3.3
	% met math	3.75		84.4%	3.2
	% met writing	3.75		63.4%	2.4
	% met special education	3.75		88.9%	3.3
Student Achievement Grades 3–8	WKCE reading: % proficient or advanced	7.5	15%	58.0%	4.4
	WKCE math: % proficient or advanced	7.5		52.2%	3.9
Engagement	Student attendance	5	25%	90.5%	4.5
	Student reenrollment	5		82.9%	4.1
	Student retention	5		88.7%	4.4
	Teacher retention rate	5		98.5%	4.9
	Teacher return rate	5		92.9%	4.6
TOTAL		100			73.9

Table D2

**Milwaukee Academy of Science High School (9 – 12)
Charter School Review Committee Pilot Score Card
2010–11 School Year**

Area	Measure	Max. Points	% Total Score	Performance	Points Earned
Student Academic Progress: Grade 9 to 10 Grade 10 to 11 Grade 12	EXPLORE to PLAN*: Composite score at or above 17 on EXPLORE and at or above 18 on PLAN	NA (5)	30%	Cannot report due to N size	--
	EXPLORE to PLAN*: Composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	10		58.5%	5.9
	Adequate credits to move from 9th to 10th grade	5		82.0%	4.1
	Adequate credits to move from 10th to 11th grade	5		93.8%	4.7
	Graduation rate (DPI)**	5		95.5%	4.8
Subtotal		30			19.5
Postsecondary Readiness: Grades 11–12	Post-secondary acceptance for graduates (college, university, technical school, military)	10.0	15%	80.6%	8.6
	% of 11th/12th graders tested	2.5		90.7%	2.3
	% of graduates with ACT composite score of 21.25 or more	2.5		6.3%	0.2
Subtotal		15			11.1
Local Measures	% met reading	3.75	15%	54.3%	2.0
	% met math	3.75		78.7%	3.0
	% met writing	3.75		78.4%	2.9
	% met special education	3.75		85.7%	3.2
Subtotal		15			11.1
Student Academic Achievement: Grade 10	WKCE reading: % proficient and advanced	7.5	15%	40.7%	3.1
	WKCE math: % proficient and advanced	7.5		38.9%	2.9
Subtotal		15			6.0
Engagement	Student attendance	5	25%	86.4%	4.3
	Student reenrollment	5		89.2%	4.5
	Student retention	5		84.2%	4.2
	Teacher retention rate	5		98.5%	4.9
	Teacher return rate	5		92.9%	4.6
Subtotal		25			22.5
TOTAL		95***			70.2 (73.9%)

*EXPLORE is administered to ninth graders; PLAN is administered to tenth graders.

**Four-year rate as of 2009–10; reported on DPI website: <http://data.dpi.state.wi.us/Data/HSCompletionPage.aspx>.

***Due to the N size of students who scored 17 or higher on the EXPLORE, CRC could not include results; therefore, five points were deducted from the total points possible.