

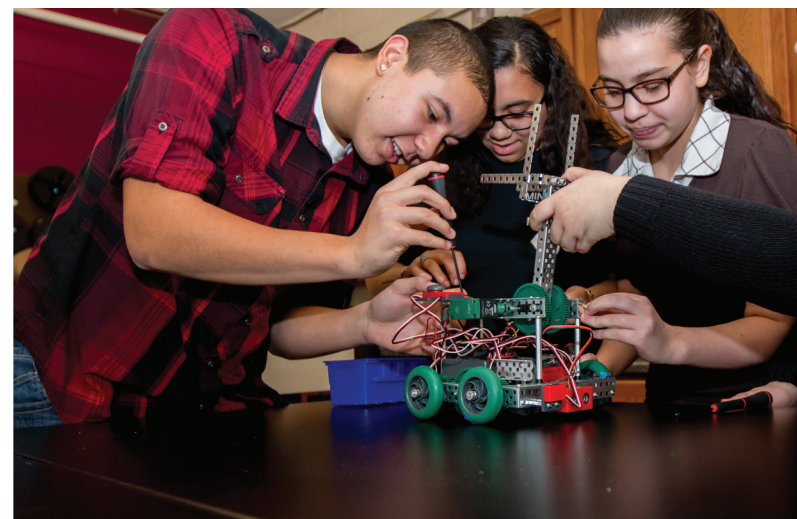


TWO DECADES OF BUILDING PARTNERSHIPS  
AND PROVIDING QUALITY EDUCATIONAL OPTIONS

2018-19 ANNUAL REPORT

# OFFICE OF CHARTER SCHOOLS





*“The mission of the University of Wisconsin-Milwaukee Office of Charter Schools, in partnership with the greater community, is to provide exceptional educational options for urban families by authorizing high performing public charter schools.”*



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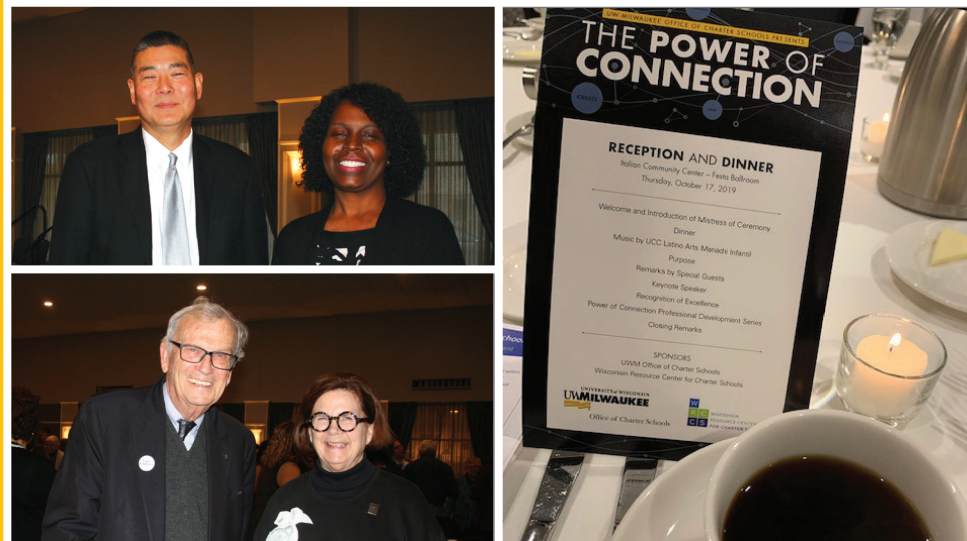
## Office of Charter Schools

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Adrienne Woods, director of the Office of Charter Schools, with former directors, Paul Haubrich and Bob Kattman



## Director's Remarks – A Note of Thanks

I am pleased to once again share the Office of Charter Schools' Annual Report. The 2018-19 data provided in this year's report continues to show the Office of Charter Schools (OCS) is carrying out its mission of providing exceptional educational options for urban families by authorizing high performing public charter schools. Of course, this mission is only accomplished through our strong partnerships with engaged governing boards, effective school leaders and dedicated staff who provide exemplary educational programs for students and families in Milwaukee and Waukesha. It is a privilege to work with such amazing groups of people!

This year, I am also excited to celebrate the OCS being in operation for **twenty years!** In the historical piece found in this report, you'll read Paul Haubrich's account of the early years of charter legislation in Wisconsin and the work done by him and many others to understand charter schools and authorizing which led to the creation of the OCS in 1999. These twenty years have caused a lasting change with a positive impact in K-12 education. I've had the privilege of serving as director of the OCS for the last five years and the work I've done and continue to do is possible because of the exceptional foundation that was laid before I ever arrived. As I acknowledge the twenty years of operation, it is necessary that I extend a note of gratitude to Paul Haubrich, the inaugural director, who continues to serve on the Advisory Committee and has proven to be a genuine supporter of the work he spearheaded twenty years ago. I would also like to thank Robert Kattman, who truly created the infrastructure of the OCS, by developing and implementing procedures and policies that are still in use today. Finally, though her term was short, I also want to acknowledge Celeste Meyers, who was the third director of the office and played an integral part in me pursuing this position. The knowledge and dedication of these three individuals has had a direct effect on the continued success of the OCS. Lastly, but not the least, a huge thank you to Diana Borders and Nicole Beier, two phenomenal individuals that help work tirelessly with me to carry out the day to day duties of the office.

In closing, during these twenty years there have been many notable accomplishments made by the OCS and its authorized schools; however, I am convinced there are greater contributions to be made as we partner and collaborate with other charter schools, traditional public schools and all who want to effect change and ensure all children in our community receives the quality education they deserve. The Power of Connection Reception and Dinner held October 17, 2019 and the Power of Connection Professional Development Series occurring during the 2019-20 school year are small steps, which I hope ignite a flame that grows into a fireball of authentic collaboration among educators in Milwaukee!

Sincerely,

Adrienne L. Woods  
 Director, Office of Charter Schools

## Reflections: The Early Days of the UWM Office of Charter Schools

*Written by Paul Haubrich, PhD, Inaugural Director and Professor Emeritus*

In the early 1990s, the concept of a charter school received recognition as an educational reform option within the larger context of school reform. Minnesota and Michigan were early states in the initial movement and Wisconsin's first charter school legislation passed in 1992. The 1992 legislation left many educators asking for further clarification in the law. This legislation and later clarification focused only on school districts issuing a charter.

The Wisconsin State budget, approved in the late fall of 1998, included a provision that other governmental units could charter a school(s). Important in the legislation was that the other governmental units' chartering authority was limited to the area served by Milwaukee Public Schools. Clearly this was an attempt to motivate some level of change within MPS. But the legislation was clear that these new charter schools were public schools.

What did the new legislation offer? It identified UW-Milwaukee (UWM), Milwaukee Area Technical College (MATC), and the City of Milwaukee (The City) as governmental units that could offer a charter. The University was unaware of this legislation until it was a done deal, leaving many at the University unaware until an article in the local newspaper described this new change in education law.

It appears the efforts of Milwaukee area reform advocates, in particular, Dr. Howard Fuller, former MPS Superintendent and at the time a Marquette University Professor were the primary movers of this change. Fuller and others were able to get support from legislators and then Governor Tommy Thompson to advance this idea at the last minute to avoid opposition developing in the larger education community and in particular within MPS. Reasons for this change seem to have rested with MPS refusal, or at least significant resistance, to consider charter schools as an option for reform within the system. The option to charter schools was also supported by the Milwaukee Teacher Education Association (MTEA).

The idea of a college serving as an authorizing agent had been originally developed in Michigan at Central Michigan University. The idea of a city serving to charter had been advanced in Indianapolis where the Mayor had a strong interest in educational reform. Thus the three governmental units listed in the Wisconsin legislation filled the criteria of being public, having governing boards, publicly understood standards of accountability, and public acceptance of the institution as serving the general good of the community.

Needless to say, most University faculty and administration had little or no knowledge of this until the deed was done. What did it mean to charter? Would the institution actually assume this responsibility and why? Is this part of the University's mission? There were many questions yet to be raised, studied, and hopefully answered.

Then Chancellor, John Schroeder, in cooperation with William Harvey, Dean of the School of Education, sought some answers by creating a study committee to examine the issue and offer recommendations. The study committee would be made up only of faculty and the Chancellor indicated he would not approve of a charter unless there was faculty support.

The committee was chaired by Paul Haubrich from the Department of Exceptional Education. Members included William Kritek and Gail Schneider from Administrative Leadership, Linda Post from Curriculum and Instruction, and Phillip Smith from Educational Psychology. These individuals all had experience in university administration and understood the process and general issues. A small grant from the Bader Foundation (\$10,000) was awarded to facilitate the process. The committee met every two weeks for a year trying to define the potential reason(s) to charter, if we chartered what would be the structure, and how would this relate to the greater Milwaukee education community. The committee started with very little information and began the learning process to understand what chartering was all about.

The committee met with various constituents such as MPS leadership, Milwaukee Teachers Education Association, and interested public schools that wanted more information about this thing called "chartering". MPS leadership and union leadership offered limited cooperation. In many respects, many educators saw this as competition and were not enthused about it. The avenue to work with MPS was closed and the committee then began to explore other avenues of implementation that might be feasible. There was always the idea that the University might not charter if significant road blocks were evident.

The committee rejected the idea of the University operating a charter school directly as they did not see that as the intent of the legislation. They learned that some defining elements included having an independent board of directors, fiscal

autonomy, non-union hiring, and reduced government regulation. While charter schools are public schools, they are not district schools as specified in state law and regulations. A critical factor in committee discussions had been how the money would flow to the schools, would it come to UWM and then the school (the Michigan model) or would it flow directly from Department of Public Instruction to the school? UWM favored the practice of having the money going directly to the school and charging the school an authorizer fee for services. This approach was considered to have the least risk as it relates to who manages the money for the school and thus limited liability to the University.

As the committee's work progressed, the membership was expanded to include Julie Mead from Administrative Leadership, school law expert, Rita Cheng, Associate Dean of the School of Business, a non-profit accounting expert, and John Tallman, legal counsel for UW-System.

Essentially the committee began to favor the University as Authorizer model as generally implemented by Central Michigan University. This model had the University as the authorizer, by state statute, based on an application process that would screen applicants for a number of variables including fiscal capacity, leadership, facility, program philosophy, curriculum, health and safety standards, and others that would evolve in the process.

William Kritek and Paul Haubrich spent three days visiting Central Michigan University interviewing staff and charter school leaders to further understand operations. Parallel to the committee's work, the U.S. Office of Education began work sessions for charter authorizers, a new concept for them as well, and UWM was able to participate in a number of these sessions which proved to be informative.

This general model was discussed at an all UWM School of Education faculty seminar with expert speakers and the general model of how this would be implemented. A general approval was given by the faculty and a paper describing the charter model, process, and potential reform elements was prepared for the Chancellor in anticipation of approval by the University Board of Regents. The Chancellor advanced the paper and idea at the December 1999 Board of Regents (BOR) meeting. Paul Haubrich made a presentation to the BOR and the only dissenting vote was from State Superintendent of Public Instruction, John Benson. His dissent was based on the fact that this was creating a whole new educational organization with rules and practices different from public school legislation. He was unsure of the role of the Department of Public Instruction given the lack of clarity in the law.

The BOR approved and UWM issued its first call for proposals in January of 2000. There were a number of inquiries, but only two proposals came forward. They were the Milwaukee Academy of Science (K-12) and Urban League School of Economics (K-8). Both were thematic schools as indicated in their titles. However, in both cases the school boards had contracted with Edison Schools Corporation, a charter management company, to operate the schools. Edison Schools had the financing to develop facilities, an education program and the capacity to hire staff as well as having staff to handle all business operations for a charter. In essence both the boards of the two schools hired a professional company to operate their schools under a contract arrangement.

The third school to seek a charter was the Marva Collins Preparatory School which had been a voucher school. They received their charter for the 2002-03 school year.

It is of interest to note that once The City, first to issue charter contracts, and UWM announced its intent to charter, MPS began to consider the idea of charters internally within their organization.

This begins the Charter School Office at UWM. It should be noted that the Office was originally called the Center for Charter Schools as it had been hoped that a research component could be part of the operation, however, that did not materialize.

## Office Staff



### **Adrienne L. Woods, MS**

*Clinical Associate Professor; Director*

Adrienne Woods is the Director of the Office, which serves as the administrative and policy division with regard to the University's role as a charter school authorizing agent. She has worked for twenty-six years in K-12 education. Before assuming her current position at UW-Milwaukee, she worked as a teacher, school counselor and district-level administrator in a local school district. She has assumed her role for five years.

Adrienne is committed to providing exemplary education options for families and believes charter schools are a viable option. She is dedicated to ensuring rigorous authorizing practices are utilized, which is just one reason she was selected in the Leaders Program sponsored by the National Association of Charter School Authorizers (NACSA). Adrienne has over 10 years of experience working directly in the charter sector which has provided her with increasing knowledge and experience.

Adrienne received her B.S. in English Education from Central State University in Wilberforce, Ohio. She later earned her M.S. in Educational Psychology from the University of Wisconsin-Milwaukee in 1998 and a second M.S. in Educational Leadership from Cardinal Stritch University in 2002.



### **Diana Borders, MBA**

*Sr. Admin. Program Specialist; Assist. Director of Business Services*

Diana Borders is the Assistant Director of Business Services in the Office. She performs specialized services associated in managing the internal operations, financial reporting, and fiscal policy procedures to ensure regulatory conformity with the Department of Public Instruction, UW-Systems and other governing entities. Serving as the Contract Compliance Officer, Diana directs and manages the process and actions related to charter school compliancy.

Previously Diana specialized in managing grant funding of federal and state, private foundations, and university accounts. She received her MBA from Cardinal Stritch University in 2003 and her BA from Alverno College in 1991.



### **Nicole Beier, PhD**

*Researcher; Assessment Coordinator*

Nicole Beier is a Researcher employed as the Assessment Coordinator in the Office of Charter Schools. She received her PhD in 2008 from the University of Wisconsin-Milwaukee in Educational Psychology with a specialization in Research Methodology and a minor in Mathematics. Prior to her current role she worked as an Associate Scientist in UWM's Center for Addiction and Behavioral Health Research, as the Evaluation Coordinator for the Wisconsin PBIS Network, and as the Data Coordinator/Analyst for the Wauwatosa School District.

Nicole also enjoys teaching statistics and has taught Educational Psychology 624: Educational Statistical Methods I, Educational Psychology 724: Educational Statistical Methods II, and Social Work 962: Applied Multiple Regression Analysis.

## Advisory Committee & Board

### **Dr. Elizabeth Drame**

*Professor – Teaching and Learning*

Elizabeth Drame is the Co-Department Chair in Teaching and Learning. She teaches in the early adolescence through adolescence special education teacher preparation program. She teaches graduate courses in the assessment of students with disabilities, curriculum accommodations and collaborative strategies.

Her research interests include educational outcomes for students with disabilities in charter schools, social justice and equity issues in special education, and teacher quality. She has conducted her research in communities around the world including Milwaukee, Wisconsin; New Orleans, Louisiana; Nairobi, Kenya; and Dakar, Senegal.

Drame was awarded a 2011-2012 fellowship as a Senior Research Scholar through the U.S. Fulbright African Regional Research Program. She served as a member-at-large on the Council for Exceptional Children Board of Directors for six years. Drame earned her Ph.D. in Learning Disabilities from Northwestern University in 2000.

### **Dr. Paul Haubrich**

*Professor (Emeritus 2003) – University of Wisconsin-Milwaukee*

Paul Haubrich served as a Professor in the Department of Exceptional Education with specialties in Special Education Administration and Special Education Law. Dr. Haubrich was Vice Chancellor for Academic Affairs from 1989-1996. In 1998, he was asked to chair a committee to understand the implications of the new Wisconsin Charter School legislation granting the University of Wisconsin-Milwaukee (UWM) authority to grant charters within the City of Milwaukee. He served as founding director of the Office of Charter Schools from 1999-2003 and returned as Interim Director for the 2013-2014 year. Subsequently Haubrich was appointed as the authorizer for UW-Parkside from 2003-2014.

### **Dr. Tatiana Joseph**

*Assistant Professor – Teaching and Learning*

Tatiana Joseph is an assistant professor in Teaching and Learning where she teaches courses in second language acquisition. Her research interests center on the idea of quality educational opportunities for urban students, especially English Language Learners. Specifically, her research focuses on First Language Maintenance, Culturally Responsive Teaching, Critical Race Theory and curriculum development.

Dr. Joseph also serves as a School Board Director for Milwaukee Public Schools representing the community where she grew up. Because of her work and commitment to public education, she was awarded the 2014 Marquette University College of Education Young Alumna of the Year.

Dr. Joseph received a B.A. in Secondary Education and Spanish from Marquette University, a M.S. in Teaching and Learning with an emphasis in ESL/Bilingual Education from the University of Wisconsin-Milwaukee and Ph.D. in Urban Education from the University of Milwaukee-Wisconsin.

### **Dr. Sara Jozwik**

*Assistant Professor – Teaching and Learning*

Before coming to UWM, she was an assistant professor in the Department of Special Education at Illinois State University. A former special education teacher in Chicago Public Schools, she earned her master's degree in teaching English Language Learners from Western Governor's University and a certificate in bilingual special education from George Washington University. She earned her doctorate in special education from Illinois State. Jozwik's research interests lie at the intersection of bilingual education and special education. She conducts intervention research focused on literacy and biliteracy development for emerging bilingual students with disabilities. She is interested in teacher preparation, particularly as it relates to equipping educators with skills and competencies to meet needs of culturally and linguistically diverse exceptional learners.

### **Dr. Susie Lamborn**

*Associate Professor – Educational Psychology*

Susie Lamborn teaches courses in child development, adolescence, and multicultural family relationships. Her research interests include adolescent development in the family context with a specific focus on ethnic differences, immigrant families and adolescents, parenting style influences on the development of minority youth, racial and cultural socialization patterns and adolescent adjustment, extended family and youth adjustment, parental involvement and school outcomes, and the adjustment of immigrant families. Lamborn has written about parental influences in adolescence, student engagement and achievement in secondary schools, honesty and kindness in social interactions, and gender differences.

Lamborn was awarded a fellowship to teach in Tokyo, Japan, in 1994. She earned M.A. and Ph.D. degrees in developmental psychology from the University of Denver.

## Advisory Committee & Board (continued)

### Dr. Alan Shoho

*Professor & Dean – Administrative Leadership;  
Office of the Dean*

Alan R. Shoho is the Dean of the School of Education and Professor of Administrative Leadership at the University of Wisconsin-Milwaukee. He spent twenty-one years previously at the University of Texas at San Antonio where he was a Professor and Associate Vice Provost for Academic and Faculty Support. He was an American Council of Education (ACE) Fellow during the 2012-2013 academic year at the University of North Carolina at Charlotte. His research focuses on aspiring principals and assistant principals, high school social processes, and organizational cultures. Dr. Shoho earned his Ed.D. at Arizona State University, M.Ed. at the University of Hawaii, and his B.S.E.E. in Electrical Engineering at California State University at Fullerton.

### Dr. Leigh Wallace

*Clinical Assistant Professor – Administrative Leadership*

As the program coordinator for Administrative Leadership and Supervision, Dr. Wallace serves as the primary contact for students seeking K-12 administrative licensure. Her primary teaching responsibilities currently include courses related to organizational theory, school culture and climate, organizational change and team leadership and instructional/curriculum leadership. Dr. Wallace's research focuses on leadership in K-12 educational settings.

Wallace has eight years of teaching and five years of secondary school administrative experience. After receiving a graduate degree in Secondary English Education, she received her Ph.D. in 2007 from the University of Wisconsin-Milwaukee.

### Dr. Gary L. Williams

*Associate Professor; Director - Educational Policy & Community Studies;  
Institute for Intercultural Research*

Gary Williams has been part of the University of Wisconsin-Milwaukee School of Education following a dedicated career on campus as an administrator responsible for developing and providing academic support services to students, with a particular focus on minority and disadvantaged college and pre-college attendees and participants.

Williams teaches courses in research techniques for community organizers and educators, the theory and practice of educating Black males, and the Milwaukee Community. Williams has actively contributed as a member of several community-based organization boards in the African-American and Latino communities. His research has included analysis of older adults, youth, urban environments and the impact of violence and poverty upon Black youth. Williams is founder and director of the Institute for Intercultural Research, which addresses the needs and responds to the concerns of communities of color through research, public service, and information resource sharing. Additionally, he serves as Interim Director of the Black Cultural Center. Williams earned his M.A. in political science and Ph.D. in urban social institutions at the University of Wisconsin-Milwaukee.

## Charter School Evaluation Committee

- Dr. Elizabeth Drame
- Robert Ferriday, III (Community)
- Dr. Paul Haubrich (Emeritus)
- Dr. Laretta Henderson
- Dr. Tatiana Joseph
- Dr. Susie Lamborn
- Patricia Luebke (Community)
- Barb McMath (Community)
- Alisia Moutry (Community)
- Richard Pieper, Sr. (Community)
- Dr. Jacques du Plessis
- Mary Staten (Community)
- Dr. Leigh Wallace



## Office of Charter Schools Responsibilities



### Review Applications – Charter Independent Public Schools

The Application Review Committee, utilizing established criteria, has the responsibility of reviewing charter school applications in order to select those organizations that have the greatest likelihood of developing charter schools that:

1. foster high student achievement,
2. meet the educational needs of students,
3. address the expectations and preferences of students, parents, and other stakeholders,
4. are financially sound,
5. effectively market the school,
6. address the needs, expectations, satisfaction, and development of the faculty and staff, and
7. exhibit overall organizational effectiveness.



### Monitor Established Public Charter Schools

Established charter schools are monitored on a regular basis through site visits and data analysis. Established charter schools must submit annual improvement goals and take concerted action to achieve these goals. At the close of the fiscal year, each school reports on results of their actions on each of their goals. In addition, the University of Wisconsin-Milwaukee Office of Charter Schools has developed a comprehensive Performance Framework to ensure that all charter schools authorized by the University are providing their students with a high-quality public education. This Performance Framework is the accountability mechanism that sets the academic, fiscal, and organizational standards by which all UW-Milwaukee authorized charter schools are evaluated. This report contains detail on each specific indicator within the Framework. The Office annually provides a report to each school including its Performance Framework results.



### Evaluate Established Public Charter Schools

During the first semester of the last year of the charter contract, each charter school is formally evaluated by the Charter School Evaluation Committee. The Performance Framework results form the foundation for making the baseline renewal term recommendation for each school to the Evaluation Committee. The Evaluation Committee considers that recommendation along with the renewal application and site visit in making their charter renewal term or non-renewal recommendation. The site visit includes interviews with the administrator, board, teachers, students, and parents, as well as classroom observations.

Academic			
Indicator	Measure	Metric	Target
STATE AND FEDERAL ACCOUNTABILITY			
A.1. School Report Card	Wisconsin Department of Public Instruction School Report Card	Overall Accountability Rating	Three, four, or five stars or an Alternate Rating of Satisfactory Progress
STUDENT ACHIEVEMENT (STATUS)			
A.2. State ELA Assessment	Wisconsin Forward Exam or ACT Aspire and ACT	Percent of district and school FAY students scoring proficient or advanced in ELA	At least the average of the percent Proficient or Advanced in the local district and the state at the same grade level(s)
A.3. State Math Assessment	Wisconsin Forward Exam or ACT Aspire and ACT	Percent of district and school FAY students scoring Proficient or Advanced in Math	At least the average of the percent Proficient or Advanced in the local district and the state at the same grade level(s)
A.4. State ELA Assessment (local/comparable)	Wisconsin Forward Exam or ACT Aspire and ACT	Percent of school FAY students scoring Proficient or Advanced in ELA	At least the percent Proficient or Advanced in 4 schools that have been identified as neighborhood or demographically comparable to the charter school
A.5. State Math Assessment (local/comparable)	Wisconsin Forward Exam or ACT Aspire and ACT	Percent of school FAY students scoring Proficient or Advanced in Math	At least the percent Proficient or Advanced in 4 schools that have been identified as neighborhood or demographically comparable to the charter school
STUDENT PROGRESS OVER TIME (GROWTH)			
A.6. MAP RIT Growth Reading	NWEA MAP Assessments	Percent of students meeting or exceeding their predicted Fall to Spring growth in Reading	At least 50% of students tested in both the Fall and Spring
A.7. MAP RIT Growth Math	NWEA MAP Assessments	Percent of students meeting or exceeding their predicted Fall to Spring growth in Math	At least 50% of students tested in both the Fall and Spring
A.8. MAP Reading RIT Growth for Subgroups	NWEA MAP Assessments	Average Fall to Spring Reading growth is calculated for each subgroup (e.g. racial/ethnic minority groups, Special Education, ELL) with at least 20 students. Average predicted Reading growth is also calculated for each of these groups.	Average Fall to Spring growth in Reading is at least 110% of average predicted growth
A.9. MAP Math RIT Growth for Subgroups	NWEA MAP Assessments	Average Fall to Spring Math growth is calculated for each subgroup (e.g. racial/ethnic minority groups, Special Education, ELL) with at least 20 students. Average predicted Math growth is also calculated for each of these groups.	Average Fall to Spring growth in Math is at least 110% of average predicted growth

Indicator	Measure	Metric	Target
POST-SECONDARY READINESS			
A.10. Attendance	Attendance Rate for All Students	Actual days present divided by the total possible days of attendance	At least the average of the attendance rate in the local district and the state at the same grade level(s)
A.11. Graduation	4 Year High School Completion Rate	Percentage of students who complete high school within 4 years with their cohort	At least the average of the 4 year graduation rate in the local district at the state

Financial			
Indicator	Measure	Metric	Target
NEAR-TERM			
F.1. Current Ratio	School Audit	Current ratio of assets to liabilities	Greater than 1.1 or between 1.0 and 1.1 and higher than previous year
F.2. Enrollment Variance	September and January enrollment counts and projected budgeted FTE	Average of September and January enrollment counts divided by projected budgeted FTE	Greater than or equal to 95%
F.3. Default	School Audit	Loan covenants and debt service payments	Not in default or delinquent
SUSTAINABILITY			
F.4. Debt to Asset Ratio	School Audit	Total liabilities to total assets	Debt to asset ratio is less than 0.9

Organizational	
Indicator	Target and Rating
EDUCATION PROGRAM	
O.1. The school is implementing the academic program and design described in the charter contract	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>Board members, administrators, teachers, students, and families demonstrate a common and consistent understanding of the school's mission and key design elements</li> <li>The school has implemented the key design elements in the approved charter</li> <li>Observations during site visits provide evidence of implementation</li> </ul>
	<p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one of the criteria referenced above</p>
	<p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria referenced above</p>

Indicator	Target and Rating
0.2. Compliant with required instructional days or minutes, graduation and promotion requirements, and state assessments	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The instructional minutes are submitted and met</li> <li>Graduation and promotion requirements are adhered to</li> <li>Required state assessments are administered</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one of the criteria referenced above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria referenced above</p>
0.3. Fair and equitable enrollment	<p><b>Meets Standard</b> The school generally meets the following criterion:</p> <ul style="list-style-type: none"> <li>The school's recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable and demonstrate a commitment to serving all students</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting the criterion referenced above</p> <p><b>Does Not Meet Standard</b> The school presents presents moderate or major concerns in meeting the criterion referenced above</p>
0.4. Compliance for Students with Disabilities	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The school consistently complies with rules relating to student identification and referral</li> <li>The school consistently complies with rules relating to the academic program, assessments, discipline, and all other aspects of the school's program and responsibilities</li> <li>Students' Individualized Education Plans and Section 504 plans are consistently carried out by appropriately certified staff</li> <li>Access to the school's facility and program are provided to students and parents in a lawful manner and consistent with their abilities</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria referenced above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria referenced above</p>
0.5. Compliance for English Language Learners	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The school consistently and effectively implements steps to identify students in need of ELL services</li> <li>ELL students are provided with appropriate accommodations on assessments</li> <li>Students are exited from ELL services in accordance with their assessed capacities</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria referenced above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria referenced above</p>

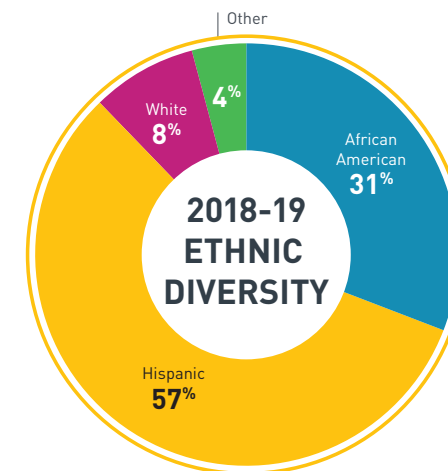
Indicator	Target and Rating
<b>FINANCIAL MANAGEMENT AND OVERSIGHT</b>	
0.6. On time financial reporting	<p><b>Meets Standard</b> The school meets the following criteria:</p> <ul style="list-style-type: none"> <li>Completion and on-time submission of the annual independent audit</li> <li>On-time submission and completion of annual and revised budgets (if applicable)</li> <li>Submission of board contracts with a management company (if applicable)</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria referenced above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria referenced above</p>
0.7. Unqualified audit without significant findings or weaknesses	<p><b>Meets Standard</b> The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to Financial Accounting for UWM charter schools evidenced by:</p> <ul style="list-style-type: none"> <li>An annual independent audit with an unqualified audit opinion</li> <li>An annual independent audit devoid of significant conditions or internal control weaknesses</li> <li>The Independent Auditor's Management Report has no significant or "repeat" findings</li> </ul> <p><b>Does Not Meet Standard</b> The school does not comply with all applicable laws, rules, regulations and provisions of the charter agreement relating to Financial Accounting for UWM charter schools referenced above</p>
<b>GOVERNANCE AND REPORTING</b>	
0.8. Submitted required board information	<p><b>Meets Standard</b> The board/school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>Board bylaws submitted</li> <li>Board composition and/or membership rules followed</li> <li>Submission of strategic plan</li> <li>Open meetings as outlined in contract are followed</li> <li>Schedule of board meetings and meeting minutes are submitted</li> </ul> <p><b>Partially Meets Standard</b> The board presents minor concerns on one or more criteria referenced above</p> <p><b>Does Not Meet Standard</b> The board presents moderate or major concerns on one or more of the criteria referenced above</p>
0.9. Compliant with oversight of schools with CMOs	<p><b>Meets Standard</b> The board/school generally meets the following criterion:</p> <ul style="list-style-type: none"> <li>Meets all requirements outlined in charter contract and board contract with CMO</li> </ul> <p><b>Partially Meets Standard</b> The board/school presents minor concerns on the criterion referenced above</p> <p><b>Does Not Meet Standard</b> The board/school does not generally meet the criterion referenced above</p>
<b>FACILITIES AND SAFE SCHOOL ENVIRONMENT</b>	
0.10. Adequate and maintained facilities	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>Evidence of fire inspections and related records</li> <li>Viable certificate of occupancy or other required building use authorization</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria referenced above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria referenced above</p>



Indicator	Target and Rating
0.11. Met safety and health-related services requirements	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>Following all food service requirements</li> <li>Appropriate nursing services and dispensing of pharmaceuticals, as applicable</li> <li>Background checks of all applicable individuals are complete and on file</li> <li>Other LEA services, as applicable</li> </ul>
	<p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria referenced above</p>
	<p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria referenced above</p>
0.12. Surveys indicate a safe environment	<p>The school meets the following criteria:</p> <ul style="list-style-type: none"> <li>School has an average score of three or higher on the graded school safety item on the parent, student, and staff satisfaction surveys</li> <li>At least 80% of staff, 80% of students, and 50% of parents must have completed the survey so that the average is a valid indicator of stakeholder perception of safety</li> </ul>
<b>ADDITIONAL OBLIGATIONS</b>	
0.13. Met the Wisconsin Department of Public Instruction (DPI) reporting requirements	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Wisconsin Department of Public Instruction (DPI) and/or federal authorities</li> <li>School submits critical information punctually and accurately to the Department of Public Instruction (DPI)</li> </ul>
	<p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria referenced above</p>
	<p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria referenced above</p>
0.14. Met any other Office of Charter Schools requirements	<p>The school is meeting other relevant compliance requirements included in the charter contract as indicated by having 80% or higher on the On Time, Accurate, and Complete compliance statistics in Epicenter.</p>

2018-19 UW-Milwaukee Authorized Charter Schools

School	Status	Opening Year	Current Contract Term	Renewal Year	Renewal/Revocation/Non-Renewal
Bruce Guadalupe Community School	Open	Fall 2009	2014-2019	2018-2019	Renewed
Capitol West Academy	Open	Fall 2004	2016-2020	2019-2020	N/A
La Casa de Esperanza Charter School	Open	Fall 2015	2015-2020	2019-2020	N/A
Milwaukee Scholars Charter School	Open	Fall 2011	2016-2019	2018-2019	Renewed
Pathways High School	Open	Fall 2017	2017-2022	2021-2022	N/A
Penfield Montessori Academy	Open	Fall 2016	2016-2021	2020-2021	N/A
Rocketship Transformation Prep	Open	Fall 2018	2018-2023	2022-2023	N/A
Rocketship Southside Community Prep	Open	Fall 2018	2018-2023	2022-2023	N/A
School for Early Development & Achievement	Open	Fall 2001	2016-2020	Closed at end of 2018-19	N/A
Seeds of Health Elementary	Open	Fall 2006	2014-2019	2018-2019	Renewed
Stellar Collegiate Charter School	Open	Fall 2016	2016-2021	2020-2021	N/A
Tenor High School	Open	Fall 2005	2014-2019	2018-2019	Renewed
UCC Acosta Middle School	Open	Fall 2016	2016-2021	2020-2021	N/A
Veritas High School	Open	Fall 2010	2014-2019	2018-2019	Renewed
Woodlands School	Open	Fall 2004	2014-2019	2018-2019	Renewed
Woodlands School – State Street Campus	Open	Fall 2013	2018-2021	2020-2021	N/A



Historical Portfolio Size and Demographics

	2014-15	2015-16	2016-17	2018-19	2018-19
<b># of Schools</b>	12	13	13	14	16
<b>Enrollment</b>	4,935	5,154	4,076	4,376	5,206
<b>Free/Reduced Lunch</b>	78.6%	76.2%	73.7%	68.1%	72.5%
<b>Special Education</b>	9.2%	9.9%	9.3%	9.7%	10.0%



# Student Achievement Results

The single most important criterion for charter renewal is the academic achievement of the students. The Office of Charter Schools measures student achievement in a variety of ways. Measures include the Forward Exam, ACT and ACT Aspire, the Measures of Academic Progress (MAP) assessment developed by the Northwest Evaluation Association, tests specific to individual schools, and annual parent, student, and staff surveys.

The Forward Exam was administered through the Wisconsin Department of Public Instruction to students in grades 3 through 8 in the Spring. The examination determines the proficiency level (below basic, basic, proficient, and advanced) of students in English Language Arts (ELA) and Mathematics. The Forward Exam is a static measure in that it provides information regarding student performance on a single test at a specific time of the school year.

The Wisconsin Department of Public Instruction requires that the ACT Aspire be given to all students in 9<sup>th</sup> and 10<sup>th</sup> grades, and the ACT be given to all students in 11<sup>th</sup> grade in the Spring. Students were tested in English, Mathematics, Reading, Writing, and Science. The Wisconsin Department of Public Instruction developed a method to categorize ACT Aspire and ACT scores into proficiency levels as well. In addition, the DPI combines each student's English,

Reading, and Writing scores into one English Language Arts (ELA) score.

The following graphs and text display the achievement of UWM charter school students on the Forward assessment given to students statewide in grades 3 through 8 and the ACT Aspire and ACT assessments given to students statewide in grades 9 through 11.

The proficiency of all UWM charter school students as compared to all students in MPS and the state for the same grades in 2018-19 on the Forward Exam is shown in Figures 1 and 2 below. In both ELA and Mathematics, fewer UWM charter school students scored proficient or advanced than students statewide at all grade levels. However, in both ELA and Mathematics, UWM charter schools had a higher percentage of students scoring proficient and advanced than MPS at all grade levels.

As shown in Figures 3 and 4, there was a smaller percentage of students scoring proficient and advanced on the ACT Aspire and ACT in UWM Charter Schools than the state at all grade levels in both ELA and Math. However, in both ELA and Math, the percentage of 9th through 11th grade students scoring proficient and advanced on the ACT Aspire and ACT in UWM Charter Schools exceeded that seen in MPS.



Figure 1

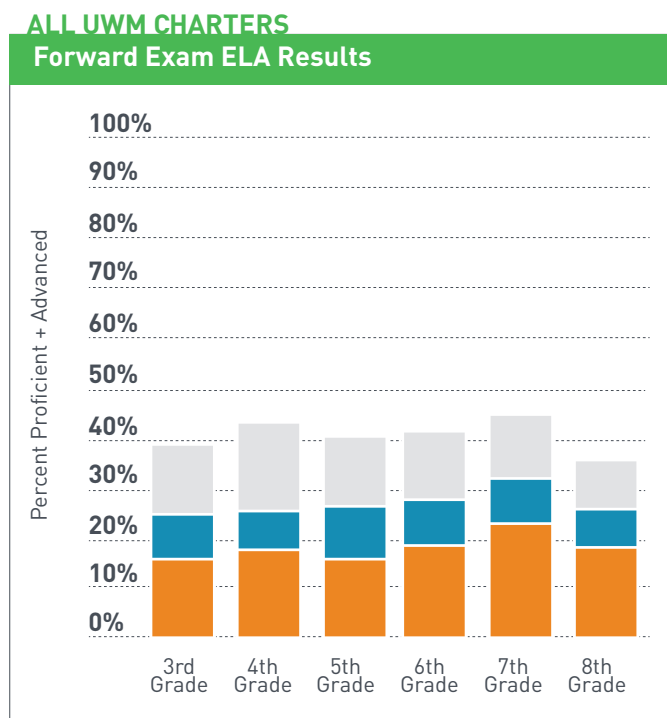


Figure 2

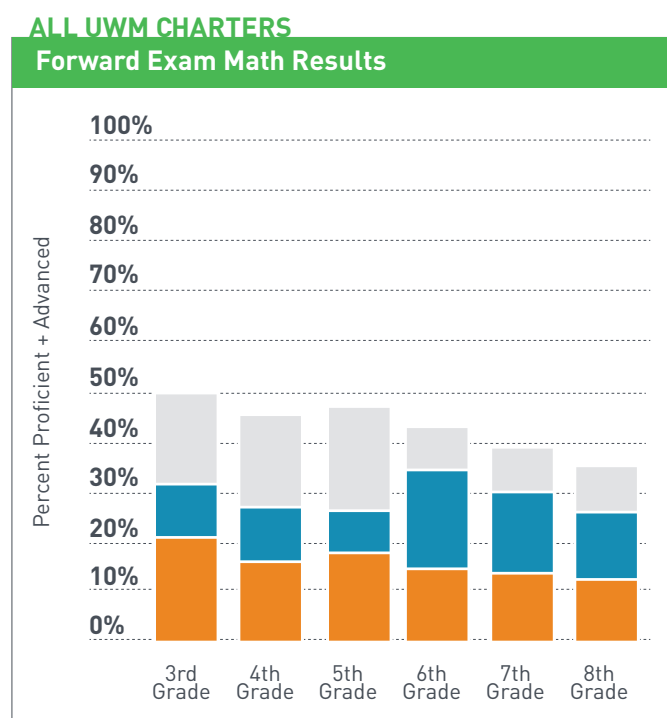


Figure 3

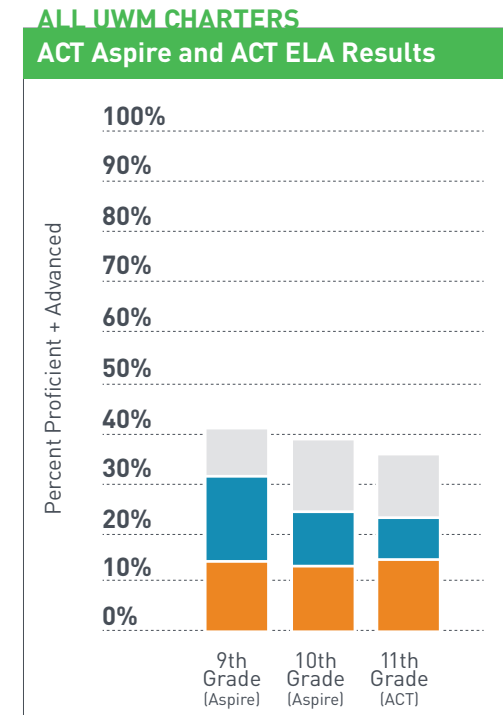
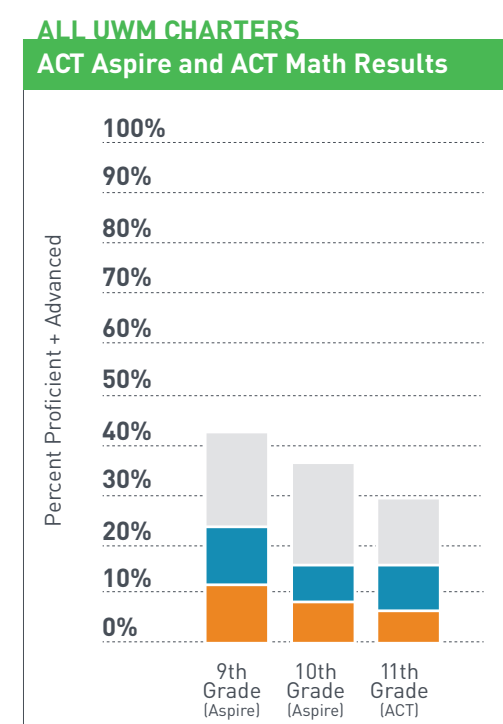


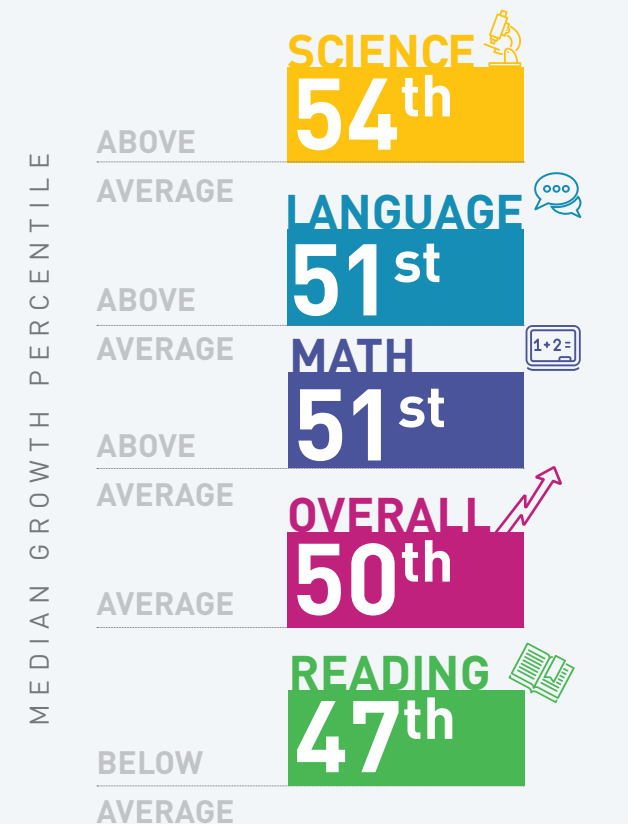
Figure 4



## STUDENT GROWTH RESULTS

In addition to achievement results, it is also important to look at the academic growth of students in the UWM charter schools. All of the UWM charter schools administer the NWEA MAP assessment in Reading and Math in the Fall and the Spring. Some schools also choose to administer the MAP Language Usage and Science assessments. NWEA conducted a norm study in 2015 to determine Fall to Spring growth norms for each student based on their grade level and Fall MAP score. Using these norms, it is possible to look at the conditional growth percentile for each student in each subject area.

When looking at all subject areas combined from Fall 2018 to Spring 2019, the median conditional growth percentile for UWM charter school students equaled the 50th percentile. The Language Usage (51), Mathematics (51), and Science (54) median growth percentiles were all above the overall UWM growth median (50), and the Reading median growth percentile (47) was below the overall UWM growth median. Mathematics, Science, and Language Usage growth medians at UWM charter schools were all above the national norms.



✓ Meets expectations      ■ Partially meets expectations  
✗ Does not meet expectations      • No data or not applicable

# PERFORMANCE FRAMEWORK

	BGCS	CWA	La Casa	MSCS	Pathways	PMA	RSCP	RTP	SEDA	SoHE	Stellar	THS	UCC Acosta	VHS	WS	W-SS
<b>Academic</b>																
A.1. School Report Card	✓	✓	✓	✓	✗	✗	✓	✗	✗	✓	✗	✓	✓	✓	✓	✓
A.2. State ELA Assessment Achievement	✓	✗	✗	✗	✗	•	✗	✗	•	✗	✗	✗	✓	✓	✓	✗
A.3. State Math Assessment Achievement	✓	✗	✗	✗	✗	•	✗	✗	•	✓	✗	✗	✓	✓	✓	✗
A.4. State ELA Assessment (local/comparable)	✓	■	✗	✓	■	•	■	✓	•	✓	✓	✓	✓	■	■	■
A.5. State Math Assessment (local/comparable)	✓	■	✗	✓	■	•	■	✗	•	✓	✓	✓	✓	✓	■	■
A.6. MAP RIT Growth Reading	✗	✗	✓	✗	✗	✗	✓	✓	✗	✓	✓	✓	✓	✗	✓	✗
A.7. MAP RIT Growth Math	✗	✗	✓	✗	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✓	✗
A.8. MAP Reading RIT Growth for Subgroups	✗	✗	✗	✗	✗	✗	■	✓	✗	✗	■	✓	✓	✗	■	✗
A.9. MAP Math RIT Growth for Subgroups	✗	✗	✓	✗	✓	✗	■	✓	✗	■	✓	✓	■	✓	■	✗
A.10. Attendance	✓	✗	✗	✗	✗	✗	•	•	✗	✓	✓	✓	✓	✓	✓	✓
A.11. Graduation	•	•	•	•	✗	•	•	•	•	•	✓	•	✓	•	•	•
<b>Financial</b>																
F.1. Current Ratio	✗	✗	✗	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✓	✓	✓
F.2. Enrollment Variance	✓	✗	✗	✓	✗	✗	✗	✗	✗	✓	✗	✓	✓	✓	✓	✓
F.3. Default	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F.4. Debt to Asset Ratio	✓	✗	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓
<b>Organizational</b>																
O.1. Education program implementation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.2. Compliant with required instructional days or minutes, graduation and promotion requirements, and state assessments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.3. Fair and equitable enrollment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.4. Contract compliance for SwD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.5. Contract compliance for ELL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.6. On time financial reporting	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓
O.7. Unqualified audit without significant findings or weaknesses	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.8. Submitted required board info	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.9. Compliant with oversight of schools with CMOs	•	•	•	✓	•	•	✓	✓	•	•	•	•	•	•	•	•
O.10. Adequate and maintained facilities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.11. Met safety and health-related services requirements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.12. Surveys indicate a safe environment	■	■	■	✗	✓	■	✓	✓	✓	■	✓	✓	✓	✓	✓	■
O.13. Met DPI reporting requirements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O.14. Met any other OCS requirements	✓	✓	✓	✓	✓	■	■	■	✓	✓	✓	✓	■	✓	✓	■

See the full Performance Framework description on pages 8-12

# Bruce Guadalupe Community School

## GENERAL INFORMATION

- 1028 S. 9th Street (Elementary)  
920 S. 9th Street (Middle)  
Milwaukee, WI 53204
- 414-389-4757
- bgcsedu.org

## SCHOOL INFORMATION

- Curriculum Emphasis:** College Preparation
- Opened:** July 2009
- Charter Holder:** United Community Center
- Board President:** Jose Oliveri
- Administrators:** Pascual Rodriguez, Santiago Navarro

## SCHOOL AWARDS/RECOGNITIONS

- » Best Communities for Music Education – NAMM Foundation

“The mission of Bruce-Guadalupe Community School is to create an environment that fosters high expectations and excellence for all students. In addition to valuing the knowledge of language and culture, Bruce-Guadalupe Community School provides students with a clear sense of identity, a positive attitude toward learning and effective communication skills.”

## Enrollment & Demographics

	2016-17	2018-19	2018-19
<b>Total Enrollment</b>	1235	1288	1310
<b>English Language Learners</b>	16.5%	19.6%	21.5%
<b>Free/Reduced Lunch</b>	77.7%	73.6%	73.8%
<b>Special Education</b>	7.0%	6.9%	6.5%
<b>African American</b>	0.1%	0.1%	0.2%
<b>Hispanic</b>	97.8%	97.9%	97.8%
<b>White</b>	1.9%	1.9%	1.8%

## 2018-19 Student/Faculty Mobility

**4.0%**  
**OF STUDENTS**  
(50 out of 1237) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

**12.2%**  
**OF FACULTY**  
(16 out of 131) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

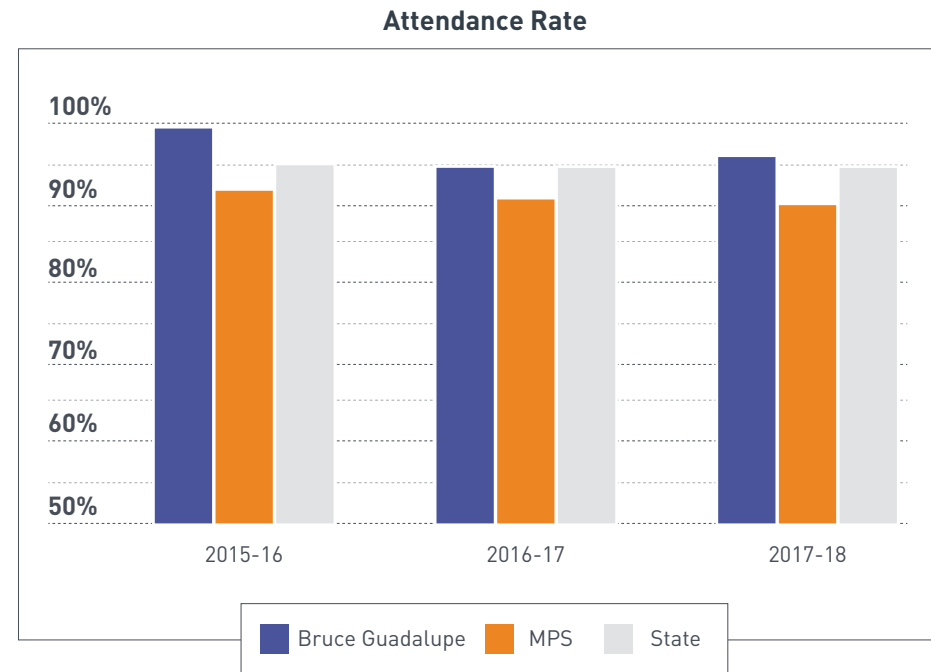
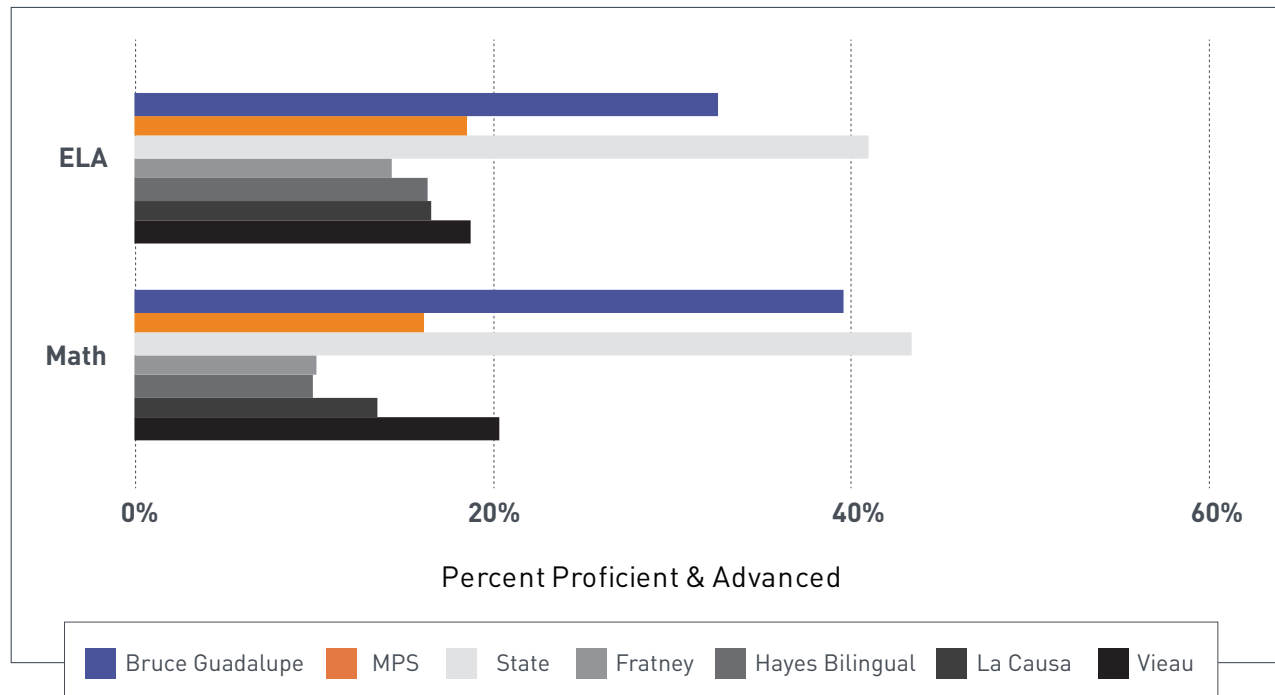
## DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	74.2	Exceeds Expectations
2017-18	76.4	Exceeds Expectations
2018-19	78.3	Exceeds Expectations



# Bruce Guadalupe Community School

2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



**Revenue Per Pupil 2018-19**

State / Pupil Aid	8,395
Special Ed.	280
Federal Funds	1,157
Grants	335
Donations	171
Other Revenue	679
<b>TOTAL REVENUE</b>	<b>\$11,016</b>

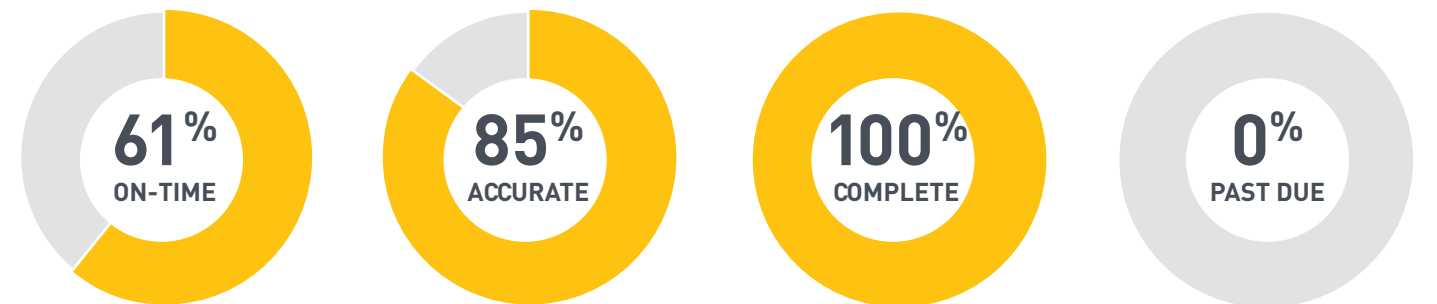
**Expenditures Per Pupil 2018-19**

Instruction	5,644
Pupil Service	893
Instruction Support	1,201
School Board	0
Administration	1,314
Facilities	1,114
Cont. Service	456
Debt Service	30
Other	279
<b>TOTAL EXPENDITURES</b>	<b>\$10,931</b>

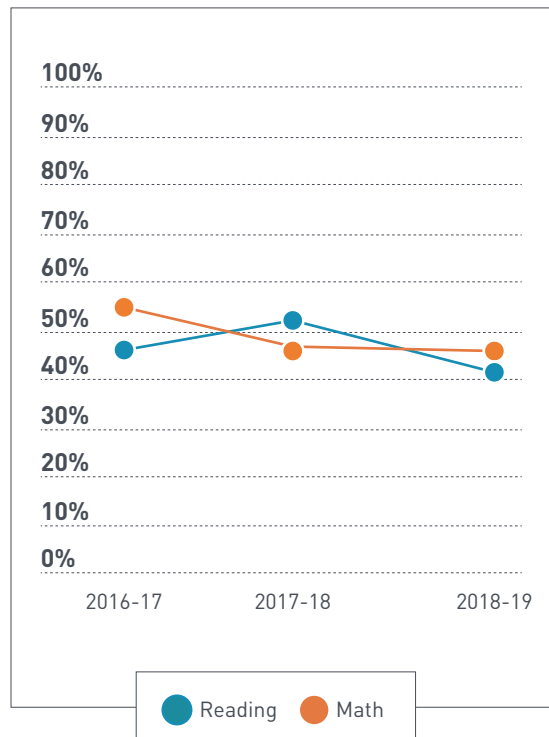
Annual Reporting Requirements Compliance Statistics  
Due Dates from July 1, 2018 through June 30, 2019

	Bruce Guadalupe Community School	United Community Center, Inc. Board
On-time	22/36	9/15
Accurate	36/44	15/16
Complete	36/36	15/15

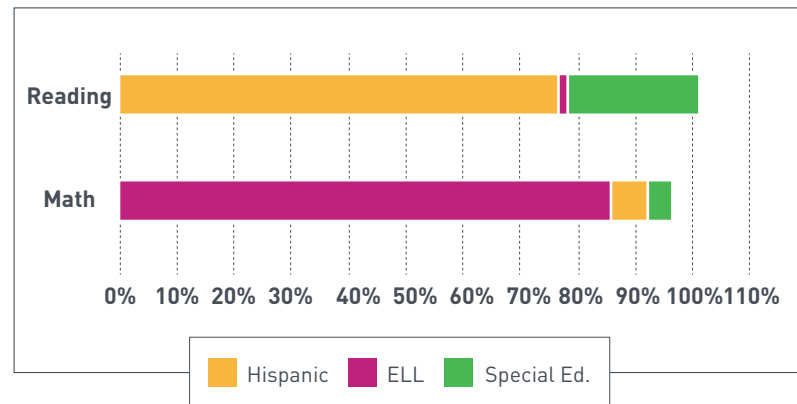
Pie charts below indicate compiled statistics



Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



Satisfaction Survey Results

	Faculty	Parent	Student
Quality of teachers	3.67	3.79	3.31
Support of individual students	3.48	3.74	3.45
Pupil safety	3.58	3.71	3.44
Response Rate	82.0%	43.4%	86.8%

Item averages derived from a grading scale where 4 was A and 1 was D

Financial Performance Indicators

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
0.58	3,906,293	6,731,688	0.96	1302	1251	1250	No	0.15	6,731,688	45,069,855

See the full Performance Framework description on pages 8-12

# Capitol West Academy

## GENERAL INFORMATION

3939 N. 88th  
Milwaukee, WI 53222

414-465-1302

cwacademy.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** Individualized Learning

**Opened:** August 2004

**Charter Holder:** Capitol West Academy

**Board President:** David Lucey

**Administrator:** Mora Anderson

### Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	288	253	280
<b>English Language Learners</b>	2.1%	2.0%	2.5%
<b>Free/Reduced Lunch</b>	98.6%	99.2%	71.4%
<b>Special Education</b>	11.1%	11.1%	13.9%
<b>African American</b>	93.1%	91.3%	92.9%
<b>Hispanic</b>	1.0%	1.2%	1.4%
<b>White</b>	1.7%	2.0%	1.1%

### 2018-19 Student/Faculty Mobility

**21.0%**  
OF STUDENTS

(49 out of 233) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

**7.4%**  
OF FACULTY

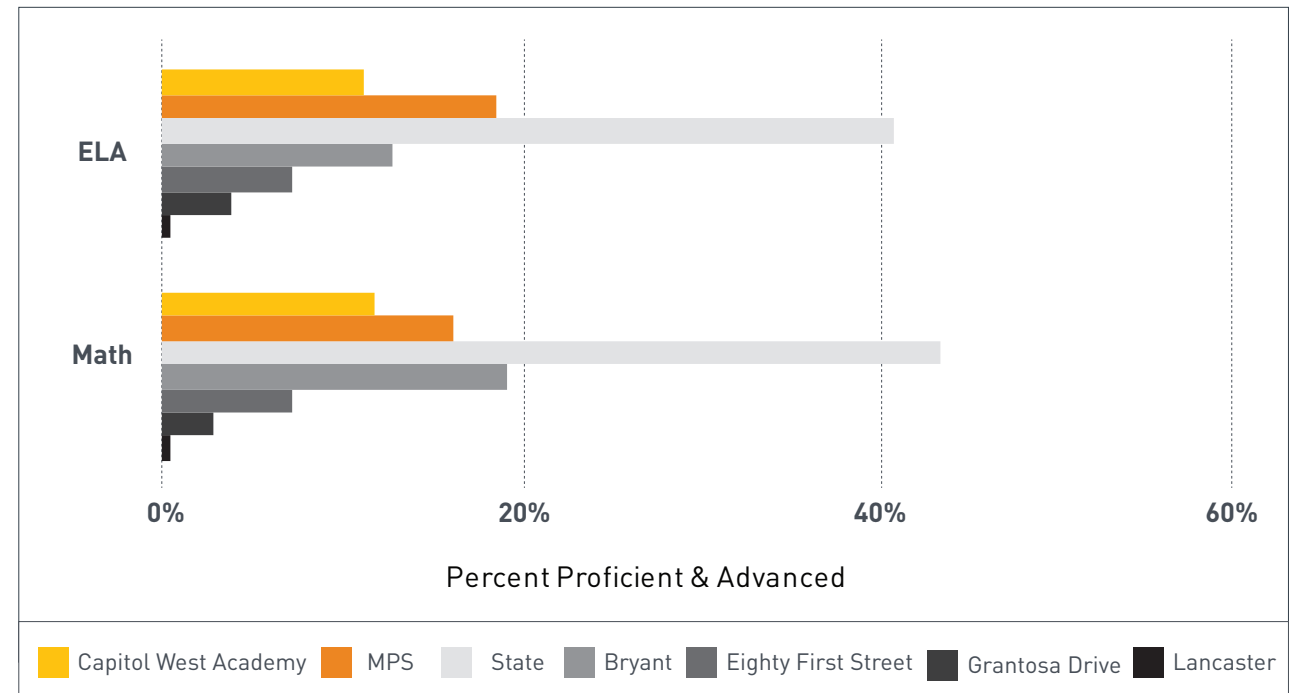
(2 out of 27) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

### DPI School Report Card Results

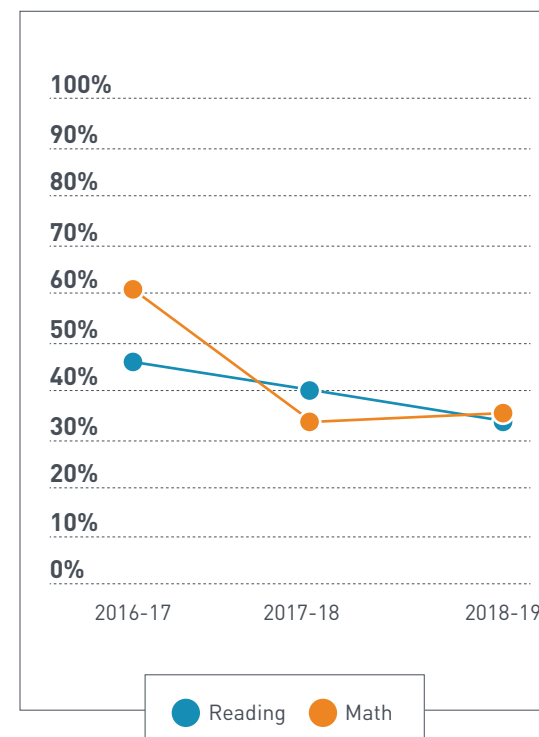
YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	76.8	Exceeds Expectations
2017-18	73.8	Exceeds Expectations
2018-19	71.9	Meets Expectations

“Capitol West Academy provides a safe, nurturing educational environment where children, with the support of their families and the community, learn and grow to be successful lifelong learners and productive citizens.”

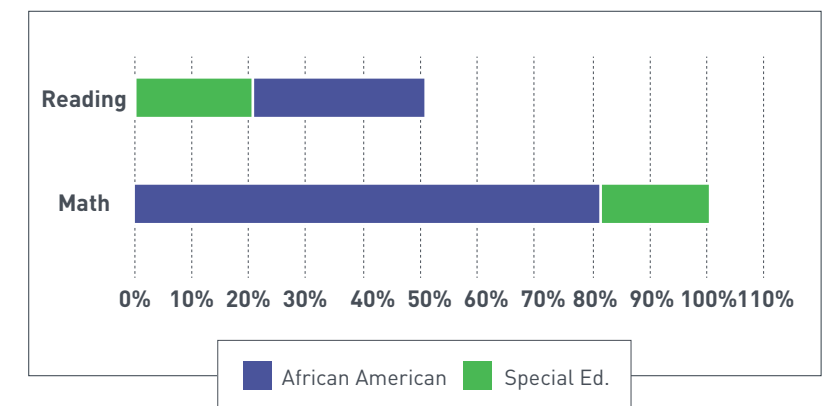
### 2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



### Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



### Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



### Satisfaction Survey Results

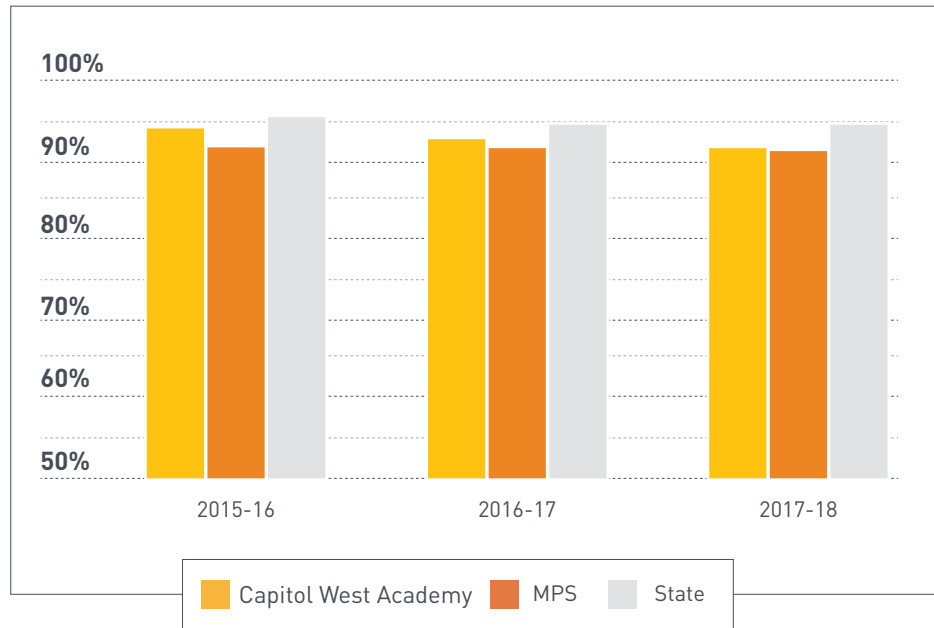
	Faculty	Parent	Student
<b>Quality of teachers</b>	3.20	3.65	3.20
<b>Support of individual students</b>	3.00	3.61	3.27
<b>Pupil safety</b>	3.17	3.59	2.82
<b>Response Rate</b>	90.9%	55.3%	89.2%

Item averages derived from a grading scale where 4 was A and 1 was D



# Capitol West Academy

## Attendance Rate



## Revenue Per Pupil 2018-19

State / Pupil Aid	8,279
Special Ed.	369
Federal Funds	1,344
Grants	11
Donations	1,537
Other Revenue	2,368
<b>TOTAL REVENUE</b>	<b>\$13,908</b>

## Expenditures Per Pupil 2018-19

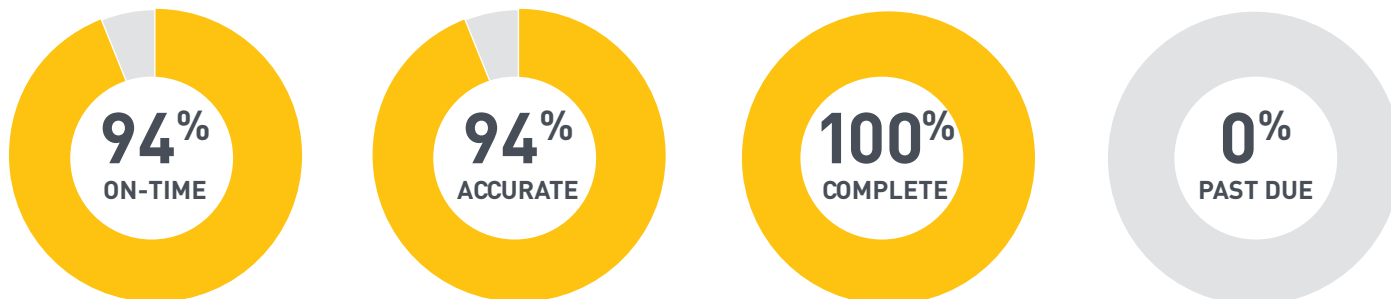
Instruction	5,776
Pupil Service	0
Instruction Support	1,224
School Board	0
Administration	2,835
Facilities	1,736
Cont. Service	0
Debt Service	0
Other	661
<b>TOTAL EXPENDITURES</b>	<b>\$12,232</b>

## Annual Reporting Requirements Compliance Statistics

Due Dates from July 1, 2018 through June 30, 2019

	Capitol West Academy School	Capitol West Academy, Inc. Board
<b>On-time</b>	32/33	13/15
<b>Accurate</b>	33/35	15/16
<b>Complete</b>	33/33	15/15

Pie charts below indicate compiled statistics



## Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
0.79	935,759	1,189,079	0.87	306	273	262	No	1.26	1,189,079	947,019

See the full Performance Framework description on pages 8-12

# La Casa de Esperanza Charter School

## GENERAL INFORMATION

- 410 Arcadian Avenue  
Waukesha, WI 53186
- 262-547-0887
- lacasadeesperanza.org/  
charterschool

## SCHOOL INFORMATION

**Curriculum Emphasis:** Full Service  
**Opened:** August 2015  
**Charter Holder:** La Casa de Esperanza, Inc.  
**Board President:** Marcos Ramos  
**Administrator:** Maria Ayala

## Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	119	146	154
<b>English Language Learners</b>	3.4%	2.1%	3.9%
<b>Free/Reduced Lunch</b>	7.6%	8.9%	68.8%
<b>Special Education</b>	5.9%	12.3%	10.4%
<b>African American</b>	19.3%	26.7%	25.3%
<b>Hispanic</b>	48.7%	47.3%	48.7%
<b>White</b>	25.2%	19.9%	18.2%

## 2018-19 Student/Faculty Mobility

**39.3%**  
OF STUDENTS

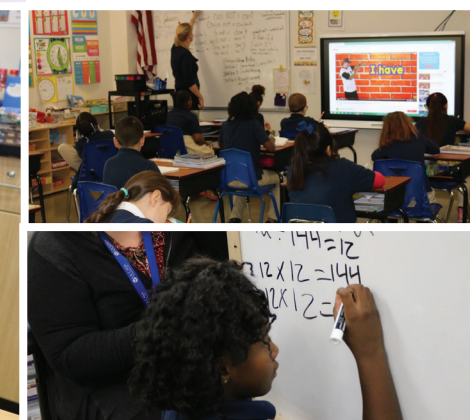
(53 out of 135) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

**14.3%**  
OF FACULTY

(1 out of 7) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

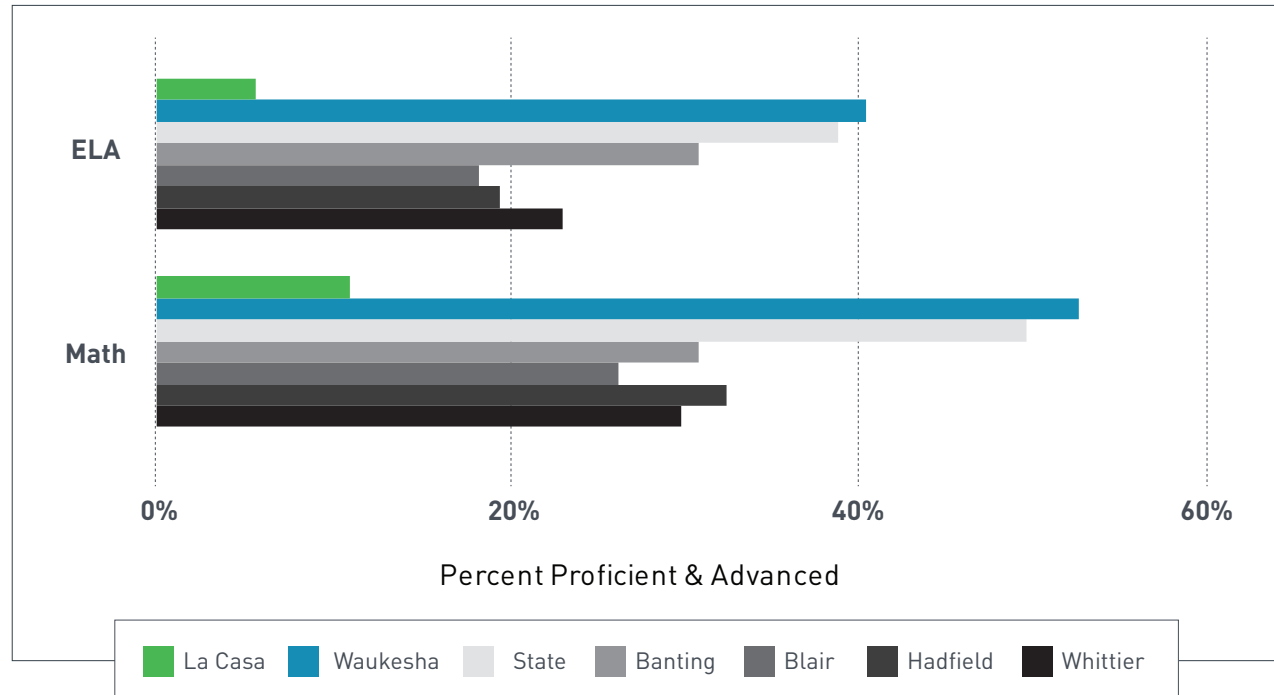
## DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	Alternate Rating	Satisfactory Progress
2017-18	Alternate Rating	Needs Improvement
2018-19	Alternate Rating	Satisfactory Progress

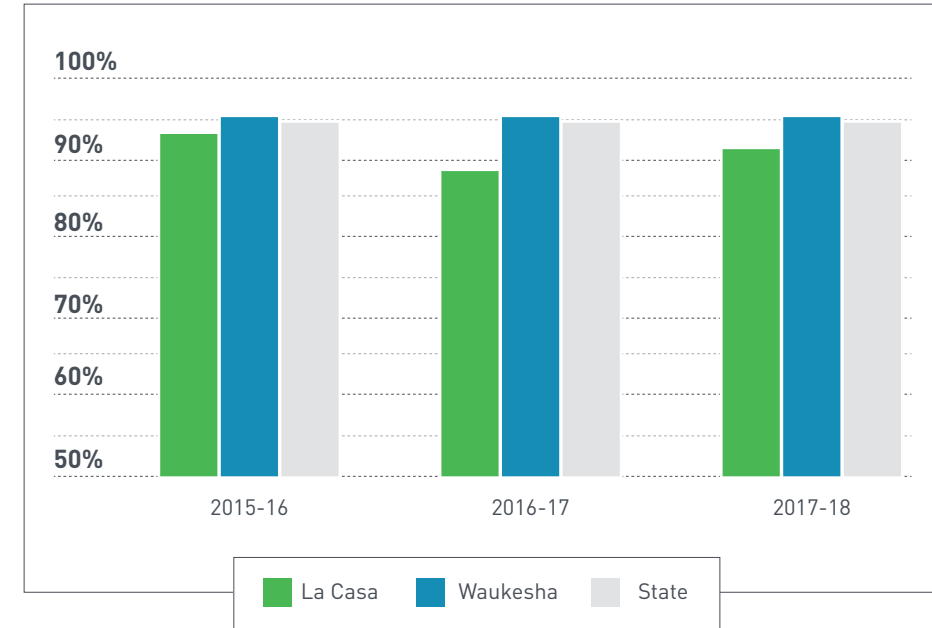


# La Casa de Esperanza Charter School

2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, Waukesha and the State



Attendance Rate



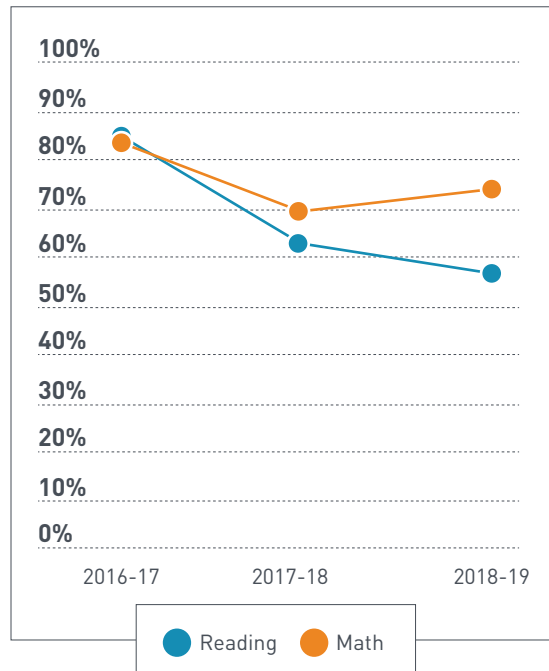
Revenue Per Pupil 2018-19

State / Pupil Aid	7,305
Special Ed.	259
Federal Funds	914
Grants	111
Donations	3,003
Other Revenue	35
<b>TOTAL REVENUE</b>	<b>\$11,627</b>

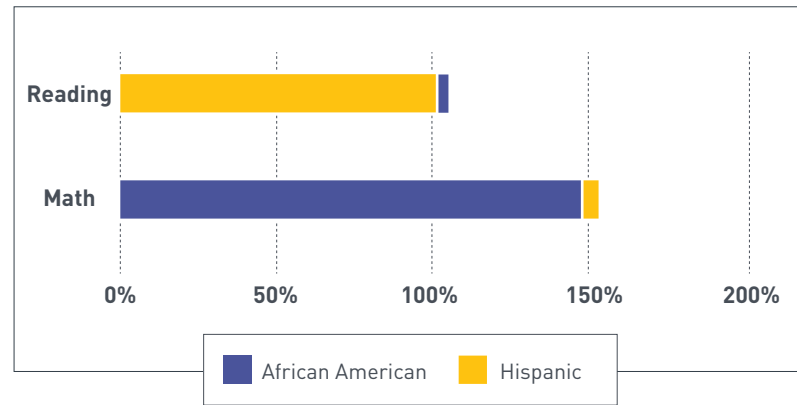
Expenditures Per Pupil 2018-19

Instruction	5,616
Pupil Service	0
Instruction Support	2,520
School Board	0
Administration	1,261
Facilities	1,620
Cont. Service	0
Debt Service	0
Other	905
<b>TOTAL EXPENDITURES</b>	<b>\$11,922</b>

Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



Satisfaction Survey Results

	Faculty	Parent
Quality of teachers	3.50	3.62
Support of individual students	3.40	3.44
Pupil safety	3.50	3.64
Response Rate	90.9%	41.4%

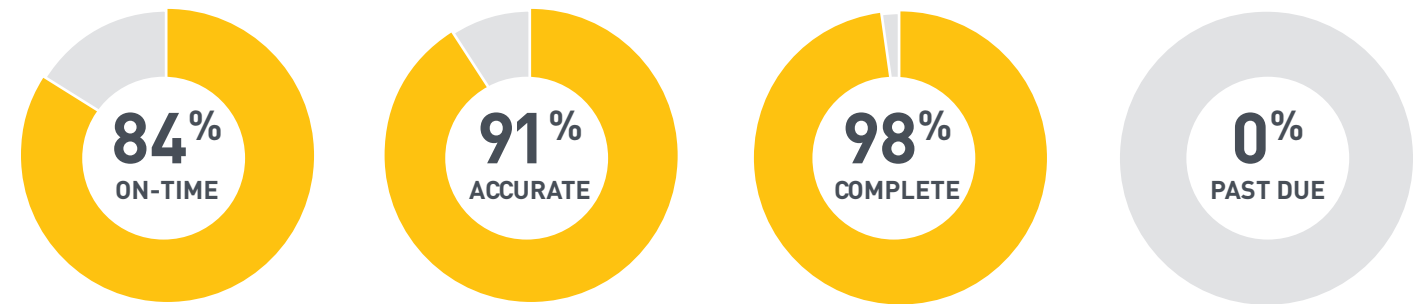
Item averages derived from a grading scale where 4 was A and 1 was D

Annual Reporting Requirements Compliance Statistics

Due Dates from July 1, 2018 through June 30, 2019

	La Casa de Esperanza School	La Casa de Esperanza, Inc. Board
On-time	28/33	13/16
Accurate	33/37	16/17
Complete	33/33	15/16

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
0.99	4,636,468	4,663,368	0.83	166	150	127	No	0.58	13,660,607	23,493,542

See the full Performance Framework description on pages 8-12

# Milwaukee Scholars Charter School

## GENERAL INFORMATION

- 7000 W. Florist  
Milwaukee, WI 53218
- 414-393-0197
- milwaueescholars  
charterschool.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** College Readiness  
**Opened:** August 2011  
**Charter Holder:** Milwaukee Scholars Charter School Inc.  
**Board President:** Paul Sweeney  
**Administrator:** Nikole Laskov

“Milwaukee Scholars Charter School prepares ALL scholars for success by providing high academic standards along with an emphasis in character development in a safe and nurturing environment.”

### Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	658	642	724
<b>English Language Learners</b>	0.9%	1.2%	1.2%
<b>Free/Reduced Lunch</b>	94.1%	91.1%	89.5%
<b>Special Education</b>	10.0%	7.9%	8.1%
<b>African American</b>	94.5%	95.2%	92.8%
<b>Hispanic</b>	1.2%	0.5%	1.1%
<b>White</b>	0.5%	0.5%	0.4%

### 2018-19 Student/Faculty Mobility

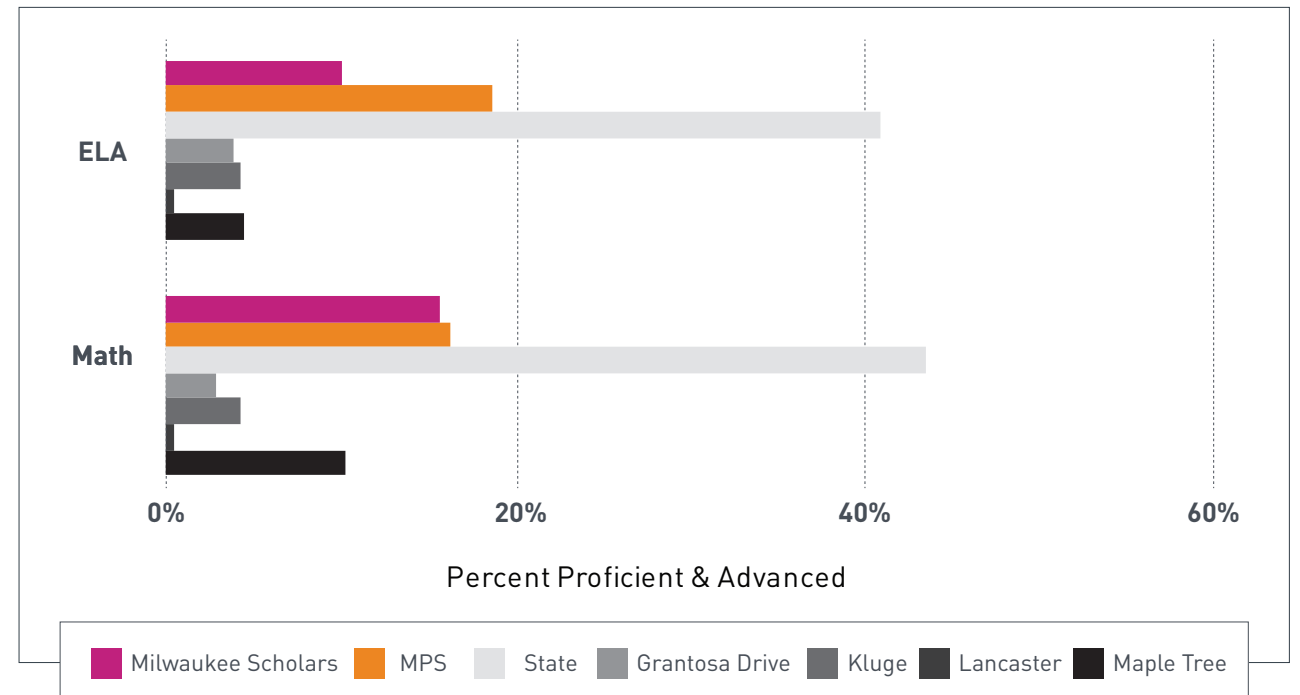
**11.7%**  
**OF STUDENTS**  
 (54 out of 460) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

**12.0%**  
**OF FACULTY**  
 (6 out of 50) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

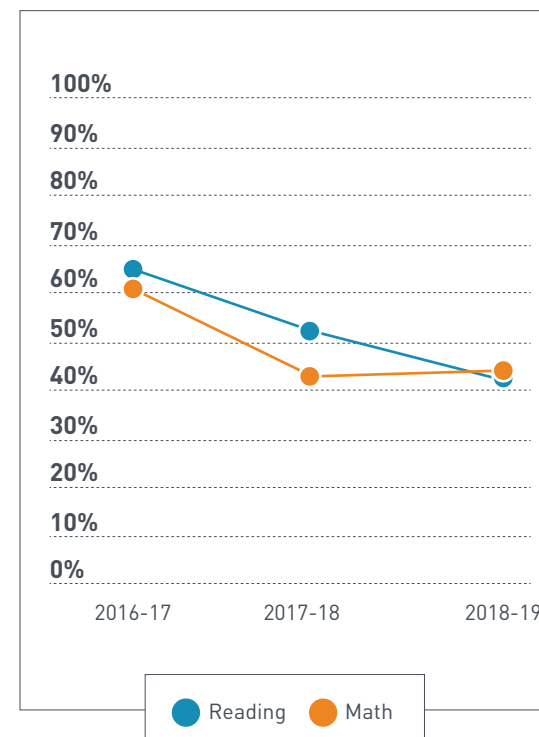
### DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	81.3	Exceeds Expectations
2017-18	74.2	Exceeds Expectations
2018-19	73.1	Exceeds Expectations

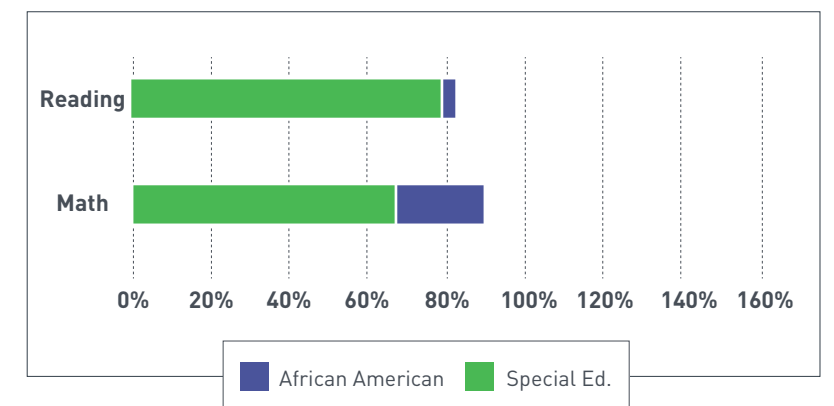
### 2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



### Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



### Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



### Satisfaction Survey Results

	Faculty	Parent	Student
<b>Quality of teachers</b>	2.62	3.33	3.08
<b>Support of individual students</b>	2.79	3.52	3.25
<b>Pupil safety</b>	2.62	3.50	2.71
<b>Response Rate</b>	62.9%	18.8%	58.3%

Item averages derived from a grading scale where 4 was A and 1 was D

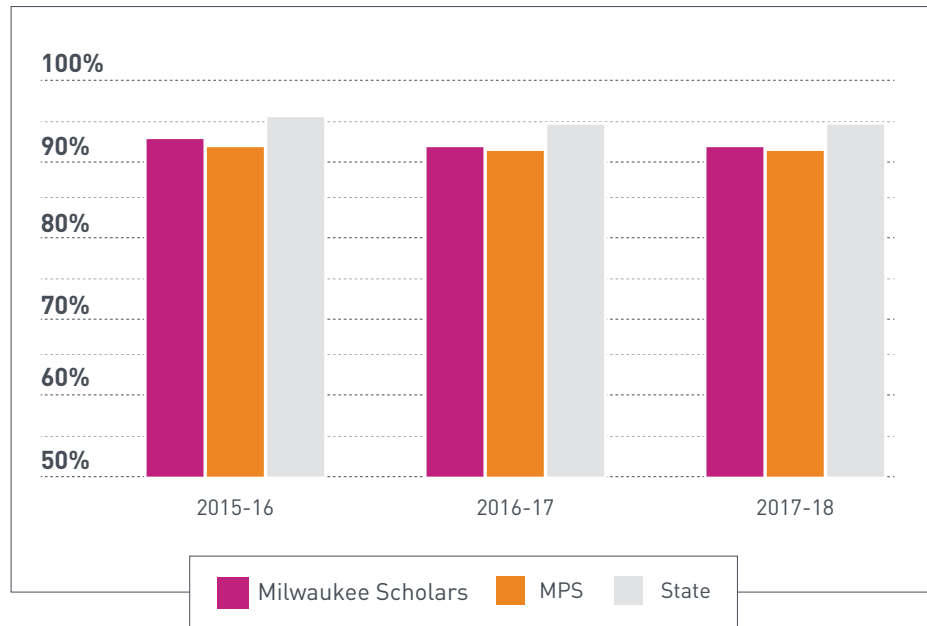




# Milwaukee Scholars Charter School

# Pathways High School

Attendance Rate



Revenue Per Pupil 2018-19

State / Pupil Aid	9,059
Special Ed.	177
Federal Funds	1,675
Grants	0
Donations	1,789
Other Revenue	0
<b>TOTAL REVENUE</b>	<b>\$12,700</b>

Expenditures Per Pupil 2018-19

Instruction	5,949
Pupil Service	0
Instruction Support	3,521
School Board	56
Administration	2,418
Facilities	0
Cont. Service	760
Debt Service	0
Other	0
<b>TOTAL EXPENDITURES</b>	<b>\$12,704</b>

**GENERAL INFORMATION**

- 336 West Walnut Street  
Milwaukee, WI 53212
- 414-943-2891
- pathwayshigh.org

**SCHOOL INFORMATION**

**Curriculum Emphasis:** Project Based Learning  
**Opened:** August 2017  
**Charter Holder:** Pathways High, Inc.  
**Board President:** Julia Burns  
**Administrator:** Stacy Knetter

Enrollment & Demographics

	2017-18	2018-19
<b>Total Enrollment</b>	79	85
<b>English Language Learners</b>	0.0%	0.0%
<b>Free/Reduced Lunch</b>	65.8%	56.5%
<b>Special Education</b>	10.1%	10.6%
<b>African American</b>	55.7%	63.5%
<b>Hispanic</b>	3.8%	4.7%
<b>White</b>	36.7%	25.9%

2018-19 Student/Faculty Mobility

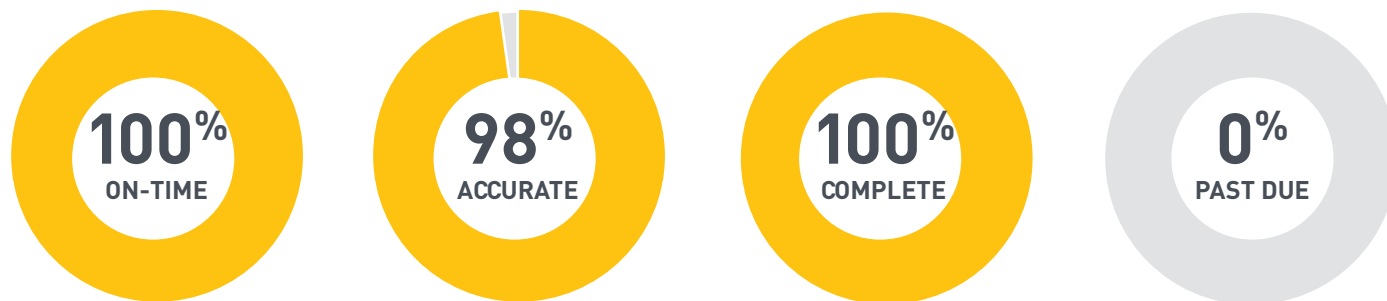
**31.4% OF STUDENTS**  
 (22 out of 70) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

**25.0% OF FACULTY**  
 (1 out of 4) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

Annual Reporting Requirements Compliance Statistics  
 Due Dates from July 1, 2018 through June 30, 2019

	Milwaukee Scholars Charter School	Milwaukee Scholars Charter School, Inc. Board
<b>On-time</b>	37/37	16/16
<b>Accurate</b>	37/38	16/16
<b>Complete</b>	37/37	16/16

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
1.12	187,215	166,607	1.07	627	689	657	No	0.86	166,607	194,259

See the full Performance Framework description on pages 8-12

“Through the implementation of a project based learning model and a commitment to the development of individual traits and skills, Pathways High School will provide diverse students with a learner focused, innovative structure for academic and holistic success.”

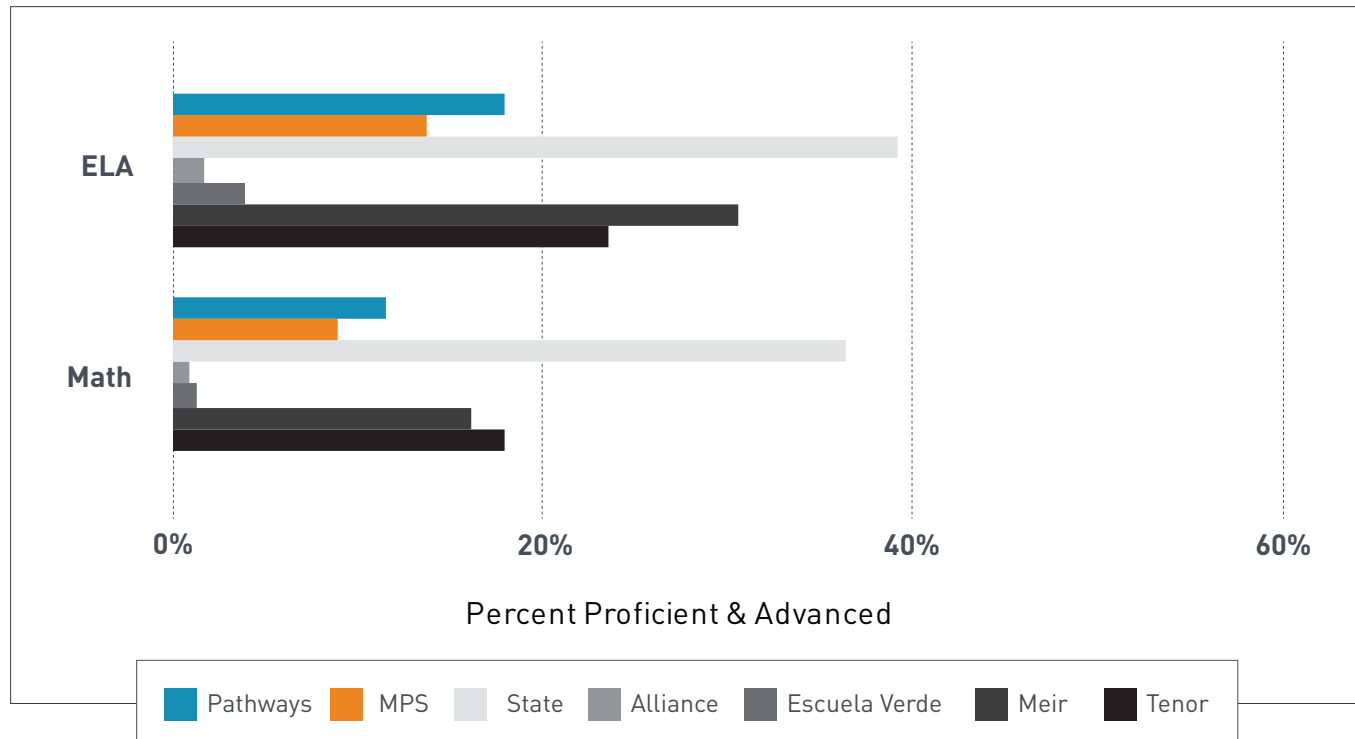
DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2017-18	Alternate Rating	Satisfactory Progress
2018-19	50.7	Fails to Meet Expectations

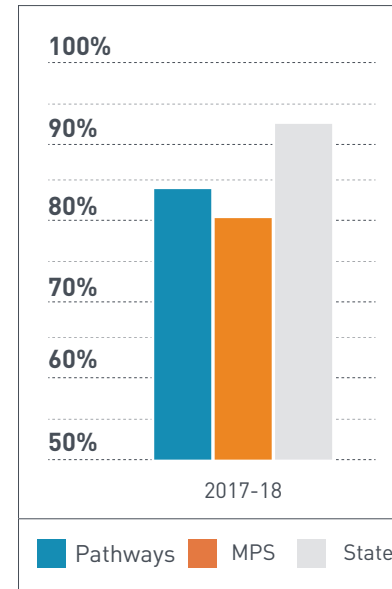


# Pathways High School

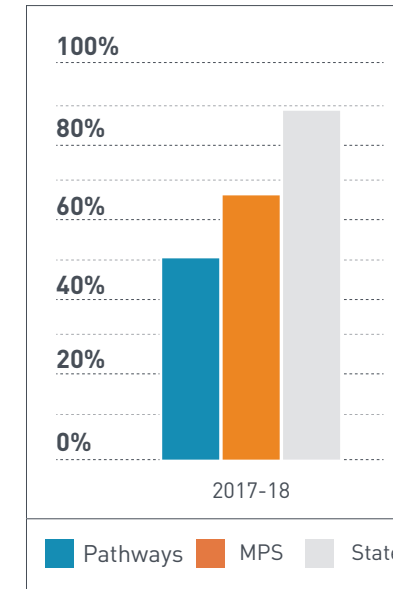
2018-19 ACT Aspire & Statewide ACT Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



Attendance Rate



4 Year Graduation Rate



Revenue Per Pupil 2018-19

State / Pupil Aid	8,419
Special Ed.	393
Federal Funds	3,348
Grants	122
Donations	2,466
Other Revenue	126
<b>TOTAL REVENUE</b>	<b>\$14,874</b>

Expenditures Per Pupil 2018-19

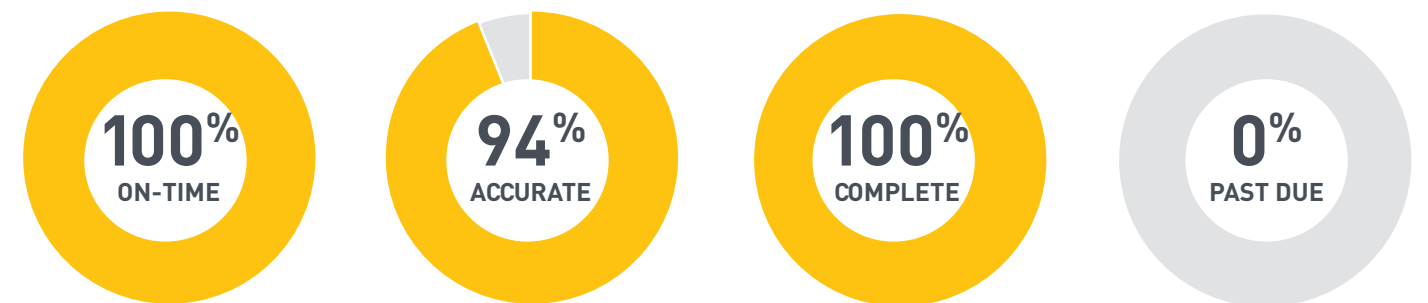
Instruction	6,277
Pupil Service	438
Instruction Support	758
School Board	0
Administration	4,064
Facilities	1,119
Cont. Service	0
Debt Service	0
Other	152
<b>TOTAL EXPENDITURES</b>	<b>\$12,808</b>

Annual Reporting Requirements Compliance Statistics

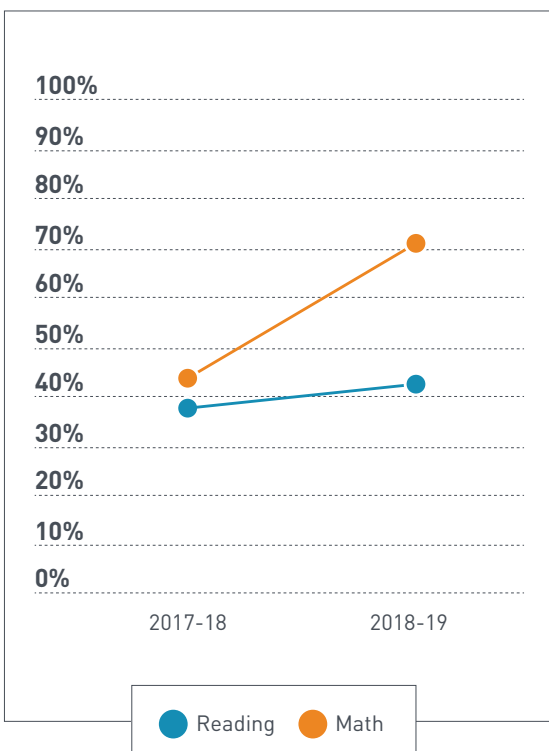
Due Dates from July 1, 2018 through June 30, 2019

	Pathways High School	Pathways High, Inc. Board
On-time	32/32	15/15
Accurate	32/34	15/16
Complete	32/32	15/15

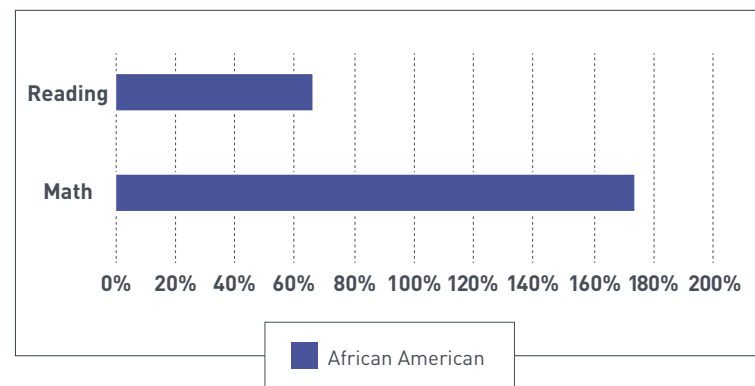
Pie charts below indicate compiled statistics



Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



Satisfaction Survey Results

	Faculty	Parent	Student
Quality of teachers	3.89	3.64	3.36
Support of individual students	3.56	3.57	3.48
Pupil safety	3.33	3.55	3.16
Response Rate	100.0%	64.0%	89.3%

Item averages derived from a grading scale where 4 was A and 1 was D

Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
3.40	305,946	89,937	0.70	120	86	81	No	0.24	89,937	377,270

See the full Performance Framework description on pages 8-12

# Penfield Montessori Academy

## GENERAL INFORMATION

1441 N. 24th Street  
Milwaukee, WI 53205

414-999-2330

penfieldmontessori.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** Montessori  
**Opened:** August 2016  
**Charter Holder:** Penfield Montessori Academy, Inc.  
**Board President:** Christine Holmes  
**Administrator:** Kathy Ronco

“PMA’s mission is to support learners as they acquire the knowledge and skills necessary for life-long success in a high-achieving, child-directed educational model in which children with and without disabilities learn and thrive together.”

### Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	47	107	113
<b>English Language Learners</b>	0.0%	0.0%	0.0%
<b>Free/Reduced Lunch</b>	8.7%	1.9%	3.5%
<b>Special Education</b>	43.5%	27.1%	33.6%
<b>African American</b>	65.2%	72.0%	65.5%
<b>Hispanic</b>	13.0%	4.7%	3.5%
<b>White</b>	10.9%	17.8%	20.4%

### 2018-19 Student/Faculty Mobility

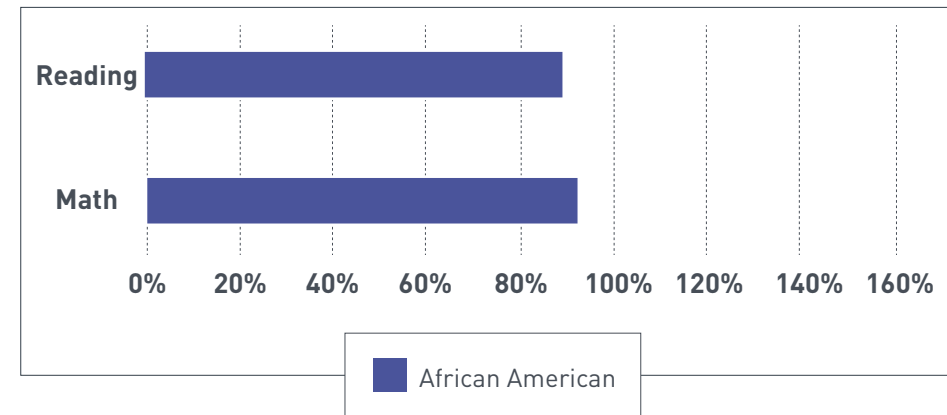
**26.3%**  
OF STUDENTS  
 (26 out of 99) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

**7.1%**  
OF FACULTY  
 (1 out of 14) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

### DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2017-18	Alternate Rating	Satisfactory Progress
2018-19	Alternate Rating	Needs Improvement

### Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



### Revenue Per Pupil 2018-19

State / Pupil Aid	7,198
Special Ed.	2,064
Federal Funds	2,405
Grants	2,510
Donations	3,861
Other Revenue	1,690
<b>TOTAL REVENUE</b>	<b>\$19,728</b>

### Expenditures Per Pupil 2018-19

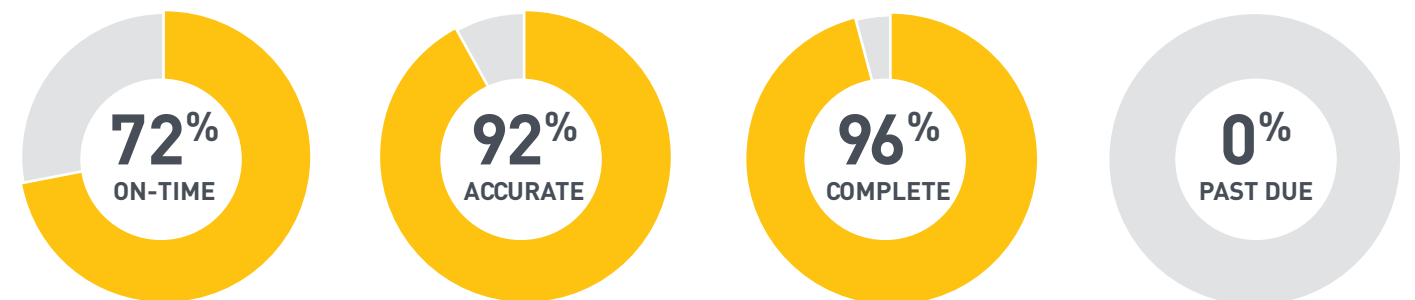
Instruction	5,055
Pupil Service	0
Instruction Support	12,241
School Board	0
Administration	5,018
Facilities	3,690
Cont. Service	0
Debt Service	0
Other	2,515
<b>TOTAL EXPENDITURES</b>	<b>\$28,519</b>

### Annual Reporting Requirements Compliance Statistics

Due Dates from July 1, 2018 through June 30, 2019

	Penfield Montessori Academy School	Penfield Montessori Academy, Inc. Board
<b>On-time</b>	23/32	10/14
<b>Accurate</b>	32/34	14/16
<b>Complete</b>	32/33	14/15

Pie charts below indicate compiled statistics



### Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
0.96	323,117	336,435	0.86	87	76	73	No	0.11	336,435	3,089,932

See the full Performance Framework description on pages 8-12



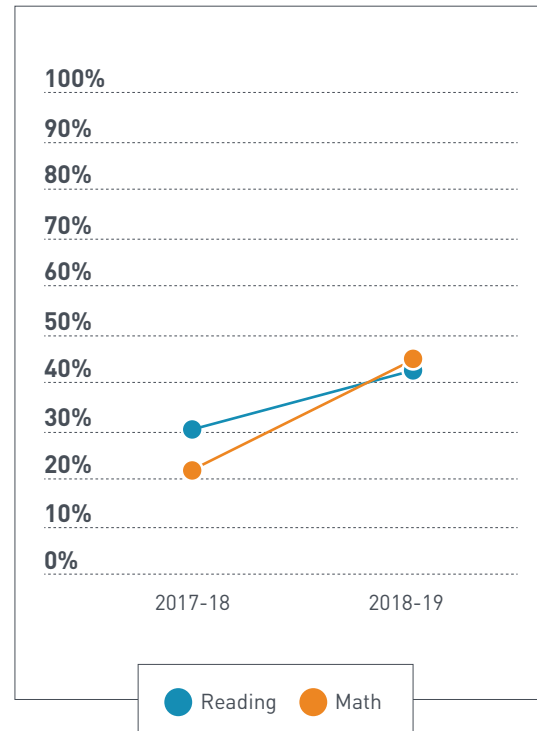
# Penfield Montessori Academy

## Satisfaction Survey Results

	Faculty	Parent
Quality of teachers	3.44	3.85
Support of individual students	3.56	3.86
Pupil safety	2.89	3.73
Response Rate	52.9%	66.4%

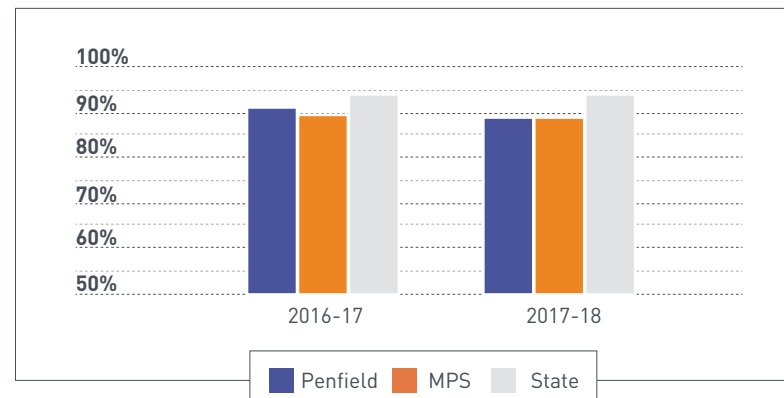
Item averages derived from a grading scale where 4 was A and 1 was D

## Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



● Reading ● Math

## Attendance Rate



■ Penfield ■ MPS ■ State

# Rocketship Southside Community Prep

## GENERAL INFORMATION

3003 W. Cleveland Avenue  
Milwaukee, WI 53215

414-940-9350

rocketshipschools.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** Personalized Learning

**Opened:** August 2018

**Charter Holder:** Rocketship Education WI, Inc.

**Board President:** Ralph Weber

**Administrator:** Madeline Hawkins

**WI Regional Director:** Brittany Kinser

## Enrollment & Demographics

	2018-19
Total Enrollment	493
English Language Learners	45.6%
Free/Reduced Lunch	77.3%
Special Education	14.4%
African American	1.8%
Hispanic	95.7%
White	1.8%

## 2018-19 Student/Faculty Mobility

**22.7%**  
OF STUDENTS

[104 out of 459] enrolled in 2017-18 did not return and/or stay through the 2018-19 school year [UWM Charters: 12.4%]

**44.4%**  
OF FACULTY

[16 out of 36] employed in 2017-18 did not return and/or stay through the 2018-19 school year [UWM Charters: 13.0%]

“To catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.”

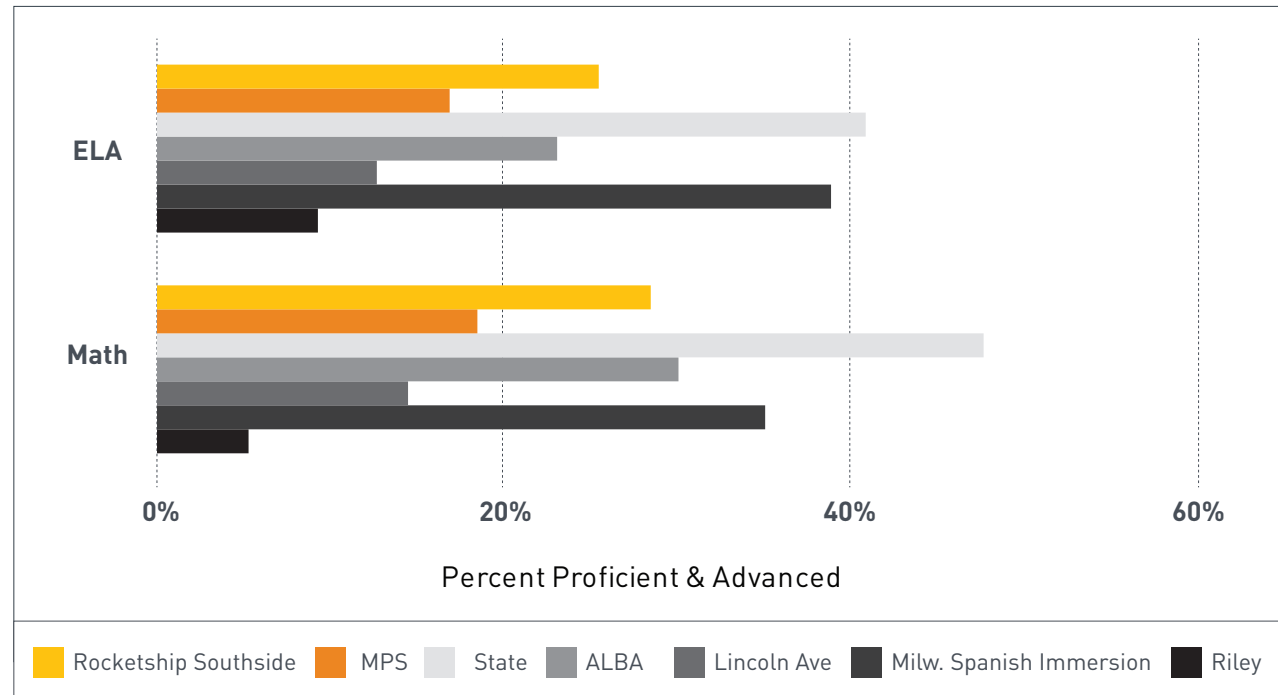
## DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2018-19	73.9	Exceeds Expectations

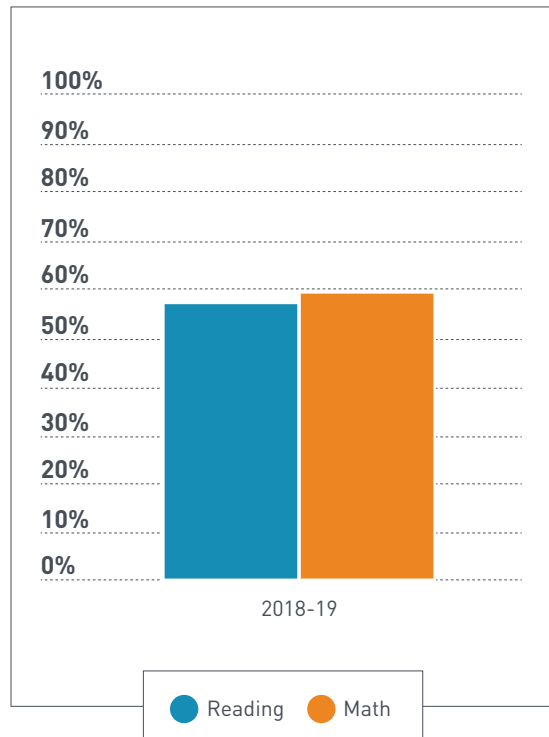


# Rocketship Southside Community Prep

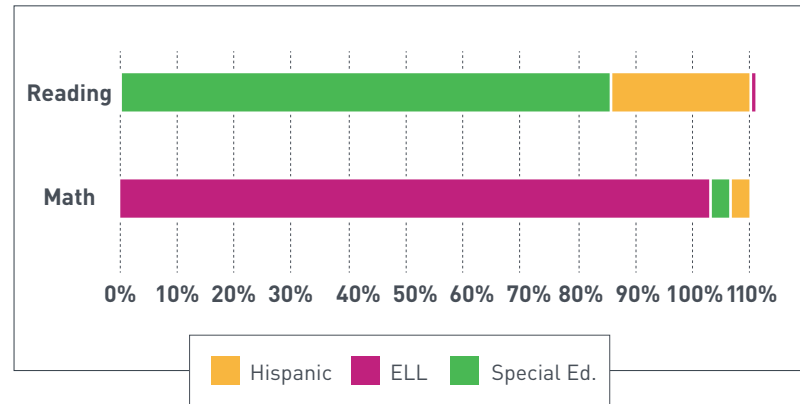
2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



Satisfaction Survey Results

	Faculty	Parent	Student
Quality of teachers	3.44	3.63	3.34
Support of individual students	3.13	3.56	3.38
Pupil safety	3.50	3.63	3.18
Response Rate	100.0%	65.7%	100.0%

Item averages derived from a grading scale where 4 was A and 1 was D

Revenue Per Pupil 2018-19

State / Pupil Aid	8,266
Special Ed.	177
Federal Funds	1,628
Grants	39
Donations	16
Other Revenue	66
<b>TOTAL REVENUE</b>	<b>\$10,192</b>

Expenditures Per Pupil 2018-19

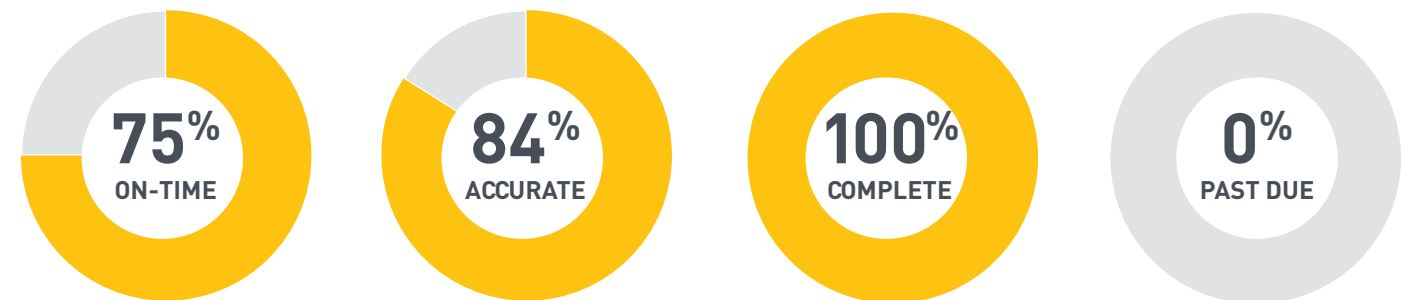
Instruction	2,935
Pupil Service	170
Instruction Support	1,340
School Board	0
Administration	3,063
Facilities	1,886
Cont. Service	1,889
Debt Service	123
Other	6
<b>TOTAL EXPENDITURES</b>	<b>\$11,412</b>

Annual Reporting Requirements Compliance Statistics

Due Dates from July 1, 2018 through June 30, 2019

	Rocketship Southside Community Prep School	Rocketship Southside Community Prep Board
On-time	30/39	8/12
Accurate	39/49	12/12
Complete	39/39	12/12

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
0.32	618,187	1,933,359	0.93	506	472	472	No	5.53	3,450,716	624,187

See the full Performance Framework description on pages 8-12

# Rocketship Transformation Prep

## GENERAL INFORMATION

5460 N. 64th Street  
Milwaukee, WI 53218

414-940-9350

rocketshipschools.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** Personalized Learning

**Opened:** August 2018

**Charter Holder:** Rocketship Education WI, Inc.

**Board President:** Ralph Weber

**Administrator:** Kourtney Bauswell Vang

**WI Regional Director:** Brittany Kinser

“To catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.”

## Enrollment & Demographics

	2018-19
Total Enrollment	79
English Language Learners	1.3%
Free/Reduced Lunch	72.2%
Special Education	13.9%
African American	81.0%
Hispanic	11.4%
White	2.5%

## DPI School Report Card Results

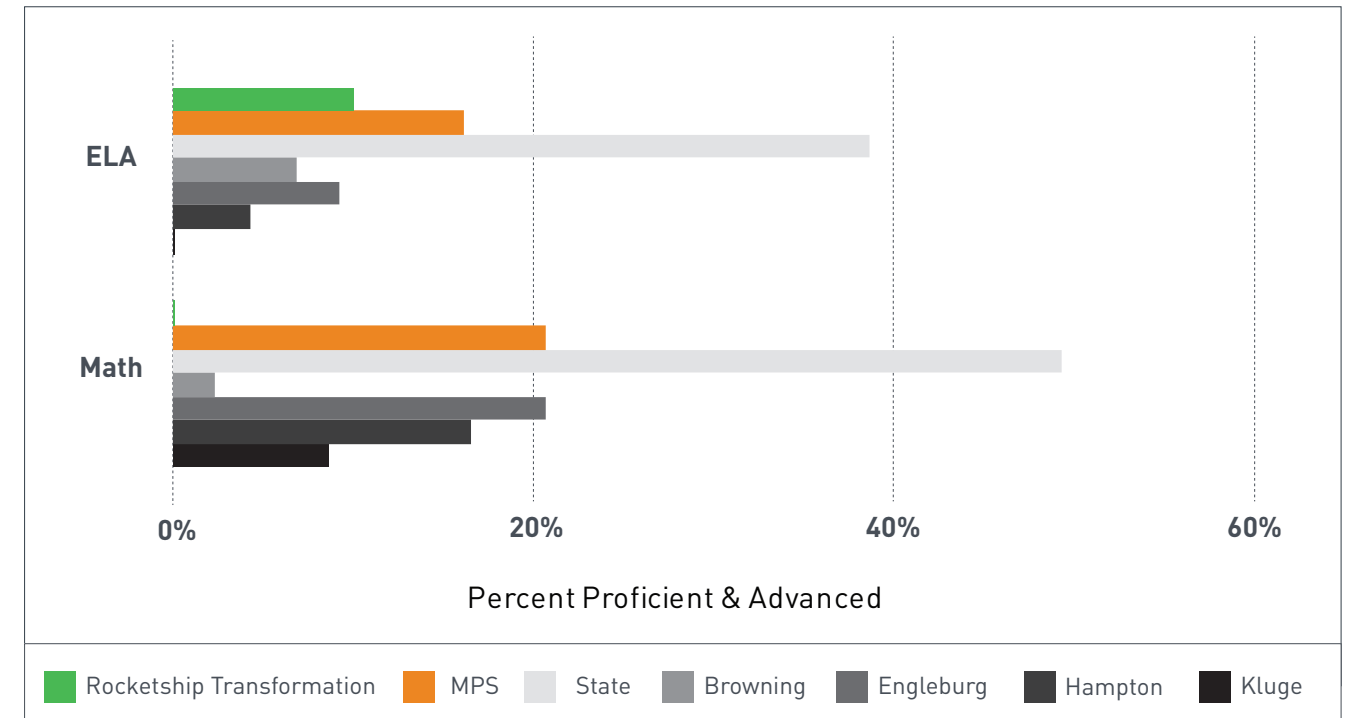
YEAR	OVERALL SCORE	OVERALL RANKING
2018-19	Alternate Rating	Needs Improvement

## Satisfaction Survey Results

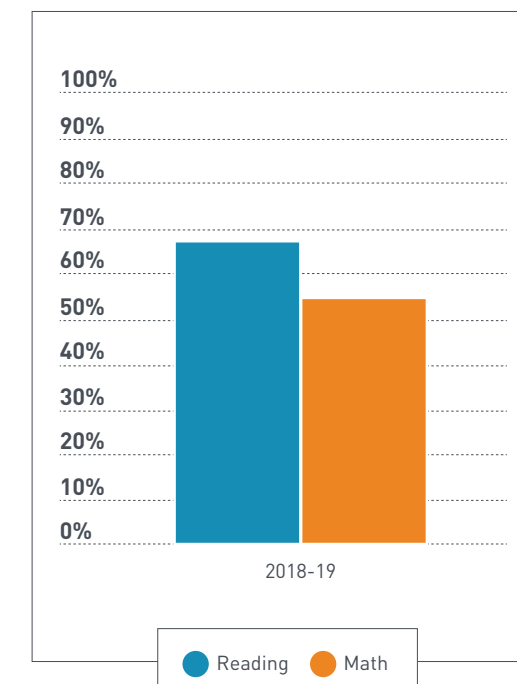
	Faculty	Parent
Quality of teachers	3.40	3.88
Support of individual students	3.20	3.80
Pupil safety	3.80	3.75
Response Rate	83.3%	96.2%

Item averages derived from a grading scale where 4 was A and 1 was D

2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State

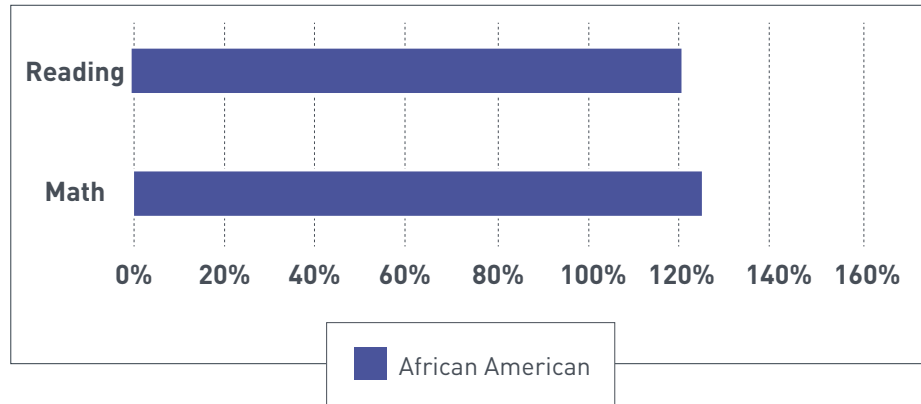


Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



# Rocketship Transformation Prep

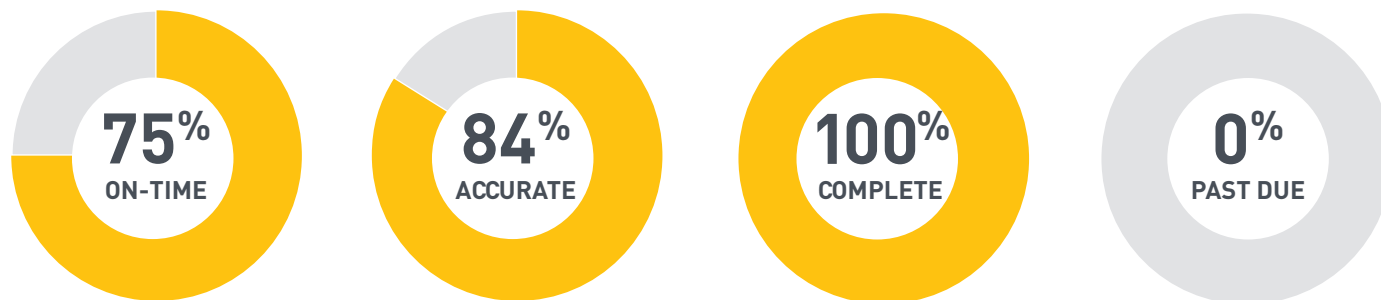
Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



Annual Reporting Requirements Compliance Statistics  
Due Dates from July 1, 2018 through June 30, 2019

	Rocketship Transformation Prep School	Rocketship Transformation Prep Board
On-time	30/39	8/12
Accurate	39/49	12/12
Complete	39/39	12/12

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
2.45	379,225	155,060	0.64	109	69	71	No	0.38	155,060	403,444

See the full Performance Framework description on pages 8-12

# School for Early Development and Achievement

## GENERAL INFORMATION

2020 W. Wells Street  
Milwaukee, WI 53233

414-937-2059

mcfi.net/SEDA

## SCHOOL INFORMATION

**Curriculum Emphasis:** Special Education Integration

**Opened:** August 2001

**Charter Holder:** Milwaukee Center for Independence

**Board President:** Teri Zywicki

**Administrator:** Michelle Jenkins

## Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	45	81	69
<b>English Language Learners</b>	0.0%	0.0%	0.0%
<b>Free/Reduced Lunch</b>	95.6%	1.2%	80.9%
<b>Special Education</b>	22.2%	38.3%	26.1%
<b>African American</b>	93.3%	84.0%	84.1%
<b>Hispanic</b>	2.2%	4.9%	10.1%
<b>White</b>	2.2%	7.4%	4.3%

## DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	Alternate Rating	Satisfactory Progress
2017-18	Alternate Rating	Needs Improvement
2018-19	Alternate Rating	Needs Improvement

## Satisfaction Survey Results

	Faculty	Parent
<b>Quality of teachers</b>	2.93	3.73
<b>Support of individual students</b>	3.00	3.70
<b>Pupil safety</b>	3.43	3.75
<b>Response Rate</b>	87.5%	65.2%

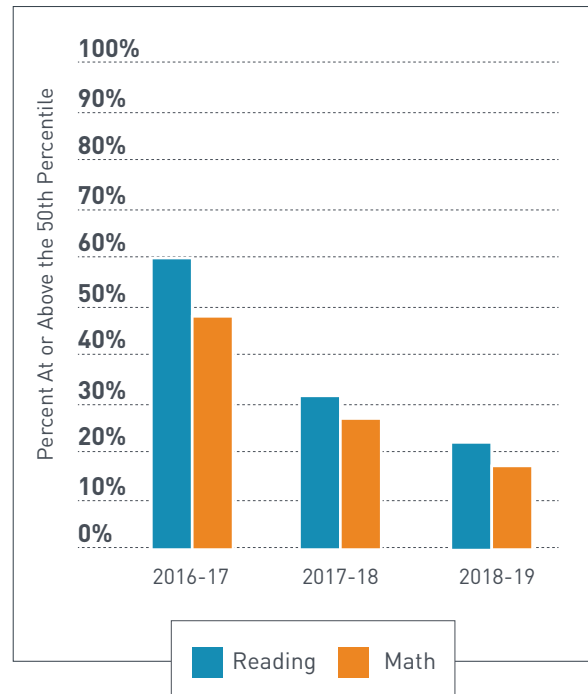
Item averages derived from a grading scale where 4 was A and 1 was D

“To increase developmental competencies and educational achievement of children from birth through age eight as a solid foundation for success throughout life.”

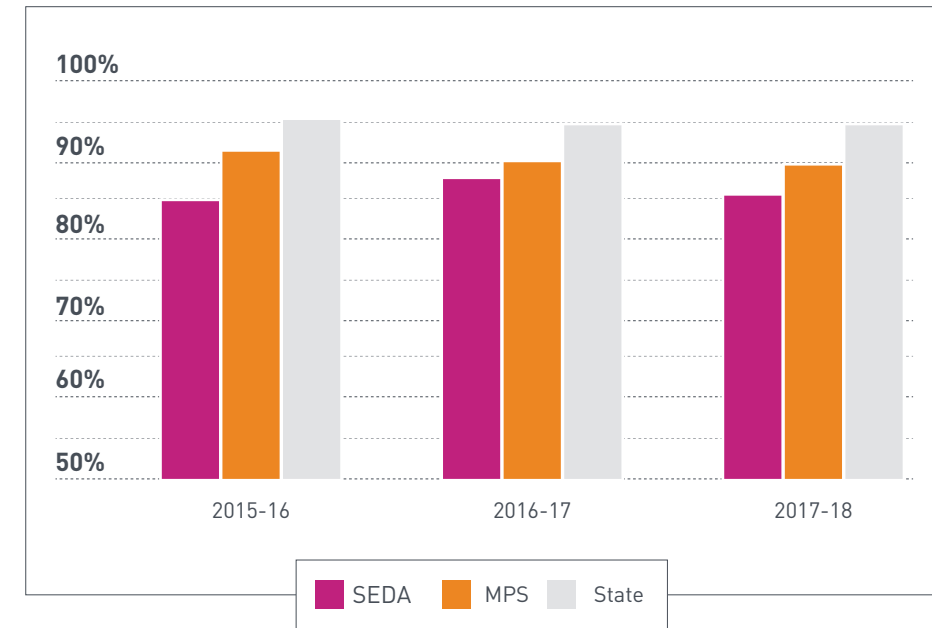


# School for Early Development and Achievement

MAP Reading and Math Achievement



Attendance Rate



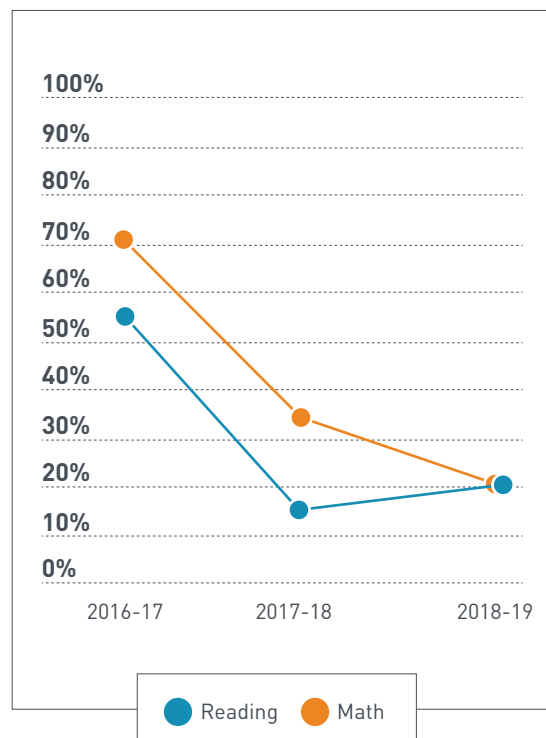
Revenue Per Pupil 2018-19

State / Pupil Aid	8,221
Special Ed.	0
Federal Funds	2,973
Grants	11
Donations	13,578
Other Revenue	9
<b>TOTAL REVENUE</b>	<b>\$24,792</b>

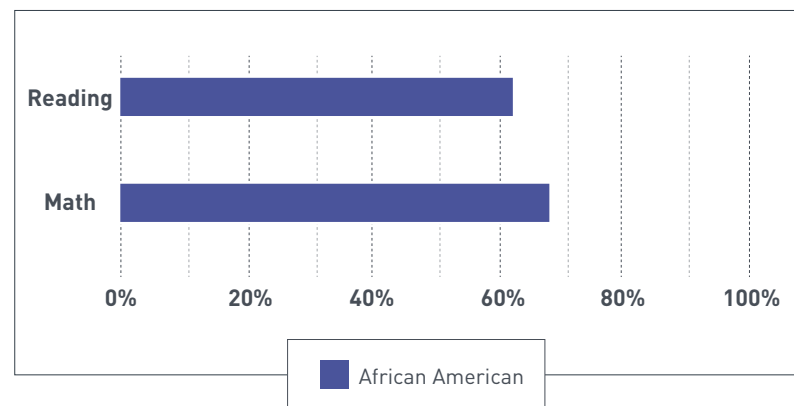
Expenditures Per Pupil 2018-19

Instruction	7,595
Pupil Service	0
Instruction Support	1,798
School Board	0
Administration	6,386
Facilities	3,516
Cont. Service	0
Debt Service	0
Other	2,199
<b>TOTAL EXPENDITURES</b>	<b>\$21,494</b>

Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes

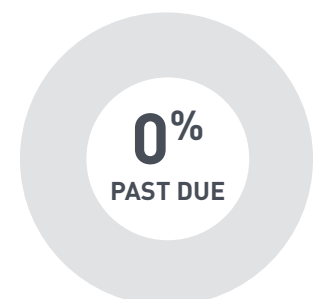
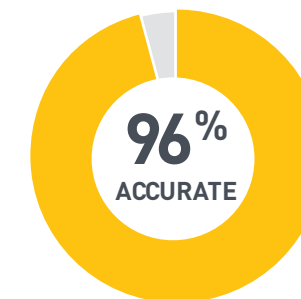
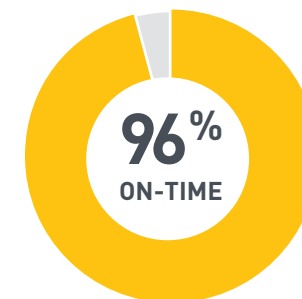


Annual Reporting Requirements Compliance Statistics

Due Dates from July 1, 2018 through June 30, 2019

	School for Early Development and Achievement Charter School	School for Early Development and Achievement, Inc. Board
On-time	30/32	16/16
Accurate	32/34	16/16
Complete	32/32	16/16

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
0.52	222,629	426,599	0.68	92	65	60	No	1.89	426,599	225,630

See the full Performance Framework description on pages 8-12



# Seeds of Health Elementary

## GENERAL INFORMATION

### Windlake Elementary Campus

2433 S. 15th Street  
Milwaukee, WI 53215

414-643-9052

### Windlake Academy Campus

1445 S. 32nd Street  
Milwaukee, WI 53215

414-672-0726

seedsofhealth.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** Family & Community Involvement

**Opened:** August 2007

**Charter Holder:** Seeds of Health, Inc.

**Board President:** David Hase

**Administrators:** Jim Kotsonis (Windlake Elementary) Theresa Yurk, (Windlake Academy)

“The Seeds of Health Elementary School mission is to work in partnership with families and community to prepare students with foundational knowledge, skills and character that will support success in secondary and post-secondary education and adult life.”

## Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	450	435	422
<b>English Language Learners</b>	6.9%	9.0%	25.4%
<b>Free/Reduced Lunch</b>	84.9%	85.7%	91.2%
<b>Special Education</b>	10.7%	9.4%	9.2%
<b>African American</b>	1.3%	3.2%	4.5%
<b>Hispanic</b>	92.0%	89.9%	88.2%
<b>White</b>	4.4%	4.6%	5.0%

## 2018-19 Student/Faculty Mobility

**11.8%**  
**OF STUDENTS**

(44 out of 372) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

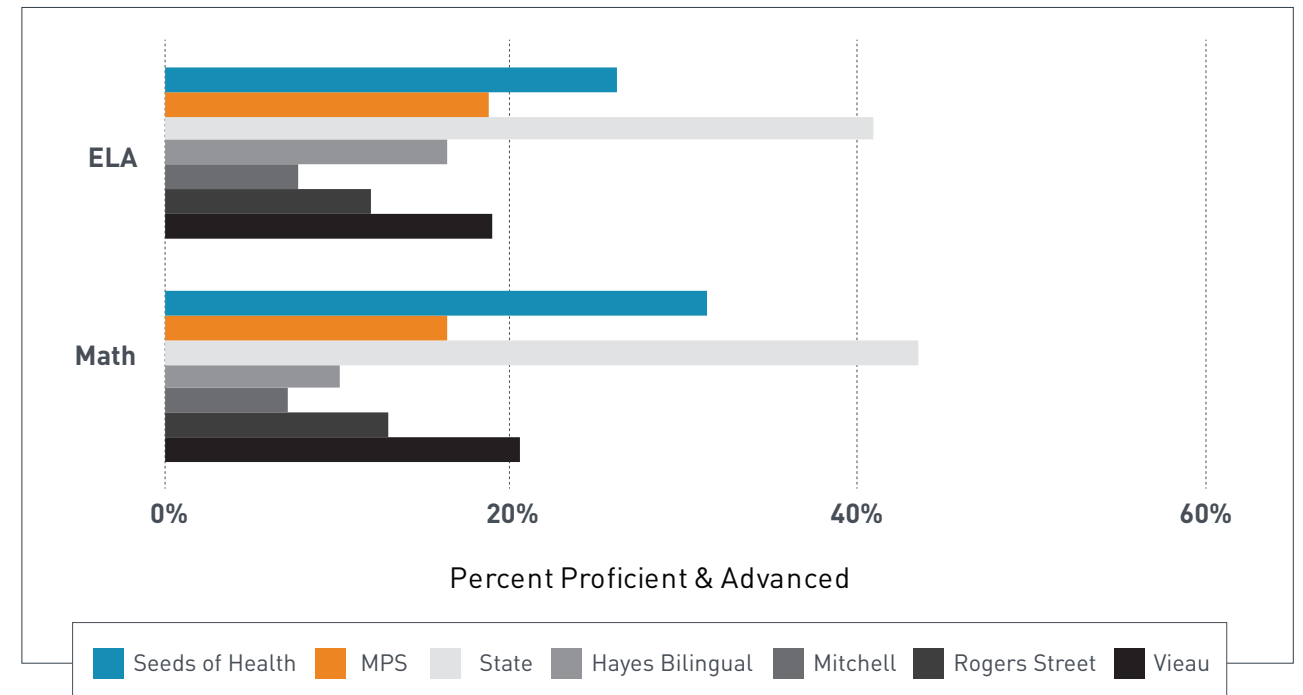
**2.6%**  
**OF FACULTY**

(1 out of 39) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

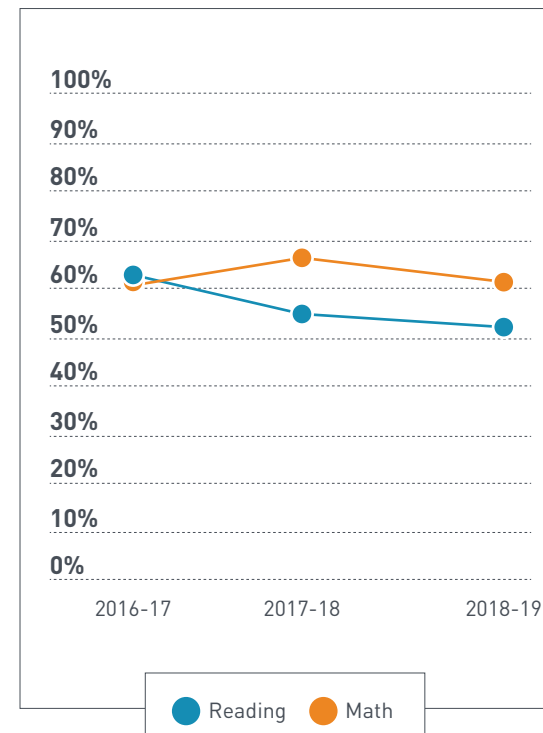
## DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	74.7	Exceeds Expectations
2017-18	69.7	Meets Expectations
2018-19	67.5	Meets Expectations

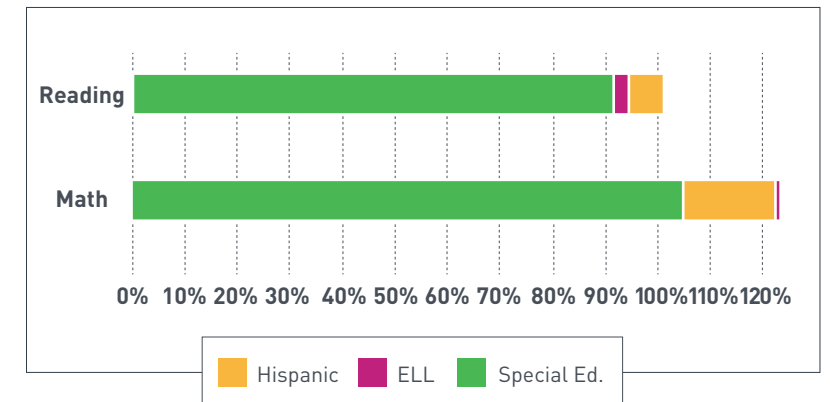
## 2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



## Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



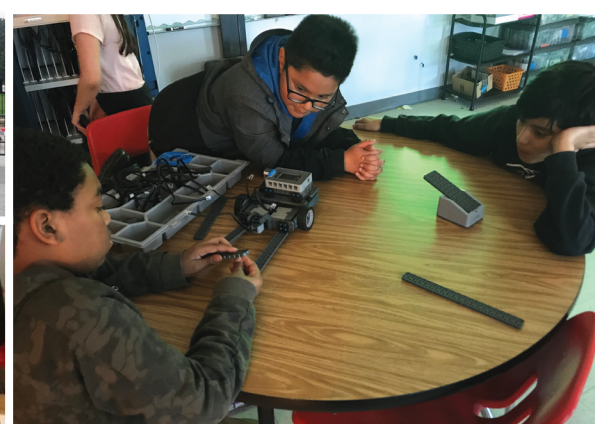
## Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



## Satisfaction Survey Results

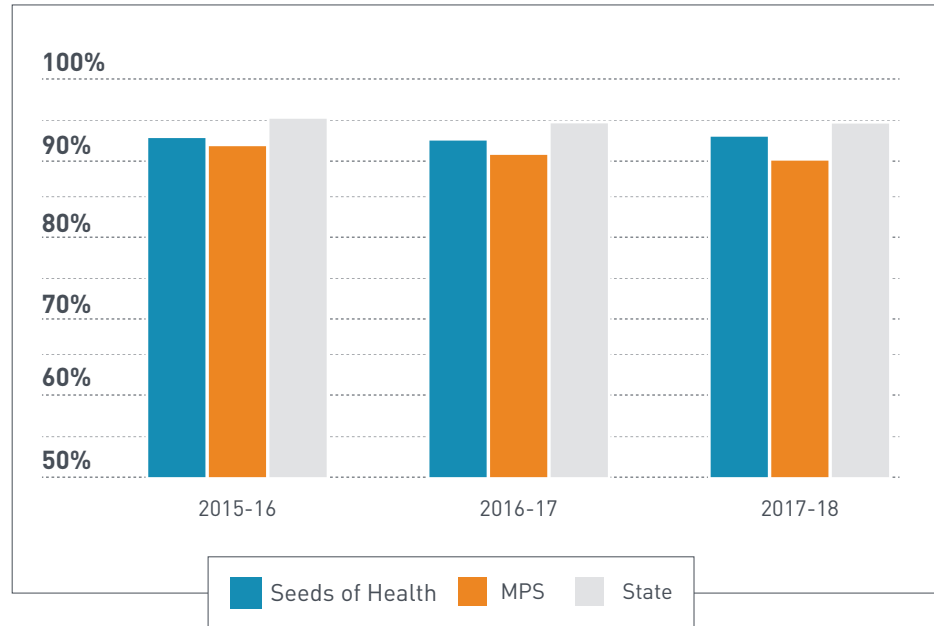
	Faculty	Parent	Student
<b>Quality of teachers</b>	3.80	3.89	3.60
<b>Support of individual students</b>	3.60	3.81	3.59
<b>Pupil safety</b>	3.83	3.88	3.66
<b>Response Rate</b>	96.8%	40.3%	98.4%

Item averages derived from a grading scale where 4 was A and 1 was D



# Seeds of Health Elementary

Attendance Rate



Revenue Per Pupil 2018-19

State / Pupil Aid	8,661
Special Ed.	137
Federal Funds	1,890
Grants	143
Donations	0
Other Revenue	166
<b>TOTAL REVENUE</b>	<b>\$10,997</b>

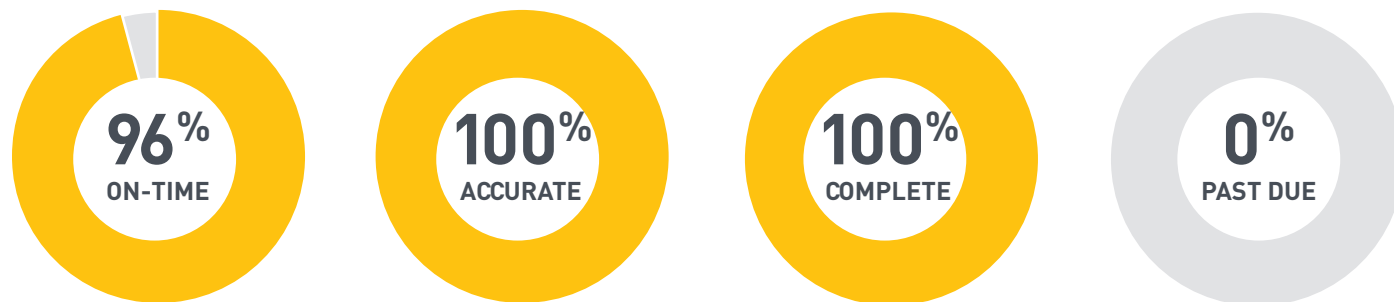
Expenditures Per Pupil 2018-19

Instruction	5,229
Pupil Service	128
Instruction Support	460
School Board	0
Administration	2,611
Facilities	1,406
Cont. Service	1,080
Debt Service	368
Other	0
<b>TOTAL EXPENDITURES</b>	<b>\$11,282</b>

Annual Reporting Requirements Compliance Statistics  
Due Dates from July 1, 2018 through June 30, 2019

	Seeds of Health Elementary (Windlake Elem. & Windlake Ac.) School	Seeds of Health, Inc. Board
On-time	35/37	16/16
Accurate	37/37	16/16
Complete	37/37	16/16

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
2.20	4,086,611	1,853,755	0.95	956	907	908	No	0.52	6,478,421	12,478,089

See the full Performance Framework description on pages 8-12

# Stellar Collegiate Charter School

## GENERAL INFORMATION

1115 S. 7th Street  
Milwaukee, WI 53204

414-973-1991

stellarcollegiate.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** College Preparatory (Literacy Focused)

**Opened:** August 2016

**Charter Holder:** Stellar Collegiate, Inc.

**Board President:** Samantha Maldonado

**Administrator:** Melissa McGonegle

Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	94	120	148
<b>English Language Learners</b>	2.2%	22.5%	45.9%
<b>Free/Reduced Lunch</b>	92.6%	73.3%	82.4%
<b>Special Education</b>	14.9%	16.7%	15.5%
<b>African American</b>	19.1%	19.2%	22.3%
<b>Hispanic</b>	69.1%	74.2%	70.9%
<b>White</b>	2.1%	5.0%	4.7%

2018-19 Student/Faculty Mobility

**27.2%**  
**OF STUDENTS**  
{31 out of 114}  
enrolled in 2017-18  
did not return and/or  
stay through the  
2018-19 school year  
(UWM Charters: 12.4%)

**9.1%**  
**OF FACULTY**  
{1 out of 11}  
employed in 2017-18  
did not return and/or  
stay through the  
2018-19 school year  
(UWM Charters: 13.0%)

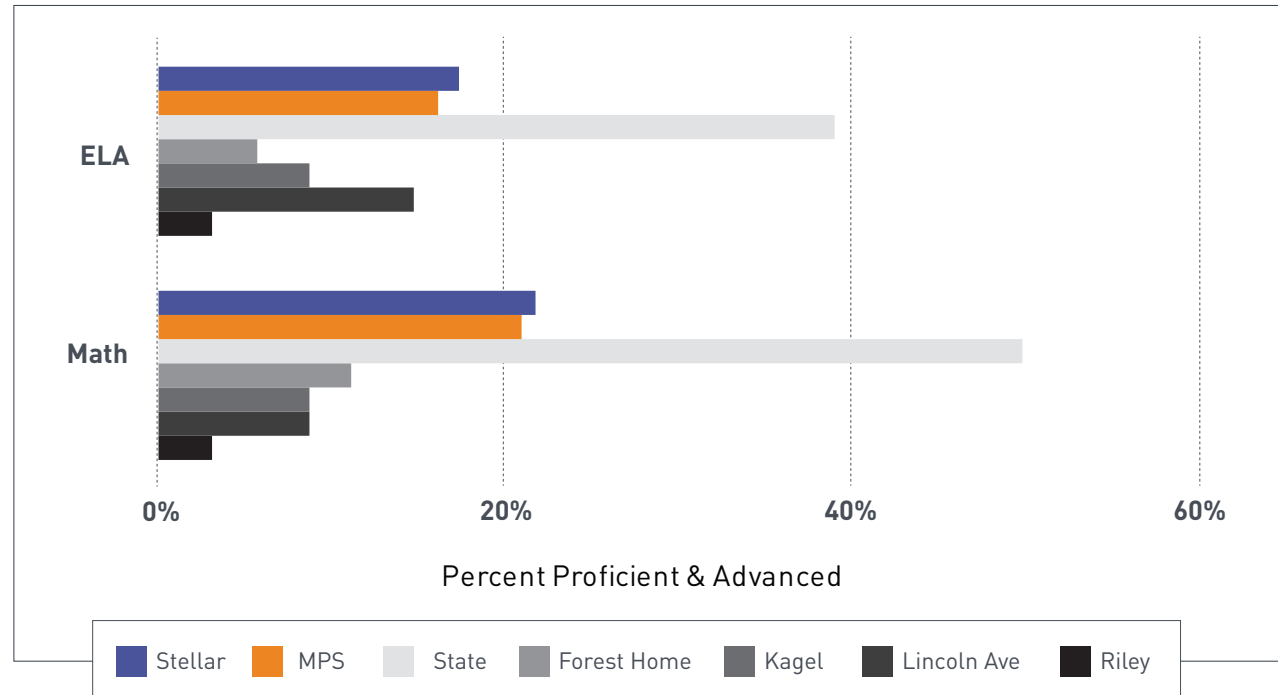
DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	Alternate Rating	Satisfactory Progress
2017-18	Alternate Rating	Satisfactory Progress
2018-19	Alternate Rating	Needs Improvement

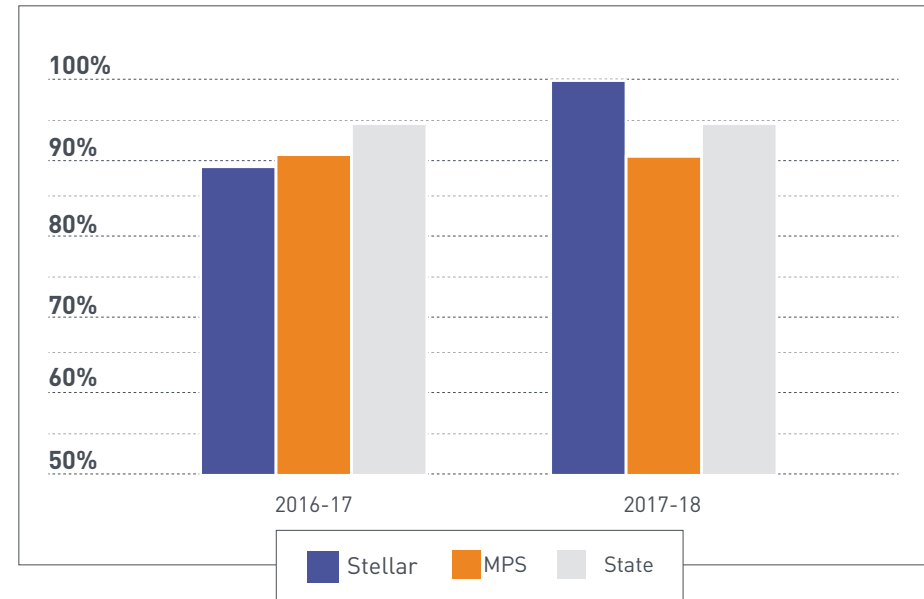


# Stellar Collegiate Charter School

2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



Attendance Rate



Revenue Per Pupil 2018-19

State / Pupil Aid	8,156
Special Ed.	601
Federal Funds	2,771
Grants	245
Donations	2,049
Other Revenue	22
<b>TOTAL REVENUE</b>	<b>\$13,844</b>

Expenditures Per Pupil 2018-19

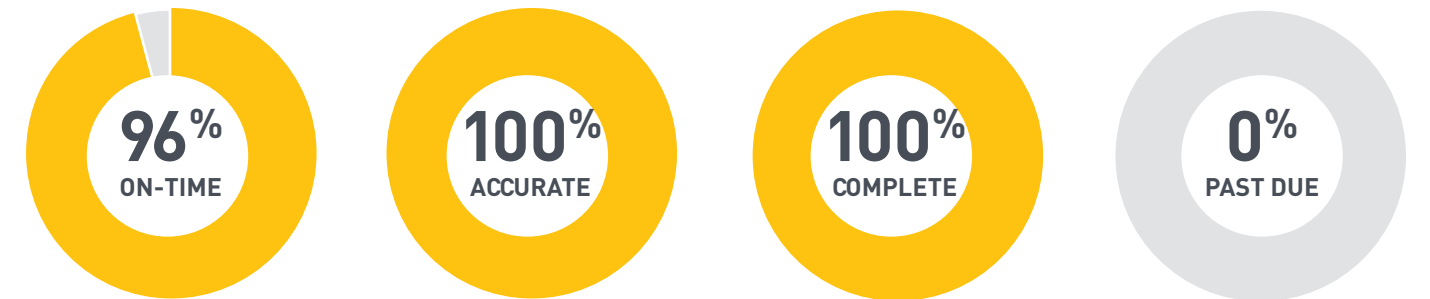
Instruction	5,174
Pupil Service	1,444
Instruction Support	1,403
School Board	0
Administration	4,200
Facilities	1,008
Cont. Service	0
Debt Service	0
Other	93
<b>TOTAL EXPENDITURES</b>	<b>\$13,322</b>

Annual Reporting Requirements Compliance Statistics

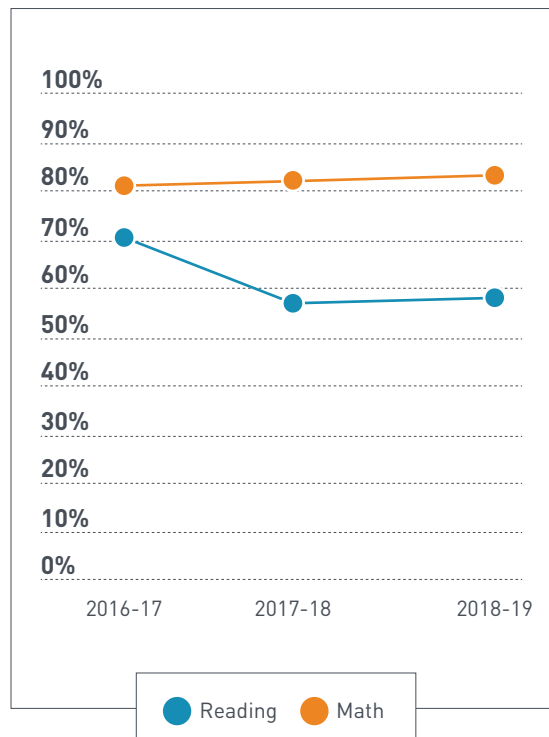
Due Dates from July 1, 2018 through June 30, 2019

	Stellar Collegiate Charter School	Stellar Collegiate, Inc.
	School	Board
On-time	31/33	15/15
Accurate	33/33	15/15
Complete	33/33	15/15

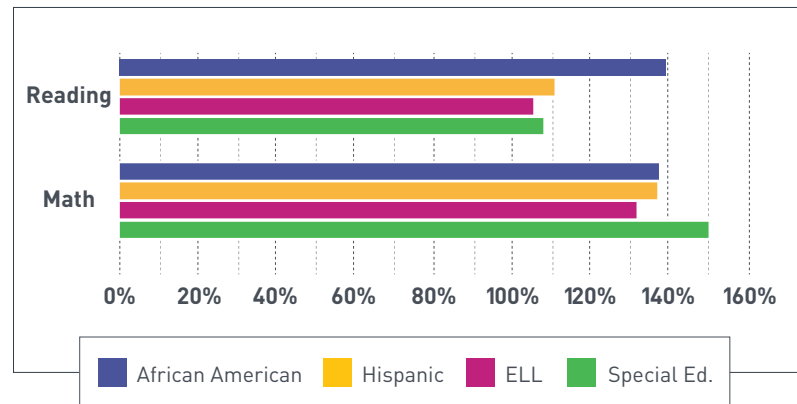
Pie charts below indicate compiled statistics



Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



Satisfaction Survey Results

	Faculty	Parent
Quality of teachers	3.45	3.70
Support of individual students	3.75	3.57
Pupil safety	3.70	3.63
Response Rate	100.0%	58.4%

Item averages derived from a grading scale where 4 was A and 1 was D

Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
1.89	281,327	149,229	0.83	169	141	141	No	0.52	149,229	284,570

See the full Performance Framework description on pages 8-12

# Tenor High School

## GENERAL INFORMATION

840 North Jackson Street  
Milwaukee, WI 53202

414-431-4371

seedsofhealth.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** Trade Career Preparation

**Opened:** August 2005

**Charter Holder:** Seeds of Health, Inc.

**Board President:** David Hase

**Administrator:** Tyson Tlachac

## SCHOOL AWARDS/RECOGNITIONS

» DPI Title I School of Recognition for "Beating the Odds"

“The Tenor High School mission is to prepare Milwaukee students for successful entry to post-secondary education and career opportunities through the dual completion of a high school diploma and a Milwaukee Area Technical College program certificate or technical diploma, and/or credits in a post-secondary degree program.”

### Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	236	227	245
<b>English Language Learners</b>	3.4%	3.5%	7.3%
<b>Free/Reduced Lunch</b>	80.9%	71.8%	77.1%
<b>Special Education</b>	10.2%	11.5%	8.6%
<b>African American</b>	29.7%	31.3%	25.3%
<b>Hispanic</b>	56.4%	55.5%	61.2%
<b>White</b>	11.9%	10.1%	11.4%

### 2018-19 Student/Faculty Mobility

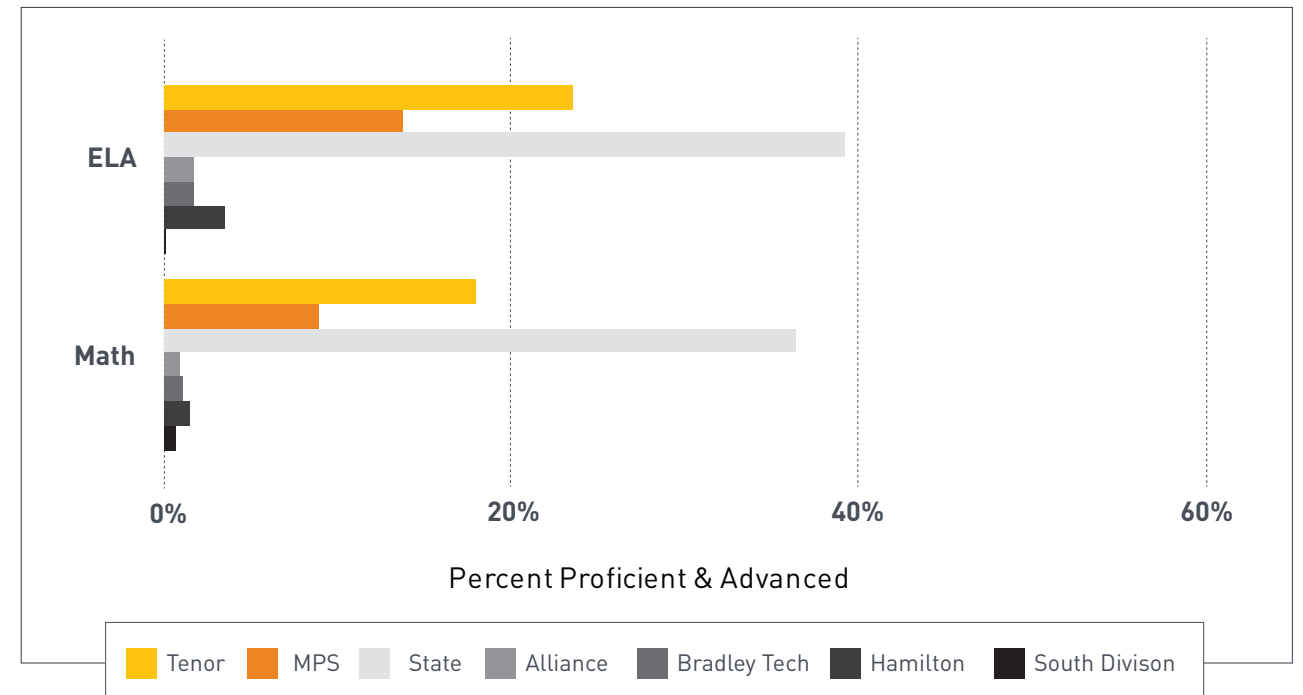
**9.3%**  
**OF STUDENTS**  
(16 out of 172) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

**0.0%**  
**OF FACULTY**  
(0 out of 15) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

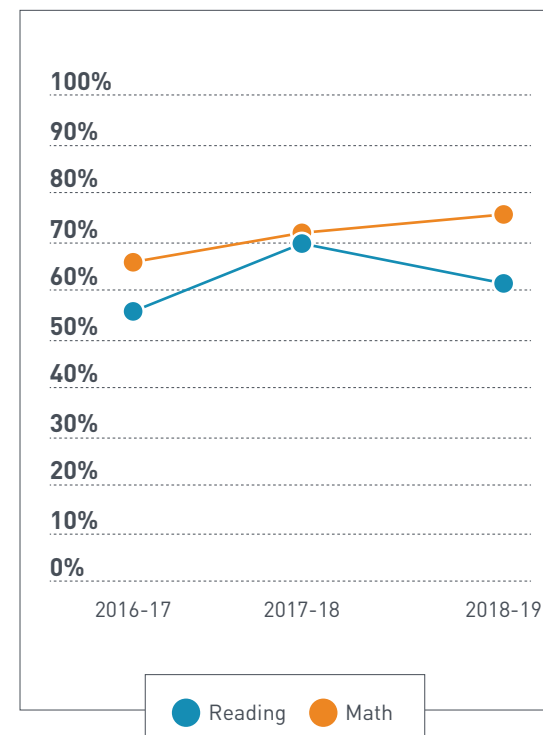
### DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	61.1	Meets Few Expectations
2017-18	74.4	Exceeds Expectations
2018-19	88.3	Significantly Exceeds Expectations

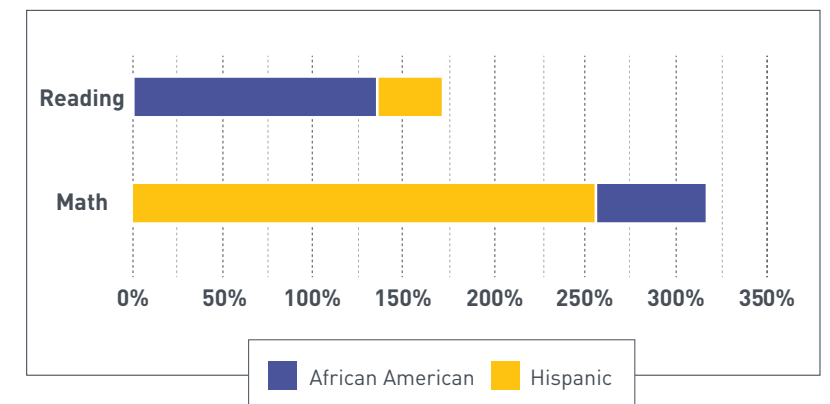
### 2018-19 ACT Aspire & Statewide ACT Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



### Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



### Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



### Satisfaction Survey Results

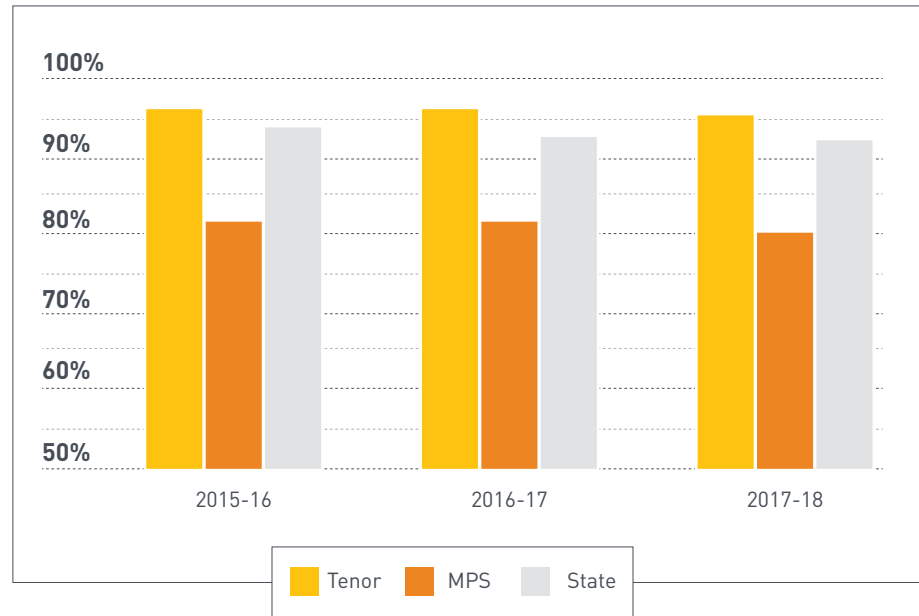
	Faculty	Parent	Student
<b>Quality of teachers</b>	3.92	3.70	3.61
<b>Support of individual students</b>	3.75	3.61	3.54
<b>Pupil safety</b>	4.00	3.72	3.62
<b>Response Rate</b>	85.7%	64.2%	86.6%

Item averages derived from a grading scale where 4 was A and 1 was D



# Tenor High School

Attendance Rate



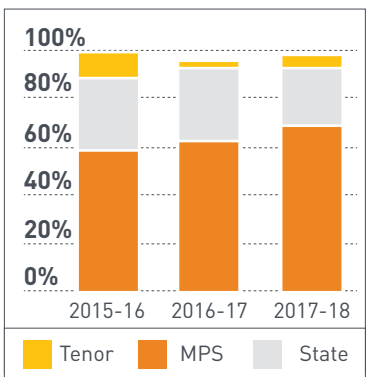
Revenue Per Pupil 2018-19

State / Pupil Aid	8,654
Special Ed.	161
Federal Funds	1,070
Grants	196
Donations	130
Other Revenue	48
<b>TOTAL REVENUE</b>	<b>\$10,259</b>

Expenditures Per Pupil 2018-19

Instruction	4,982
Pupil Service	0
Instruction Support	434
School Board	0
Administration	2,521
Facilities	1,128
Cont. Service	449
Debt Service	48
Other	0
<b>TOTAL EXPENDITURES</b>	<b>\$9,562</b>

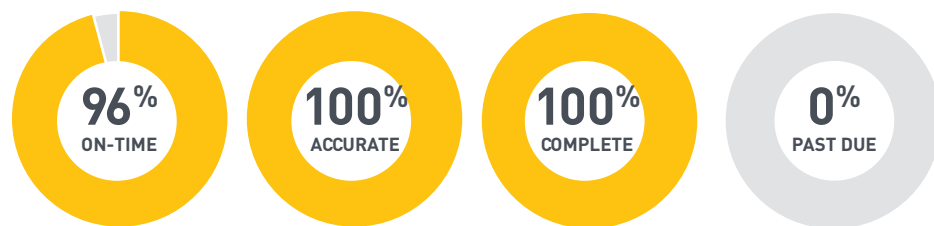
4 Year Graduation Rate



Annual Reporting Requirements Compliance Statistics  
Due Dates from July 1, 2018 through June 30, 2019

	Tenor High School School	Seeds of Health, Inc. Board
On-time	35/37	16/16
Accurate	37/37	16/16
Complete	37/37	16/16

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
2.20	4,086,611	1,853,755	0.95	956	907	908	No	0.52	6,478,421	12,478,089

See the full Performance Framework description on pages 8-12

# UCC Acosta Middle School

## GENERAL INFORMATION

- 615 W. Washington Avenue Milwaukee, WI 53204
- 414-389-4757
- UCCAcostaMS.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** College Preparation  
**Opened:** August 2016  
**Charter Holder:** United Community Center  
**Board President:** Jose Oliveri  
**Administrator:** Santiago Navarro

## SCHOOL AWARDS/RECOGNITIONS

- » Best Communities for Music Education – NAMM Foundation

“The mission of the United Community Center (UCC) Acosta Middle School, as a nonprofit technology and trades focused charter school, is to create an environment that fosters high expectations, hard work, and strong parental involvement that will lead every student to rigorous high schools and colleges, and equip them with skills to be competitive in dynamic future job markets.”

Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	53	113	168
<b>English Language Learners</b>	68.6%	26.5%	27.4%
<b>Free/Reduced Lunch</b>	88.7%	74.3%	83.3%
<b>Special Education</b>	0.0%	8.8%	7.1%
<b>African American</b>	1.9%	0.9%	2.4%
<b>Hispanic</b>	98.1%	98.2%	97.0%
<b>White</b>	0.0%	0.9%	0.6%

2018-19 Student/Faculty Mobility

**15.0% OF STUDENTS**  
 (17 out of 113) enrolled in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 12.4%)

**9.1% OF FACULTY**  
 (1 out of 11) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

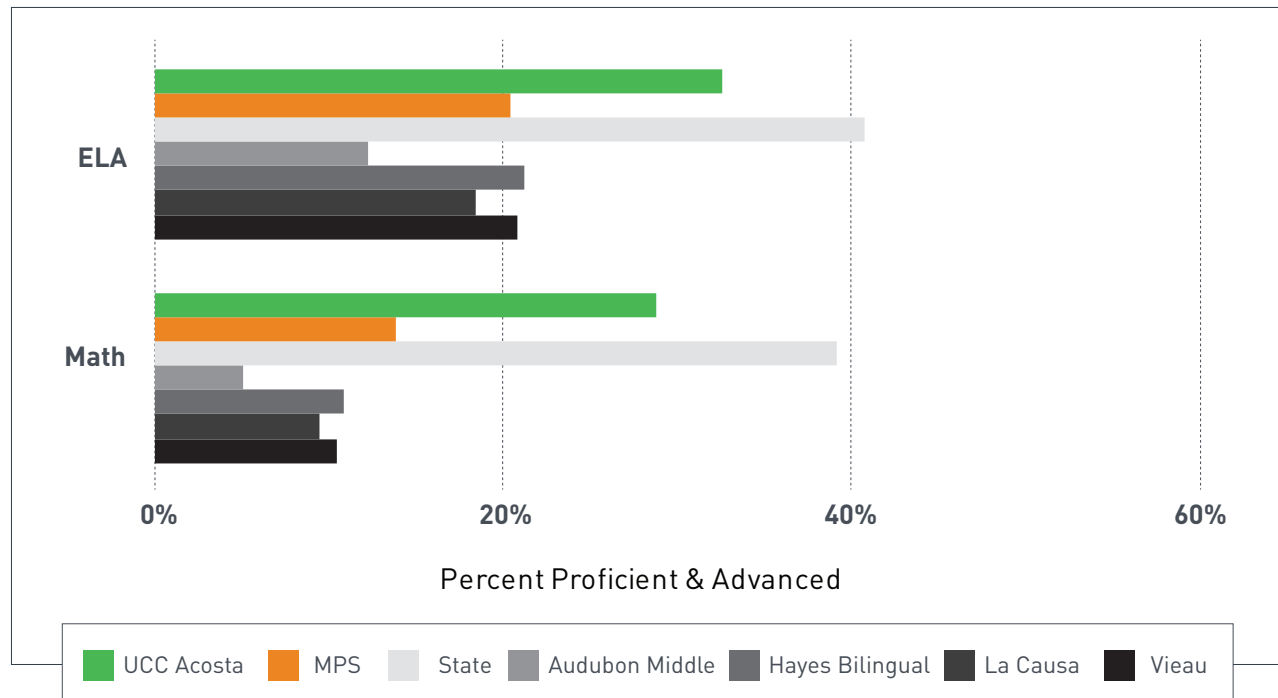
DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	Alternate Rating	Needs Improvement
2017-18	63.6	Meets Expectations
2018-19	82.0	Exceeds Expectations

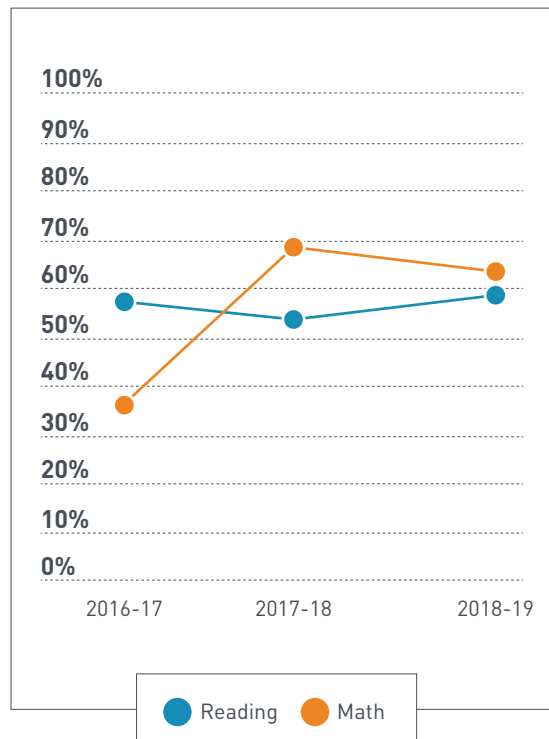


# UCC Acosta Middle School

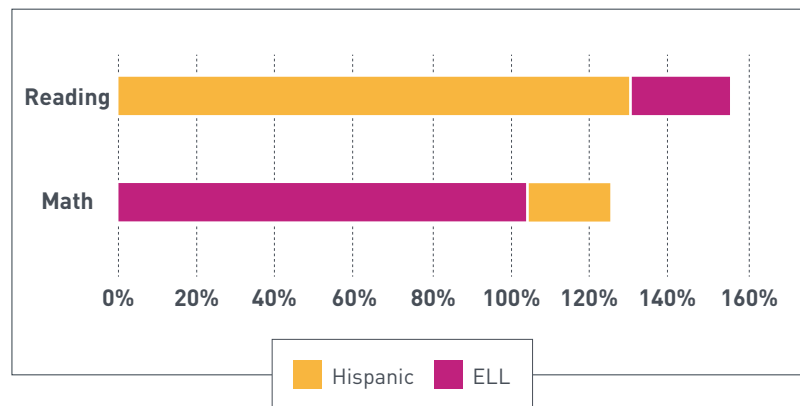
2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes

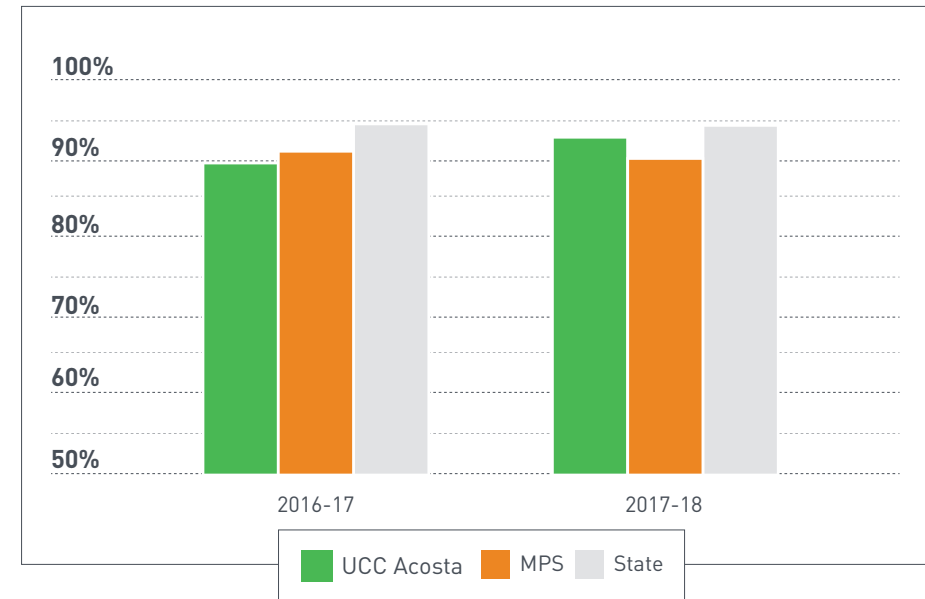


Satisfaction Survey Results

	Faculty	Parent	Student
Quality of teachers	3.53	3.84	2.86
Support of individual students	2.33	3.68	2.97
Pupil safety	3.60	3.82	3.15
Response Rate	93.8%	63.0%	100.0%

Item averages derived from a grading scale where 4 was A and 1 was D

Attendance Rate

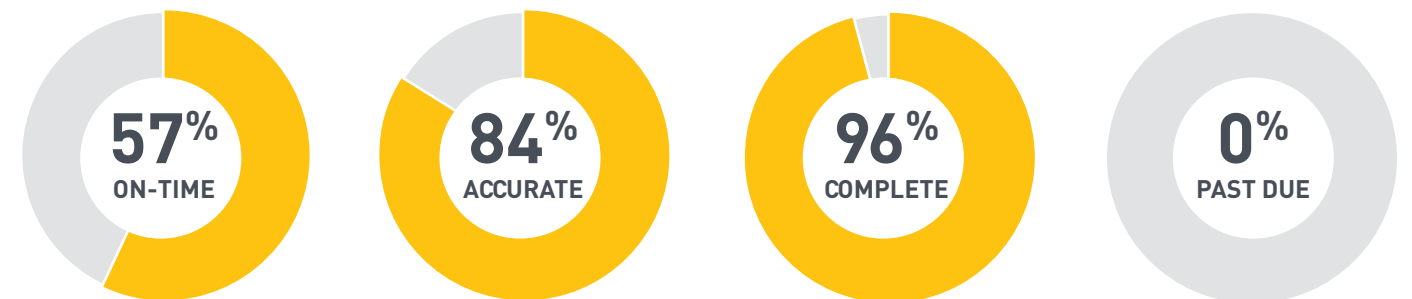


Annual Reporting Requirements Compliance Statistics

Due Dates from July 1, 2018 through June 30, 2019

	UCC Acosta Middle School	United Community Center, Inc.
	School	Board
On-time	17/31	9/15
Accurate	31/39	15/16
Complete	31/33	15/15

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
0.58	3,906,293	6,731,688	1.05	160	168	168	No	0.15	6,731,688	45,069,855

See the full Performance Framework description on pages 8-12

Revenue Per Pupil 2018-19

State / Pupil Aid	8,832
Special Ed.	83
Federal Funds	3,344
Grants	51
Donations	82
Other Revenue	64
<b>TOTAL REVENUE</b>	<b>\$12,456</b>

Expenditures Per Pupil 2018-19

Instruction	5,303
Pupil Service	787
Instruction Support	2,070
School Board	0
Administration	704
Facilities	1,265
Cont. Service	290
Debt Service	0
Other	377
<b>TOTAL EXPENDITURES</b>	<b>\$10,796</b>

# Veritas High School

## GENERAL INFORMATION

3025 W Oklahoma Avenue  
Milwaukee, WI 53215

414-389-5575

seedsofhealth.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** College Preparatory

**Opened:** August 2010

**Charter Holder:** Seeds of Health, Inc.

**Board President:** David Hase

**Administrator:** Sherry Tolkan

## Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	252	252	252
<b>English Language Learners</b>	4.0%	9.1%	19.8%
<b>Free/Reduced Lunch</b>	85.3%	84.5%	82.9%
<b>Special Education</b>	6.7%	5.6%	6.0%
<b>African American</b>	2.0%	1.2%	0.0%
<b>Hispanic</b>	89.3%	88.9%	92.1%
<b>White</b>	6.7%	8.7%	6.7%

## 2018-19 Student/Faculty Mobility

**5.6%**  
**OF STUDENTS**  
(10 out of 177)  
enrolled in 2017-18  
did not return and/or  
stay through the  
2018-19 school year  
(UWM Charters: 12.4%)

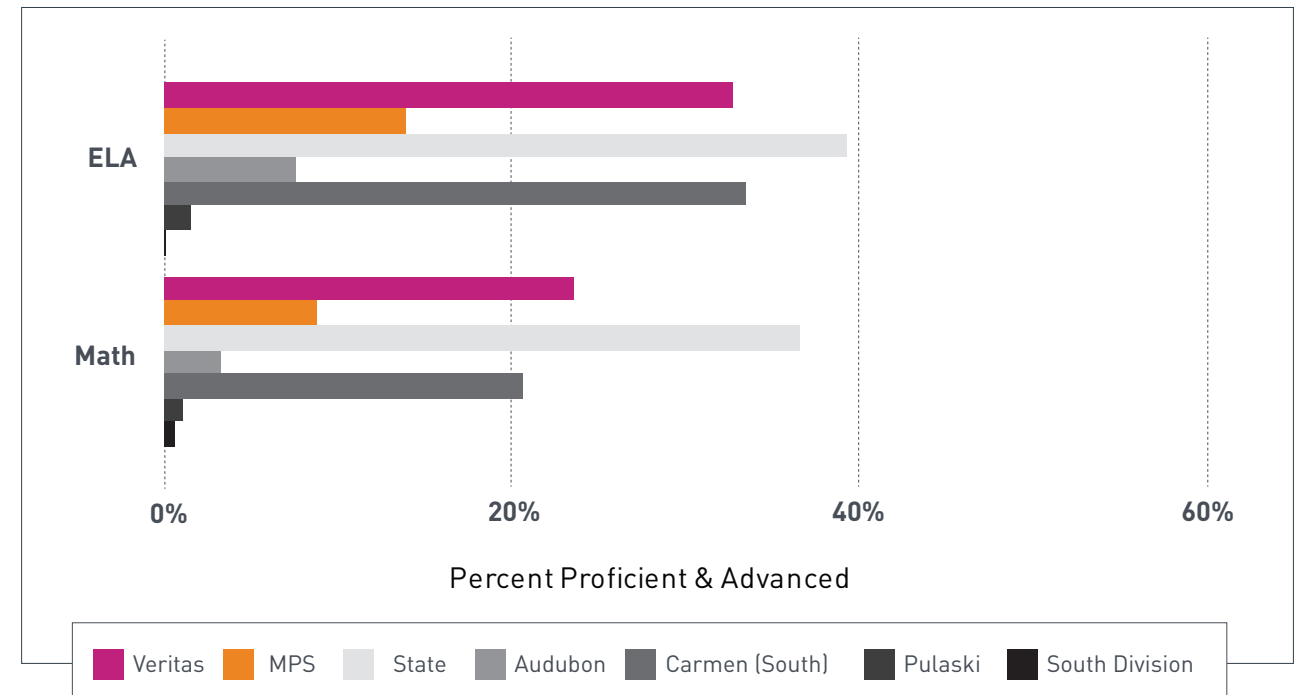
**10.0%**  
**OF FACULTY**  
(2 out of 20)  
employed in 2017-18  
did not return and/or  
stay through the  
2018-19 school year  
(UWM Charters: 13.0%)

## DPI School Report Card Results

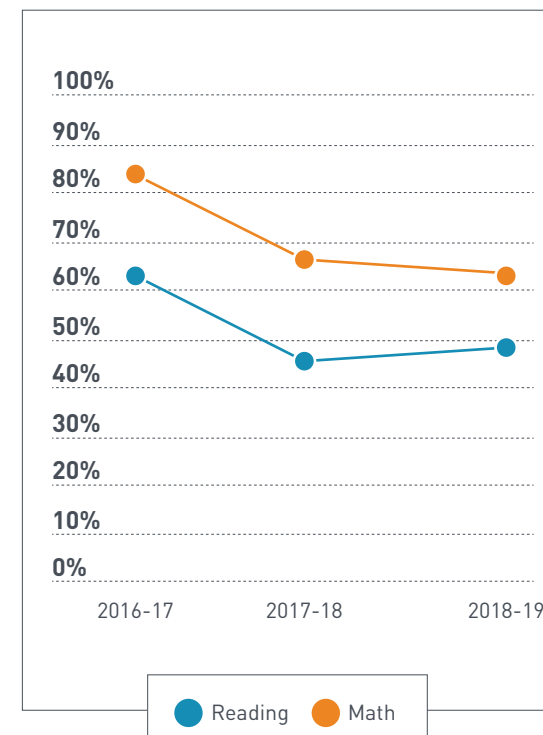
YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	68.0	Meets Expectations
2017-18	76.6	Exceeds Expectations
2018-19	77.0	Exceeds Expectations

“The mission of Veritas High School is to prepare students for post-secondary education and career success through completion of an academically challenging curriculum that builds competencies essential to productive participation in the 21st century global community.”

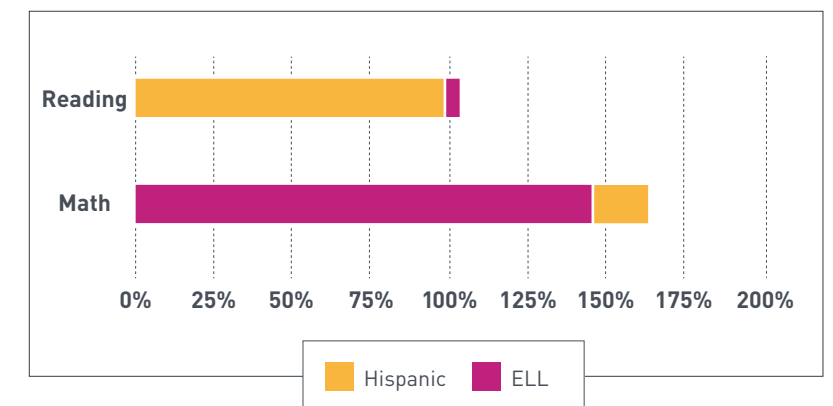
## 2018-19 ACT Aspire & Statewide ACT Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



## Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



## Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



## Satisfaction Survey Results

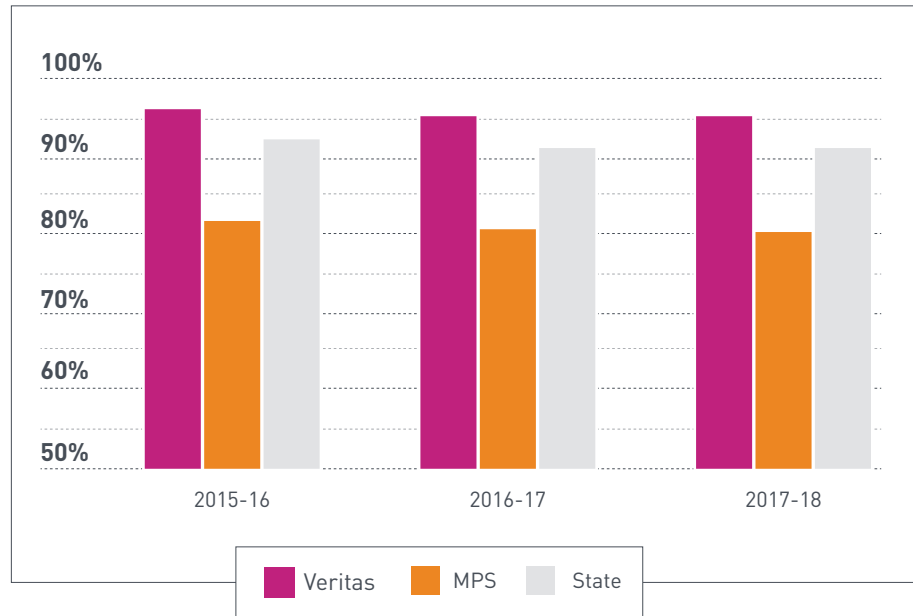
	Faculty	Parent	Student
<b>Quality of teachers</b>	3.21	3.69	3.67
<b>Support of individual students</b>	3.21	3.60	3.66
<b>Pupil safety</b>	3.50	3.71	3.64
<b>Response Rate</b>	100.0%	90.0%	97.2%

Item averages derived from a grading scale where 4 was A and 1 was D



# Veritas High School

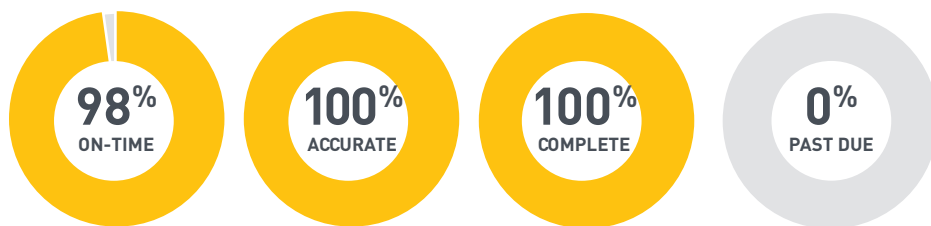
Attendance Rate



Annual Reporting Requirements Compliance Statistics  
Due Dates from July 1, 2018 through June 30, 2019

	Veritas High School School	Seeds of Health, Inc. Board
On-time	36/37	16/16
Accurate	37/37	16/16
Complete	37/37	16/16

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
2.20	4,086,611	1,853,755	0.95	956	907	908	No	0.52	6,478,421	12,478,089

See the full Performance Framework description on pages 8-12

Revenue Per Pupil  
2018-19

State / Pupil Aid	8,585
Special Ed.	97
Federal Funds	1,385
Grants	190
Donations	0
Other Revenue	258

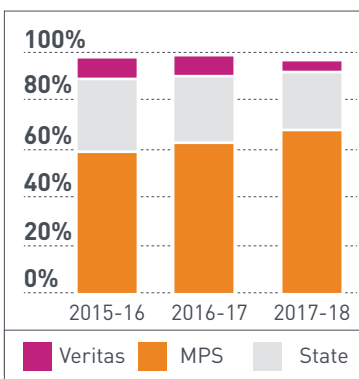
**TOTAL REVENUE \$10,515**

Expenditures Per Pupil  
2018-19

Instruction	4,668
Pupil Service	254
Instruction Support	378
School Board	0
Administration	2,645
Facilities	618
Cont. Service	441
Debt Service	866
Other	0

**TOTAL EXPENDITURES \$9,870**

4 Year Graduation Rate



# Woodlands School

## GENERAL INFORMATION

5510 W. Bluemound Road  
Milwaukee, WI 53208

414-475-1600

woodlands-school.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** Exploratory Learning

**Opened:** August 2004

**Charter Holder:** Woodlands School Inc.

**Board President:** Susan Bay

**Administrator:** Patty Rogers

Enrollment & Demographics

	2016-17	2017-18	2018-19
Total Enrollment	351	351	352
English Language Learners	0.0%	0.0%	0.0%
Free/Reduced Lunch	17.1%	15.1%	21.6%
Special Education	8.5%	9.1%	9.1%
African American	22.2%	23.1%	23.0%
Hispanic	11.4%	11.7%	12.5%
White	53.6%	51.9%	49.7%

2018-19 Student/Faculty Mobility

**5.1%**  
**OF STUDENTS**  
(16 out of 315)  
enrolled in 2017-18  
did not return and/or  
stay through the  
2018-19 school year  
(UWM Charters: 12.4%)

**4.5%**  
**OF FACULTY**  
(2 out of 44)  
employed in 2017-18  
did not return and/or  
stay through the  
2018-19 school year  
(UWM Charters: 13.0%)

DPI School Report Card Results

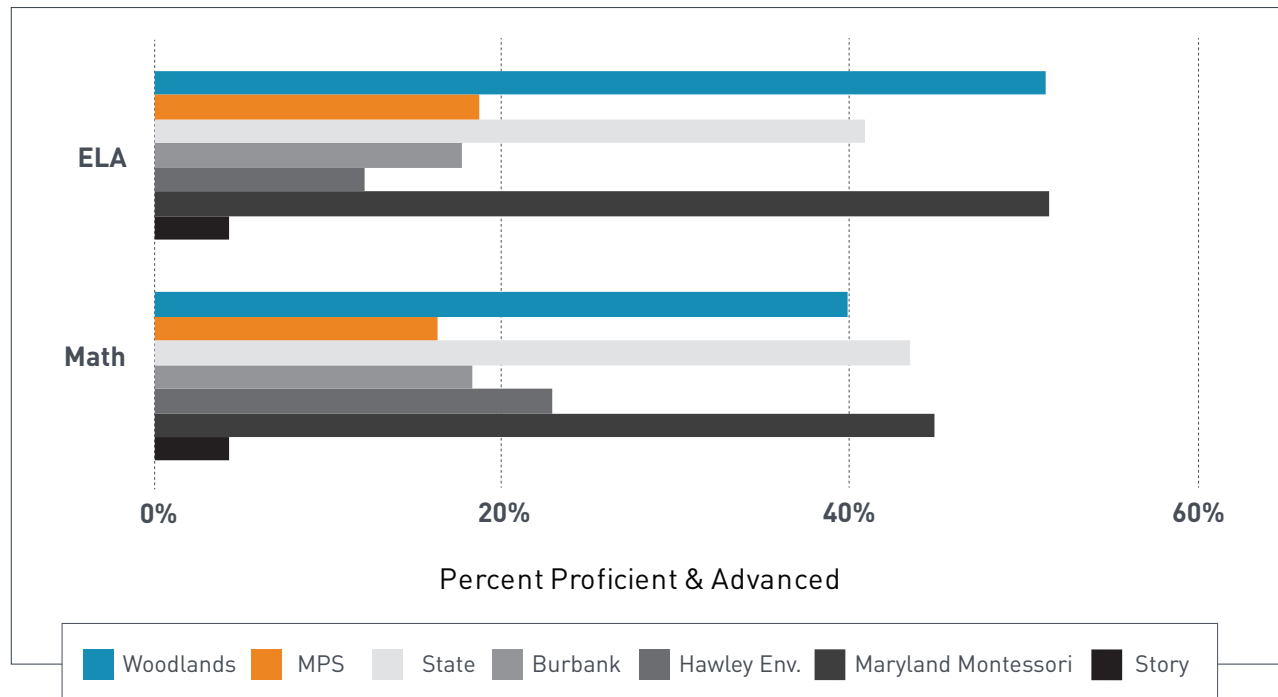
YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	80.7	Exceeds Expectations
2017-18	80.5	Exceeds Expectations
2018-19	79.8	Exceeds Expectations



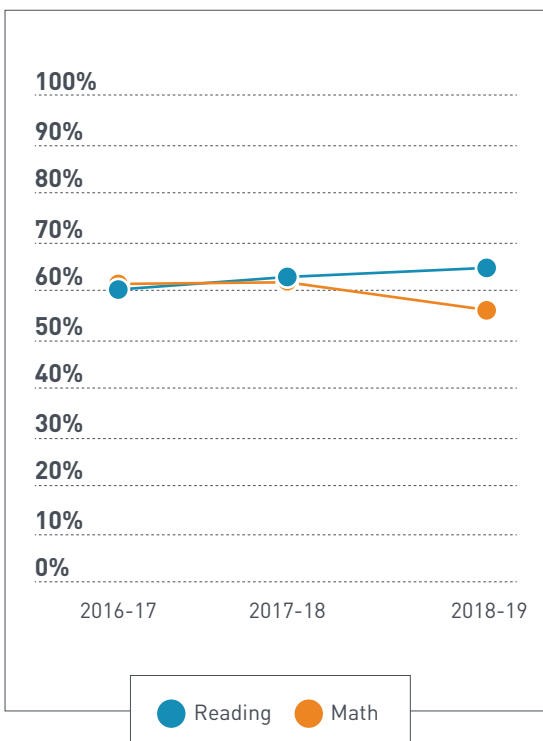


# Woodlands School

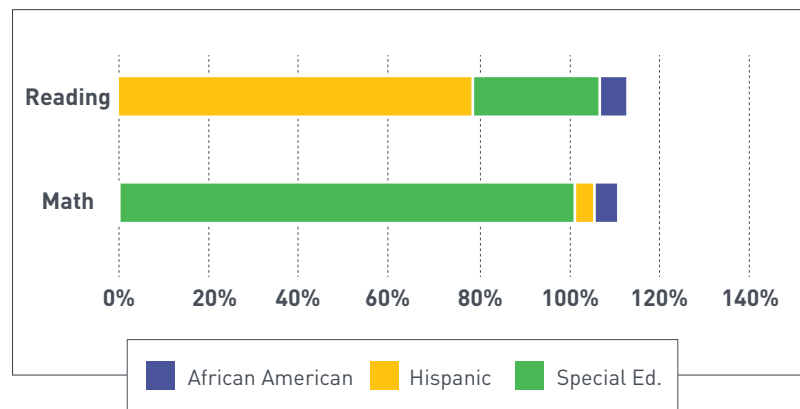
2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes

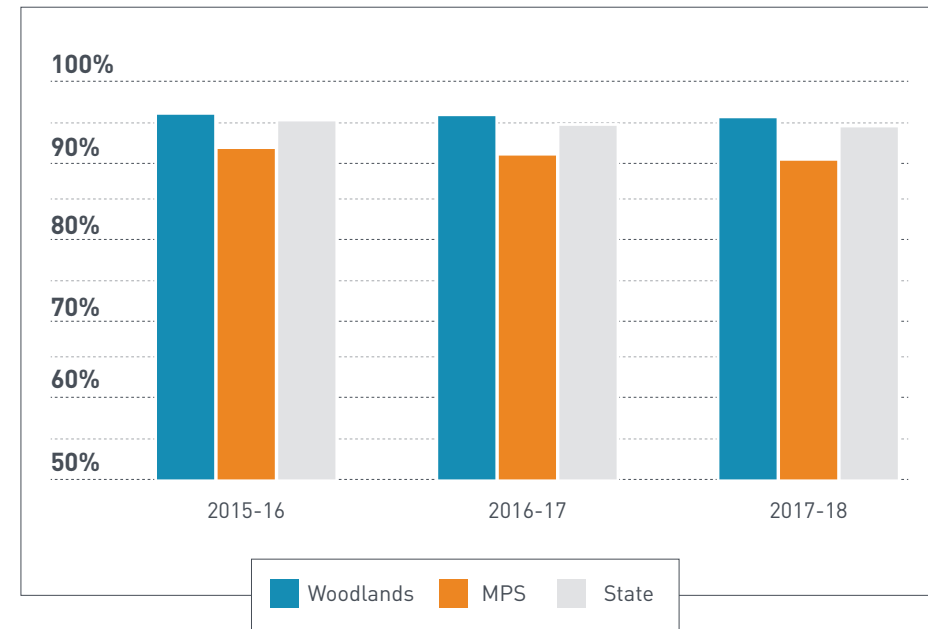


Satisfaction Survey Results

	Faculty	Parent	Student
Quality of teachers	3.57	3.61	3.22
Support of individual students	3.57	3.45	3.12
Pupil safety	3.36	3.52	3.24
Response Rate	89.8%	75.5%	94.9%

Item averages derived from a grading scale where 4 = Advanced and 1 = Minimal

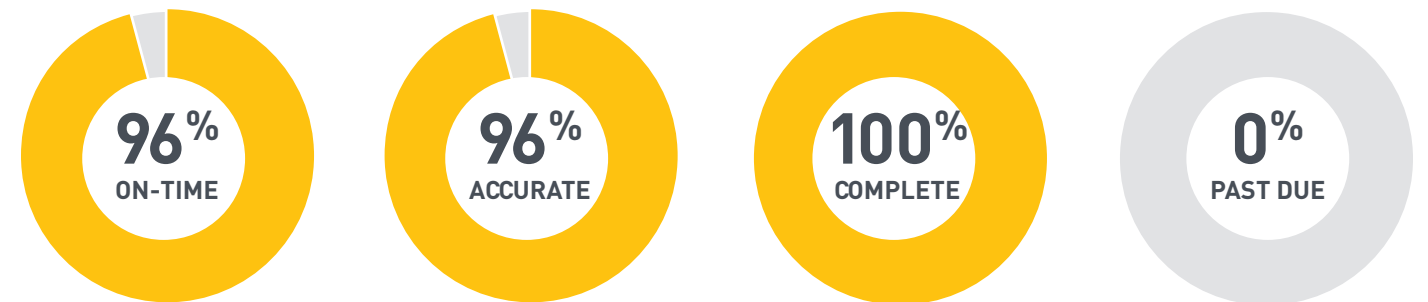
Attendance Rate



Annual Reporting Requirements Compliance Statistics  
Due Dates from July 1, 2018 through June 30, 2019

	Woodlands School	Woodlands School, Inc.
	School	Board
On-time	39/39	14/16
Accurate	39/40	16/17
Complete	39/39	16/16

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
4.43	2,292,252	517,655	1.01	337	340	339	No	0.30	856,542	2,870,935

See the full Performance Framework description on pages 8-12

Revenue Per Pupil 2018-19

State / Pupil Aid	8,325
Special Ed.	285
Federal Funds	226
Grants	23
Donations	120
Other Revenue	816
<b>TOTAL REVENUE</b>	<b>\$9,795</b>

Expenditures Per Pupil 2018-19

Instruction	5,470
Pupil Service	0
Instruction Support	712
School Board	2
Administration	1,663
Facilities	1,031
Cont. Service	0
Debt Service	0
Other	463
<b>TOTAL EXPENDITURES</b>	<b>\$9,341</b>

# Woodlands School – State Street Campus

## GENERAL INFORMATION

3121 W. State Street  
Milwaukee, WI 53208

414-937-2000

woodlands-school.org

## SCHOOL INFORMATION

**Curriculum Emphasis:** Exploratory Learning

**Opened:** August 2013

**Charter Holder:** Woodlands School Inc.

**Board President:** Susan Bay

**Administrator:** Tommie Myles

“Creating the character of the community through diverse education.”

### Enrollment & Demographics

	2016-17	2017-18	2018-19
<b>Total Enrollment</b>	249	282	312
<b>English Language Learners</b>	0.8%	0.7%	0.6%
<b>Free/Reduced Lunch</b>	59.0%	54.3%	59.3%
<b>Special Education</b>	9.2%	10.3%	10.6%
<b>African American</b>	60.2%	63.8%	59.3%
<b>Hispanic</b>	10.8%	8.2%	10.6%
<b>White</b>	10.8%	11.0%	12.5%

### 2018-19 Faculty Mobility

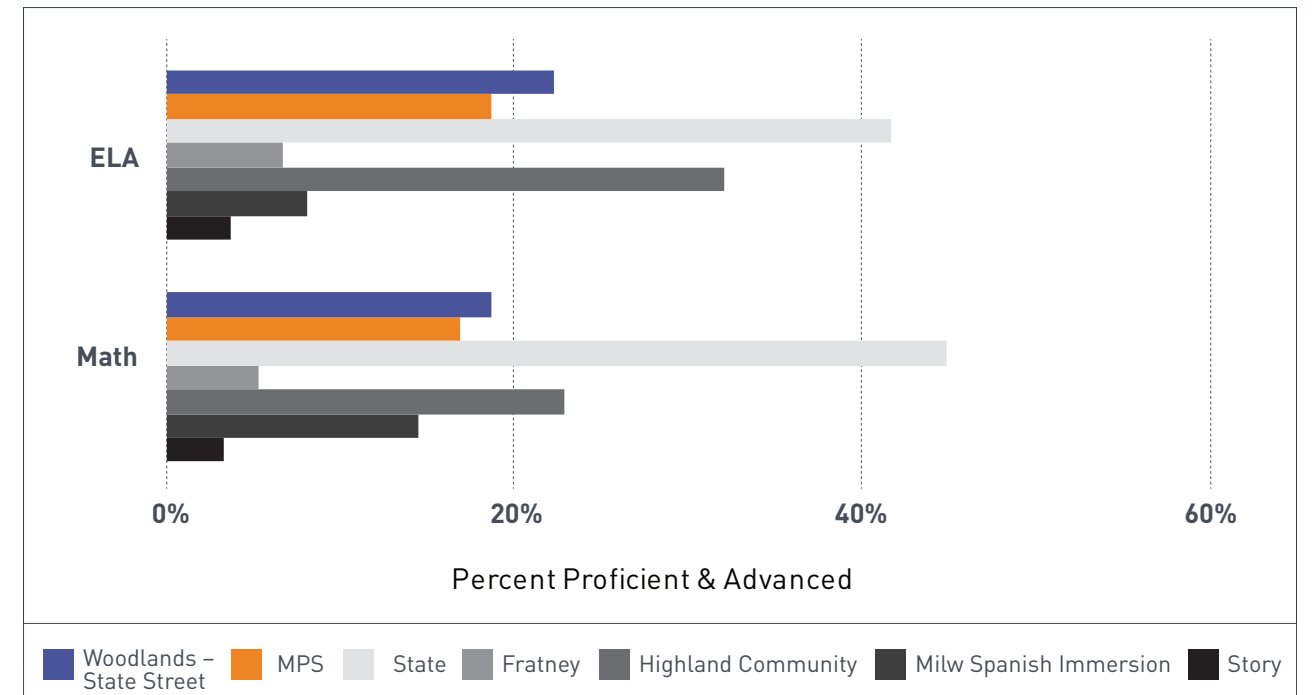
**16.2%**  
OF FACULTY

(16 out of 99) employed in 2017-18 did not return and/or stay through the 2018-19 school year (UWM Charters: 13.0%)

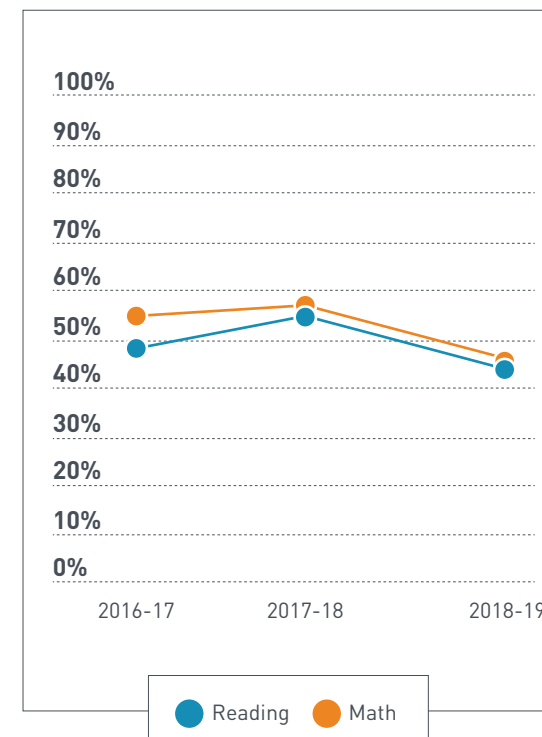
### DPI School Report Card Results

YEAR	OVERALL SCORE	OVERALL RANKING
2016-17	55.6	Meets Few Expectations
2017-18	76.7	Exceeds Expectations
2018-19	84.3	Significantly Exceeds Expectations

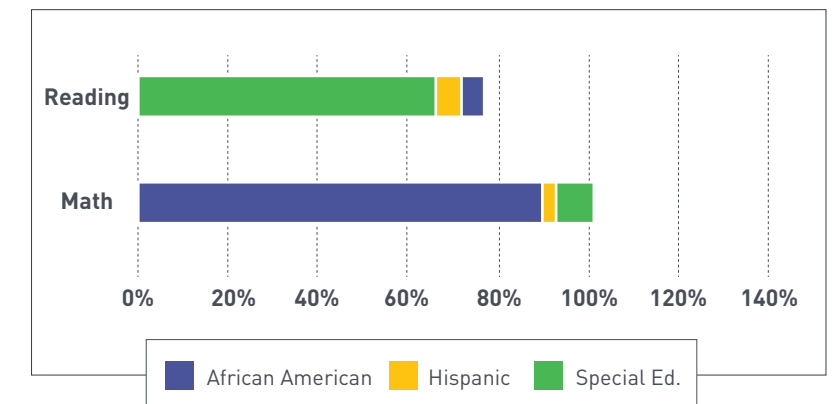
### 2018-19 Forward Exam Results Compared to Neighborhood/Demographically Comparable Schools, MPS and the State



### Percent of Students Meeting/Exceeding Expected Fall to Spring MAP Growth



### Percent of Average Fall to Spring MAP Growth Met by Subgroups with Adequate Sample Sizes



### Satisfaction Survey Results

	Faculty	Parent	Student
<b>Quality of teachers</b>	3.04	3.42	3.52
<b>Support of individual students</b>	2.73	3.17	3.30
<b>Pupil safety</b>	2.96	3.38	3.08
<b>Response Rate</b>	86.7%	100.0%	69.4%

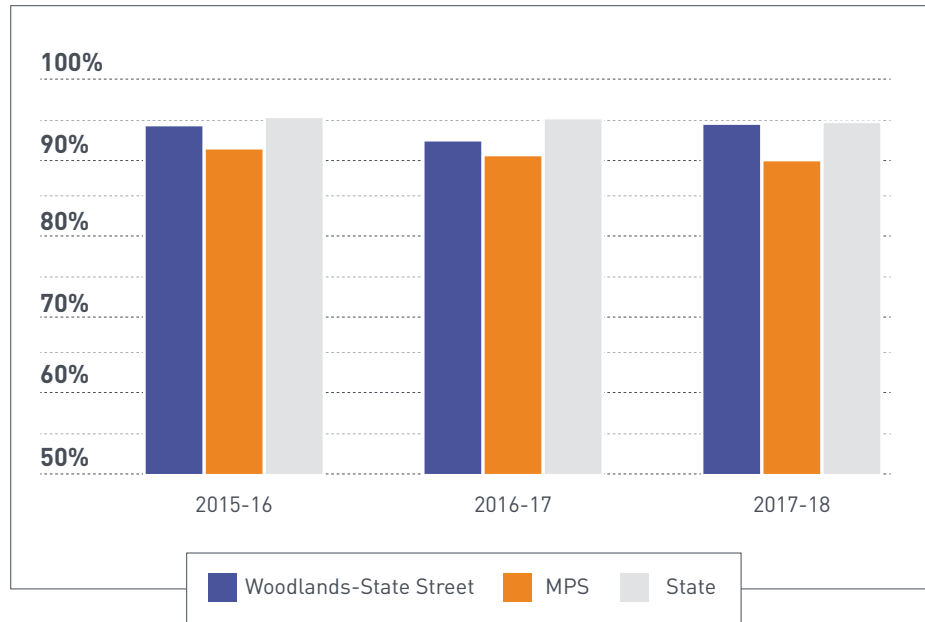
Item averages derived from a grading scale where 4 was Advanced and 1 was Minimal



# Woodlands School – State Street Campus

# Authorizer Fees

Attendance Rate



Revenue Per Pupil 2018-19

State / Pupil Aid	8,261
Special Ed.	297
Federal Funds	547
Grants	82
Donations	12
Other Revenue	545
<b>TOTAL REVENUE</b>	<b>\$9,744</b>

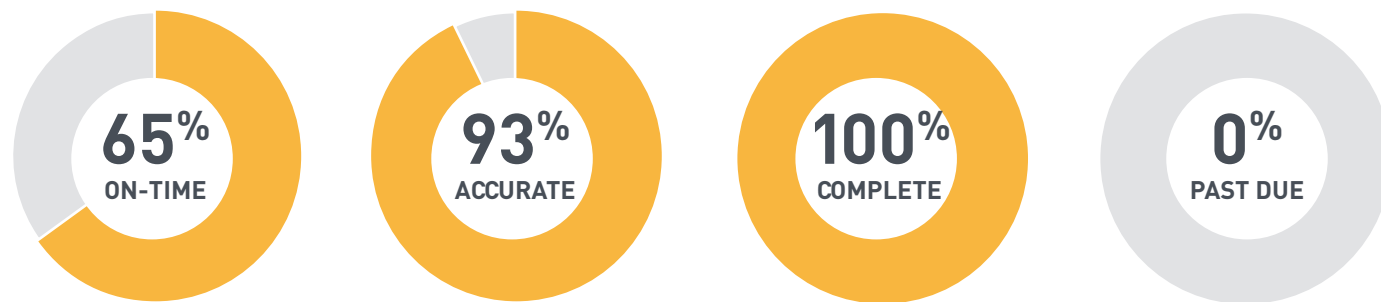
Expenditures Per Pupil 2018-19

Instruction	4,448
Pupil Service	0
Instruction Support	781
School Board	1
Administration	1,490
Facilities	2,183
Cont. Service	0
Debt Service	0
Other	448
<b>TOTAL EXPENDITURES</b>	<b>\$9,351</b>

Annual Reporting Requirements Compliance Statistics  
Due Dates from July 1, 2018 through June 30, 2019

	Woodlands School - State Street Campus School	Woodlands School, Inc. Board
On-time	20/36	14/16
Accurate	36/39	16/17
Complete	36/36	16/16

Pie charts below indicate compiled statistics



Financial Performance Indicators 2018-19

CURRENT RATIO	Current Assets	Current Liabilities	ENROLLMENT VARIANCE	Projected FTE	Sept. Count FTE	Jan. Count FTE	DEBT DEFAULT	DEBT to ASSETS RATIO	Total Liabilities	Total Assets
4.43	2,292,252	517,655	1.02	294	302	298	No	0.30	856,542	2,870,935

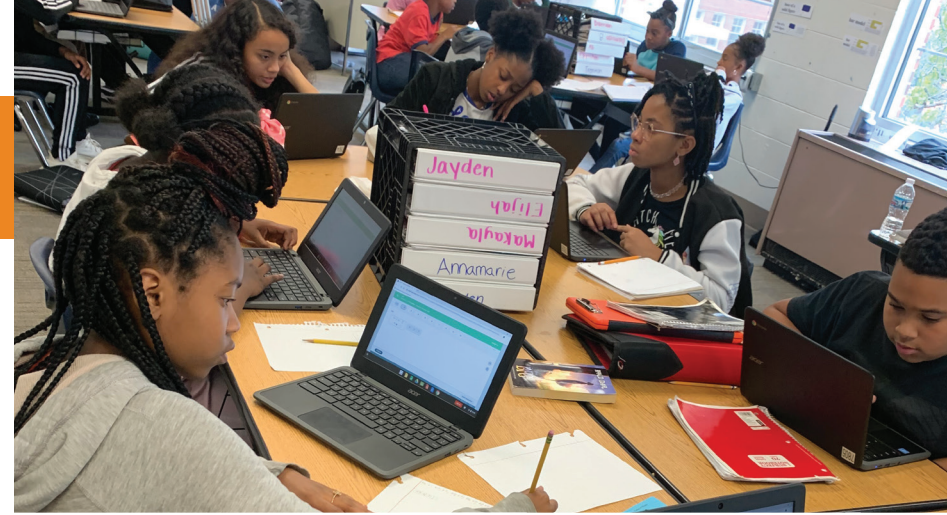
See the full Performance Framework description on pages 8-12

School	FTE	Percent of FTE	Gross Per School Charge	Amount Paid	Balance Returned	Net Per School Charge
Bruce Guadalupe Community School	1251.0	25.08%	\$134,152.13	\$134,152.13	\$7,293.24	\$126,858.89
Capitol West Academy	273.0	5.47%	\$29,275.41	\$29,275.41	\$1,591.57	\$27,683.84
La Casa de Esperanza Charter School	150.0	3.01%	\$16,085.39	\$16,085.39	\$874.49	\$15,210.90
Milwaukee Scholars Charter School	689.0	13.81%	\$73,885.55	\$73,885.55	\$4,016.82	\$69,868.73
Pathways High	86.0	1.72%	\$9,222.29	\$9,222.29	\$501.37	\$8,720.92
Penfield Montessori Academy	76.0	1.52%	\$8,149.93	\$8,149.93	\$443.07	\$7,706.86
Rocketship Southside Community Prep	472.0	9.46%	\$50,615.35	\$50,615.35	\$2,751.73	\$47,863.62
Rocketship Transformation Prep	69.0	1.38%	\$7,399.28	\$7,399.28	\$402.27	\$6,997.01
School for Early Development and Achievement	65.0	1.30%	\$6,970.33	\$6,970.33	\$378.95	\$6,591.38
Seeds of Health Elementary	410.0	8.22%	\$43,966.73	\$43,966.73	\$2,390.27	\$41,576.46
Stellar Collegiate Charter School	141.0	2.83%	\$15,120.26	\$15,120.26	\$822.02	\$14,298.24
Tenor High School	245.0	4.91%	\$26,272.80	\$26,272.80	\$1,428.33	\$23,844.47
UCC Acosta Middle School	168.0	3.37%	\$18,015.63	\$18,015.63	\$979.43	\$17,036.21
Veritas High School	252.0	5.05%	\$27,023.45	\$27,023.45	\$1,469.14	\$25,554.31
Woodlands School	340.0	6.81%	\$36,460.21	\$36,460.21	\$1,982.18	\$34,478.04
Woodlands School – State Street Campus	302.0	6.05%	\$32,385.25	\$32,385.25	\$1,760.64	\$30,624.61
<b>TOTAL</b>	<b>4,989</b>	<b>100.00%</b>	<b>\$535,000.00</b>	<b>\$535,000.00</b>	<b>\$29,085.51</b>	<b>\$505,914.49</b>

2018-19 State Revenue Per FTE Student Is: \$8,619  
 Total UWM Charter School State Revenue: \$43,000,191  
 UWM Administrative Fee: 1.17%

# Revenues/Expenses 2018-19


	ACTUAL 2018-19
<b>Beginning Cash Balance</b>	<b>\$35,365.65</b>
<b>Revenues</b>	
Administrative Fees Collected	\$535,000.00
<b>Total Revenues</b>	<b>\$570,365.65</b>
<b>Fund Balance Plus Revenue</b>	<b>\$570,365.65</b>
Return of Fund Balance for 2017-18	-\$25,365.65
<b>Operating Revenue</b>	<b>\$545,000.00</b>
	ACTUAL & ENCUMBERED 2018-19
<b>Expenses</b>	
Salaries	\$308,456.52
Fringe Benefits	\$119,654.10
Memberships	\$1,359.00
Conferences/Travel	\$1,729.92
Professional Development	\$268.90
Supplies	\$3,720.81
Equipment	\$1,598.39
Printing	\$2,320.36
Copier	\$1,914.28
Marketing	\$1,511.25
Telecommunications	\$1,284.00
Stipends	\$7,400.00
Professional Services	\$18,500.00
Miscellaneous	\$2,046.96
School of Education Charges	\$13,750.00
Contract Compliance Software	\$30,400.00
<b>Total Expenses</b>	<b>\$515,914.49</b>
<b>Revenue Returned to Schools</b>	<b>\$29,085.51</b>
<b>TOTAL</b>	<b>\$545,000.00</b>



## **Office of Charter Schools**

UWM School of Education  
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2400 E. Hartford Avenue  
Milwaukee, WI 53211  
414-229-4682 • [chartersch@uwm.edu](mailto:chartersch@uwm.edu)  
[www.charters.soe.uwm.edu](http://www.charters.soe.uwm.edu)

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