

# Carmen

SCHOOLS OF  
Science & Technology

ANNUAL REPORT 2014-2015



# MESSAGE FROM HEAD OF SCHOOLS AND BOARD CHAIR

Dear Friends,

Thank you so much for taking the time to review the Carmen Schools of Science and Technology Annual Report for 2014-2015. These pages are filled with the voices of the Carmen family – students, graduates, and school leaders from Carmen’s South and Northwest campuses. They also offer data about student accomplishments and information on how we are achieving strong results.

## Some highlights from 2014-2015 include:

- The Washington Post named Carmen High School of Science and Technology – South Campus THE MOST CHALLENGING HIGH SCHOOL IN WISCONSIN.
- 100% of the Carmen Class of 2015 was accepted to college.
- The Class of 2015 earned an average of \$108,000 per graduate in college scholarships.
- 9th and 10th grade students at both Carmen South and Carmen Northwest achieved annual growth on the pre-ACT EXPLORE and PLAN exams of nearly twice the projected national average.

Results, data, and growth in academic achievement are very important. But the testimony of our students, many of whom would not have the option of a college preparatory education without Carmen, is what motivates our team the most. Take for example the words of Carmen Northwest 11th grader, Uniqua Woodson:

***“Carmen has set very high expectations for me. Sometimes I think they are too high. But I know the teachers believe in me. They see something in me and push me to reach the expectations that I want. Carmen is like another family. If things get tough, there is someone at Carmen who has my back.”***

Parents and students in Milwaukee have taken note of Carmen’s success. After the annual admissions lottery, the South Campus had a 9th grade wait list of nearly 400 students in 2014-2015. Based on this high demand, the MPS school board approved Carmen’s request to open a second south side high school campus in August 2016. The question of the future school’s location was answered in October 2015, when the MPS school board voted to approve the MPS Superintendent’s proposal to co-locate the new Carmen campus in the Casimir Pulaski High School facility. We are excited to work with MPS on a strategic partnership to share Carmen and Pulaski assets and best practices in order to build two great schools inside one exceptional high school facility.

We will keep you informed as these exciting new plans unfold, and we thank you for your commitment to providing excellent, public, college preparatory educational options for ALL students in Milwaukee.

Sincerely,



Patricia Hoben, Ph.D., Head of Schools



Glen Hackmann, Board Chair

# MISSION AND PURPOSE

**The Mission** of Carmen Schools of Science and Technology is to graduate critical thinkers and self-directed learners prepared for success in college, meaningful careers, community involvement, and family life.

**Carmen operates results-driven public charter schools** in partnership with Milwaukee Public Schools, offering a college preparatory education that features a rigorous liberal arts curriculum and emphasizes science and engineering. The vast majority of our students are from low-income homes in Milwaukee's central city, where options for open access to a college preparatory education are limited.

**The purpose of a charter school** is to create, apply, and test new educational approaches to improve the education of students and to serve as a model for other schools seeking to achieve excellence. Carmen takes this responsibility seriously and is working closely with Milwaukee Public Schools (MPS) to open new schools and provide direct support and a model of success that can be leveraged by other public schools.



# STUDENT DEMOGRAPHICS

Carmen operates non-selective, public charter schools that accept students on a first-come, first-served basis. There are NO SPECIAL REQUIREMENTS for entrance other than a willingness to work hard. Carmen students are highly reflective of students in most Milwaukee Public Schools.

## In 2014 - 2015

- 350 students in grades 9-12 attended Carmen South.
- 346 students in grades 6, 7, 9, and 10 attended Carmen Northwest.
- 13% of students at Carmen Northwest and 5% at Carmen South were classified as Special Education students.
- 27% of Carmen South freshmen entered 9th grade as English Language Learners (ELL).

	<b>African American</b>	<b>Latino</b>	<b>Low Income</b>
<b>Carmen South</b>	<b>0.6%</b>	<b>97.1%</b>	<b>93.6%</b>
<b>Carmen NW</b>	<b>77.5%</b>	<b>16.1%</b>	<b>84.2%</b>
<b>MPS</b>	<b>59.2%</b>	<b>25.4%</b>	<b>83.2%</b>
<b>State</b>	<b>7.8%</b>	<b>9.0%</b>	<b>35.6%</b>

# STUDENT LEADERSHIP AND COMMUNITY ENGAGEMENT

Character and leadership development are core goals of a Carmen education. Students engage in their neighborhoods and the world beyond their own communities through volunteerism, community projects, and national and global leadership opportunities. *Middle school students must complete 10 hours of community service each year. High school students are required to complete 20 hours of community service annually.*

Learning and growing outside of the classroom is also a key element in the Carmen experience. In 2014-2015 Carmen offered a full array of arts, junior varsity and varsity athletics, and other extracurricular activities.

The Carmen culture revolves around **Character Traits** that are embedded in the academic, extra-curricular, and advisory programs and represent the attributes of leaders and self-directed learners.

CHARACTER TRAITS	
Social Intelligence	Self-Control
Team Work	Gratitude
Determination	Zest
Curiosity	Integrity



**“To be a real leader you have to seek to understand people. Sometimes leaders come and push forward and only want the power role. But I’ve learned that sometimes a leader has to fall back and understand others and give them a chance. If people understand one another they can accomplish a lot.”**

**UNIQUA WOODSON  
11th GRADE  
NORTHWEST CAMPUS**

## Opportunities in 2014-2015 included:

- Community service projects such as neighborhood clean-up days, assistance to senior citizens, tutoring younger students, United Way Day of Caring, and more.
- Overnight grade level retreats to build relationships and develop self-awareness.
- Student Council, student-led school assemblies, and other school leadership activities.
- Local and out-of-state college tours.
- Building and sailing boats through Building to Learn, a program of All Hands Boatworks.
- A Global Youth Leadership Institute trip to New Mexico for a student leadership development program focused on how to build a culture that reflects and respects diversity.
- Apprenticeship in Medicine through the Medical College of Wisconsin, which provides high school students from diverse backgrounds with exposure to careers in medicine, biomedical research, and allied health.
- Health Careers Opportunity Program (HCOP) at Marquette University.
- LULAC Washington Youth Leadership Seminar which offers students a unique opportunity to travel to Washington D.C., meet with lawmakers and policy makers, and bring new leadership skills back to their communities.

DENNIS BENSON  
7th GRADE  
NORTHWEST CAMPUS

“I did the boat builders camp. I got to build the boat, paint the boat and put it in the water. I actually got to go to the water for the first time. I was nervous, but after a while it felt great. I also participate in Student Council. We help plan all-school meetings in the auditorium and decide what activities we will do. We talk a lot about team work and leadership and all of us coming together to make the school a better place, a very happy place.”



JUSTICE HALL  
11th GRADE  
NORTHWEST CAMPUS

“Carmen has helped me develop my leadership skills

because we do a lot of student-led activities. I also participated in the Global Youth Leadership Institute trip this summer. These experiences take me out of my shell. I am an introvert, and Carmen has opened me up to be a better person.”



VIVICA LEWIS  
9th GRADE  
SOUTH CAMPUS

“Today was a great day! I went out and served a group of people I thought I wouldn’t really like. I worked with people 50+ years old and I was nervous at first. I thought it would be boring and confusing, but it turned out to be amazing. I helped them learn simple things about their smart phones and tablets. The smiles and laughs I heard from them were awesome! I would definitely do it again.”



# DEVELOPING TEACHERS AND SCHOOL LEADERS

Teachers and school leaders at Carmen work together as a cohesive team committed to consistent academic, behavioral, and schoolwide goals. Carmen recruits the best and brightest educators locally and nationally in partnership with organizations like Teach for America, Schools That Can Milwaukee, and the Accelerate Institute Ryan Fellowship. We retain and grow our team by empowering teachers with professional development opportunities and structured pathways to advancement.

## Empowering Teachers to Succeed

Every teacher is personally coached by one of our Principals, Directors of Curriculum and Instruction, or the Department Chair in a particular content area. Coaches observe teachers in action regularly and help them set and achieve goals around lesson plans, educational content, classroom management, and student achievement. New teacher instructional coaches give specific support around the challenges facing first year teachers.

## Ensuring Consistency

Grade Level Lead Teachers work with their colleagues to set and meet consistent academic achievement goals, lead curriculum development efforts, and work to ensure that students are receiving a consistent academic experience across each grade level.

## Creating a Supportive School Culture

Grade Level Advisory Lead Teachers lead efforts related to student behavior and school processes within one grade level. They help administrators create schedules, roll out new initiatives, create policies, plan events like Parent/Teacher conferences, and more.



**“We ask a lot of our teachers. Expectations are really high. So we offer a lot of support in all areas - academic, behavioral, and systems for the classroom. So many people in our buildings are willing and able to give that extra support to our teachers. This is very unusual. I have worked at other schools where I had no one coaching me.”**

**LIZ HEIN**  
**DEAN OF STUDENTS AND CULTURE**  
**NORTHWEST CAMPUS**

## Principals in Training

Carmen provides support and flexibility for faculty members demonstrating the desire to advance to administrative leadership. In the 2014-2015 school year Carmen had 10 educators enrolled in school leadership development programs such as the Burke Instructional Leaders program through Alverno College and Schools That Can Milwaukee and the Woodrow Wilson National Fellowship through Milwaukee School of Engineering.

## Exchanging Knowledge

Carmen teachers have participated in the Schools That Can Milwaukee Teacher Leader and Deans Collaboratives and Emerging Leaders program which allow them to exchange best practices and develop relationships with teachers from other schools around Milwaukee.



# PRINCIPAL IN THE SPOTLIGHT

Sylvia Beevas-Smith became principal of Carmen High School of Science and Technology – Northwest Campus in July 2015. She brings with her years of teaching and leadership experience in large urban schools in Chicago, Miami, Houston, and New York City. As the Northwest Campus continues to grow, her experience in large school settings and as a participant in the nationally acclaimed Accelerate Institute Ryan Fellowship program will be invaluable. Here is an interview with Ms. Beevas-Smith:

## Can you explain the Ryan Fellowship?

Ryan Fellows specifically want to close the achievement gap and believe they can be a part of it. It's a program for aspiring school leaders who want to create a high impact, high achieving urban school. In the first year you do an internship at a high performing urban school. You get paired with the school's principal and really learn the fundamentals needed within a school to close the achievement gap. After the internship, coaching support from Ryan continues for two years. They come in and assess me regularly and I have an advisor who I connect with every month.

## Why did you choose Carmen, when you could have gone anywhere in the country?

I love, love, love Carmen! I was interviewed by teachers, the leadership team, parents, board members, and students. But it was my interaction with the students that sold me on Carmen. The students were so candid and spoke about Carmen with so much passion, love, and positive energy.

The students talked about how the staff really cares about them. They said they felt safe at Carmen and they talked about the "Carmen family." They also said the schoolwork was really tough, but they know it's worth it. The way the students carried themselves was highly impressive. They wanted to get the right principal.

Also, the staff that we have at Carmen is like-minded in terms of dedication to closing the achievement gap and they are willing to go beyond Z. Anyone can go through A to Z, but this team will do whatever they need to go beyond Z. If I have to clear the bathrooms, run to lunch duty, help a student with his homework, then hug a parent - that's what I do. The staff is the same.



**“It was my interaction with students that sold me on Carmen.”**

## How do you feel about being in Milwaukee and being part of MPS?

I knew there was a lot of potential to do great things here in Milwaukee, and right now I am doing a lot of work with MPS. Recently, I participated in a Rethinking High Schools retreat for the district that was held in Chicago. We are also forming a partnership with Browning Elementary School. Browning is in our neighborhood and we are interested in supporting them and lending a hand to share best practices. We are really interested in partnering with MPS in any way to say, wherever our kids are coming from, we will close the achievement gap.

## What is your vision for Carmen Northwest?

My rally cry for this year is “Be Carmen Consistent.” Whatever high standards we set out for our school culture we all must hold ourselves to them - staff, students, and community partners. If we say we want students to have shirts tucked in, then we are 100% holding to that at all times. If we have students who are having trouble at home – we are calling home to see if there are interventions we can offer. We will be consistent with our high standards across the board.

The ultimate expectation is to see that 100% of our students are graduating and going to college. And then beyond that, it's seeing that 100% of our kids are finishing college. It would also be great to see our students returning to Carmen to give back - maybe being a mentor or even a teacher here. That is what I would love to see 5, 6, 7 years from now.

# CONGRATULATIONS CLASS OF 2015

Carmen High School of Science and Technology, South Campus, is proud to announce the graduation of the Class of 2015.

The Carmen Class of 2015 is comprised of hardworking and inspired students who are dedicated to achieving educational, professional, and personal excellence.

CLASS OF 2015 OUTCOMES	
<b>100%</b>	WERE ACCEPTED TO AT LEAST ONE COLLEGE OR UNIVERSITY
<b>87%</b>	ARE ENROLLED IN COLLEGE
<b>85%</b>	TOOK AT LEAST ONE ADVANCED PLACEMENT (AP) CLASS WHILE IN HIGH SCHOOL; 94% OF THEM PASSED AN AP EXAM
<b>\$5.95 MILLION</b>	IN COLLEGE SCHOLARSHIPS WAS AWARDED TO CARMEN GRADUATES INCLUDING SEVERAL FULL TUITION SCHOLARSHIPS
<b>\$108,000</b>	IS THE AVERAGE 4-YEAR COLLEGE SCHOLARSHIP EARNED PER GRADUATE

## LEGACY STATEMENT

Each year, Carmen's graduating class writes a legacy statement to leave behind for all the students that come after them. The Class of 2015 Legacy Statement is:



**“As we move towards graduation, we reflect sophistication, empowerment, and strength. We overcame hardship by shining through dark times with our fun and outspoken personalities. We came in as complicated pieces who learned to overcome our differences and are now leaving as one beautiful masterpiece. Look for the bonds we left in the hallways as a family. We are the future. We are the Class of 2015...may we live our legacy forever.”**

Carmen Class of 2015 graduates were accepted to the following colleges:

Alverno College  
 Andrews University  
 Aurora University  
 Beloit College  
 Bethel College - IN  
 Buena Vista University  
 Cardinal Stritch University  
 Carroll University - WI  
 Carthage College  
 Coe College  
 College of Saint Benedict  
 Columbia College Chicago  
 Concordia University - WI  
 DePaul University

Eckerd College  
 George Williams College  
     of Aurora University  
 Kalamazoo College  
 Lake Forest College  
 Loras College  
 Marian University  
 Marquette University  
 Milwaukee Area Technical College  
 Milwaukee School of Engineering  
 Mount Mary University  
 Ripon College  
 Roosevelt University  
 Saint John's University

Saint Louis University  
 Saint Xavier University  
 Silver Lake College  
 St. Norbert College  
 University of Wisconsin, Green Bay  
 University of Wisconsin, Madison  
 University of Wisconsin, Milwaukee  
 University of Wisconsin, Oshkosh  
 University of Wisconsin, Parkside  
 University of Wisconsin, Platteville  
 University of Wisconsin, Stevens Point  
 University of Wisconsin, Whitewater



# HIGH HONORS

## Elia Peredo, Valedictorian

Carmen Internship: Core el Centro - 3 years  
College Attending: Loras College

**“Thanks to Carmen challenging me, I have not only grown academically but also as a person. I have seen what I’m capable of when I work hard. If I’m dedicated enough, I can accomplish tasks that seemed impossible at first. I have learned that life is too short not to pursue your dreams and not to be involved in something you are passionate about.”**



## Alejandra Hernandez, Salutatorian

Carmen Internship: Godfrey & Kahn - 3 years  
College Attending: Kalamazoo College

**“I used to be really shy and quiet, but Carmen definitely changed that! I have learned to be a leader and to express myself without feeling judged, and I have definitely learned to communicate well with others. I have learned to be open minded and accept other peoples’ values because I know I have my own opinions...I have met many great people and learned many valuable things from them that I know I can take with me for the future.”**



## Mia Martinez, Cesar Chavez Award Winner

Carmen Internship: Discovery World (1 year) Casa Romero (1 year)  
College Attending: Marquette University

**“My experience at Carmen has shaped me into the person that I am today: Strong, dedicated, and ready for the future.”**



# CLOSING THE ACHIEVEMENT GAP IN MIDDLE SCHOOL

**“If we want to close the achievement gap and see our kids succeed in a rigorous high school program and get to college, they have to make two to three years of growth in each year of middle school.”**

**KAYLEE JACKSON  
CO-PRINCIPAL  
CARMEN MIDDLE SCHOOL NORTHWEST CAMPUS**



“Unfortunately, many students in Milwaukee are entering middle school multiple grade levels behind in reading and math. This is true for students at Carmen too,” explains Kaylee Jackson, Co-Principal of Carmen Middle School of Science and Technology – Northwest Campus. “So if we want to close the achievement gap and see our kids succeed in a rigorous high school program and get to college, they have to make two to three years of growth in each year of middle school. If we only make one year of progress per year we will never catch up.”

Students who started at Carmen Middle School in our first 6th grade cohort in 2013-2014 continued to show strong progress during 2014-2015 in both reading and math. A total of 66.7% of Carmen Northwest 7th graders met their NWEA MAP Fall-to-Spring growth goals in reading, compared to 54.6% of 7th graders MPS-wide. Progress in math was even greater, with 69% of 7th graders having met their NWEA MAP Fall-to-Spring growth goals compared to 56.6% of 7th graders MPS-wide. Students who entered 6th grade at Carmen Northwest in 2014-2015 substantially outperformed 6th graders MPS-wide in math, with 79.5% of Carmen students meeting Fall-to-Spring NWEA MAP growth goals compared to 55.2% of the 6th grade students MPS-wide. Reading growth was comparable for Carmen and MPS 6th graders. This kind of growth is essential, as the ultimate goal is for our middle school students to enter high school ready for a rigorous college preparatory program and, ultimately, college.

To achieve that goal, Carmen has created a targeted, differentiated reading instruction program called Pods. While all students are required to engage in 75 minutes per day of rigorous grade-level English classes, they also meet in small reading groups for 45 minutes four times per week to work on reading skills at their specific level.

“We have students who need to work on basic decoding skills, fluency or reading aloud, and comprehension skills. In Pods, students receive direct instruction, choose books they like, and have specific time to practice key reading skills,” says Jackson. “PODS also challenge students already reading at or above grade level to grow even further.”

Similar small groups and individual tutoring are provided to assist students in catching up in Math. An innovative hour each week called WIN (Whatever I Need) provides students an opportunity to pinpoint challenges and get the specific support they need in any subject.

**“Carmen teachers make sure that all courses are backwards mapped. Before the semester starts we have the final written. We know what we want each student to know by the end of the year. From there we create lessons that drill down to make sure that each student is proficient in the skills and content they need to be successful. We constantly adjust, adapt, analyze data, and decide what comes next in order to drive at our goal.”**

**JANIS MEINKE  
DIRECTOR OF CURRICULUM AND INSTRUCTION  
SOUTH CAMPUS**

# SOARING IN HIGH SCHOOL

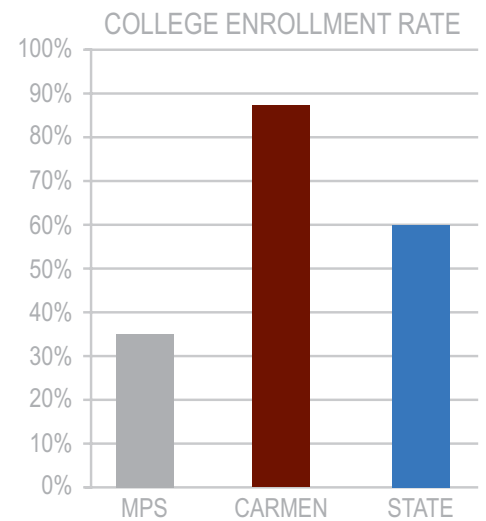
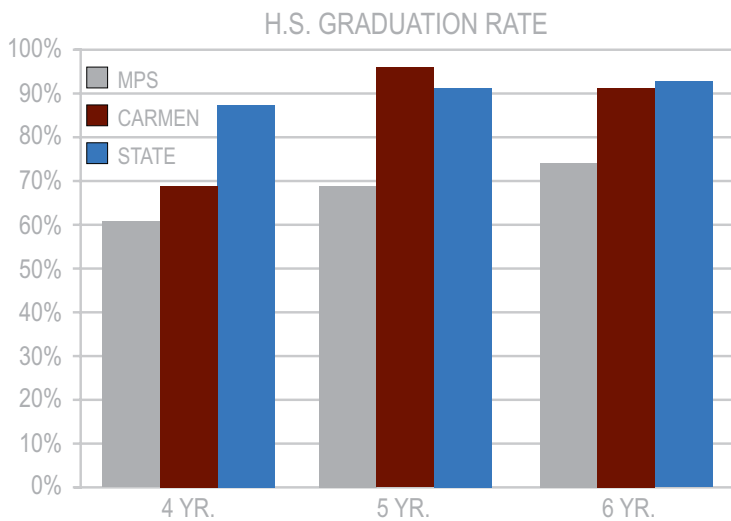


The Washington Post named Carmen High School of Science and Technology – South Campus, The Most Challenging High School in the State of Wisconsin in 2015.

Ranking is based on a formula that evaluates student participation in Advanced Placement (AP) or International Baccalaureate (IB) course work. At Carmen South, 85% of the Class of 2015 took at least one AP class while in high school; of those, 94% passed the exams. And while most highschools make AP exams optional, all students enrolled in AP classes at Carmen are required to take the exams, with Carmen covering exam costs.

## CARMEN SOUTH: INDICATORS OF SUCCESS

After eight years in operation, Carmen South is producing strong longitudinal data showing the lasting impact of a Carmen education on graduation and college acceptance.

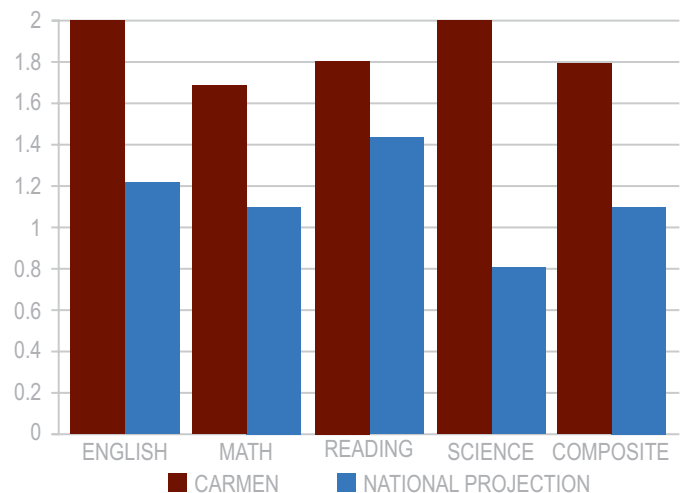


## CARMEN NORTHWEST: INDICATORS OF SUCCESS

In its second full year of operation Carmen Northwest continued to build a track record of student growth. Tools used to understand student progress include the 9th grade EXPLORE exam, 10th grade PLAN exam, and the ACT, which measure mastery of College Readiness Standards defined by the ACT. Carmen students take the EXPLORE or the PLAN exams at the start and finish of the 9th and 10th grade, respectively.

In 2014-2015 Carmen Northwest students exceeded national composite growth rates by nearly double (1.8 vs 1.1 points) on the 9th grade EXPLORE and 10th grade PLAN pre-ACT tests. One point growth is generally considered equivalent to about one year of growth. The Carmen data show about two years of growth.

### FALL TO SPRING GROWTH ON PRE-ACT EXAMS



# CAREER PATHWAYS

A Carmen education offers multiple opportunities for students to envision, learn about, and engage in the professional world. In 2014-2015 Carmen began discussions with local colleges to develop new career exploration pathways including dual enrollment programs, certification programs, and other pipelines to careers in health care, IT, and manufacturing technologies.

## The Carmen Student Internship and Scholarship Program

is Carmen's cornerstone career readiness program.

- The program places students in grades 10-12 into entry-level internships within local corporations and non-profit organizations where they work one full day each week, gaining real-world work experience, professional role models, concrete skills, and personal confidence.
- For each semester that a student successfully serves as an intern, he or she receives valuable scholarships upon enrollment in college.
- Scholarship funds come from participating Corporate Sponsors and many caring individual donors.

Corporate partners in Carmen's Student Internship and Scholarship Program find opportunities to:

- Diversify their workplaces
- Develop future talent
- Open the door to college and careers for young people in Milwaukee

*The program also provides student transportation and strong management support from Carmen staff, and all sponsorship contributions are fully tax deductible.*

**“We love the Carmen internship program! It is an absolute joy for us to work with such smart, motivated, and compassionate students. In their time with us they become an indispensable part of our team, supporting programming ranging from Environmental Education to Equipment Lending. It is a delight to watch their confidence grow as they get more and more experience.”**

GLENNA HOLSTEIN  
MENOMONEE VALLEY BRANCH MANAGER  
URBAN ECOLOGY CENTER

# STUDENT INTERN PROFILES

## Azael Flores

HUSCO International

Currently a Freshman at University of Wisconsin-Milwaukee



**“My Carmen internship experience helped me know the true meaning of respect, responsibility, and trust by showing me how to adapt not only in school but outside.”**

## Jonathan Perez

R.W. Baird & Co.

11th Grade - Carmen South



**“Ever since starting my internship, I have been thinking I want to work in a professional environment. I'm interested in IT and engineering. I think my communication skills have really grown because I have a lot of communication with adults, especially professionals. The environment at Baird is really nice and the people I work with are so cool and so welcoming.”**

# PARTNERS

Contributions from Corporate Partners and generous individuals make the Student Internship and Scholarship Program work. Corporate Partners contribute \$5,000 per year, per student to the program. (Some partners host up to 5 students per year!) Contributions from individuals allow us to place students at non-profit organizations where they develop valuable professional skills and a commitment to serving our community. Also, 100% of contributions to the program go directly toward scholarships for students. More than \$100,000 in scholarships from the Student Internship Program were awarded to 21 Carmen graduates in 2015!

## Thank you to the following individual and organizational donors who contributed to the Scholarship Program in 2014-2015:

Ramon Alvarez	Mr. and Mrs. Mark Katz
Anonymous	Ted and Mary Kellner
Raul Arredondo	Keith Kolb
Mary Baer	Kenneth and Melinda Krei
Steve Barth	Mark Leitschuh
Mary Lou Burtin	Sheldon Lubar
Sharon Canter	Daniel F. Madigan III
Charles Carter and Patricia Hoben	Mike and Jamy Malatesta
Ellen Censky	Jerald Martocci
John Cooper and Pamela Maxson-Cooper	Craig McArton
William A. and Margaret M. Crowley	Mary Meehan
Thomas Cunningham and Mary Ritchie	Sue Miller
Max and Sandra Dermond	Richard Pieper
Sr. Mary Diez	Paul Purcell
Harry and Barbara Drake	Austin and Heather Ramirez
Gary Elfe	Thomas and Kathleen Rave
Robert and Elisa Fernholz	Daniel Rich
Lilith Fowler	Marsha Sehler
Wendy Fritz Mader	Dieter and Veronica Soell
Laura Fuller	Dawn Scher Thomae
Ivan Gamboa	Frank and Sandy Urtz
Javier Gonzalez	Christel Wendelberger
Xochitl Gonzalez	Bill and Patricia Wilde
Glen F. Hackmann	Jay and Madonna Williams
Stephen Hoch	Arzbaecher Family Foundation
Douglas Hoeffel	Badger Alloys, Inc.
Emory and Barb Ireland	The Cara Foundation, Inc.
Jeff and Sarah Joerres	Godfrey & Kahn
Craig Jorgensen	Kopmeier Foundation
	Parent Association
	Reilly, Penner & Benton LLP

## Thank you to these generous donors who contributed funds for activities at our individual campuses:

Charlotte Y. Cannon Sain	RMZ Metal Finishing
Donald C. and Mari-Anne F. Hechmann	Rose E. Spang
Mary M. Quinlan	Badgerland Striders
	Chipotle

## Thank you to the 2014-2015 Student Internship and Scholarship Program Partners:

Alverno College	First Stage Children's Theater
Robert W. Baird & Co.	Godfrey & Kahn
BMO Harris Bank	HUSCO International
Betty Brinn Children's Museum	Ideal Plumbing, Heating, and Air Conditioning
The Blood Center of Wisconsin	Kathy's House
Bon-Ton, Inc.	Milwaukee Art Museum
Bostik, Inc.	Milwaukee Public Museum
Casa Romero	Pieper Power
CORE/EI Centro	Urban Ecology Center
Discovery World	VJS Construction

## Thank you to these visionary donors to Carmen expansion efforts in 2014-2015:

Arzbaecher Family Foundation	Glen Hackmann
Bader Philanthropies, Inc.	Greater Milwaukee Foundation- Actuant Community Outreach Fund
Burke Foundaton	M & I Foundation
Caterpillar Foundation	
Department of Public Instruction Charter School Implementation Grant	

**“We want to continue to support a school and approach that is producing positive results in Milwaukee, where so many schools are struggling. Our employees understand our commitment to Carmen Schools and genuinely enjoy the time they spend with the interns.”**

**CHARLES (CHUCK) WHALEY  
AMERICAS HUMAN RESOURCES DIRECTOR  
BOSTIK**

# CARMEN GRADUATE LAUNCHES PROFESSIONAL CAREER



**“I remember my freshman year [at Carmen]. I made my teachers cry with my immature behavior. But they never gave up on me...They always told me I was capable of better things.”**

**JONATAN ZUNIGA  
CLASS OF 2011 CARMEN SOUTH**

In June of 2015, Jonatan Zuniga earned a Bachelor’s Degree in Urban Studies with a minor in Business from the University of Wisconsin – Milwaukee and became the first person in his family to graduate from college. Armed with his degree and a passion for improving life in his community, Jonatan is the embodiment of the Carmen mission to “graduate critical thinkers and self-directed learners prepared for success in college, meaningful careers, community involvement, and family life.”

After graduating from UWM, Jonatan launched his professional career by accepting a position as Community Outreach Manager with Layton Boulevard West Neighbors (LBWN), one of Milwaukee’s premier community development organizations. In his new role, Jonatan is working closely with residents of Layton Boulevard West neighborhoods to improve safety, social engagement, and community identity in the community where he grew up and attended Carmen South. Here he is in his own words:

**How did Carmen prepare you for college?** The most important thing was the academic preparation. Carmen really prepared me for the homework and the intensity of college. It didn’t take me by surprise. I felt prepared and confident about my writing and math skills.

**How did your participation in the internship program prepare you for college?** It definitely improved my social skills. I was 14 years old when I started my first Carmen internship and had no idea how to behave in an office. My parents are immigrants and have mostly been in blue collar jobs. The internship got me out of my comfort zone. I had to get used to working with older people, people from very different backgrounds. When I got to UWM there were 30,000 students, and I was a minority. That process of adapting myself to a different environment got me ready to succeed at UWM. I wasn’t afraid to talk to people or join organizations.

**How did college change you?** When I started college I was more focused on myself. College exposed me to different things and got me even more passionate about using my education and skills to help my community.

**Did you stay connected to Carmen while in college?** Definitely. Throughout college, I would go back to Carmen and ask for advice. When I decided to switch my major to Urban Studies, it was Dr. Hoben who recommended that I also get a minor in Business to make me more well-rounded. That was really helpful in terms of applying for jobs.

**Talk about your new job at Layton Boulevard West Neighbors:** I work with residents on safety initiatives, home buying, and other neighborhood improvement initiatives. One thing I do is partner with a police officer to do weekly block meetings. The focus is to get the neighbors to know each other. If they have ideas for improving the block, that is where I support them. I’ve always thought this city has the potential to be the best. I mean all of the neighborhoods – the north side and south side – as well as downtown and the Third Ward. Now I have even greater hope for these communities.

**Where do you see yourself in five to ten years?** In ten years I might want to run for public office - locally or at the state level. In the next five years I want to learn and develop strategies that will allow communities to reach their full potential. I want to work with businesses, community residents, and government officials to make real progress. So if I decide to run, I’ll have a record of doing good things for the community.

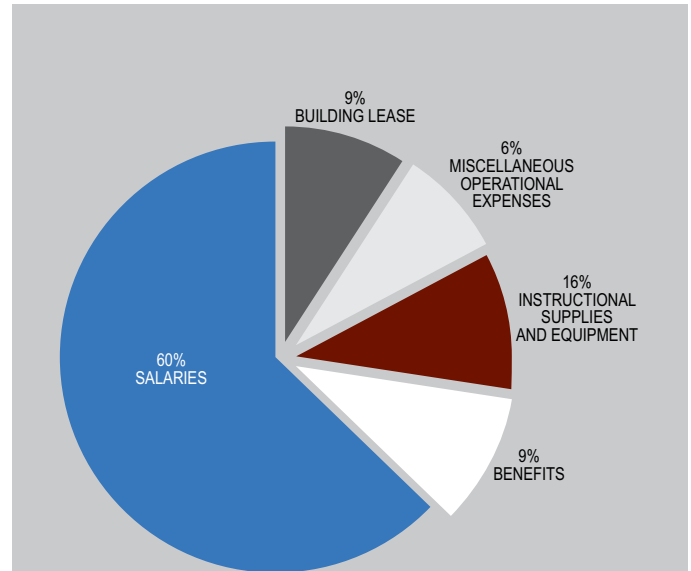
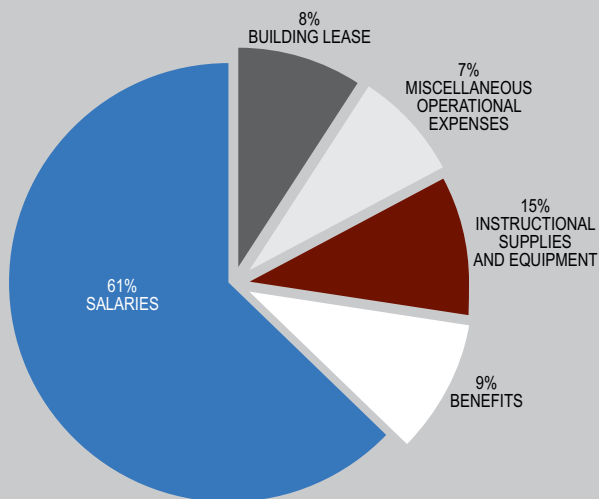
**How do you carry the Carmen spirit today?** The importance of being involved in the community was something they talked about a lot at Carmen. They also stressed professionalism. And, of course, the importance of education in our communities. At the end of the day, I always come back to education being the main thing our community needs right now.

# FINANCIAL INFORMATION

Carmen Schools of Science and Technology operates its schools on the same per-pupil funding basis as other public schools across Wisconsin.

## Carmen South Campus

In 2014-2015, our established South Campus operated on a balanced budget based entirely on public funds. Carmen received \$2,826,250 (\$8,075 per student) from MPS and an additional \$301,310 in Federal Title 1 and Special Education allocations. The graphic below shows the breakdown of school spending in the 2014-2015 school year.



## Carmen Northwest Campus

The Northwest Campus also operated on a budget based on public funds, but incorporated additional funds from several private and public sources to support all of the start-up expenses associated with the second year of operating a new school, including furniture, technology, equipment, curriculum supplies, and modest facility improvements. Carmen Northwest received \$2,785,875 (\$8,075 per student) from MPS and an additional \$292,162 in Federal Title 1 and Special Education allocations. We also used \$598,609 in private grants and \$320,265 from the Department of Public Instruction for start-up expenses. The graphic above shows the breakdown of school spending in the 2014-2015 school year.

## YOU CAN HELP

- Make a financial contribution to the Carmen High School Development Organization, Inc.
- Sponsor a Carmen Intern at your workplace.
- Talk to other business owners and managers about the Carmen Student Internship Program.
- For more information, contact Student Internship Program Director, Bevin Christie at (414) 837-4000 Ext. 183 or [christieb@carmenhighschool.org](mailto:christieb@carmenhighschool.org).



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