



CHARTER SCHOOL DEMOGRAPHIC SNAPSHOT AND PERFORMANCE SUMMARY

Charter School	The Alliance School	Contract Term	2022/23 - 2024/25
Grade Levels	9th - 12th	Date	October 22, 2024
Contract Max FTE	160	September Enrollment Count	137

THE ALLIANCE SCHOOL 850 West Walnut Street Milwaukee, WI 53205

SCHOOL PROFILE

Mission	The mission of Alliance is to be a safe, student-centered, and academically challenging environment where we prepare young people to become compassionate agents of change.
Vision	The vision of Alliance is to close the opportunity gap through high-level and student-led instruction, a strong and committed staff, and programs that create safe spaces for all of our students, their families, and our community.
School Leader	Phyllis Smith
Year Opened	2005
Grades Served	9th - 12th

ENROLLMENT INFORMATION

Maximum authorized enrollment	160
Total number of students currently enrolled	133
Average class size	25
Number of students who are currently on the waiting list	0
Number of students who left the school during the prior school year	54/199
Number of students that completed the prior school year but did not re-enroll for the current school year (excluding graduates)	35/199
Number of students who have left the school during the current school year	6

DEMOGRAPHIC AND SUBGROUP INFORMATION FOR CURRENTLY ENROLLED STUDENTS (09.12.24)
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Subgroup Population	Number of students	Percent of entire student body	District average (%)
Black or African-American	99	74.4%	50.8%
Asian	9	0.8%	9.2%

Hispanic	14	10.5%	28.7%
White	10	7.5%	7.5%
Other	1	6.8%	3.8%
Students with Disabilities	50	37.6%	19.4%
English Language Learners	2	1.5%	17.3%
Economically Disadvantaged	110	82.7%	74.2%

INTRODUCTION

MPS follows the principles and standards for contracting, performance evaluation and compliance monitoring established by the *National Association of Charter School Authorizers*. The Charter School Performance Summary rates a school's performance in three broad areas: **Academic Performance**, **Financial Performance**, and **Organizational Performance**. The performance summary is *one* of the review and evaluation components used as the basis for charter renewal recommendations.

PERFORMANCE RATINGS

Each of the three performance areas as well as each of the individual performance standards will be given a rating of either:

- **Meets Standard**
- **Approaches Standard**
- **Does Not Meet Standard**

The overall rating for each section and the renewal recommendation is completed via collaboration and consensus by the MPS Charter School Contract Review Team after the team's review of the School Performance Summary, Application for Renewal, and site visit.

ACADEMIC PERFORMANCE STANDARDS		
1	WSAS English Language Arts (ELA)	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
2	WSAS Mathematics	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
3	WSAS Science	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
4	WSAS Social Studies	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

5	Graduation Rate	Using a Wisconsin Department of Public Instruction formula for comparison, charter school shall achieve a high school graduation rate that is the same as or higher than the high school graduation rate in all MPS high schools.
6	Early Literacy Reading	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District's early literacy reading assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion System.
7	Early Literacy Mathematics	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the District's early literacy mathematics assessment that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades (five-year-old kindergarten, grade one, and grade two) in all MPS schools as recorded on the Student Promotion System.
8	Stability Rate	Achieve a stability rate of pupils in Charter School that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools. In this contract "stability rate" shall refer to the percentage of students (excluding top grade level) enrolled on the May count date of the first year that are still enrolled on the following year's September count date.
9	Attendance Rate	Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.
10	Mobility Rate	Achieve a mobility rate of pupils in Charter School that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.
11	Promotion Rate Grades 4 and 8	Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from corresponding grades in all MPS schools.

STANDARD		ASSESSMENT	YEAR 1 2022-23		YEAR 2 2023-24	
1	WSAS English Language Arts	ACT	School = 19.2% District = 17.9%	NO Must meet ACT and Pre-ACT	School = 8.7% District = 19.4%	NO Must meet ACT and Pre-ACT
		Pre-ACT	School = 10.4% District = 15.7%		School = 7.1% District = 18.5%	
2	WSAS Mathematics	ACT	School = 3.8% District = 6.7%	NO Must meet ACT and Pre-ACT	School = 8.7% District = 12.0%	NO Must meet ACT and Pre-ACT
		Pre-ACT	School = 4.5% District = 8.2%		School = 8.8% District = 14.4%	
3	WSAS Science	ACT	School = 7.7% District = 9.0%	NO	School = 8.7% District = 15.3%	NO
4	WSAS Social Studies	Forward	School = 30.0% District = 18.2%	YES	School = 14.3% District = 18.0%	NO
5	Graduation Rate		School = 36.2% District = 63.4%	NO	School = 44.7% District = 67.6%	NO

8	Stability Rate		NO School = 54.8% District = 79.0%	NO School = 61.8% District = 80.3%
9	Attendance Rate		NO School = 57.3% District = 73.0%	NO School = 60.8% District = 74.3%
10	Mobility Rate		NO School = 25.8% District = 17.1%	YES* School = 17.6% District = 17.4%
11	Promotion Rate		NA	NA
Percentage of Standards Met by Year			12.5% MET 87.5% DID NOT MEET	12.5% MET 87.5% DID NOT MEET
UNMET ACADEMIC STANDARDS			SCHOOL'S RESPONSE TO UNMET ACADEMIC STANDARDS	
WSAS STANDARD - ELA (YEARS 1 AND 2)			<p>Incoming students from the 24-25 student body demonstrate a range in reading skills from Pre-Primer to Pre-College. Students often show remarkable growth in comparison to their baseline performance. Alliance has a disproportionate rate of Special Education students who often demonstrate remarkable growth of at least one grade level in both standardized tests and classroom-based assessments.</p> <p>One specific area of celebration for ELA is the success of our Write Days. During each quarter, students participate in a schoolwide literacy day in which they work on reading and writing skills. In the 23-24 school year, Alliance had 90%+ participation in the event. Students with all abilities are able to demonstrate their skills in writing which helps to develop a culture of literacy.</p> <p>In order to address PreACT performance, Alliance ELA classes will provide monthly ACT practice tests in order to expose students to the types of questions they may encounter on the exams as well as preparing students for the soft skills required for test-taking.</p> <p>Through scaffolding and targeted support, students are able to meet district-adopted standards in the ELA curriculum. Students in the 9th grade also participate in the Tier 2 reading intervention iReady. Beyond grade 9, students have options of various ELA electives that have proven to increase engagement in the curriculum—subjects such as Science Fiction, Humanities, Communications Media, Creative Writing, and American Ethnic Literature.</p> <p>In the 24-25 school year, Alliance staff will develop a Professional Learning Community with the goal of addressing individual student reading deficits. We have collected data in the area of reading fluency using the Qualitative Reading Inventory (QRI). This additional assessment will help staff develop more targeted interventions. Staff will be developed in the area of SRBIs (Scientific Research Based Interventions).</p>	
WSAS STANDARD - MATH (YEARS 1 AND 2)			Alignment with District Standards	

	<p>Alliance High School has actively sought to align its curriculum with district standards to ensure that students are adequately prepared for future academic and professional pursuits. By adopting district-approved curriculum materials, the school has been able to create a more cohesive learning environment that better supports student success and improves standardized test scores.</p> <p>Collaboration with District Coaches</p> <p>To gain a deeper understanding of the district's curriculum and its implementation, Alliance High School has fostered strong relationships with district coaches. These collaborations have provided valuable insights into teaching strategies, best practices, and the overall benefits of the district-approved curriculum. Alliance High School has actively participated in district-wide initiatives, such as coaching and observation programs. Through these experiences, teachers have had the opportunity to receive feedback on their teaching techniques and to learn from the expertise of district professionals. The addition of new math coaches who encourage the use of modern math tools has contributed to creating this new relationship.</p> <p>Pursuit of Intervention and 4th Year Options</p> <p>In partnership with the district, Alliance High School has explored various intervention options and 4th year programs to address the needs of struggling students and advanced students. These efforts demonstrate the school's commitment to providing comprehensive support to all students and ensuring that they have the opportunity to succeed. In the 2022-2023 school year, Alliance High School participated in a district-wide pilot of an intervention course. While the program ultimately ended due to behavioral challenges, it resulted in an overall higher pass rate for the intervention group. Collaboration between the district and Alliance will continue to seek solutions for effective intervention.</p> <p>Data-Driven Improvements</p> <p>Alliance High School has used data to inform its instructional practices and to measure the effectiveness of its curriculum. According to the data dashboard, the percentage of students at or above grade level in mathematics has increased from 0% in 2022-2023 to 5.6% in 2023-2024. Additionally, the math ACT scores have improved from 14.1 in 2022-2023 to 14.4 in 2023-2024.</p> <p>Positive Impact of District Materials</p> <p>Teachers at Alliance High School have reported higher levels of student engagement and improved learning outcomes when using district-created materials, such as those developed in Desmos and ILC. These online tools have helped to reduce the loss of in-class material and provide students with instant feedback on their performance while increasing engagement.</p>
<p>WSAS STANDARD - SCIENCE (YEARS 1 AND 2)</p>	<p>Alliance has increased the number of students taking both the ACT (2022 to 2024 from 18 to 21) in the past 3 years and though the number of scores that met proficiency are not reflective of an increase in proficiency overall, the scores are honest of student's ability to comprehend analyze, investigate, and</p>

	<p>synthesize data and models. Alliance has implemented and has plans to implement the following science educational improvements:</p> <ul style="list-style-type: none"> -Qualified science educators in each class (including through Elevate K12) -Data comprehension, analyzation, and synthesis practice in their math courses. -Increased practice analyzing and synthesizing data and models in science courses and math adjacent courses.
WSAS STANDARD - SOCIAL STUDIES (YEAR 2)	<p>2022-2023 Forward Exam data showed that Alliance's scores out paced the district proficiency average. Looking at the data for 2023-2024, Alliance tested 88.9% of all 10th grade students compared to the district as a whole testing 72.3% of students. Looking deeper at the numbers, while Alliance did not have any student score in the advanced range, Alliance did match the district in terms of the percentage of students scoring in the Meeting and Advanced scoring ranges (Alliance 14.8% total vs. District 15% total). On top of this, Alliance had another 14.8% of test takers fall in the Developing score range. In order to improve our scores in the future, students will be progress monitored using district resources such as Newsela on a weekly basis. This will allow students the opportunity to practice and build skills (ex. reading comprehension with informational texts) necessary for success on the Forward Exam which contains multiple reading passages. In addition, Alliance will be following through on the district initiative to have students complete CABS in their social studies classrooms in the Fall, Winter, and Spring. Finally, students will be given opportunities to complete DBQs which will allow students to complete an in depth analysis of multiple documents in order to build critical thinking skills necessary to do well on the Forward Exam.</p>
GRADUATION RATE (YEARS 1 AND 2)	<p>As part of Alliance's foundational mission and values, we strive to provide a supportive educational environment for students who have faced bullying and have unique needs. Due to the diverse population we serve, we have encountered challenges in achieving satisfactory graduation rates over the past three years. These challenges stem from a high percentage of students with disabilities, a history of attendance issues, students living away from home or classified as homeless, and a significant number of students with socioemotional needs compared to state and district data. Addressing these factors often requires additional support and time for students to complete their high school education.</p> <p>While we have not yet met the district's graduation rate targets, we are working in collaboration with CESA 1 to implement a mentorship program aimed at motivating students to attend school, actively participate, and successfully graduate. Furthermore, we provide two pathways for credit recovery: students can either retake the course or utilize the Edgenuity program. It's worth noting that students who attend school for more than 60% of the time generally earn all their credits and make progress towards graduation. In fact, students who have been enrolled at Alliance for two or more years typically graduate within four or five years.</p>
STABILITY RATE (YEAR 1)	<p>Prior to the COVID 19 pandemic, Alliance's stability rate (the percentage of students enrolled at the end of year returning the following year) averaged 84.5%. In the four years since, this rate has dropped to an average of 60.7%. Despite the obvious and dramatic consequences of the pandemic on stability, Alliance is showing progress. In 2023-24, the stability rate climbed to 63.6%,</p>

	<p>the highest rate seen in three years and a nearly 10 percentage point increase from 2022-23 (54.8%). We will continue to work towards increasing stability, with the goal of returning to our pre-pandemic average of 85%. By using restorative practices to build a strong school community, Alliance will continue to earn the trust of students and families and remain a desired school option for the community. For example, in 2023-24, we created a student leadership committee and in 2024-25, these students will be trained as circle keepers who will facilitate quarterly school-wide circles with all students and staff. Starting in 2024-25, all classroom teachers facilitate community-building circles twice weekly. Finally, Alliance will continue to implement repair-harm circles with students and families as conflicts arise in order to strengthen our community and model positive conflict resolution strategies.</p>
<p>ATTENDANCE RATE (YEARS 1 AND 2)</p>	<p>While Alliance did not meet the established attendance goal during the 2022-23 and 2023-24 school years, we have demonstrated positive trends in attendance. We increased our overall attendance rate by 3.5% between 2022-23 (57.3%) and 2023-24 (60.8%). Alliance students considered habitually truant decreased by 16.9% between 2022-23 (72.7%) and 2023-24 (55.8%). Absenteeism went down by 6.2% between 2022-23 (81.3%) and 2023-24 (75.1%). The gap in attendance rates of our Black students compared to our white students is closing as well. In 2022-23, Black students at Alliance had an overall attendance rate of 54.2% (12.8% disproportionality); in 2023-24, attendance of our Black students rose 5.9% to 60.1% (12.1% disproportionality). Additionally, as of 10/2/24, we are on track to increase our attendance during the 2024-25 school year, as evidenced by a year-to-date attendance increase from 60.8% (LYTD) to 79.4% (YTD), an increase of 18.6%. Finally, due to our unique and welcoming environment, a large majority of students coming from other schools see their attendance rates increase once enrolled at Alliance. Alliance's school impact report shows that 79.6% of Alliance's student transfer cohort (59 students) increased their attendance at Alliance compared to their previous school. We attribute these increases to our new attendance recognition program, incorporating attendance data chats into existing modes of parental communication, eliciting feedback from students and inviting every student to create a weekly plan to get to school each day during morning circles on Mondays and Fridays. Alliance will continue to use feedback from students and strategies from Attendance Works to inform our attendance strategies as we move forward.</p>
<p>MOBILITY RATE (YEAR 1)</p>	<p>Alliance's in-take rate has remained remarkably steady despite the significant disruptions of the COVID 19 pandemic on public schools. Between the 2021-22 school year (the last full school year in which data were available) and the 2023-2024 school year, Alliance High School has seen a nearly 10% decrease in students enrolling after the third Friday in September (27.8% down to 17.6%). During that same period, Alliance's total mobility rate (i.e. the percentage of students enrolling late or withdrawing early) increased by only 1.6%. These statistics demonstrate that, despite the many challenges public schools faced in the years since the pandemic, Alliance has been able to stabilize or even decrease student mobility. Despite these successes, Alliance continues to work towards reducing mobility even further by creating a welcoming and restorative environment for our students.</p>

DISTRICT'S COMMENTS TO ACADEMIC PERFORMANCE STANDARDS

2023-24 Mobility Rate: Not statistically significant

SCHOOL'S ADDITIONAL COMMENTS OR DATA TO SUPPORT ACADEMIC PERFORMANCE STANDARDS

The data above does not reflect our non-traditional demographics with regards to unhoused youth, students who struggle with mental health, and out of home care youth. In the spring of 2024, 18% of Alliance students were in the Homeless Education Program while the district's enrollment of HEP students was 6% (high school region is also 6%). Additionally, 15% of Alliance students are in Out of Home Care, compared with 3% of the district's OHC enrollment (high school region is also 3%). These at risk groups are more over represented at Alliance than other high schools. In previous school years, Alliance has conducted more risk assessments per capita than any other school in MPS.

FINANCIAL PERFORMANCE STANDARDS

1	Financial Audit	Charter school provides an annual financial audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Budget Accounts	Charter school expends and accounts for funds in a manner consistent with the provisions of the charter school contract. Expenditures in any category of the school's annual budget did not deviate by more than 10%, unless mutually agreed upon between MPS and the charter school.
3	Financial Accounting	Charter school expends and accounts for funds in accordance with the federal guidelines set forth in Office of Management and Budget OMB Circular(s), A21, A87, or A122 Circular.
4	Financial Records	Charter school maintains all financial records in compliance with state and federal guidelines and with Generally Accepted Accounting Principles and Standards. Charter school's financial records are consistent with the provisions of the charter school contract.
5	Budget Deficit	When charter school anticipates a revenue shortfall or deficit from operations, or upon request of MPS, charter school submits within 30 days contingency plans for such revenue shortfalls in accordance with provisions of the charter contract. Plans to manage deficits or other contingencies are explained.
6	Financial Reporting	Charter school complies with all the financial reporting as outlined in the charter contract.

STANDARD		YEAR 1 2022-23	YEAR 2 2023-24
1	Financial Audit	YES	
2	Budget Accounts	YES	YES
3	Financial Accounting	YES	YES
4	Financial Records	YES	YES
5	Budget Deficit	YES	YES
6	Financial Reporting	YES	YES
Percentage of Standards Met by Year		100.0% MET 0.0% DID NOT MEET	100.0% MET 0.0% DID NOT MEET

DISTRICT'S COMMENTS TO FINANCIAL PERFORMANCE STANDARDS

2023-24

- **Financial Audit:** Due October 30th (in the 1st, 3rd, and 5th year)
- **Budget Accounts:** No deviation of 10% or greater noted.
- **Financial Accounting:** Alliance financial records/reporting is accounted for using district financial guidelines and through

- the district financial system, Business Plus (BP) in compliance with the charter contract.
- **Financial Records and Reporting:** Alliance financial records/reporting is accounted for using district financial guidelines and through the district financial system, Business Plus (BP) in compliance with the charter contract.
- **Budget Deficit:** Alliance had a budget surplus.

2022-23 School Year

- **Financial Audit:** Alliance complied with all major fiscal and administrative contract requirements. There were no material or non-material areas of noncompliance or repeat findings per the MPS audit.
- **Budget Accounts:** Budget is at 90%. Per budget analyst
- **Financial Accounting:** Per the MPS audit, Alliance financials are in accordance with generally accepted government auditing standards. Alliance is compliant with accounting principles generally accepted in the United States of America.
- **Financial Records and Reporting:** Per the MPS audit, Alliance financials are in accordance with generally accepted government auditing standards. Alliance is compliant with accounting principles generally accepted in the United States of America.
- **Budget Deficit:** Alliance had a budget surplus.

SCHOOL'S COMMENTS TO FINANCIAL PERFORMANCE STANDARDS

The school will continue to follow the district's financial auditing standards and expectations needed to meet compliance.

ORGANIZATIONAL PERFORMANCE STANDARDS

1	Annual Performance Audit	Charter school provides for an annual performance audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Educational Program	Charter school operates the educational program consistent with description contained in the charter school proposal approved by the Milwaukee Board of School Directors and equips all classrooms with all materials, equipment and supplies required to implement the educational program.
3	School Governance	Charter school governance structure and reporting requirements are consistent with provisions of the charter school contract.
4	Parental Involvement	Charter school employs methods to ensure parental involvement consistent with the provisions of the charter school contract.
5	Title I Requirements	Charter school complies with all of the rules and regulations applicable to Title I funding requirements consistent with federal law and the provisions of the charter school contract.
6	Employee Qualifications and Human Resources Provisions	Charter school complies with all state statutes and provisions of the charter school contract relative to the qualifications and hiring of individuals employed in the school. This includes, but is not limited to, ensuring that all instructional staff hold a current and appropriate license or permit issued by the Wisconsin Department of Public Instruction and background screening for both employees and volunteers.
7	Health and Safety	Charter school complies with all district policies and all local, state and federal laws, codes, rules and regulations that apply to public schools pertaining to health and safety consistent with the provisions of the charter school contract.
8	Pupil Admissions and Enrollment Policies, and Records Retention	Charter school complies with provisions of the charter school contract regarding admissions requirements, pupil enrollment, racial and ethnic balance, and pupil records retention. Charter school adheres to state and federal laws and contract provisions related to nondiscrimination and statutory requirements, nonsectarian status, and pupil tuition and fees.
9	Special Education Compliance	Charter school complies with all of the requirements of the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School provides a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with those Acts.
10	Transportation and	Charter school adheres to all provisions of the charter contract relative to transportation and nutrition services.

	Nutrition Services	
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STANDARD		YEAR 1 2022-23	YEAR 2 2023-24	YEAR 3 2024-25
1	Annual Performance Audit	YES	Audit DUE February 2025	Audit DUE February 2026
2	Educational Program	YES	YES	YES
3	School Governance	YES	YES	YES
4	Parental Involvement (school provides)	YES	YES	YES
5	Title I Requirements	YES	YES	YES
6	Employee Qualifications and Human Resources Provisions	YES	YES	YES
7	Health and Safety	NO	Audit DUE February 2025	Audit DUE February 2026
8	Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES
9	Special Education Compliance	YES	YES	YES
10	Transportation and Nutrition Services	YES	YES	YES
Percentage of Standards Met by Year		90.0% MET 10.0% DID NOT MEET	100.0% MET 100.0% DID NOT MEET	100.0% MET 100.0% DID NOT MEET
UNMET ORGANIZATIONAL STANDARDS		DISTRICT'S RESPONSES TO UNMET ORGANIZATIONAL STANDARDS	SCHOOL'S RESPONSES TO UNMET ORGANIZATIONAL STANDARDS	
HEALTH AND SAFETY (IMMUNIZATION STATE REQUIREMENT IS 99.9%)		2022-23: 79.0% compliant	The staff at Alliance Charter school will continue to comply with all district policies and all local, state and federal laws, codes, rules and regulations that apply to public schools pertaining to health and safety consistent with the provisions of the charter school contract. We will continue to encourage students to get immunized and have families sign the district immunization waiver until we become 99% compliant.	
DISTRICT'S ADDITIONAL COMMENTS TO ORGANIZATIONAL PERFORMANCE STANDARDS				
FY24 Performance and Compliance Audit is due February 27, 2025.				
SCHOOL'S ADDITIONAL COMMENTS OR DATA TO SUPPORT ORGANIZATIONAL PERFORMANCE STANDARDS				

School Governance and Parent Involvement: Our staff will continue to warmly invite visitors from the district and community to participate in initiatives and student-led programs, such as School Wide Write Days, Restorative Practice Circles and events, and Student Engagement Council. We engage more intensely with our Freshmen families during and prior to Freshmen Bridge and throughout their freshmen year, as they adapt to high school.

Our school encourages families to be active team members in the Alliance Community with a variety of school events, including school wide celebrations, Student Engagement Council, Title Meetings, Governance Council, Individualized Education Plans and other educational meetings, and student re-entry meetings after a behavior incident.

We use feedback and data driven practices to plan, create, and sustain programs, clubs, and events that bolster Alliance's culture. We will continue to build and nurture relationships with Alliance family members and members of the community. Parent and caregiver assessment and involvement is valued and invited, as well as student voice.

We currently share information and communicate with all Alliance stakeholders through phone calls, letters, emails, the school webpage, and texts (Remind App).

ADDITIONAL HISTORICAL DATA

	2022-23	2023-24	2024-25 (10.18.24)
TOTAL ENROLLMENT	148	152	155
CONTRACT PUPIL MAXIMUM	160	160	160
GRADES SERVED	9-12	9-12	9-12
ENGLISH LANGUAGE LEARNERS	2.0%	0.7%	1.3% (2)
STUDENTS WITH DISABILITIES	37.2%	41.4%	38.7% (60)
ATTENDANCE RATE			
ATTENDANCE RATE	57.3%	60.8%	74.1%
ATTENDANCE RATE - STUDENTS WITH DISABILITIES	62.7%	65.1%	81.5%
ATTENDANCE RATE - STUDENTS WITHOUT DISABILITIES	86.2%	75.7%	69.4%
SUSPENSION RATE			
SUSPENSION RATE	28.4%	25.9%	13.6% (24)
SUSPENSION RATE - STUDENTS WITH DISABILITIES	33.8%	35.9%	18.8% (13)
SUSPENSION RATE - STUDENTS WITHOUT DISABILITIES	25.2%	19.5%	10.5% (11)