



Madison Preparatory Academy for Young Men

Empowering Young Men for Life

What will my future hold?



Based on current education and social conditions, the fate of boys of color is uncertain.

Black and Hispanic boys are grossly over-represented among youth failing to achieve academic success, are at grave risk of dropping out school before they reach 10th grade, and are disproportionately represented among adjudicated and incarcerated youth.

Without meaningful and sustainable interventions and support systems, far too many of our young men will never realize their true potential.



School Achievement

Madison Metropolitan School District

- **52% of African American males and 52% of Latino males graduate from high school on time (MMSD, 2009).**
- **7% of African American and 18% of Latino students are college ready; 93 percent are not (ACT, Inc, Class of 2010).**
- **Just 20% of African American and 38% of Latino seniors completed the ACT exam in 2009-10.**



School Achievement

Madison Metropolitan School District

- **42% of African American males were proficient in reading, 35% in math, and 35% in science in 10th grade in 2009-10.**
- **61.8% of African American males in the Madison Metropolitan School District earned below a C average in 9th grade algebra compared to 43.4% of Hispanic, 37.5% of Asian, and 27.4% of white males.**

[Madison Metropolitan School District, September 2010]



School Achievement Aspirations

In a 2006 survey commissioned by the Washington Post, 76% of Black men reported “being successful in a career” was very important to them, compared to 67% of Black women, 56% of white men and 42% of white women.

The percentage of young black men (18 – 29 years old) reporting that “being successful in a career” was very important to them was much higher, 87%.

[The Washington Post/Kaiser Family Foundation/Harvard University: African American Men Survey 2006]



School Achievement Aspirations

In a 2004 national survey, a greater percentage of Black high school seniors than their Hispanic, Asian and white peers, indicated that getting a good education, being successful in their line of work, becoming an expert in their line of work, being able to find steady work, having a lot of money and being able to give their children better opportunities than they had was “very important” to them.

[U.S. Department of Education: National Center for Education Statistics, Education Longitudinal Study of 2002]



School Achievement

Social Conditions

- 31.9% of Black and 17.3% of Hispanic high school graduates not enrolled in college in 2004-05 were unemployed, compared to 18.1% of white high school graduates. More than 50% of Black and Hispanic high school dropouts were not in the labor force (working or seeking a job) in 2005. [*U.S. Dept of Labor: College Enrollment & Work Activity 2005*]
- In 1999, 52% of African American male high school dropouts had prison records by their early thirties (age 30-34) compared to 13% of white male high school dropouts of the same age. Overall, 22% of Black men between the ages of 30-34 experienced prison incarceration compared to 3% of white men. [*Justice Policy Institute: Education & Incarceration 2002*]
- In 1999-2000, there were 791,600 Black men (ages 18 and older) incarcerated in the United States compared to 603,302 that were enrolled in higher education. [*Justice Policy Institute: Cellblocks to Classrooms 2003*]



School Achievement

Dane County Incarceration Rates

In 2006, an estimated 32% of Black men ages 18-54 were under the supervision of the Department of Corrections, 10% incarcerated and 22% under community supervision. The peak rate was for ages 25-29: an estimated 47% of Dane County's (WI) Black men aged 25-29 were under supervision, 15% in prison and another 32% on probation or parole or extended supervision.

[[Racial Disparities in Criminal Justice](#), Pamela Oliver, University of Wisconsin School of Sociology]



School Achievement Aspirations

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College Preparation

Expert Recommendations

- A panel convened by the U.S. Department of Education recommended that children begin the process of planning for college in middle school. *[Getting College Ready: A Handbook 1999]*
- Rigorous college preparatory course sequences—particularly in English, mathematics, and science—are critical to preparing students for postsecondary education and work. *[ACT Report - Courses Count: Preparing Youth for Postsecondary Success 2005]*
- The efficacy of an “interested adult” is a key factor in the college planning of African American and Hispanic Students. *[ACT Policy Research Center, Noth & Wimberly 2002]*

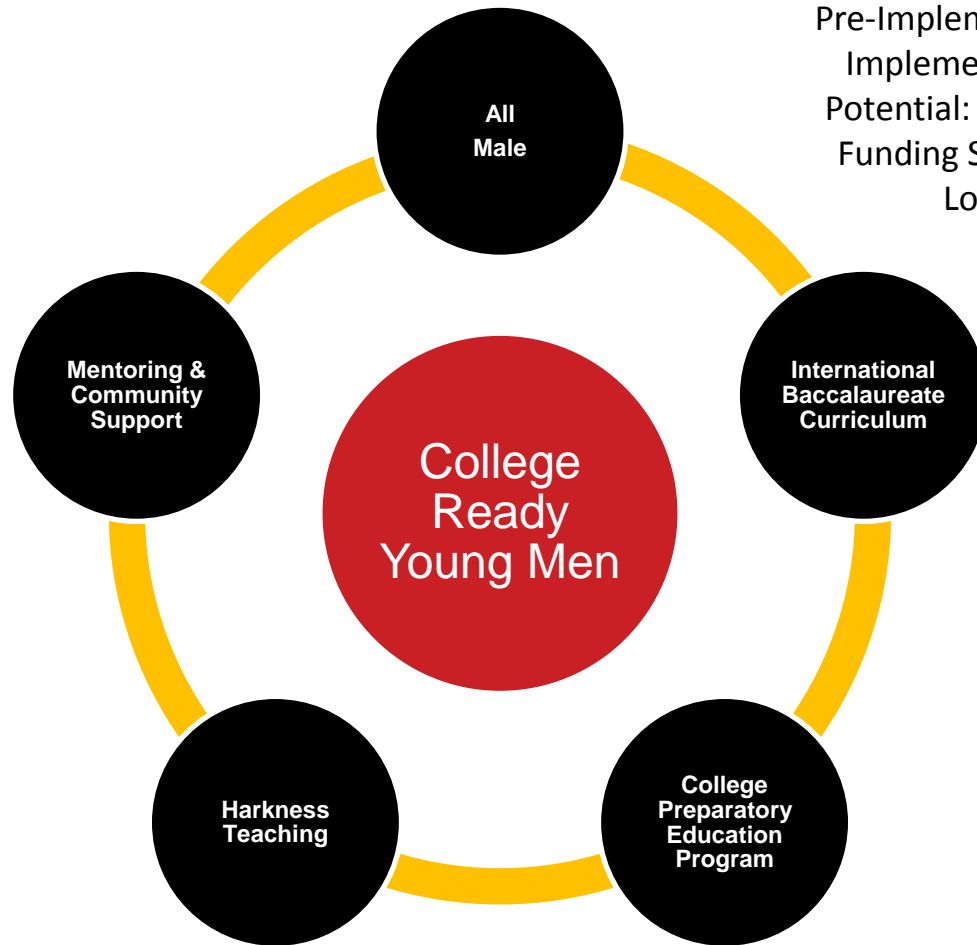




Urban League of Greater Madison Madison Preparatory School for Young Men

Empowering Young Men for Life
(Grades 6 – 12)

Planning Year: 2010-11
Pre-Implementation Year: 2011-12
Implementation Year: 2012-13
Potential: Girls School in 2013-14
Funding Source: Federal, State,
Local, and Private



Timeframe

Fall 2012

Madison Preparatory Academy

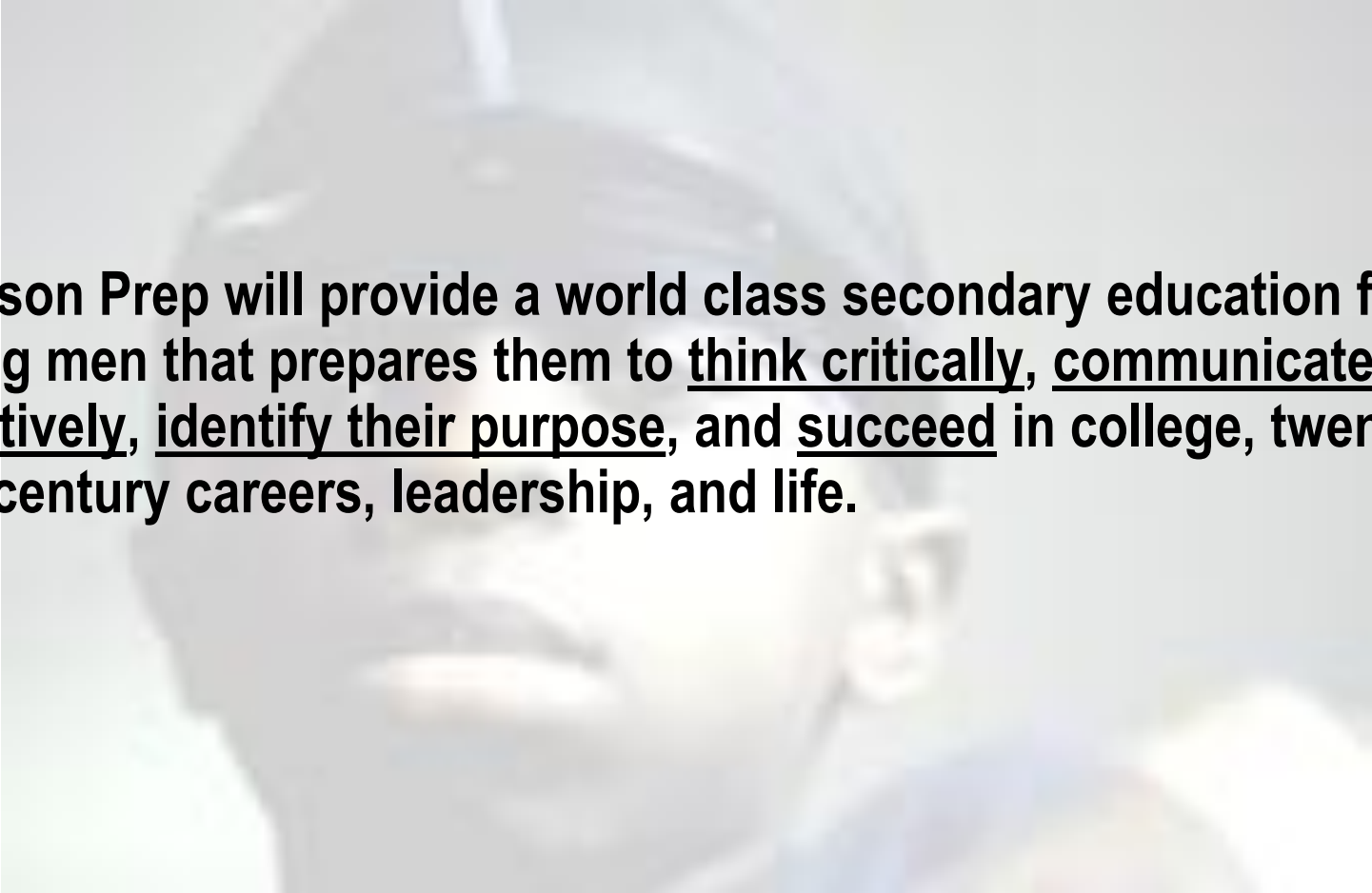
Target Population

- Boys entering grades 6 and 7 (grow one grade per year until we reach 12th grade) in 2012-13
- 90 students year one (three classes of 15 student per grade); serve 270 at maturity (2017-18)
- Diversity important; not a school for black males only
- Serve any young man who resides in the Madison Metropolitan School District with a limited number of transfer slots open to parents through the Wisconsin Public School Open Enrollment Program
- Will utilize a lottery if enrollment request exceed space



Madison Preparatory Academy

Mission



Madison Prep will provide a world class secondary education for young men that prepares them to think critically, communicate effectively, identify their purpose, and succeed in college, twenty-first century careers, leadership, and life.



Madison Preparatory Academy

Our Goals

- Graduate young men who are ready to pursue top post-secondary education and training opportunities, particularly in fields of science, technology, communications, and the social sector.
- Instill in young men habits of effective leadership, a global perspective and a commitment to effort.
- Engage positive male and female role models in the training, coaching and development of young men.
- Build strong partnerships between parents, teachers, and community that help young men succeed.



Madison Preparatory Academy

Our Strategies

- **An all male student body**
- **The International Baccalaureate Curriculum**
- **College Preparatory educational program**
- **Harkness Teaching**
- **Mentoring and Community Support**



Madison Preparatory Academy

Objectives

- **90% of NextGen Scholars will score at proficient or advanced levels in reading, math and science on criterion referenced achievement tests after three years of enrollment**
- **90% of Scholars enrolling by the beginning of eleventh grade will graduate**
- **100% of students will complete the SAT and ACT assessments before graduation with 75% achieving a composite score of 22 or higher on the ACT and 1500 on the SAT**
- **100% of students will complete a *Destination Plan* before graduation**
- **100% of graduates will attend a four-year college or professional training program after graduation**



I am the Future!



Help us prepare young men
for their future.

Thank you for your support!

For more information, please contact:

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